



Assessment Criteria

For the Team Leader/Supervisor Apprenticeship Standard

ST0384/AP02

These units cover the evidence and assessment requirements for the Team Leader/Supervisor Level 3 Apprenticeship Standard.



Centre Information

Please be aware that any legislation referred to in this document may be subject to amendment/s during the life of this Apprenticeship. Therefore, IMI Approved Centres must ensure they are aware of and comply with any amendments, e.g. to Health and Safety Legislation and Employment Practices.

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Requests should be made in writing and addressed to:

Institute of the Motor Industry (IMI)

Fanshaws,
Brickendon,
Hertford
SG13 8PQ



CONTENTS

QUALIFICATION OVERVIEW	4
ASSESSMENT STRUCTURE.....	5
MAPPING OF BEHAVIOURS.....	8
UNIT 1: LEADING PEOPLE (L3)	9
UNIT 2: MANAGING PEOPLE (L3)	11
UNIT 3: BUILDING RELATIONSHIPS (L3).....	13
UNIT 4: COMMUNICATION (L3).....	14
UNIT 5: OPERATIONAL MANAGEMENT (L3)	16
UNIT 6: PROJECT MANAGEMENT (L3).....	19
UNIT 7: FINANCE (L3).....	21
UNIT 8: SKILLS IN LEADING PEOPLE (L3).....	22
UNIT 9: SKILLS IN MANAGING PEOPLE (L3).....	24
UNIT 10: SKILLS IN BUILDING RELATIONSHIPS (L3).....	25
UNIT 11: SKILLS IN COMMUNICATION (L3).....	27
UNIT 12: SKILLS IN OPERATIONAL MANAGEMENT (L3).....	29
UNIT 13: SKILLS IN PROJECT MANAGEMENT (L3).....	31
UNIT 14: SKILLS IN FINANCE (L3).....	33
UNIT 15: SELF-AWARENESS (L3)	34
UNIT 16: MANAGEMENT OF SELF (L3)	36
UNIT 17: DECISION-MAKING (L3).....	37
ANNEX A: KEY TERMINOLOGY.....	39

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Version and date	Change detail	Section/page
Issue 1 14.01.19		
File route J:abdev/masterdocs Owner: Product Development		

Qualification Overview

The End Point Assessment (EPA) components for this standard combine various methodologies in order to suit the apprenticeship level and meet the assessment requirements.

The table (below) outlines the four different assessment methods, which together comprise the End Point Assessment (EPA) for the Team Leader/Supervisor Level 3 Apprenticeship.

End Point Assessment components	Duration	Weighting in qualification	Max marks	Pass mark	Pass %
	Online knowledge test				
	60 minutes	30%	30	15	50%
	Structured competency-based interview				
	45 minutes	30%	30	15	50%
	Portfolio of evidence				
	Throughout programme	20%	20	10	50%
	Professional discussion relating to CPD activity				
	15 minutes	20%	20	10	50%
Marks			100	50	
EPA Component					
1	Online knowledge test using scenarios and questions based on Units 1 to 7				
2	Structured competency-based interview based on Units 1 to 14				
3	Assessment of portfolio of evidence based on Units 1 to 17 (including behaviours)				
4	Professional discussion relating to Continuing Professional Development (CPD) activity and application of learning to the role and workplace				

Apprentices must pass each of the four EPA components to pass the overall End Point Assessment. Once each component is passed, the marks for the four components are combined, to a maximum mark of 100.

This mark, which already includes the weighting for each component, is then converted to give the final grading as follows:

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



Assessment Structure

Level 3 Unit Title	Standard	Assessment Method			
		Knowledge test	Structured competency-based interview	Portfolio of evidence	Professional discussion relating to CPD activity
Knowledge: What do I need to know?					
1: Leading People (L3)	1.1 Understand different leadership styles 1.2 Understand the benefits of coaching to support people and improve performance 1.3 Understand organisational cultures 1.4 Understand equality, diversity and inclusion	✓	✓	✓	Evidence of CPD, training and personal development activities and how learning was applied to the role and workplace
2: Managing People (L3)	2.1 Understand people and team management models 2.2 Understand team dynamics and motivation techniques 2.3 Understand human resource systems and legal requirements 2.4 Understand performance management techniques	✓	✓	✓	
3: Building Relationships (L3)	3.1 Understand approaches to customer and stakeholder relationship management, including managing conflict 3.2 Know how to facilitate cross-team working to support delivery of organisational objectives	✓	✓	✓	
4: Communication (L3)	4.1 Understand different forms of communication and their application 4.2 Know how to chair meetings 4.3 Know how to hold challenging conversations 4.4 Know how to provide constructive feedback 4.5 Understand how to raise concerns	✓	✓	✓	
5: Operational Management (L3)	5.1 Understand how organisational strategy is developed 5.2 Know how to implement operational/team plans 5.3 Know how to monitor operational/team plans 5.4 Know how to manage resources 5.5 Know approaches to managing change within the team 5.6 Understand data management 5.7 Understand the use of different technologies in business	✓	✓	✓	
6: Project Management (L3)	6.1 Understand the stages of the project lifecycle 6.2 Understand project roles 6.3 Know how to manage resources to deliver a project 6.4 Know how to identify risks and issues to deliver a project 6.5 Know how to use relevant project management tools to deliver a project	✓	✓	✓	
7: Finance (L3)	7.1 Understand organisational governance and compliance 7.2 Understand how to deliver value for money 7.3 Know how to monitor budgets to ensure efficiencies	✓	✓	✓	



Level 3 Unit Title	Standard	Assessment Method			
		Knowledge test	Structured competency-based interview	Portfolio of evidence	Professional discussion relating to CPD activity
Skills: What do I need to do?					
8: Skills in Leading People (L3)	8.1 Be able to communicate organisation strategy and team purpose				Evidence of CPD, training and personal development activities and how learning was applied to the role and workplace
	8.2 Be able to support the development of the team and people through coaching				
	8.3 Be able to support the development of the team and people through role modelling organisational and personal values and behaviours		✓	✓	
	8.4 Be able to support the development of the team and people through managing change effectively				
9: Skills in Managing People (L3)	9.1 Be able to build a high-performing team by supporting and developing individuals				
	9.2 Be able to build a high-performing team by motivating individuals to achieve		✓	✓	
	9.3 Be able to set operational and personal goals and objectives for others				
	9.4 Be able to monitor individuals' progress against operational and personal goals and objectives, providing clear feedback				
10: Skills in Building Relationships (L3)	10.1 Be able to build trust with and across the team				
	10.2 Be able to input to discussions and provide feedback to the team and others more widely		✓	✓	
	10.3 Be able to share good practice across teams				
	10.4 Be able to build relationships with customers				
	10.5 Be able to manage relationships with customers effectively				
11: Skills in Communication (L3)	11.1 Be able to communicate effectively using a range of communication methods				
	11.2 Be able to effectively chair meetings				
	11.3 Be able to present effectively to team and management		✓	✓	
	11.4 Be able to use effective active listening				
	11.5 Be able to provide constructive feedback to others				
12: Skills in Operational Management (L3)	12.1 Be able to communicate organisational strategy to the team				
	12.2 Be able to deliver against operational plans, translating team goals into deliverable actions				
	12.3 Be able to adapt to change, identifying challenges and solutions		✓	✓	
	12.4 Be able to organise, prioritise and allocate work to deliver team results				
	12.5 Be able to use resources effectively for operational management				
	12.6 Be able to collate and use data for operational management				



Level 3 Unit Title	Standard	Assessment Method			
		Knowledge test	Structured competency-based interview	Portfolio of evidence	Professional discussion relating to CPD activity
Skills: What do I need to do? (continued)					
13. Skills in Project Management (L3)	13.1 Be able to effectively organise a project				Evidence of CPD, training and personal development activities and how learning was applied to the role and workplace
	13.2 Be able to effectively manage resources for a project				
	13.3 Be able to effectively manage project risk		✓	✓	
	13.4 Be able to monitor progress to deliver against a project plan				
	13.5 Be able to use relevant project management tools				
	13.6 Be able to take corrective action to ensure successful project delivery				
14. Skills in Finance (L3)	14.1 Be able to apply organisational governance requirements to ensure effective budget controls				
	14.2 Be able to apply compliance requirements to ensure effective budget controls		✓	✓	
	14.3 Be able to deliver value for money				
	14.4 Be able to monitor budgets to ensure efficiencies and that costs do not overrun				
Combined Knowledge and Skills: What do I need to know and be able to do?					
15. Self-Awareness (L3)	15.1 Know how to be self-aware as a team leader				Evidence of CPD, training and personal development activities and how learning was applied to the role and workplace
	15.2 Understand the importance of unconscious bias and inclusivity in the workplace				
	15.3 Understand the use of different learning styles in the workplace				
	15.4 Understand different feedback mechanisms and their use in the workplace			✓	
	15.5 Understand how to use emotional intelligence in the workplace				
	15.6 Be able to reflect on own workplace performance, including why things happen				
	15.7 Be able to seek feedback from others and make personal changes by applying lessons learned				
16. Management of Self (L3)	16.1 Understand time management techniques and tools				
	16.2 Understand how to prioritise tasks and workplace activities				
	16.3 Understand approaches to planning own time and workload			✓	
	16.4 Be able to create an effective personal development plan				
	16.5 Be able to use time management techniques to effectively manage workload and pressure				
17. Decision-Making (L3)	17.1 Understand problem-solving techniques				
	17.2 Understand decision-making techniques				
	17.3 Be able to analyse data to support decision-making			✓	
	17.4 Be able to use effective problem-solving techniques to make decisions relating to delivery				

Mapping of Behaviours

The table (below) shows signposting of the Behaviour standards across Unit 8 to Unit 17. The behaviour standard requirements are assessed via the apprentice's portfolio of evidence.

What behaviours are required to be developed and exhibited in the workplace?			
Behaviours:	Standard requirements	Unit	Assessment Criterion
Taking Responsibility	Drive to achieve in all aspects of work	15	6.3
	Demonstrates resilience and accountability	8	3.4 (resilience)
		15	7.5 (accountability)
	Determination when managing difficult situations	15	6.2
Inclusivity	Open, approachable, authentic, and able to build trust with others	8	3.3 (open, approachable, authentic)
		10	1.1 (able to build trust with others)
	Seeks views of others	15	7.1
Being Agile	Flexible to the needs of the organisation	12	3.2
	Is creative, innovative and enterprising when seeking solutions to business needs	17	4.3
	Positive and adaptable, responds well to feedback and need for change	15	7.3 (positive, responds well to feedback)
			7.4 (adaptable)
Professionalism	Sets an example, and is fair, consistent and impartial	10	1.4
	Open and honest	10	1.1
	Operates within organisational values	8	3.2



UNIT 1: LEADING PEOPLE (L3)

Rationale: This unit enables apprentices to develop an understanding of different leadership styles and the benefits of coaching to support people and improve performance. Apprentices will also gain an understanding of organisational cultures, equality, diversity and inclusion.

LEARNING OUTCOMES The Apprentice will:	ASSESSMENT CRITERIA The Apprentice can:
<p>1. Understand different leadership styles</p>	<p>1.1 Describe different leadership styles used in organisations:</p> <ul style="list-style-type: none"> a. Authoritative b. Paternalistic c. Democratic d. Laissez-faire <p>1.2 Explain when different leadership styles should be used for different situations:</p> <ul style="list-style-type: none"> a. Authoritative – where employees are inexperienced or unskilled; in crisis situations b. Paternalistic – where coaching is required for employees to improve performance c. Democratic – where employees are capable of sharing decision-making and are creative thinkers d. Laissez-faire – where employees are experts and need minimal supervision
<p>2. Understand the benefits of coaching to support people and improve performance</p>	<p>2.1 Explain the benefits of coaching to support staff:</p> <ul style="list-style-type: none"> a. Empowers individuals b. Encourages responsibility c. Improves confidence <p>2.2 Explain the benefits of coaching staff to improve performance:</p> <ul style="list-style-type: none"> a. Corrects performance quickly b. Builds on existing strengths c. Identifies development needs
<p>3. Understand organisational cultures</p>	<p>3.1 Describe the different organisational cultures:</p> <ul style="list-style-type: none"> a. Power culture b. Role culture c. Task culture d. Person culture <p>3.2 Explain the impact of culture on implementing strategy and change:</p> <ul style="list-style-type: none"> a. Power culture – decisions made by few so can be made quickly b. Role culture – can be bureaucratic and slow to change c. Task culture – creative and innovative problem solving, but can develop own objectives d. Person culture – collection of individuals who may have unique goals



4. Understand equality, diversity and inclusion

4.1 Identify key features of equality legislation:

- a. Protected characteristics
- b. Types of discrimination
- c. Positive action
- d. Reasonable adjustments

4.2 Explain how the organisation can comply with equality legislation:

- a. Organisational policy
- b. Making reasonable adjustments
- c. Diversity and inclusion
- d. Equality in the workplace

4.3 Explain the benefits of equality, diversity and inclusion to organisations:

- a. Provides a diverse range of different viewpoints and skills
- b. Accesses a bigger talent pool
- c. Helps to reach more customers
- d. Attracts workers
- e. More positive work environment
- f. More positive organisational image



UNIT 2: MANAGING PEOPLE (L3)

Rationale: This unit enables apprentices to develop an understanding of people and team management models, including team dynamics and motivation techniques. Apprentices will also gain an understanding of Human Resources (HR) systems and legal requirements. They will also understand performance management techniques including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviours.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Apprentice will:	The Apprentice can:
<p>1. Understand people and team management models</p>	<p>1.1 Describe people management theories:</p> <ul style="list-style-type: none"> a. Classical b. Human relations c. Neo-human relations d. System theory <p>1.2 Explain Belbin's team roles:</p> <ul style="list-style-type: none"> a. Resource investigator b. Team worker c. Co-ordinator d. Plant e. Monitor evaluator f. Specialist g. Shaper h. Implementer i. Completer finisher
<p>2. Understand team dynamics and motivation techniques</p>	<p>2.1 Explain Tuckman's theory of team dynamics:</p> <ul style="list-style-type: none"> a. Forming b. Storming c. Norming d. Performing e. Adjourning <p>2.2 Explain how different motivational techniques can be used to motivate individuals and teams:</p> <ul style="list-style-type: none"> a. Motivational theories (Maslow, Herzberg, Vroom, Locke and Adam's) b. Techniques (Providing meaningful work, setting targets and expectations, providing supportive feedback, reward and recognition systems, enable employee input and choice, design job roles around individual strengths)
<p>3. Understand human resource systems and legal requirements</p>	<p>3.1 Summarise Human Resource (HR) processes:</p> <ul style="list-style-type: none"> a. HR planning b. Recruitment c. Remuneration and employment packages d. Performance management e. Employee relations



	<p>3.2 Describe key points of employment legislation in the UK:</p> <ul style="list-style-type: none">a. Terms and conditions of employmentb. Working time regulationsc. Holiday, maternity, paternity and sick payd. Discipline and grievancee. The role of the Advisory, Conciliation and Arbitration Service (ACAS)f. Dismissal
<p>4. Understand performance management techniques</p>	<p>4.1 Identify appropriate performance management techniques for given situations:</p> <ul style="list-style-type: none">a. Setting goals and objectivesb. Conducting appraisalsc. Reviewing performanced. Providing constructive feedbacke. Recognising achievement and good behaviours <p>4.2 Explain the use of performance management techniques:</p> <ul style="list-style-type: none">a. Setting goals and objectivesb. Conducting appraisalsc. Reviewing performanced. Providing constructive feedbacke. Recognising achievement and good behaviours



UNIT 3: BUILDING RELATIONSHIPS (L3)

Rationale: This unit enables apprentices to develop an understanding of approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict. Apprentices will also gain knowledge of how to facilitate cross-team working to support delivery of organisational objectives.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The Apprentice will:</p> <p>1. Understand approaches to customer and stakeholder relationship management, including managing conflict</p>	<p>The Apprentice can:</p> <p>1.1 Explain main techniques for customer and stakeholder relationship management:</p> <ul style="list-style-type: none"> a. Adapt communication b. Consult early and often c. Engender trust d. Understand stakeholder priorities <p>1.2 Explain the use of emotional intelligence in building relationships:</p> <ul style="list-style-type: none"> a. Builds understanding b. Encourages open communication c. Makes it easier to resolve conflict d. More positive work relationships e. Better work environment <p>1.3 Explain use of different approaches to managing conflict:</p> <ul style="list-style-type: none"> a. Competing b. Accommodating c. Avoiding d. Collaborating e. Compromising
<p>2. Know how to facilitate cross-team working to support delivery of organisational objectives</p>	<p>2.1 Describe ways to facilitate cross-team working:</p> <ul style="list-style-type: none"> a. Define roles and responsibilities b. Facilitate regular two-way communication c. Shared vision and purpose d. Support team members to connect e. Reward good practice f. Negotiation g. Collaboration



UNIT 4: COMMUNICATION (L3)

Rationale: This unit enables apprentices to develop an understanding of different forms of communication and their application. Apprentices will also gain knowledge of how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The Apprentice will:</p> <p>1. Understand different forms of communication and their application</p>	<p>The Apprentice can:</p> <p>1.1 Describe different forms of communication:</p> <ul style="list-style-type: none"> a. Speaking and listening b. Written c. Non-verbal <p>1.2 Explain when different types of communication are suitable in workplace situations:</p> <ul style="list-style-type: none"> a. Face-to-face (individual and groups) b. Telephone c. Voice Over Internet Protocol (VOIP) d. Written (email, letter, report, text message) e. Social media f. Public Relations/media
<p>2. Know how to chair meetings</p>	<p>2.1 Summarise the role of the chair in meetings:</p> <ul style="list-style-type: none"> a. Controls meeting b. Ensures all relevant matters are discussed c. Facilitates discussions to reach consensus/decisions d. Manages voting e. Ensures record of all decisions is kept <p>2.2 Explain the use of different meeting documents:</p> <ul style="list-style-type: none"> a. Agenda b. Attendance sheet c. Minutes d. Presentation papers
<p>3. Know how to hold challenging conversations</p>	<p>3.1 Describe how to hold challenging conversations:</p> <ul style="list-style-type: none"> a. Make purpose clear b. Use right approach c. Manage emotions d. Challenge own assumptions e. Plan exchange f. Give opportunity for preparation g. Present your side h. Listen i. Be empathetic j. Find a solution



<p>4. Know how to provide constructive feedback</p>	<p>4.1 Describe the purpose of feedback:</p> <ul style="list-style-type: none">a. Motivationb. Improving performancec. Encouraging continuous learning <p>4.2 Explain the key elements of constructive feedback:</p> <ul style="list-style-type: none">a. Description not judgementb. Immediacyc. Suitable environmentd. Back-up with data/examplese. Be honestf. Balance between positive and negativeg. Allow responsesh. Offer suggestionsi. Show support
<p>5. Understand how to raise concerns</p>	<p>5.1 Identify channels for raising concerns:</p> <ul style="list-style-type: none">a. Own managerb. More senior managersc. HR departmentsd. Union or professional body <p>5.2 Explain ways to raise concerns:</p> <ul style="list-style-type: none">a. Informal approachb. Formal approachc. Rules and procedures on raising concernsd. Whistleblowing



UNIT 5: OPERATIONAL MANAGEMENT (L3)

Rationale: This unit enables apprentices to develop an understanding of how organisational strategy is developed. Apprentices will gain knowledge of how to implement and monitor operational/team plans and manage resources. They will also gain knowledge of approaches to managing change within the team. They will develop an understanding of data management, and the use of different technologies in business.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The Apprentice will:</p> <p>1. Understand how organisational strategy is developed</p>	<p>The Apprentice can:</p> <p>1.1 Explain the purpose of organisational strategy:</p> <ul style="list-style-type: none"> a. Set overall direction for business b. Identifies business priorities c. Forms the basis of business planning d. Guides everyday decisions e. Forms basis of evaluation of success <p>1.2 Explain the stages in developing an effective organisational strategy:</p> <ul style="list-style-type: none"> a. Gather facts – where are we now? b. Develop vision statement c. Develop mission statement d. Identify strategic objectives <p>1.3 Explain the purpose of vision and mission statements:</p> <ul style="list-style-type: none"> a. Vision statement defines the desired future position of the organisation b. Mission statement defines the organisation’s business objectives and approach to reaching the objectives
<p>2. Know how to implement operational/team plans</p>	<p>2.1 Describe the components of operational/team plans:</p> <ul style="list-style-type: none"> a. Clear objectives b. Activities to be delivered c. Quality standards d. Key targets and performance indicators e. Risk management plan f. Staffing and resources g. Implementation timetables h. Process for monitoring progress <p>2.2 Explain how to implement operational plans:</p> <ul style="list-style-type: none"> a. Allocate work activities b. Develop individual SMART goals c. Provide support and resources d. Monitoring performance e. Providing progress reports f. Working to deadlines g. Revisions to plans



	<p>2.3 Describe SMART objectives:</p> <ul style="list-style-type: none"> a. Specific b. Measurable c. Achievable d. Realistic e. Time-bound
<p>3. Know how to monitor operational/team plans</p>	<p>3.1 Describe how to monitor performance using key performance indicators (KPI):</p> <ul style="list-style-type: none"> a. Compare actual performance to KPI b. Continuous review c. Investigate departures from KPI d. Take corrective actions
<p>4. Know how to manage resources</p>	<p>4.1 Explain how to manage resources:</p> <ul style="list-style-type: none"> a. Plan use of resources b. Prioritise tasks c. Be risk aware d. Resource smoothing and resource levelling <p>4.2 Describe factors that affect management of resources:</p> <ul style="list-style-type: none"> a. Availability of resources b. Resource constraints
<p>5. Know approaches to managing change within the team</p>	<p>5.1 Describe the use of Lewin's change management model:</p> <ul style="list-style-type: none"> a. Unfreeze b. Change c. Refreeze <p>5.2 Explain the elements in managing change:</p> <ul style="list-style-type: none"> a. Plan b. Identify end goal c. Communicate clearly d. Identify key players e. Delegate tasks f. Set realistic objectives g. Manage expectations h. Encourage engagement i. Hold people accountable j. Provide support
<p>6. Understand data management</p>	<p>6.1 Describe the importance of data management in organisations:</p> <ul style="list-style-type: none"> a. Data is accurate and consistent b. Data meets business needs c. Security of data d. Data is accessible e. Compliance with legislation <p>6.2 Explain the importance of complying with data legislation:</p> <ul style="list-style-type: none"> a. Data protection legislation b. Penalties for non-compliance including role of Information Commissioner's Office (ICO) c. Loss of business confidence if don't comply d. Potential legal action for non-compliance



	<p>6.3 Explain data management functions:</p> <ul style="list-style-type: none">a. Data securityb. Data sharingc. Data destructiond. Data storage
<p>7. Understand the use of different technologies in business</p>	<p>7.1 Describe different technologies used in business:</p> <ul style="list-style-type: none">a. Communication systems – telephone systems, mobiles, Voice Over Internet Protocols (VOIP)b. Computer systems – Management Information Systems (MIS), Customer Relationship Management (CRM), Inventory control, accountingc. Data storage – hardware-based, cloud-based <p>7.2 Explain the benefits of using technology:</p> <ul style="list-style-type: none">a. Improvements to business processes; better work flow, consistency of products, fewer defective products, shorter production timesb. Improvement to efficiencyc. Automation of operationsd. Better management of resources



UNIT 6: PROJECT MANAGEMENT (L3)

Rationale: This unit enables apprentices to develop an understanding of the project lifecycle and project roles. Apprentices will also gain knowledge of how to deliver a project including: managing resources, identifying risks and issues, and using relevant project management tools.

LEARNING OUTCOMES The Apprentice will:	ASSESSMENT CRITERIA The Apprentice can:
1. Understand the stages of the project lifecycle	1.1 Explain the stages of the project lifecycle: a. Initiation b. Planning c. Execution d. Monitoring and Control e. Closure
2. Understand project roles	2.1 Describe the different project roles and their responsibilities: a. Project sponsor b. Project owner c. Project manager d. Project board member e. Project team member
3. Know how to manage resources to deliver a project	3.1 Explain how to manage resources to deliver projects: a. Deadlines – prioritising, monitoring b. People – goal-setting, performance monitoring c. Equipment – negotiating use of shared equipment d. Funding – budget monitoring
4. Know how to identify risks and issues to deliver a project	4.1 Describe the causes of key types of project risk: a. Cost risk – caused by poor cost estimation, poor cost monitoring, scope creep b. Schedule risk – caused by poor estimation of time, poor time management, poor prioritisation, scope creep c. Quality risk – caused by poor identification of tasks and roles, poor monitoring of quality and performance 4.2 Describe the importance of involving the whole team in risk assessment: a. Less likely to fail to identify risks b. Team members will better understand risks c. Team members will be more likely to support controls 4.3 Explain techniques for identifying project risks and issues: a. Brainstorming/thought-showers b. Checklists c. SWOT analysis d. Root cause analysis e. Cause and effect diagrams



	f. Flow charts
5. Know how to use relevant project management tools to deliver a project	5.1 Explain the use of key project management tools: a. Gantt charts b. Programme Evaluation Review Technique (PERT) chart c. Product breakdown structure d. Work breakdown structure e. Logic network f. Critical path analysis g. Stakeholder matrix h. Cause and effect diagram i. Responsibility, Accountability, Consulted and Informed (RACI) chart j. Decision trees



UNIT 7: FINANCE (L3)

Rationale: This unit enables apprentices to develop an understanding of organisational governance and compliance, and how to deliver value for money. Apprentices will also gain knowledge of how to monitor budgets to ensure efficiencies and that costs do not overrun.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The Apprentice will:</p> <p>1. Understand organisational governance and compliance</p>	<p>The Apprentice can:</p> <p>1.1 Define organisational governance:</p> <ul style="list-style-type: none"> a. The system by which an organisation makes and implements decisions in pursuit of its objectives b. Involves setting policies and guidelines that individuals in the organisation must follow <p>1.2 Explain the importance of organisational governance and compliance:</p> <ul style="list-style-type: none"> a. Protects financial and other stakeholder interests b. Maintains ethical standing of organisation c. Ensures compliance with legislation and regulation d. Helps to preserve reputation e. Avoids mismanagement
<p>2. Understand how to deliver value for money</p>	<p>2.1 Describe the main elements of value for money:</p> <ul style="list-style-type: none"> a. Efficiency b. Effectiveness c. Economy <p>2.2 Describe ways to deliver value for money:</p> <ul style="list-style-type: none"> a. Reduce costs but not quality b. Eliminate waste c. Focus on stakeholder needs and expectations d. Monitor budgets
<p>3. Know how to monitor budgets to ensure efficiencies</p>	<p>3.1 Explain the importance of monitoring budgets:</p> <ul style="list-style-type: none"> a. Ensure efficiency b. Identify problems c. Ensure remain within budget <p>3.2 Describe the process of monitoring budgets:</p> <ul style="list-style-type: none"> a. Compare actual figures to budgeted b. Identify differences c. Investigate differences d. Take corrective action



UNIT 8: SKILLS IN LEADING PEOPLE (L3)

Rationale: This unit enables apprentices to develop the ability to communicate organisation strategy and team purpose, adapting communication style to suit the audience. Apprentices will also develop the ability to support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Apprentice will:	The Apprentice can:
<p>1. Be able to communicate organisation strategy and team purpose</p>	<p>1.1 Identify key information about strategy and purpose to be communicated</p> <p>1.2 Choose appropriate method of communication for given situations</p> <p>1.3 Adapt communication style to suit audience</p> <p>1.4 Demonstrate ability to communicate messages clearly to others</p>
<p>2. Be able to support the development of the team and people through coaching</p>	<p>2.1 Identify situations when coaching can be used to support development of team and individuals</p> <p>2.2 Identify areas to be addressed through coaching, for the team and other people</p> <p>2.3 Set specific goals for coaching the team and other people</p> <p>2.4 Demonstrate ability to effectively coach individuals and the team</p> <p>2.5 Provide constructive feedback for future development of individuals and the team</p>
<p>3. Be able to support the development of the team and people through role modelling organisational and personal values and behaviours</p>	<p>3.1 Identify key values and behaviours important for the team in-line with organisational values</p> <p>3.2 Demonstrate organisational and personal values and behaviours in course of own work to set an example to the team</p> <p>3.3 Demonstrate openness, honesty, authenticity and being approachable in work-related situations</p> <p>3.4 Demonstrate emotional resilience in leading others in the workplace</p>
<p>4. Be able to support the development of the team and people through managing change effectively</p>	<p>4.1 Clearly communicate goals and objectives of change</p> <p>4.2 Set realistic objectives with team members to implement change</p>



	<p>4.3 Delegate tasks according to role, ability and experience of team members</p> <p>4.4 Manage individual and team expectations in relation to change</p> <p>4.5 Ensure team members have the resources, responsibility and accountability required to effect change</p>
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UNIT 9: SKILLS IN MANAGING PEOPLE (L3)

Rationale: This unit enables apprentices to develop the ability to build a high-performing team by supporting and developing individuals, and motivating them to achieve. Apprentices will also develop the ability to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Apprentice will:	The Apprentice can:
<p>1. Be able to build a high-performing team by supporting and developing individuals</p>	<p>1.1 Identify skills and experience of individuals within the team</p> <p>1.2 Monitor team performance to identify areas for development</p> <p>1.3 Support individual team members in creating and maintaining personal development plans</p> <p>1.4 Identify suitable development activities to address areas of performance and knowledge</p> <p>1.5 Provide regular constructive feedback to individual team members and the team</p>
<p>2. Be able to build a high-performing team by motivating individuals to achieve</p>	<p>2.1 Set goals for individual team members that are challenging but achievable</p> <p>2.2 Provide meaningful work to individuals within team remit</p> <p>2.3 Create a positive team environment in which the team can work</p> <p>2.4 Recognise and reward success of individuals and the team</p>
<p>3. Be able to set operational and personal goals and objectives for others</p>	<p>3.1 Identify operational and personal goals for other individuals that align with organisational objectives</p> <p>3.2 In conjunction with other individuals, develop agreed SMART operational and personal objectives</p>
<p>4. Be able to monitor individuals' progress against operational and personal goals and objectives, providing clear feedback</p>	<p>4.1 Identify key performance indicators for other individuals to monitor progress towards their operational and personal goals and objectives</p> <p>4.2 Provide clear guidance to team members in relation to expectations</p> <p>4.3 Monitor goals and objectives on an ongoing basis: <ul style="list-style-type: none"> a. Observation b. Quality of deliverables c. Timeliness of deliverables </p> <p>4.4 Provide clear guidance and constructive feedback on progress to individual team members</p>



UNIT 10: SKILLS IN BUILDING RELATIONSHIPS (L3)

Rationale: This unit enables apprentices to develop the ability to build trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts. Apprentices will develop the ability to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams. They will also develop the ability to build relationships with customers and manage these effectively.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Apprentice will:	The Apprentice can:
<p>1. Be able to build trust with and across the team</p>	<p>1.1 Demonstrate openness and honesty to build trust when interacting with team members</p> <p>1.2 Use active listening skills to listen to the concerns of individual team members</p> <p>1.3 Communicate expectations clearly to build the trust of individual team members</p> <p>1.4 Use influencing skills to change attitudes and behaviour:</p> <ul style="list-style-type: none"> a. Communicate clearly b. Support arguments with evidence c. Be assertive d. Be fair, consistent and impartial e. Set an example <p>1.5 Use negotiation techniques to achieve successful agreement:</p> <ul style="list-style-type: none"> a. Prepare in advance b. Collect supporting information c. Be fair and consistent d. Be clear about what you want e. Be prepared for compromise f. Be committed to process g. Confirm agreement <p>1.6 Identify and manage conflict within the team:</p> <ul style="list-style-type: none"> a. Show awareness of issues within the team b. Address issues as soon as possible c. Be fair, consistent and impartial d. Listen to all parties e. Facilitate agreement
<p>2. Be able to input to discussions and provide feedback to the team and others more widely</p>	<p>2.1 Make relevant and timely contributions to discussions in the workplace</p> <p>2.2 Identify suitable forums for providing feedback in the workplace:</p> <ul style="list-style-type: none"> a. Team meetings b. One-to-one meetings c. In writing or discussions with other team managers



	2.3 Provide constructive feedback to team members and others in the workplace
3. Be able to share good practice across teams	3.1 Identify key examples of good practice in the workplace 3.2 Demonstrate ways to share good practice in the workplace: a. Team meetings b. Demonstrations c. One-to-one discussions d. Coaching e. Documenting and sharing f. Training
4. Be able to build relationships with customers	4.1 Build good relationships with customers: a. Communicate effectively b. Listen to customers c. Exceed expectations d. Ask for feedback e. Make connections with customers by opening channels for communication f. Show appreciation to customers
5. Be able to manage relationships with customers effectively	5.1 Use customer management systems within the organisation to manage customers 5.2 Identify and resolve customer problems and conflicts quickly and effectively 5.3 Use informal and formal complaints systems to progress complaints from customers



UNIT 11: SKILLS IN COMMUNICATION (L3)

Rationale: This unit enables apprentices to develop the ability to communicate effectively (verbally, in writing, digitally), chair meetings, and present to team and management. Apprentices will also gain the ability to use effective active listening and provide constructive feedback to others.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Apprentice will:	The Apprentice can:
<p>1. Be able to communicate effectively using a range of communication methods</p>	<p>1.1 Use a range of communication methods effectively:</p> <ul style="list-style-type: none"> a. Speaking to groups and individuals b. Listening c. Non-verbal communication <p>1.2 Select appropriate method of communication for given workplace situations</p> <p>1.3 Adapt own communication style to suit target audience</p> <p>1.4 Communicate messages clearly and effectively:</p> <ul style="list-style-type: none"> a. Verbally b. In writing c. Digitally
<p>2. Be able to effectively chair meetings</p>	<p>2.1 Demonstrate effective control and management of different meetings:</p> <ul style="list-style-type: none"> a. Introduce topics b. Facilitate discussion, ensuring all attendees are heard c. Manage time for discussions d. Summarise key points of discussions e. Resolve conflicts <p>2.2 Use meeting documentation effectively:</p> <ul style="list-style-type: none"> a. Use agenda to provide meeting structure b. Ensure attendees details are noted c. Ensure all decisions are minuted d. Ensure responsibility is assigned for all action points
<p>3. Be able to present effectively to team and management</p>	<p>3.1 Plan presentations that are clear, relevant and adapted to the target audience</p> <p>3.2 Prepare visual aids to support and enhance presentations</p> <p>3.3 Present information to team and management clearly:</p> <ul style="list-style-type: none"> a. Speak clearly b. Use visual aids effectively c. Make eye contact with audience <p>3.4 Respond effectively to questions and feedback from team members or management</p>



<p>4. Be able to use effective active listening</p>	<p>4.1 Demonstrate effective use of active listening skills:</p> <ul style="list-style-type: none">a. Pay attention to speaker and acknowledge messageb. Use body language to show engagement with speakerc. Use questioning techniques to elicit further informationd. Summarise to check understandinge. Make appropriate responses
<p>5. Be able to provide constructive feedback to others</p>	<p>5.1 Provide constructive feedback to others in a timely and effective manner</p> <p>5.2 Provide constructive feedback to others in suitable environment</p> <p>5.3 Provide constructive feedback to others which is:</p> <ul style="list-style-type: none">a. Honestb. Supported by datac. Helpful and offers suggestionsd. Responsive and demonstrates active listeninge. Supportive



UNIT 12: SKILLS IN OPERATIONAL MANAGEMENT (L3)

Rationale: This unit enables apprentices to develop the ability to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes. Apprentices will also develop the ability to adapt to change, identifying challenges and solutions. They will develop the ability to organise, prioritise and allocate work, ensuring effective use of resources for operational management. Apprentices will also develop skills to be able to collate and analyse operational data, and create reports.

LEARNING OUTCOMES The Apprentice will:	ASSESSMENT CRITERIA The Apprentice can:
1. Be able to communicate organisational strategy to the team	1.1 Identify key points to be communicated to the team 1.2 Select suitable method of communication 1.3 Adapt communication method according to the audience 1.4 Communicate key points of organisational strategy to relevant others
2. Be able to deliver against operational plans, translating team goals into deliverable actions	2.1 Identify team work activities and actions to be completed 2.2 Delegate work to individual team members 2.3 Monitor team performance against key performance indicators
3. Be able to adapt to change, identifying challenges and solutions	3.1 Demonstrate a positive attitude and response to change 3.2 Demonstrate flexibility in own work and behaviour in response to change 3.3 Communicate effectively to facilitate change 3.4 Identify challenges or risks in relation to change 3.5 Resolve challenges and minimise risks using suitable solutions
4. Be able to organise, prioritise and allocate work to deliver team results	4.1 Prioritise work activities for the team 4.2 Allocate work activities according to individual team members' skills, experience, role and time available 4.3 Set SMART objectives in-line with achievement of plan: <ul style="list-style-type: none"> a. Specific b. Measurable c. Achievable d. Realistic e. Time-bound



<p>5. Be able to use resources effectively for operational management</p>	<p>5.1 Allocate sufficient and appropriate resources to individual and team work activities</p> <p>5.2 Negotiate with others for the relevant use of resources</p> <p>5.3 Monitor use of resources to ensure that these are within:</p> <ul style="list-style-type: none">a. Budgetb. Timec. Allocation
<p>6. Be able to collate and use data for operational management</p>	<p>6.1 Identify and collate relevant data for operational management</p> <p>6.2 Analyse collated data for identified purpose</p> <p>6.3 Use data effectively for monitoring purposes</p> <p>6.4 Create relevant, timely and accurate operational data reports</p>



UNIT 13: SKILLS IN PROJECT MANAGEMENT (L3)

Rationale: This unit enables apprentices to develop the ability to organise, manage resources and risk, and monitor progress to deliver against a project plan. Apprentices will also develop the ability to use relevant project management tools, and take corrective action to ensure successful project delivery.

LEARNING OUTCOMES The Apprentice will:	ASSESSMENT CRITERIA The Apprentice can:
1. Be able to effectively organise a project	1.1 Obtain support for workplace projects from management and team members 1.2 Identify key project milestones and activities 1.3 Allocate project activities to individual team members 1.4 Plan and organise a project effectively
2. Be able to effectively manage resources for a project	2.1 Obtain relevant resources required for a project 2.2 Allocate sufficient and suitable resources for work activities 2.3 Negotiate with others for use of resources 2.4 Monitor use of resources effectively and take corrective action where required
3. Be able to effectively manage project risk	3.1 Create a risk register for the project, identifying key risks 3.2 Identify likelihood and impact of key project risks 3.3 Put in place controls to minimise project risks 3.4 Assign responsibilities for risk controls 3.5 Monitor risk effectively and take corrective action as required 3.6 Put project contingency plans in place in case risk occurs or recurs
4. Be able to monitor progress to deliver against a project plan	4.1 Monitor progress against the project plan 4.2 Identify key departures from the project plan and suggest relevant action/resolution
5. Be able to use relevant project management tools	5.1 Use key project management tools relevant to the project: <ol style="list-style-type: none"> a. Gantt charts b. Program Evaluation Review Technique (PERT) chart c. Product breakdown structure d. Work breakdown structure e. Logic network f. Critical path analysis g. Stakeholder matrix



	<ul style="list-style-type: none">h. Cause and effect diagrami. Responsible, Accountable, Consulted, Informed (RACI) chartj. Decision-trees
6. Be able to take corrective action to ensure successful project delivery	<p>6.1 Take corrective action to resolve issues and departures from plan as identified by monitoring</p> <p>6.2 Report issues and corrective actions taken</p>



UNIT 14: SKILLS IN FINANCE (L3)

Rationale: This unit enables apprentices to develop the ability to apply organisational governance and compliance requirements to ensure effective budget controls. Apprentices will also develop the ability to deliver value for money and to monitor budgets to ensure efficiencies and that costs do not overrun.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Apprentice will:	The Apprentice can:
<p>1. Be able to apply organisational governance requirements to ensure effective budget controls</p>	<p>1.1 Demonstrate support for corporate governance within own role:</p> <ul style="list-style-type: none"> a. Act within company aims and objectives b. Act within own authority and responsibility c. Discharge responsibilities professionally d. Meet needs of stakeholders e. Raise issues and concerns with appropriate managers
<p>2. Be able to apply compliance requirements to ensure effective budget controls</p>	<p>2.1 Demonstrate compliance with legislation and regulation relevant to organisation and industry sector:</p> <ul style="list-style-type: none"> a. Data protection legislation b. Equality legislation c. Health and safety legislation d. Employment legislation e. Environmental legislation f. Relevant licences and regulatory requirements <p>2.2 Monitor individual team members to ensure compliance with relevant legislation and regulations</p> <p>2.3 Raise any issues and concerns with appropriate team members and managers</p> <p>2.4 Show awareness of whistleblowing policy within own organisation</p>
<p>3. Be able to deliver value for money</p>	<p>3.1 Demonstrate ways to deliver value for money within the organisation's activities:</p> <ul style="list-style-type: none"> a. Reduce costs without reducing quality b. Eliminate waste c. Focus on stakeholder needs and expectations d. Monitor budgets
<p>4. Be able to monitor budgets to ensure efficiencies and that costs do not overrun</p>	<p>4.1 Compare actual costs to budgeted costs and identify differences</p> <p>4.2 Investigate any differences to identify why they have occurred</p> <p>4.3 Take corrective action to ensure efficiency and that costs do not overrun</p>



UNIT 15: SELF-AWARENESS (L3)

Rationale: This unit enables apprentices to develop knowledge of how to be self-aware and understand unconscious bias and inclusivity. Apprentices will also gain an understanding of learning styles, feedback mechanisms and how to use emotional intelligence. The unit also enables apprentices to develop the ability to reflect on their own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Apprentice will:	The Apprentice can:
1. Know how to be self-aware as a team leader	1.1 Describe ways to develop self-awareness as a team leader: <ul style="list-style-type: none"> a. Identify own values, beliefs and attitudes b. Request 360 degree feedback c. Reflect on own performance
2. Understand the importance of unconscious bias and inclusivity in the workplace	2.1 Describe the importance of unconscious bias and inclusivity in the workplace 2.2 Describe workplace policies on inclusivity and their relevance/application 2.3 Explain how to comply with inclusivity policies in the workplace 2.4 Explain how to avoid unconscious bias: <ul style="list-style-type: none"> a. Understand impact of own beliefs and values b. Have empathy with the values, beliefs and attitudes of others c. Accept difference
3. Understand the use of different learning styles in the workplace	3.1 Describe different learning style theories: <ul style="list-style-type: none"> a. Visual/spatial, Aural/auditory, Verbal/linguistic, Physical/kinaesthetic b. Honey and Mumford (Pragmatist, Activist, Theorist, Reflector) c. Kolb's learning styles (Doing, Feeling, Watching, Thinking) 3.2 Explain how different learning styles can be used in the workplace
4. Understand different feedback mechanisms and their use in the workplace	4.1 Explain the importance of seeking and applying feedback in the workplace 4.2 Describe different ways to obtain feedback: <ul style="list-style-type: none"> a. 360 degree feedback b. Performance review cycle c. Ongoing, regular feedback from manager d. Team meetings/huddles e. Self-assessment f. Peer review g. Supervision



<p>5. Understand how to use emotional intelligence in the workplace</p>	<p>5.1 Summarise the benefits of using emotional intelligence in the workplace:</p> <ul style="list-style-type: none">a. Better team workingb. Fewer conflictsc. Greater efficiencyd. Staff are generally happier <p>5.2 Describe how to use emotional intelligence in the workplace:</p> <ul style="list-style-type: none">a. Be empatheticb. Be self-awarec. Develop emotional resilienced. Regulate own emotionse. Be aware of others' emotionsf. Be open, approachable and authentic
<p>6. Be able to reflect on own workplace performance, including why things happen</p>	<p>6.1 Demonstrate reflection on workplace practice using a reflective diary or similar record:</p> <ul style="list-style-type: none">a. Record what happenedb. What went well?c. What could have gone better?d. Identify why things happened in the way they dide. What improvements could be made? <p>6.2 Show determination when taking action to improve performance and manage difficult situations</p> <p>6.3 Demonstrate drive to achieve in all aspects of own work performance</p>
<p>7. Be able to seek feedback from others and make personal changes by applying lessons learned</p>	<p>7.1 Approach appropriate others to ask for feedback on own workplace performance</p> <p>7.2 Seek and obtain relevant feedback in a timely and effective manner</p> <p>7.3 Respond to feedback in positive, constructive and timely ways</p> <p>7.4 Show personal awareness of need to change and willingness to change</p> <p>7.5 Demonstrate accountability by taking timely action in response to feedback received</p>



UNIT 16: MANAGEMENT OF SELF (L3)

Rationale: This unit enables apprentices to develop an understanding of time management techniques and tools, and how to prioritise workplace activities and approaches to planning. Apprentices will also develop the ability to create an effective personal development plan, and use time management techniques to effectively manage workload and pressure.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Apprentice will:	The Apprentice can:
1. Understand time management techniques and tools	1.1 Summarise a range of time management techniques and tools: <ul style="list-style-type: none"> a. Calendars/diaries/schedules/alarms/reminders b. Delegation techniques c. Log/track timings d. Avoiding interruptions e. Use of notes and post-it notes f. Use of 'to do' lists
2. Understand how to prioritise tasks and workplace activities	2.1 Summarise how to prioritise tasks and workplace activities: <ul style="list-style-type: none"> a. Identifying urgent tasks and deadlines b. Use lists, colour coding c. Prepare schedules d. Include contingency
3. Understand approaches to planning own time and workload	3.1 Explain approaches to planning own time and workload: <ul style="list-style-type: none"> a. Gather information b. Identify key areas and prioritise c. Establish guidelines (time, budget, resources, constraints) d. Identify opportunities and threats e. Develop plan
4. Be able to create an effective personal development plan	4.1 Define own SMART aims and objectives 4.2 Prioritise personal aims and objectives 4.3 Carry out a skill scan to identify personal strengths 4.4 Identify personal development opportunities 4.5 Formulate a personal action plan
5. Be able to use time management techniques to effectively manage workload and pressure	5.1 Prioritise own time and workload effectively 5.2 Use time management tools and techniques to effectively manage workload 5.3 Recognise the signs of personal stress 5.4 Find strategies to deal with stress effectively



UNIT 17: DECISION-MAKING (L3)

Rationale: This unit enables apprentices to develop an understanding of problem-solving and decision-making techniques, and the ability to analyse data to support decision-making.

Apprentices will also develop the ability to use effective problem-solving techniques, using information from the team and others, in order to make decisions relating to delivery, and to escalate issues when required.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Apprentice will:	The Apprentice can:
1. Understand problem-solving techniques	1.1 Explain a structured approach to problem-solving: <ol style="list-style-type: none"> a. Define and understand the problem b. Assess the scale of the problem c. Gather relevant information d. Identify the root causes e. Involve others f. Evaluate the potential solutions g. Identify best solution h. Implement solution i. Monitor the results
2. Understand decision-making techniques	2.1 Explain a structured approach to decision-making: <ol style="list-style-type: none"> a. Determine the decision to be made b. Determine any parameters, limits or constraints c. Define timescales d. Identify who should be involved e. Gather relevant information f. Identify potential options g. Choose best options h. Implement decision i. Monitor the results
3. Be able to analyse data to support decision-making	3.1 Explain the differences between different types of data and their application in supporting decision-making: <ol style="list-style-type: none"> a. Qualitative b. Quantitative c. Comparative 3.2 Collect relevant data for decision-making 3.3 Use appropriate techniques to analyse data collected, for example: <ol style="list-style-type: none"> a. Mathematical methods e.g. mean, median b. Looking at relationships between variables e.g. regression analysis c. Comparing data d. Testing data e. Trend analysis



4. Be able to use effective problem-solving techniques to make decisions relating to delivery

4.1 Identify work-related problems and decisions to be made

4.2 Use a structured approach to problem-solving and decision-making, incorporating:

- a. Information from the team and others
- b. Escalation of issues when required

4.3 Demonstrate creativity, innovation and enterprise in seeking solutions and making decisions relating to delivery

Annex A: Key Terminology

Assessment word	Definition
Adapt	To make suitable to, or fit for, a particular context/situation; changing or modifying to suit a new or different context/situation
Analyse	Examine methodically and in detail
Apply	Put knowledge, understanding or skills into action within a particular context
Articulate	To give a coherent, comprehensible and intelligible account
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant
Choose	Select the best or most suitable option
Coherent	Logically or aesthetically consistent and holding together as a harmonious or credible whole
Consistently	Ability to reliably repeat an action that progresses towards achieving an aim
Create	To design and produce/establish using relevant techniques/equipment and/or processes
Define	State or describe exactly the nature, scope or meaning of something
Demonstrate	To show by providing several relevant examples or related evidence which clearly supports the task/activity and can include carrying out relevant practical skills
Describe	Give a clear account that includes all the relevant features and characteristics – think of it as ‘painting a picture with words’
Detailed	To give a precise and accurate account
Develop	To design/build or prepare something or to bring out potential
Evaluate	Review the information and then bring it together to form a conclusion. Give evidence for each of your views or statements. Or to form an idea of the value of something
Exemplary	Is commendable, displaying excellence, and could be seen as the benchmark/role model for others
Explain	Set out in detail the meaning of something. Making a theory, idea, inference or conclusion easily understandable and comprehensible, including supporting details with examples
Formulate	To work out/plan systematically. Also see Develop.
Identify	Indicate the main features or purpose of something
Interpret	Define the meaning of something
Investigate	Through exploration; to test the qualities of techniques and/or processes, keeping an outline record of results
Plan	Work out and design how to carry out a specific task/activity/goal and/or illustrate concepts or ideas
Present	To show or exhibit; to represent or depict oneself in a particular manner



Key Terminology (continued)

Assessment word	Definition
Recognise	To be fully aware of, or to demonstrate appreciation of
Report	To produce an account of
Review	Assess formally with the intention of instituting change if necessary
Select (and apply)	Choose the best or most suitable option (and implement/use it)
Set	To establish
Show	Present or expand by providing detail, usually by applying practically-based skills/To exhibit
Sound	A solid and robust approach
Summarise	Articulate briefly the main points or essential features
Use	See Apply
Well-founded	Based on evidence and/or reasoning