



**LEVEL 3**

## Team Leading/Supervisor Apprenticeship Overview

*I am enjoying the course and the tutor is brilliant. The course was chosen for me by my manager as I had been promoted recently and I am finding it really helpful. It is really good to talk through things with my tutor because it really helps me to make decisions in my everyday role. I think the course also helps my confidence and I feel a leadership qualification will help me to stand out in the future. One day I would like to be a manager and this for me is the first step.*

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Team Leading Apprentice

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DOC URN: 3.1.31

# Team Leader / Supervisor

## Apprenticeship Overview

### Who Is This Apprenticeship Suitable For?

A team leader/supervisor with operational/project responsibilities or responsibility for managing a team to deliver projects, planning and monitoring workloads and resources, delivering operational plans, resolving problems, and building relationships internally and externally.

They provide direction, instructions and guidance to ensure the achievement of set goals. Working in the private, public or third sector and in all sizes of organisations, responsibilities will vary, but the knowledge, skills and behaviours needed will be the same whatever the role.

Key responsibilities are likely to include supporting, managing and developing team members, managing

projects, planning and monitoring workloads and resources, delivering operational plans, resolving problems, and building relationships internally and externally.

Our work-based learning programmes are designed to give you the skills required in your chosen industry, while working towards nationally recognised standards, improving your numeracy and communication skills.

**Duration: 12-18 months**

### What's Included?

#### Level 3 Diploma in First Line Management (on-programme assessment)

This is made up of units directly relevant to your job. Your Trainer/Assessor will guide you through the unit selection process. You will achieve a series of on-programme assessments carried out by your Trainer/Assessor. You will achieve a number of units that add up to a minimum of 37 credits in total:

- **30 credits from Mandatory Units**
- **Minimum of 7 credits from Optional units**

#### Functional Skills: Maths and English

You will complete Functional Skills in Maths, English. Assessments are designed to measure the competent application of skills within real-life scenarios. Assessments are task based with no portfolio to complete. These can be completed on-screen, offline or paper-based.

You will need to successfully pass these exams at L2.

Completion of Functional Skills may not be required where evidence of a current transferrable qualification exists e.g. GCSE. Please ask your Trainer/Assessor about exemption.

#### Gateway

This is the sign off process to make sure you are ready for end point assessment. You, your employer and your Trainer/Assessor will check if you have everything in place and gained all knowledge and skills ready to progress to your end point assessment. Once all requirements have been achieved, your paperwork and portfolio is passed onto the Internal Quality Assurer, who will sample it and check, if it is of the required standard.

#### End point assessment (EPA) to achieve the Apprenticeship

An EPA is an independent synoptic assessment carried out by an independent assessor at the end of your apprenticeship that offers confirmation of knowledge, skills and behaviours (known as KSBs) for a particular role once your training has been completed. You need to pass this final assessment to achieve your apprenticeship. Your Trainer/Assessor will prepare you for the EPA where you will be assessed by the following methods :

1. Scenario based test
2. Competence based interview
3. Assessment of portfolio of evidence
4. Discussion on portfolio and CPD

## Overview of End Point Assessment

| Assessment Method                                | Area Assessed  | Weighting  |
|--|--|------------|
| Knowledge Test using scenarios and questions     | Knowledge of leading people, managing people, building relationships, communication,   | <b>30%</b> |
| Structured competency based interview            | Knowledge and application of learning relating to leading people, managing people, building relationships, communication, operational management, project  | <b>30%</b> |
| Assessment of portfolio of evidence              | Application of knowledge and demonstration of skills and behaviours relating to leading people, managing people, building relationships, communication, operational management, pr awareness, management of self and decision making, taking responsibility, inclusivity, being agile, professionalism | <b>20%</b> |
| Professional discussion relating to CPD activity | Evidence of CPD, training and personal development activities and how learning was applied to the role and workplace   | <b>20%</b> |

## Knowledge, Skills And Behaviours

This section covers the The Skills, Knowledge and Behaviour that you will develop to achieve your apprenticeship and will be assessed during your EP om your Trainer/Assessor so we can see where we need to help you learn in order to pass EPA and achieve your apprenticeship.

| <b>Team Leader/Supervisor</b>   |   | Development need partial | Moderate development needed | Extensive development needed |
|---|---|--------------------------|-----------------------------|------------------------------|
| <b>KNOWLEDGE</b><br>(through formal learning and applied according to business environment) |   |                          |                             |                              |
| <b>Interpersonal excellence – managing people and developing relationships</b>              |   |                          |                             |                              |
| Leading People  | Understand different people and improve performance. Understand organisational cultures, equality, diversity and inclusion.   |                          |                             |                              |
| Managing People   | Understand people and team management models, including team dynamics and motivation techniques. Understand HR systems and legal requirements, and performance management techniques including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviour. |                          |                             |                              |
| Building Relationships  | Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict. Know how to facilitate cross team working to support delivery of organisational objectives.  |                          |                             |                              |
| Communication   | Understand different forms of communication and their application. Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns.  |                          |                             |                              |

| <b>Organisational Performance - delivering results</b>                                    |   |  |  |  |
|---|---|--|--|--|
| Operational Management  | Understand how organisational strategy is developed. Know how to implement operational/team plans and manage resources and approaches to managing change within the team. Understand data management, and the use of different technologies in business.  |  |  |  |
| Project Management  | Understand the project lifecycle and roles. Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools.   |  |  |  |
| Finance   | Understand organisational governance and compliance, and how to deliver Value for Money. Know how to monitor budgets to ensure costs do not overrun.  |  |  |  |
| <b>Personal Effectiveness – managing self</b>   |   |  |  |  |
| Awareness of Self   | Know how to be self-aware and understand unconscious bias and inclusivity. Understand learning styles, feedback mechanisms and how to use emotional intelligence.   |  |  |  |
| Management of Self  | Understand time management techniques and tools, and how to prioritise activities and approaches to planning  |  |  |  |
| Decision Making   | Understand problem solving and decision making techniques, and how to analyse data to support decision making.  |  |  |  |
| <b>SKILLS<br/>(acquired and demonstrated through continuous professional development)</b> |   |  |  |  |
| <b>Interpersonal excellence – managing people and developing relationships</b>            |   |  |  |  |
| Leading People  | Able to communicate organisation strategy and team purpose, and adapt style to suit the audience. Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.   |  |  |  |
| Managing People   | Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve. Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.   |  |  |  |
| Building Relationships  | Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts. Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams. Building relationships with customers and managing these effectively.  |  |  |  |
| Communication   | Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management. Use of active listening and provision of constructive feedback.  |  |  |  |
| <b>Organisational Performance - delivering results</b>                                    |   |  |  |  |
| Operational Management  | Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes. Able to adapt to change, identifying challenges and solutions. Ability to organise, prioritise and allocate work, and effectively use resources. Able to collate and analyse data, and create reports. |  |  |  |
| Project Management  | Able to organise, manage resources and risk, and monitor progress to deliver against the project plan. Ability to use relevant project management tools, and take corrective action to ensure successful project delivery.  |  |  |  |
| Finance   | Applying organisational governance and compliance requirements to ensure effective budget controls.   |  |  |  |
| <b>Personal Effectiveness – managing self</b>   |   |  |  |  |
| Awareness of Self   | Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received  |  |  |  |
| Management of Self  | Able to create an effective personal development plan, and use time management techniques to manage workload and pressure.  |  |  |  |
| Decision Making   | Use of effective problem solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required.   |  |  |  |

## BEHAVIOURS (developed and exhibited in the workplace)

### Interpersonal excellence – managing people and developing relationships

|                      |  |  |  |  |
|----------------------|--|--|--|--|
| Takes responsibility | Drive to achieve in all aspects of work. Demonstrates resilience and accountability  |  |  |  |
| Inclusive            | Open, approachable, authentic, and able to build trust with others. Seeks views of others.   |  |  |  |
| Agile                | Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responds well to feedback and need for change. |  |  |  |
| Professionalism      | Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values.  |  |  |  |

## How Will Learning Take Place?

### Off-the-job training

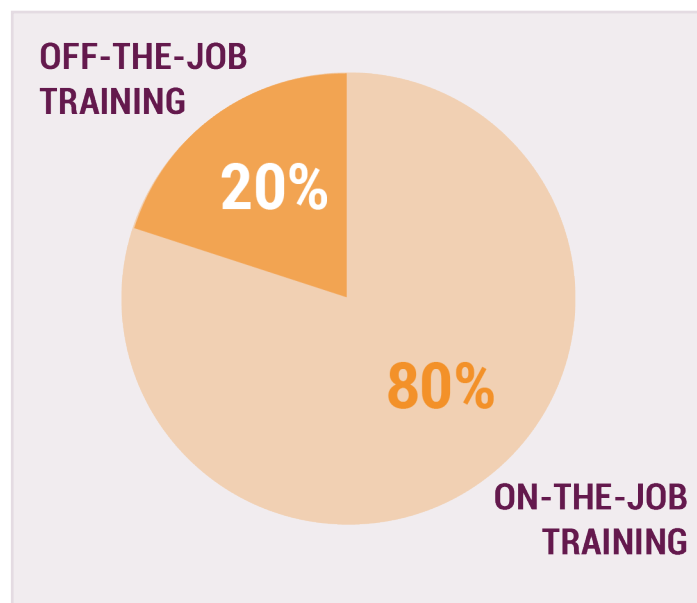
Off-the-job training is a learning activity away from the day to day pressure of your job. It is undertaken outside of your normal working environment and leads towards the achievement of your apprenticeship. Minimum 20% of your apprenticeship learning has to be completed off-the-job. This can include training that is delivered at your normal place of work but will not include your normal working duties.

Off-the-job training could be guided by your employer:

- Company induction
- Mentoring
- Shadowing
- Department visits
- Industry visits
- Your Trainer/Assessor
- Teaching of theory (through e-learning or face to face)
- Completion of assignments
- Recorded tutorials
- Attending workshops

### On-the-job training

On-the-job refers to the time taken to develop the practical skills applied in the context of a job role. It can be seen as the time you spend being guided whilst undertaking normal activities as part of your job role, and which provide opportunities to learn, develop and practice skills.



## Plagiarism

It is your responsibility:

- To ensure that work submitted for purposes of assessment is your own.
- To ensure that the words and arguments of others are appropriately cited and referenced.
- You must not simply copy material from other learners

or other sources. Changing a few words within a copied piece of text still counts as plagiarism.

In short, work submitted by you must be your own. Through appropriate referencing that this is not the case – or where originality was clearly not a requirement of the assessment being undertaken.



## Quality Assurance

### Internal Quality Assurance

Throughout your apprenticeship an Internal Quality Assurer (IQA) will check your progress and work produced by you to see if it is of the required standards. The IQA will also check if you receive the best service provided by your Trainer/Assessor and that you and your employer are happy with your apprenticeship delivery. Your Trainer/Assessor might be observed by the IQA and you and your employer might be asked to give your feedback on the delivery of your apprenticeship. At the end of your programme the IQA will review your portfolio and claim your certificate on-programme delivery.

### External Quality Assurance

The awarding body is an independent external organisation that regulates the certificate on-programme delivery. During your apprenticeship an External Quality Assurer (EQA) might request to talk to you or accompany your Trainer/Assessor to one of the assessment visits. The name of the awarding body will be printed on your

## The On-Programme Assessment to Achieve the Qualification

CT Skills use a blended learning model which means that training, assessment and support will be delivered in a variety of ways to suit you and your employer. Face to face visits, e-learning and a variety of resources will be combined with self-study to provide flexible learning that you can access when and where you want - whether that's during an appointment in working hours or watching a video on your phone.

Achieve your qualification around the programme. You need to collect evidence to show that the job can be done to the national standard. You need to collect a variety of evidence and this collection of evidence is called a 'portfolio'. This will be an electronic portfolio.

There are six main methods in which the Trainer/Assessor can collect evidence of your achievements:



#### OBSERVATION

Your Trainer/Assessor will observe your performance in the work place against the national standard.



#### PROFESSIONAL DISCUSSION

Your Trainer/Assessor may use a digital recorder or smartphone to record a professional discussion. These will be based on activities you have taken part in and are a good way for yourself and your Trainer/Assessor to discuss and explore the event.



#### PRODUCT EVIDENCE

Your Trainer/Assessor might ask you to attach documentation to support any of the above assessment methods. This could include reports to talk about during professional discussion or forms that you used during the observation. This type of evidence might be scanned on sign posted as part of the assessment process.



#### QUESTIONING

Questioning may be oral or written. Your Trainer/Assessor will ask you questions to make sure you have the necessary knowledge and understanding to carry out your job activities to the national standard. Where suitable, your Trainer/Assessor may electronically record question and answer sessions.



#### WITNESS STATEMENT

Witnesses can provide evidence of the way the job is done, usually in the form of a witness statement. Your supervisor/line manager will provide you with the testimony relating to your performance at work.



#### RECOGNITION OF PRIOR LEARNING

This could be a relevant qualification or achievement, for example, First Aid, Safeguarding etc. This is sometimes referred to as 'Recognition of Prior Learning' and abbreviated to RPL.