APPRENTICE GUIDANCE

Team Leader/Supervisor Level 3

ST0384/AP02

Contents

Introduction

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

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.

There are several different training models that include residential block-release programmes and day-release courses provided by local colleges and training organisations.

Accountability for assessing your competence in the workplace will transfer from the training organisation to your employer. Formal qualifications have been removed from the apprenticeship (except where there is a statutory requirement) and replaced by certification on successful completion of the synoptic End Point Assessment (EPA).

Your employer will have primary responsibility for monitoring your progress and deciding when you are ready to be entered for the EPA. The IMI as an approved End Point Assessment Organisation (EPAO) will oversee the EPA.

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.

Who is Involved in Your Apprenticeship? 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.

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Apprenticeship Structure

You will typically spend at least 12-months on-programme working towards the apprenticeship standard.

Unit No.	Unit Title	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)	✓	✓	✓	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)	✓	✓	✓	
Skills- What do I need to do?					
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)		✓	✓	
What do I need to know and be able to do? *Combined Knowledge and Skills Units*					
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)			✓	
What behaviours are required to be developed and exhibited in the workplace?					
Taking Responsibility				✓	
Inclusivity				✓	
Being Agile				✓	
Professionalism				✓	

Issue 1

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 you to record your 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 your progression throughout your 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.

You will be required to upload your EPA portfolio of evidence to the eLogbook. *See Annex C: Portfolio of evidence*. An *Evidence Record Sheet* is provided in the eLogbook for you to document the evidence that you are uploading for your portfolio and the Unit/Learning Outcomes this covers.

You will also be required to upload your completed CPD Log to support the professional discussion relating to CPD activity. *See Annex D: 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.

Issue 1

End Point Assessment Gateway Requirements

Once your employer is satisfied that you have demonstrated full competence and that all criteria of the standard have been met, you can progress to the End Point Assessment via the apprenticeship gateway, which is a decision point.

The End Point Assessment assesses your whole programme and takes place at the end of your learning and development, usually after around 12 to 18 months of on-programme learning.

The EPA gateway process is used to confirm to the IMI that you have met the requirements of the Standard before you progress to the End Point Assessment.

A formal gateway meeting between you and your employer must take place to determine your readiness for End Point Assessment.

Before you can pass through the gateway (decision point) for End Point Assessment, you must have:

- Met the minimum requirements in regards to knowledge, skills and behaviours within the standard
- Achieved Level 2 in both English and Maths (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.
- Completed a portfolio of evidence
- Completed a CPD Log.

If unsuccessful at the End Point Assessment Gateway, you will receive feedback from your employer and training organisation to identify areas for development. You must demonstrate this development before you can progress to the End Point Assessment.

Issue 1

End Point Assessment (EPA)

This EPA consists of four assessment methods:

- Component 1: Knowledge test – See **Annex A** for further guidance
- Component 2: Structured competency-based interview – See **Annex B** for further guidance
- Component 3: Portfolio of evidence – See **Annex C** for further guidance
- Component 4: Professional discussion relating to CPD activity – See **Annex D** for further guidance.

The End Point Assessments will be assessed by an Independent Assessor (IA) provided by the IMI. The overall grading will be overseen and assigned by the IMI.

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 your 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
1: Online knowledge test using scenarios and questions (Duration: 60-minutes)	30	15-30	0-14	30%
2: Structured competency-based interview (Duration: 45 minutes)	30	15-30	0-14	30%
3: Portfolio of evidence (Throughout on-programme; 15-20 representative pieces of work selected by you)	20	10-20	0-9	20%
4: Professional discussion relating to CPD activity (Duration: 15 minutes)	20	10-20	0-9	20%
Total for overall EPA	*100*	*50-100*	*0-49*	*100%*

N.B. Since you 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, you 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)
1: Online knowledge test using scenarios and questions (Duration: 60-minutes)	30	15-30	0-14	22
2: Structured competency-based interview (Duration: 45 minutes)	30	15-30	0-14	20
3: Portfolio of evidence (Throughout on-programme; 15-20 representative pieces of work selected by apprentice)	20	10-20	0-9	18
4: Professional discussion relating to CPD activity (Duration: 15 minutes)	20	10-20	0-9	14
Total for overall EPA	*100*	*50-100*	*0-49*	*74*

Comments:

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

Their overall grade is: Distinction

Issue 1

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)
1: Online knowledge test using scenarios and questions (Duration: 60-minutes)	30	15-30	0-14	17
2: Structured competency-based interview (Duration: 45 minutes)	30	15-30	0-14	15
3: Portfolio of evidence (Throughout on-programme; 15-20 representative pieces of work selected by apprentice)	20	10-20	0-9	11
4: Professional discussion relating to CPD activity (Duration: 15 minutes)	20	10-20	0-9	12
Total for overall EPA	*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)
1: Online knowledge test using scenarios and questions (Duration: 60-minutes)	30	15-30	0-14	12
2: Structured competency-based interview (Duration: 45 minutes)	30	15-30	0-14	16
3: Portfolio of evidence (Throughout on-programme; 15-20 representative pieces of work selected by apprentice)	20	10-20	0-9	10
4: Professional discussion relating to CPD activity (Duration: 15 minutes)	20	10-20	0-9	15
Total for overall EPA	100	50-100	0-49	53

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.

Issue 1

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 performance in each of the EPA components. It is not a guarantee of your overall grade.

Typical Apprentice Performance	
Grade Equivalent: DISTINCTION	Marks: 70-100

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.

Interprets and evaluates relevant information and ideas – which are well-structured and expressed clearly and fluently.

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

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.

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

Responses are logical, well-organised and highly-focused, demonstrating exemplary/detailed evidence of coherent elaboration.

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.

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.

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.

Articulates in detail/assesses the ways in which CPD has helped to improve a wide range of relevant skills in the workplace.

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.

Issue 1

Typical Apprentice Performance	
Grade Equivalent: FAIL	**Marks: 0-49**

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.

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.

Shows limited, little or no awareness of different approaches within the area of being an effective Team Leader/Supervisor.

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.

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).

Responses generally lack logic, organisation and focus or are weak and muddled/incomplete, demonstrating limited or no evidence of coherent elaboration/creditworthy information.

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.

Limited or no ability to describe the learning gained from CPD.

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.

Is unable to demonstrate how they have kept up-to-date with developments in own sector and/or in team leading/supervising.

Shows limited ability or little to no articulation of the ways in which CPD has helped to improve relevant skills in the workplace.

Issue 1

Annex A: Knowledge Test

The 60-minute online test assesses your 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 you are required to pass.

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

Annex B: Structured Competency-based Interview

The 45-minute interview assesses your 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 you 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.

The Independent Assessor (IA) will connect with you, check your apprentice number and ask you to prove your identity by showing your passport or driving licence. The IA will try to make you feel at ease, to give you the opportunity to perform well. You may find it useful to have a drink available so that you can keep hydrated. This may also be handy if you need thinking time, as you can take a sip of drink whilst thinking about your response to the question.

The Independent Assessor will ask you 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). You 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 your answers to the questions. You will not see the questions in advance of the interview.

The questions give you the opportunity to demonstrate that you 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).

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 encourage you to give full, detailed answers that have the potential for you to demonstrate sufficient knowledge and application of learning of appropriate breadth and depth. If required and/or useful, you may refer to your portfolio of evidence to support the interview.

You should try to do most of the talking. Occasionally the IA may summarise the points you have made. They may also ask extra questions to clarify certain points or to encourage you to give a fuller answer. For example, the IA may ask:

- And then what happened?
- So what was the consequence of that?
- Why did you do that?

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

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

This component is assessed by the Independent Assessor.

Annex C: 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 you are required to pass.

You will upload your portfolio of evidence to your eLogbook, clearly referenced to the relevant Unit(s)/Learning Outcomes. For your portfolio, you should select 15 to 20 complete and/or discrete pieces of work to demonstrate that you have met the totality of the knowledge, skills and behaviours in the standard. Your employer and training provider will assist you to develop your portfolio to ensure that it is complete and that it covers the totality of the standard.

Your portfolio of evidence will demonstrate your best work, enabling you to demonstrate how you have applied your knowledge and understanding in a real work environment to achieve real work objectives. It will consist of actual pieces of work produced by you for or during employment throughout the whole apprenticeship, usually arising naturally during work. Additionally, your mentor, line manager and/or colleagues or customers may produce evidence about your performance in real work situation(s).

Your portfolio will also demonstrate how you have 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. An *Evidence Record Sheet* is provided in the eLogbook for you to document the evidence that you are uploading for your portfolio and the Unit/Learning Outcomes this covers.

The evidence is not prescribed and may be written, audio, video or visual. It is important that your portfolio evidence is annotated correctly to show what Unit/Learning Outcomes are being evidenced. If you submit 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 between you and your employer
- Observations (recorded by your training provider)
- Ongoing professional discussions between you and your training provider relating to projects and assignments (recorded by your training provider)
- Feedback from your line manager, direct reports, and peers, including 180/360 degree feedback approaches.

This component is assessed by the Independent Assessor.

Issue 1

Annex D: Professional Discussion relating to CPD Activity

You will have a 15-minute professional two-way discussion with the Independent Assessor to assess your Continuing Professional Development (CPD) activity and learning and its application/effect on your role and the workplace. The Independent Assessor will have a professional discussion with you to reflect on the outcome and how you applied the learning that you gained from the CPD.

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 you 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 Independent Assessor will connect with you, check your apprentice number and ask you to prove your identity by showing your passport or driving licence.

Your completed CPD Log, uploaded to your 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 you to:
- Record the additional development activities that you have completed during your apprenticeship
- Document the time spent, *and*
- Evaluate what you have learnt/gained from the activity.

Evidence of any additional learning/CPD you did during your 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 you 5 questions. The questions are designed to encourage you to talk about:
- your CPD and professional development activity
- how you applied the learning to your role and to your workplace
- how you 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 you have done
- Details of any professional discussions you have had
- Training and personal development activities
- How you applied your learning to the workplace
- Behaviours you 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.

You should try to do most of the talking in the Professional Discussion. Occasionally the IA may summarise the points you have made. They may also ask extra questions to clarify certain points or to encourage you to give a fuller answer. For example, the IA may ask:

- And then what happened?
- So what was the consequence of that?
- Why did you do that?

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

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

This component is assessed by the Independent Assessor.

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

Key Terminology

(*continued*)

Assessment word	Definition
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
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

For key words in the performance descriptors, the IMI uses the following interpretations:

- **Complex problems:** are those that can be approached from multiple, sometimes competing perspectives and which may have multiple possible solutions.
- **Non-routine problems:** are those that are novel/unfamiliar or unclear/ill-defined.
- **Straightforward problems:** are those that are uncomplicated or undemanding.
- **Routine problems:** are those that happen regularly or are well-defined.

Approaches within the area of being an effective Team Leader/Supervisor include:
- **Low direction:** the Team Leader/Supervisor typically facilitates the work of their team members, providing them with advice and guidance.
- **High direction:** the Team Leader/Supervisor typically tells and instructs team members with what to do and how to do it.
- **Combination of Low and High direction:** the Team Leader/Supervisor uses a mixture of both low and high direction according to the task/activity, the team member and/or the situation. (For example, urgency may require high direction and longer deadlines may require low direction).