



**INSTITUTE OF THE  
MOTOR INDUSTRY**

## **EMPLOYER GUIDANCE**

### **Team Leader/Supervisor Level 3**

**ST0384/AP02**

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## Introduction

This document sets out the requirements and process for the End Point Assessment of the Team Leader/Supervisor Level 3 Apprenticeship. It is designed for employers.

The main purpose of a Team Leader/Supervisor is to take responsibility for managing a team or discrete project. The Team Leader/Supervisor can support, manage and develop team members, manage projects, plan and monitor workloads and resources. They can take responsibility for delivering operational plans, resolving problems, and building relationships.

Team Leaders/Supervisors may be professional team leaders, first line managers or supervisors from all sectors (private, public, or third sector), and all sizes of organisation. This includes individuals who are at the start of their career in leadership and management and who wish to take their first steps into professional management. It also includes those already in management roles who may already have developed practical experience and who wish to develop their theoretical understanding of management skills.

This document is to be used as a guide and will provide you with an overview of what is to be expected throughout the apprenticeship. Additional documentation has been developed to further support your apprentice.

## Roles and Responsibilities

### Employer/ Mentor

- Will assist with workplace training and the collection of evidence for the eLogbook.
- Will assess and pass judgement on progress throughout the apprenticeship.
- Coordinate with the training organisation to confirm that all the requirements to proceed to End Point Assessment have been met.
- Ensure a suitably controlled environment to conduct the professional discussion. i.e., a quiet room, free from distraction and influence.

### Training Organisation

- Responsible for the coordination of the apprenticeship with the employer, mentor and the IMI.
- They will provide all of the required off-the-job training and assessment as outlined in the apprenticeship standard and allocate an assessor.
- Will arrange for registration of the apprenticeship and the End Point Assessment.

### Assessment Organisation

- The IMI provide the training organisation with all the assessment documentation.
- Will ensure that the assessment of the apprenticeship meets the standard as set out by the governing body in-charge of maintaining the apprenticeship standard.
- Will oversee final End Point Assessment and have the final say on overall apprenticeship result and grade.



## Apprenticeship Structure

The Team Leader/Supervisor Level 3 apprentice will typically spend no less than 12-months on-programme working towards the apprenticeship standard, with a minimum of 20% off-the-job training. The End Point Assessment should only start once you are satisfied that the apprentice is consistently working at the level set out in the standard, and the pre-requisite gateway requirements for EPA have been met. You may wish to take advice from your apprentice's training organisation.

The on-programme assessment approach will be agreed between you and the training provider. Apprentices will be assessed whilst undertaking work-based activities/tasks and the assessment outcomes recorded. Assessments will give an ongoing indication of performance against the final outcomes defined in the standard, enabling judgements to be made about the apprentice's knowledge, understanding, skills, and behaviours, and their application in the work environment. The training provider will need to prepare the apprentice for the End Point Assessment, which may include preparation for the interview, collation of the portfolio (e.g., provision of recordings of professional discussions). The apprentice must maintain a Continuing Professional Development (CPD) Log relating to their CPD activities, training and personal development, and how learning was applied to the role and workplace.

Evidence of on-programme assessment will be collated in the apprentice's portfolio of evidence. The portfolio should include evidence of application of knowledge and demonstration of skills and behaviours relating to: leading people, managing people, building relationships, communication, operational management, project management, finance, self-awareness, management of self, decision-making, taking responsibility, inclusivity, being agile, and professionalism.

Evidence could include:

- Written statements
- Reports
- Presentations
- Performance reviews between you or your colleagues and apprentice
- Observations (recorded by the training provider)
- Ongoing professional discussions between apprentice and training provider relating to projects and assignments (recorded by the training provider)
- Feedback from you and/or the line manager, direct reports, and peers, including 180/360 degree feedback approaches.

The portfolio of evidence will demonstrate the skills and behaviours learned and applied. The programme will cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake End Point Assessment.



It is recommended, but not required, that the on-programme assessment includes:

- Completion and achievement of a relevant Level 3 Diploma in Management or equivalent management qualification and recognised by Ofqual, equating to at least 370 hours Total Qualification Time (37 credits) or training providing underpinning knowledge or training with regular assessments to an equivalent standard, quality and scope which can be evidenced.
- Registration with a relevant professional body to provide access to management resources, wider networks, and CPD activities
- Regular performance reviews undertaken by you or your colleagues
- Observations (recorded by you or the training provider)\*
- Ongoing professional discussions between apprentice and training provider relating to projects and assignments (recorded by the training provider)\*
- Feedback from you and/or the line manager, direct reports and peers including 180/360 degree feedback approaches\*

\*It is recommended that where possible the evidence collected makes use of video or audio technologies.

The programme and assessments will be clearly mapped to the Standard by the training provider to show how the outcomes will be met.



## Apprenticeship Structure

Unit No.	Unit Title	Assessment Method				
		Knowledge test	Structured competency-based interview	Portfolio of evidence	Professional discussion relating to CPD activity	
<b>Knowledge - What do I need to know?</b>						
1	Leading People (L3)	✓	✓	✓	Evidence of CPD, training and personal development activities and how learning was applied to the role and workplace	
2	Managing People (L3)	✓	✓	✓		
3	Building Relationships (L3)	✓	✓	✓		
4	Communication (L3)	✓	✓	✓		
5	Operational Management (L3)	✓	✓	✓		
6	Project Management (L3)	✓	✓	✓		
7	Finance (L3)	✓	✓	✓		
<b>Skills- What do I need to do?</b>						
8	Skills in Leading People (L3)		✓	✓	Evidence of CPD, training and personal development activities and how learning was applied to the role and workplace	
9	Skills in Managing People (L3)		✓	✓		
10	Skills in Building Relationships (L3)		✓	✓		
11	Skills in Communication (L3)		✓	✓		
12	Skills in Operational Management (L3)		✓	✓		
13	Skills in Project Management (L3)		✓	✓		
14	Skills in Finance (L3)		✓	✓		
<b>What do I need to know and be able to do? Combined Knowledge and Skills Units</b>						
15	Self-Awareness (L3)			✓	Evidence of CPD, training and personal development activities and how learning was applied to the role and workplace	
16	Management of Self (L3)			✓		
17	Decision-Making (L3)			✓		
<b>What behaviours are required to be developed and exhibited in the workplace?</b>						
Taking Responsibility				✓		
Inclusivity				✓		
Being Agile				✓		
Professionalism				✓		



## eLogbook

The eLogbook is a tool which is provided by the IMI for apprentices to record their on-programme learning and workplace evidence. Those responsible for the review of evidence is as outlined in the 'Roles and Responsibilities' section of this document.

The eLogbook includes a section for the apprentice to record their off-the-job training requirements. The eLogbook also includes a behaviour assessment. This behaviour assessment is optional but can be a very useful tool to influence the professional discussion at End Point Assessment along with showing the apprentice's progression throughout their learning journey.

The types of evidence that can be uploaded include:

- Direct observation records
- Records of verbal questioning
- Records of feedback (internal/external)
- Manager's statements
- Documentation from work-related activities: including annotated photographs; audio clips; Emails; digital recordings; video recordings; letters; reports
- Records of team meetings/minutes and actions
- Performance reviews/appraisals
- Presentation slides/materials
- Witness statements
- Reflective accounts.

The apprentice will be required to upload their EPA portfolio of evidence to the eLogbook. See *Component 3: Portfolio of evidence*. An *Evidence Record Sheet* is provided in the eLogbook for apprentices to document the evidence they are uploading for their portfolio and the Unit/Learning Outcomes this covers.

Apprentices will also be required to upload their completed CPD Log to support their professional discussion relating to CPD activity. See *Component 4: Professional Discussion*. A suggested template for the CPD Log is provided in the eLogbook.

The IMI will set-up access within the eLogbook to ensure assessments and personal information are only viewed by the appropriate parties.

Further tutorials can be found online within the eLogbook system and in addition to information provided within this document.



## End Point Assessment Gateway Requirements

The End Point Assessment is synoptic and takes place at the end of the apprentice's learning and development, after an expected duration of 12 to 18 months of on-programme learning.

The EPA gateway process must be used to confirm to the IMI that the apprentice has met the pre-requisite requirements of the Standard before they progress to the End Point Assessment.

Apprentices without English and Maths at Level 2 on entry must achieve Level 2 prior to taking their EPA. (GCSE Grade C/Grade 4 or above, or Functional Skills Level 2). For those with an education, health and care plan or a legacy statement, the apprenticeship English and Maths minimum requirement is Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for individuals where this is their primary language.

If the apprentice is unsuccessful at the End Point Assessment Gateway, together with the training organisation you will identify areas for development and provide feedback. This development must be demonstrated by the apprentice before progressing to the End Point Assessment.

The IMI offer practice knowledge test material to support apprentices in preparing for their EPA.

The employer, and, if appropriate in conjunction with the training organisation, will formally sign-off that the apprentice is ready to move on to the End Point Assessment. This will happen during a meeting involving the apprentice, the employer/mentor and the trainer.

You and the training provider will need to confirm that the apprentice:

- Has met the minimum requirements in regards to knowledge, skills and behaviours within the standard
- Has achieved Level 2 in both English and Maths
- Has completed a portfolio of evidence
- Has completed a CPD Log
- Is ready to progress to End Point Assessment.

Determining the readiness of an apprentice for the End Point Assessment (EPA) phase of their programme is a key milestone. An internal formal meeting must be held and will include all the relevant people that have responsibility and accountability for the completion of the apprenticeship. The meeting is likely to last between 30 to 60 minutes.

Documentation regarding how the apprentice has progressed so far during their programme should be available to review and discuss in this meeting. The IMI has prepared an '*Apprentice Readiness for End Point Assessment Form*' which can be used by assessment centres to document and confirm the outcomes of the meeting. This form can be submitted to the IMI as evidence of the apprentice's readiness to enter End Point Assessment. A copy of the form is located in the eLogbook.



## End Point Assessment (EPA)

This EPA consists of four assessment methods:

- Component 1: Knowledge test using scenarios and questions
- Component 2: Structured competency-based interview
- Component 3: Portfolio of evidence
- Component 4: Professional discussion relating to CPD activity.

Evidence presented by the apprentice must be: valid, current, authentic, sufficient, and relevant to the standard. By this we mean:

- **Valid:** the evidence relates to a learning outcome, assessment criterion or mark band.
- **Current:** the evidence has been produced during the time the apprentice has been on the apprenticeship.
- **Authentic:** the evidence can be identified as the individual apprentice's own work and not that of someone else or a group of people.
- **Sufficient:** there is enough evidence to be certain that performance to the required standard is consistent and could be achieved on more than one occasion.
- **Relevant:** there is a clear match between the item of evidence and the required learning outcome, assessment criterion or mark descriptor.

### Component 1: Knowledge Test

The 60-minute online test assesses the apprentice's knowledge across Unit 1 to Unit 7. Questions are based on the Assessment Criteria and their associated indicative content. All questions are multiple choice with a single correct answer. The test is computer-marked.

The online test consists of 30 multiple choice questions worth 1 mark each, totalling 30 marks. The maximum mark is 30 and the minimum pass mark is 15. This component is worth 30% of the overall apprenticeship and is an essential component which apprentices are required to pass.

The test must be conducted in a suitably controlled invigilated environment.



## Component 2: Structured Competency-based Interview

The 45-minute interview assesses the apprentice's application of knowledge and skills and covers Unit 1 to Unit 14. The maximum mark is 30 and the minimum pass mark is 15. This component is worth 30% of the overall apprenticeship and is an essential component which apprentices are required to pass.

The interview will be conducted remotely using technology, and will be audio/digitally-recorded for the purpose of internal or external quality assurance. The interview will be conducted in a suitable controlled environment, i.e. a quiet room, free from distraction and influence, with appropriate technology.

Knowledge requirements and their application will be tested using a structured series of questions to assess the apprentice's knowledge to ensure all aspects are given coverage.

The Independent Assessor will ask the apprentice a minimum of 14 questions; a minimum of 1 Knowledge-based question and 1 Skills-based question from each of the seven sections.

A section is based on the learning outcomes from the knowledge unit along with the learning outcomes from its partner skills-based unit (e.g. Unit 1 and Unit 8 form one section). Apprentices may be asked more than 14 questions, depending on the time available. Asking more than 14 questions does not signify a higher mark being awarded. Marks will be awarded based on the quality of the apprentice's answers to the questions.

The questions give the apprentice the opportunity to demonstrate that they have knowledge and understanding and can apply skills in:

- Unit 1 Leading People (L3) *and* Unit 8 Skills in Leading People (L3)
- Unit 2 Managing People (L3) *and* Unit 9 Skills in Managing People (L3)
- Unit 3 Building Relationships (L3) *and* Unit 10 Skills in Building Relationships (L3)
- Unit 4 Communication (L3) *and* Unit 11 Skills in Communication (L3)
- Unit 5 Operational Management (L3) *and* Unit 12 Skills in Operational Management (L3)
- Unit 6 Project Management (L3) *and* Unit 13 Skills in Project Management (L3)
- Unit 7 Finance (L3) *and* Unit 14 Skills in Finance (L3).

To ensure parity of interview experience for all apprentices, the IA will only select questions from those in the IMI-approved question bank, and will not deviate from this.

The questions are generic so they are relevant to any Team Leader/Supervisor apprentice, regardless of sector or employer. The questions are designed to be open and/or probing so that they elicit detailed answers that have the potential for the apprentice to demonstrate sufficient knowledge and application of learning of appropriate breadth and depth. If required, the apprentice may refer to their portfolio of evidence to support the interview.



The Independent Assessor will make short notes during the interview, relating to the apprentice's responses. This is to aid assessment and quality assurance.

The Independent Assessor will not give the apprentice any feedback including any indication of the standard of their performance during or after the structured competency-based interview.

This component is assessed by the Independent Assessor using a banded mark scheme.

### **Component 3: Portfolio of Evidence**

The portfolio of evidence assesses Unit 1 to Unit 17, which covers all of the knowledge, skills and behaviours in the standard. The maximum mark is 20 and the minimum pass mark is 10. This component is worth 20% of the overall apprenticeship and is an essential component which apprentices are required to pass.

The apprentice will upload their portfolio of evidence to their eLogbook, clearly referenced to the relevant Unit(s)/Learning Outcomes. For their portfolio, apprentices are required to select 15 to 20 complete and/or discrete pieces of work to demonstrate that they have met the totality of the knowledge, skills and behaviours in the standard. You and the training provider will assist the apprentice to develop their portfolio to ensure that it is complete and that it covers the totality of the standard. An *Evidence Record Sheet* is provided in the eLogbook for apprentices to document the evidence they are uploading for their portfolio and the Unit/Learning Outcomes this covers.

The portfolio will be produced by the apprentice having first learned and applied the relevant skills/competencies and behaviours. It will demonstrate their best work, enabling the apprentice to demonstrate how they have applied their knowledge and understanding in a real work environment to achieve real work objectives.

The apprentice's portfolio consists of actual pieces of work produced by the apprentice for or during employment throughout the whole apprenticeship, usually arising naturally during work. Additionally, the mentor, line manager and/or colleagues or customers may produce evidence about the apprentice in a real work situation.

The portfolio will also demonstrate how the apprentice has demonstrated the behaviours, especially around contact with others and teamwork. This can be in the form of manager's reports, emails, customer comments, peer reviews etc.

The evidence is not prescribed and may be written, audio, video or visual. It is important that the portfolio evidence is annotated correctly to show what Unit/Learning Outcomes are being evidenced.

If the apprentice submits audio and/or video/digital evidence, this should be clearly time-stamped to show where the evidence occurs and what Unit/Learning Outcome is targeted.



Evidence could include:

- Written statements
- Reports
- Presentations
- Performance reviews
- Observations (recorded by the training provider)
- Ongoing professional discussions between apprentice and training provider relating to projects and assignments (recorded by the training provider)
- Feedback from the line manager, direct reports, and peers, including 180/360 degree feedback approaches.

This component is assessed by the Independent Assessor using a banded mark scheme.

#### **Component 4: Professional Discussion relating to CPD Activity**

The apprentice will undertake a 15-minute professional two-way discussion with the Independent Assessor to assess their Continuing Professional Development (CPD) activity and learning and its application/effect on their role and the workplace. The Independent Assessor will undertake a professional discussion with the apprentice to reflect on the outcome and how learning gained was applied.

The maximum mark is 20 and the minimum pass mark is 10. This component is worth 20% of the overall apprenticeship and is an essential component which apprentices are required to pass.

The professional discussion will be conducted remotely using technology and will be audio/digitally-recorded for the purposes of moderation or external quality assurance. The apprentice's completed CPD Log, uploaded to their eLogbook, will be used to support the discussion. A suggested template for the CPD Log is provided in the eLogbook.

The purpose of a Continuing Professional Development (CPD) Log is for the apprentice to:

- Record the additional development activities that they have completed during their apprenticeship
- Document the time spent, *and*
- Evaluate what they have learnt/gained from the activity.

Evidence of any additional learning/CPD undertaken during the apprenticeship may include:

- Details of any formal or informal learning undertaken on-programme. For example, academic courses, conferences/seminars, in-house training courses, team activities (e.g., away days), reflective practice, research projects, reading journals/articles, internet research, relevant voluntary work, shadowing, observed practice, peer audit, coaching, professional discussions, and eLearning.
- Details of any professional discussions undertaken or support provided through professional bodies.



Continuing Professional Development may also include professional activities, such as mentoring, work forums, and business networking.

As a minimum, the Independent Assessor will ask the apprentice 5 questions. The questions are designed to encourage the apprentice to talk about:

- their CPD and professional development activity
- how they applied the learning to their role and to their workplace
- how they have reflected on the outcome of the learning.

Example questions include:

- What did you learn from the CPD?
- How did the CPD affect you in your role?

The Professional Discussion will include:

- Details of any formal or informal learning undertaken
- Details of any professional discussions undertaken or support provided through Professional Bodies
- Training and personal development activities
- How learning was applied to the workplace
- Behaviours developed and exhibited in the workplace
- Questions relating to development of the portfolio of evidence and application of knowledge, skills and behaviours in the workplace.

The IA will make short notes during the discussion, relating to the apprentice's responses. This is to aid assessment and quality assurance.

The IA will not give the apprentice any feedback including any indication of the standard of their performance during or after the professional discussion.

This component is assessed by the Independent Assessor using a banded mark scheme.

## End Point Assessment Grading

The apprenticeship includes Fail, Pass, Merit and Distinction grades which are awarded at the End Point Assessment with the final grade based on the apprentice's performance in:

- Component 1: Knowledge test
- Component 2: Structured competency-based interview
- Component 3: Portfolio of evidence
- Component 4: Professional discussion relating to CPD activity.

The four EPA components have the following marks and weighting:

Component	Max marks	Pass marks	Fail marks	Weighting
<b>1: Online knowledge test using scenarios and questions</b> (Duration: 60-minutes)	30	15-30	0-14	30%
<b>2: Structured competency-based interview</b> (Duration: 45 minutes)	30	15-30	0-14	30%
<b>3: Portfolio of evidence</b> (Throughout on-programme; 15-20 representative pieces of work selected by apprentice)	20	10-20	0-9	20%
<b>4: Professional discussion relating to CPD activity</b> (Duration: 15 minutes)	20	10-20	0-9	20%
<i>Total for overall EPA</i>	<i>100</i>	<i>50-100</i>	<i>0-49</i>	<i>100%</i>

*N.B. Since apprentices must attain the minimum pass mark in all four EPA components, fail marks for the overall EPA are 0-49 rather than 0-46, with a minimum of 50 marks to pass the overall apprenticeship.*

End Point Assessment components are NOT individually graded. To pass the overall End Point Assessment, apprentices must pass each of the four components. Once each component is passed, the marks for the four components are added-up, to a maximum mark of 100. This mark, which already includes the weighting for each component, is then converted to an overall grade as follows:

Total mark	Grade
70-100	Distinction
60-69	Merit
50-59	Pass
0-49	Fail

## End Point Assessment and Grading: Examples

### End Point Assessment and Grading: Example 1

An apprentice has achieved the following results for each of the four EPA components:

Component	Max marks	Pass marks	Fail marks	Results (Marks)
<b>1: Online knowledge test using scenarios and questions</b> (Duration: 60-minutes)	30	15-30	0-14	<b>22</b>
<b>2: Structured competency-based interview</b> (Duration: 45 minutes)	30	15-30	0-14	<b>20</b>
<b>3: Portfolio of evidence</b> (Throughout on-programme; 15-20 representative pieces of work selected by apprentice)	20	10-20	0-9	<b>18</b>
<b>4: Professional discussion relating to CPD activity</b> (Duration: 15 minutes)	20	10-20	0-9	<b>14</b>
<i>Total for overall EPA</i>	<i>100</i>	<i>50-100</i>	<i>0-49</i>	<i>74</i>

#### Comments:

The apprentice has passed each of the four EPA components, with marks totalling 74.

Their overall grade is: Distinction

## End Point Assessment and Grading: Example 2

An apprentice has achieved the following results for each of the four EPA components:

Component	Max marks	Pass marks	Fail marks	Results (Marks)
<b>1: Online knowledge test using scenarios and questions</b> (Duration: 60-minutes)	30	15-30	0-14	17
<b>2: Structured competency-based interview</b> (Duration: 45 minutes)	30	15-30	0-14	15
<b>3: Portfolio of evidence</b> (Throughout on-programme; 15-20 representative pieces of work selected by apprentice)	20	10-20	0-9	11
<b>4: Professional discussion relating to CPD activity</b> (Duration: 15 minutes)	20	10-20	0-9	12
<i>Total for overall EPA</i>	100	50-100	0-49	55

### Comments:

The apprentice has passed each of the four EPA components, with marks totalling 55.

Their overall grade is: Pass

### End Point Assessment and Grading: Example 3

An apprentice has achieved the following results for each of the four EPA components:

Component	Max marks	Pass marks	Fail marks	Results (Marks)
<b>1: Online knowledge test using scenarios and questions</b> (Duration: 60-minutes)	30	15-30	0-14	<b>12</b>
<b>2: Structured competency-based interview</b> (Duration: 45 minutes)	30	15-30	0-14	<b>16</b>
<b>3: Portfolio of evidence</b> (Throughout on-programme; 15-20 representative pieces of work selected by apprentice)	20	10-20	0-9	<b>10</b>
<b>4: Professional discussion relating to CPD activity</b> (Duration: 15 minutes)	20	10-20	0-9	<b>15</b>
<i>Total for overall EPA</i>	<i>100</i>	<i>50-100</i>	<i>0-49</i>	<i>53</i>

#### Comments:

The apprentice has achieved a total of 53 marks. However, they have failed to achieve a Pass for the Online Knowledge Test. To pass the overall End Point Assessment, apprentices must pass each of the four components.

Their overall grade is: Fail

Apprentices are able to re-sit/re-take any individual assessment component where a Pass has not been achieved.



## Typical Apprentice Performance at each Grade

The following grids provide a generalised description of what typical performance looks like at each overall EPA grade boundary. The descriptors provide an approximate indication of the likely quality outcomes based on the apprentice’s performance in each of the EPA components. It is not a guarantee of the apprentice’s overall grade.

Typical Apprentice Performance	
Grade Equivalent: <b>DISTINCTION</b>	Marks: <b>70-100</b>
<p>Shows exemplary/detailed factual, procedural, theoretical knowledge and understanding of approaches and application in how to lead people, manage people, build relationships, communicate, manage operations, manage projects, and manage finance.</p> <p>Interprets and evaluates relevant information and ideas – which are well-structured and expressed clearly and fluently.</p> <p>Shows exemplary/detailed awareness of different approaches within the area of being an effective Team Leader/Supervisor.</p> <p>Shows exemplary/detailed identification, selection and use/application of appropriate learning and skills, methods and procedures to address well-defined problems that may be complex and non-routine across ten areas of: leading people, managing people, building relationships, communicating, managing operations, managing projects, managing finance, self-awareness, management of self, and decision-making.</p> <p>Has ability to review in detail how effective their methods and actions have been.</p> <p>Responses are logical, well-organised and highly-focused, demonstrating exemplary/detailed evidence of coherent elaboration.</p> <p>Exhibits a high standard of Team Leading/Supervisory behaviours at work by taking a high degree of responsibility and being very inclusive, agile and professional.</p> <p>Evaluates the success of application of learning gained from CPD to their own work. Articulates in detail/evaluates the value to the workplace of application of this learning. Has successfully completed a CPD Log.</p> <p>Is able to demonstrate keeping fully updated in developments in their own sector and/or in team leading/supervising, using a (wide) range of different methods/techniques.</p> <p>Articulates in detail/assesses the ways in which CPD has helped to improve a wide range of relevant skills in the workplace.</p>	



**Typical Apprentice Performance**

**Grade Equivalent: MERIT**

**Marks: 60-69**

Shows consistently well-founded factual, procedural, theoretical knowledge and understanding of approaches and application in how to lead people, manage people, build relationships, communicate, manage operations, manage projects, and manage finance.

Interprets and evaluates relevant information and ideas. Most ideas are appropriately structured and expressed clearly.

Shows consistently well-founded awareness of different approaches within the area of being an effective Team Leader/Supervisor.

Shows consistently well-founded identification, selection and use/application of appropriate learning and skills, methods and procedures to address well-defined problems that may be complex and non-routine across ten areas of: leading people, managing people, building relationships, communicating, managing operations, managing projects, managing finance, self-awareness, management of self, and decision-making.

Has ability to review how effective their methods and actions have been.

Responses are logical, well-organised and focused, demonstrating consistently well-founded evidence of coherent elaboration.

Consistently exhibits appropriate Team Leading/Supervisory behaviours at work by taking responsibility and being inclusive, agile and professional.

Is able to explain the success of application of learning gained from CPD to their own work. Explains the value to the workplace of application of this learning. Has successfully completed a CPD Log.

Is able to demonstrate keeping regularly updated in developments in own sector and/or in team leading/supervising.

Explains clearly the ways in which CPD has helped to improve a range of relevant skills in the workplace.



**Typical Apprentice Performance**

**Grade Equivalent: PASS**

**Marks: 50-59**

Shows sound factual, procedural, theoretical knowledge and understanding of approaches and application in how to lead people, manage people, build relationships, communicate, manage operations, manage projects, and manage finance.

Can interpret and/or evaluate relevant information and ideas, although some ideas expressed may lack clarity.

Shows sound awareness of different approaches within the area of being an effective Team Leader/Supervisor.

Shows ability to identify, select and use/apply appropriate learning and skills, methods and procedures to address problems that while well-defined, may be complex and non-routine across at least seven areas of: leading people, managing people, building relationships, communicating, managing operations, managing projects, managing finance, self-awareness, management of self, and decision-making.

Has ability to review how effective their methods and actions have been.

Responses are mainly logical, organised and focused, demonstrating some evidence of coherent elaboration.

Regularly exhibits appropriate Team Leading/Supervisory behaviours at work by taking responsibility and being inclusive, agile and professional.

Is able to describe the learning gained from CPD.

Is able to describe ways in which the learning from CPD has been applied to own work and the success of the application. Has successfully completed a CPD Log.

Is able to demonstrate keeping updated in developments in own sector and/or in team leading/supervising.

Describes the ways in which CPD has helped to improve a range of relevant skills in the workplace.



<b>Typical Apprentice Performance</b>	
<b>Grade Equivalent: FAIL</b>	<b>Marks: 0-49</b>
<p>Shows some/significant gaps in factual, procedural, theoretical knowledge and understanding of approaches/application in how to lead people, manage people, build relationships, communicate, manage operations, manage projects, and manage finance.</p> <p>Shows some to little/no ability of being able to interpret or evaluate relevant information and ideas. Deficiency in expression of ideas results in some general confusion/ambiguity.</p> <p>Shows limited, little or no awareness of different approaches within the area of being an effective Team Leader/Supervisor.</p> <p>Shows some or low level and limited ability to identify, select and/or use/apply learning and skills, methods and procedures, some of which are appropriate, to address problems that are complex or non-routine/straightforward or routine only, across (four or five areas of): leading people, managing people, building relationships, communicating, managing operations, managing projects, managing finance, self-awareness, management of self, and decision-making.</p> <p>Has some, little or no ability of being able to review how effective their methods and actions have been. The review is generally limited and lacks cohesion (and relevance).</p> <p>Responses generally lack logic, organisation and focus or are weak and muddled/incomplete, demonstrating limited or no evidence of coherent elaboration/creditworthy information.</p> <p>At times or rarely exhibits appropriate Team Leading/Supervisory behaviours at work. Infrequently or rarely takes responsibility, possibly at a low level or with little success. Limited or little demonstration of being inclusive, agile and professional.</p> <p>Limited or no ability to describe the learning gained from CPD.</p> <p>Limited or no ability to describe ways in which learning from CPD has been applied to own work or to describe the success of the application. Has created a CPD Log which may be partially incomplete and/or limited in scope, with insufficient information.</p> <p>Is unable to demonstrate how they have kept up-to-date with developments in own sector and/or in team leading/supervising.</p> <p>Shows limited ability or little to no articulation of the ways in which CPD has helped to improve relevant skills in the workplace.</p>	