



# End-Point Assessment

Team Leader Level 3 (V1.4)  
Support Pack



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## INTRODUCTION

This document sets out the requirements, advice, and guidance for the End-Point Assessment (EPA) of the Level 3 Team Leader apprenticeship standard. This document is designed for apprentices, employers and training providers involved in the End-Point Assessment of an apprentice studying the Level 3 Team Leader Apprenticeship.

An apprentice for Level 3 Team Leader should have a minimum of 12 months of learning before End-Point Assessment.

The document is divided into sections covering all the relevant aspects of EPA for Level 3 Team Leader Apprenticeship.

Should you require further information other than the guidance in this document, then please contact [admin@nqual.co.uk](mailto:admin@nqual.co.uk)

Within this guide you will find references to End-Point Assessments. This information has been outlined in the Institute for Apprenticeships and Technical Education, Team Leader Assessment Plan. For reference, you can find this document.

[Team Leader L3 EPA Plan  
\(www.instituteforapprenticeships.org\)](https://www.instituteforapprenticeships.org)



## EPA TIMESCALE

Register with  
NQual

Training Providers should register apprentices for EPA with NQual a minimum of 90 days before assessment. Providers will pay a registration fee of £30.

This is when the employer, apprentice, and training provider confirm that the apprentice is ready for End-Point Assessment. Gateway Evidence should be uploaded to NQual a minimum of 14 days prior to EPA.

Gateway

EPA Booking

The training provider should complete the booking section on the Gateway Form or training providers can arrange the booking via ACE360. NQual will confirm booking within 48 hours.

NQual will send an invoice for the remaining fee once EPA is approved.

EPA Approved

Assessment

The apprentice will complete a Presentation with Questions and a Professional Discussion Underpinned by a Portfolio of Evidence.

Results will be communicated within 10 working days of final assessment. If the apprentice passes, NQual will send details to the apprentice and training provider containing an EPA results document. If the apprentice fails, NQual will send details to the learner and training provider outlining feedback and next stages.

Results

## GATEWAY

This section outlines the requirements an apprentice must have met in order to complete their End-Point Assessment.

Once the employer is fully satisfied that the apprentice has the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that the apprentice is ready for EPA via Gateway.

Gateway requirements for Team Leader outline that the apprentice must have:

- **Evidence of achieving relevant maths and English qualifications if required by funding regulations or the employer**
- **A completed Portfolio of Evidence ready to submit**

The Gateway form must be sent to NQual a minimum of 14 days before End-Point Assessment is carried out, along with the evidence listed above.

All EPA activity will take place no later than 4 months from Gateway.

You can find the NQual Gateway form by emailing: [admin@nqual.co.uk](mailto:admin@nqual.co.uk)

## PORTFOLIO OF EVIDENCE

As part of the apprenticeship, apprentices are required to prepare a Portfolio of Evidence which will be developed on-programme to demonstrate their practice in achieving the knowledge, skills, and behaviours (KSBs) associated with the professional discussion. The portfolio will typically contain 16 pieces of evidence and evidence must be mapped against the KSBs using the portfolio mapping document. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested. The portfolio is not directly assessed.

Evidence sources might include;

- workplace documentation and records, for example:
- workplace policies and procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration 5 minutes; the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources can be included.

Reflective accounts and self-assessments cannot be included as evidence.

Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions.

## COMPONENTS OF END-POINT ASSESSMENT

The End-Point Assessment for the Team Leader standard includes two assessment methods. These are a Presentation with Questions and a Professional Discussion Underpinned by a Portfolio of Evidence, which are outlined within this support pack in further detail.

### Presentation with Questions

Apprentices will prepare and deliver a presentation to the independent assessor on a set subject. The assessor will then ask a minimum of 5 questions. The presentation and questions must last 50 minutes (+10% if required). This will typically include a presentation of 20 minutes and questioning lasting 30 minutes.

The apprentice will be given their presentation topic post gateway by NQual. The presentation will be based on one of the following topics:

- Reviewing ways to reduce cost and increase efficiency in a business environment
- Using data and technology to support organisational goals
- Improving team performance to support organisational goals
- Leading and supporting a team through a period of change within the organisation.

NQual will take steps to ensure the apprentice is given a presentation title, which allows the apprentice the opportunity to draw on what they have learnt and experienced during their apprenticeship.

The apprentice must submit any presentation materials to NQual by the end of week 4 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

The presentation must cover a summary of the apprentice's role as a team leader, what they do and how this is relevant to their role and the organisation. It should focus on how they tackle current topics and will cover all KSBs assigned to this method.

The presentation should cover the following themes:

- Data collection and benchmarking
- Problem analysis and conclusions
- People and relationships
- Future plans and opportunities

To deliver the presentation, the apprentice will have access to:

- audio-visual presentation equipment
- a flip chart and writing and drawing materials
- a computer

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor must ensure the apprentice is fully aware of all assessment requirements. The independent assessor cannot suggest or choose to end any assessment methods early (unless in an emergency). NQual is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor will document the apprentice's request to end any assessment early.

## Professional Discussion Underpinned by a Portfolio of Evidence

In the Professional Discussion, an independent assessor and apprentice have a formal two-way conversation. It allows the apprentice to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their Portfolio of Evidence. The portfolio must be submitted to NQal at Gateway.

The Professional Discussion must last 60 for minutes. The independent assessor has the discretion to increase the time of the Professional Discussion by up to 10% to allow the apprentice to respond to a question if necessary.

The assessor will ask a minimum of 5 questions. The apprentice must have access to the portfolio during the Professional Discussion.

The apprentice may choose to end any assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor must ensure the apprentice is fully aware of all assessment requirements. The independent assessor cannot suggest or choose to end any assessment methods early (unless in an emergency). NQal is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor will document the apprentice's request to end any assessment early.

## PRESENTATION TOPICS

The apprentice is required to undertake a 20-minute presentation followed by a 30-minute question-and-answer session. The presentation will be based on one of the following topics:

- 1 Reviewing ways to reduce cost and increase efficiency in a business environment
- 2 Using data and technology to support organisational goals
- 3 Improving team performance to support organisational goals
- 4 Leading and supporting a team through a period of change within the organisation.

The presentation should cover the following themes:

- 1 Data collection and benchmarking
- 2 Problem analysis and conclusions
- 3 People and relationships
- 4 Future plans and opportunities

## END-POINT ASSESSMENT METHODS TABLE

The below highlights criteria that will be covered in each assessment component. Please review these details as it will provide guidance on what will be covered in each assessment component.

Learning Outcomes	What is Required	Presentation with Questions	Professional Discussion Underpinned by a Portfolio of Evidence
<b>Knowledge</b>			
K1	Performance management techniques.		✓
K2	How to identify the learning needs of others and solutions to address them.		✓
K3	Processes and policies which support the delivery of operational requirements.	✓	
K4	Project management tools and techniques.		✓
K5	Relevant regulation, legislation, and compliance that impacts their role and the organisation.	✓	
K6	Organisational strategy and objectives and how their role impacts on them.	✓	
K7	How to manage resources to implement operational and team plans.		✓
K8	Time management and prioritisation tools.		✓
K9	Communication techniques including presentation skills, negotiation and influencing skills.	✓	
K10	Policy and procedure relating to people and organisational culture.		✓
K11	Stakeholder management.	✓	
K12	Problem-solving and decision-making principles.	✓	
K13	Principles of change management and continuous improvement.		✓
K14	IT and software used to support the activities of the business.		✓

K15	External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed.	✓	
K16	The impact that internal and external factors such as environmental impacts, have on their role.	✓	
K17	Leadership and management approaches.		✓
K18	The purpose of their role within the organisation, including their level of responsibility and accountability.		✓
K19	The impact that cross-team working has in the delivery of organisational objectives.	✓	
K20	How to collate, interpret and communicate data and information to meet the needs of different audiences.	✓	
K21	The wider social and economic environment in which the organisation operates.	✓	
K22	Approaches to managing budgets, and options and choices to maximise efficient use of resources.		✓
K23	Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and the team.		✓
<b>Skill</b>			
S1	Use resources to implement operational and team plans.		✓
S2	Use tools to organise, prioritise and allocate daily and weekly work activities.		✓
S3	Able to collate and interpret data and information and create reports.	✓	
S4	Identify and support the development of the team through informal coaching and continuous professional development.		✓
S5	Use information and problem-solving techniques to provide solutions and influence the decision-making process.	✓	
S6	Use digital tools for planning and project management to monitor project progress, taking corrective action to deliver against the project plan.		✓

S7	Review work processes to identify opportunities to improve performance and for continuous improvement.		✓
S8	Use technology and software to produce documentation, such as spreadsheets and presentation packages to communicate information.		✓
S9	Manage individual or team performance by setting objectives, monitoring progress, and providing clear guidance and feedback.	✓	
S10	Manage others through change by identifying challenges and the activities to resolve them.		✓
S11	Interpret organisational strategy and communicate how this impacts others.		✓
S12	Interpret and apply regulation and legislation, share best practices, and advise stakeholders on their application.		✓
S13	Communicate information through different media, such as face-to-face meetings, emails, reports, and presentations to enable key stakeholders to understand what is required.		✓
S14	Collaborate with stakeholders in the organisation to ensure the delivery of operational goals.		✓
S15	Manage and maintain relationships with a diverse workforce and stakeholders.	✓	
S16	Negotiate with and challenge stakeholders to manage change and reduce conflict.		✓
S17	Interpret policy and support the delivery of equity, diversity and inclusion in the workplace and monitor their impact on their team.	✓	
S18	Identify future changes in the sector such as technology advances that may impact their organisation.	✓	
S19	Monitor the use of technology and the potential to reduce energy consumption through their optimisation in day-to-day tasks, such as reducing the use of paper and switching off items when not in use.		✓
<b>Behaviour</b>			
B1	Acts professionally, ethically and with integrity.		✓

B2	Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.	✓	
B3	Takes accountability and ownership of their tasks and workload.		✓
B4	Seeks learning opportunities and continuous professional development.		✓
B5	Works flexibly and adapts to circumstances.	✓	



## GRADING

Grades allocated for each component will be Fail, Pass and Distinction. To achieve an overall Pass, the apprentice must achieve all Pass criteria. To achieve an overall Distinction the apprentice must achieve all Pass criteria and all Distinction criteria.

Grading results will be communicated to the apprentice within 10 working days of completion of the final component.

The final grade will be decided on the following combinations:

Assessment Method 1: Presentation with Questions	Assessment Method 2: Professional Discussion Underpinned by a Portfolio of Evidence	Overall Grading
Fail	Any Grade	Fail
Any Grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

### Re-sit / Re-take

If an apprentice fails one or more components, they will be offered the opportunity to re-sit / re-take the component(s). A re-sit does not need further learning, whereas a re-take does.

A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification. If the apprentice fails, the presentation with questions assessment method they will need to be given a new topic to present on.

Failed assessment methods must be re-sat or re-taken within 6 months from the EPA results notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Where any assessment method must be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Pass. Re-sits and re-takes are not offered to an apprentice wishing to move from Pass to a higher grade.

### Grading Descriptors for Presentation with Questions

KSBs	Pass Descriptors	Distinction Descriptors
<p><b>Data Collection and Benchmarking</b> K3 K5 K15 K20 K21 S3</p>	<p>Outlines the processes and policies supporting the delivery (of the chosen topic) and the regulation, legislation and compliance which impacts their role and the organisation. (K3, K5)</p> <p>Explains how (the chosen topic) considers external factors affecting the workplace, how they are managed, and the influence of the wider social and economic environment in which the organisation operates. (K15, K21)</p> <p>Collates and interprets data and information to create reports tailored to the needs of different audiences. (K20, S3)</p>	<p>Evaluates the impact of external factors and the influence of the wider social and economic environment in which the organisation operates (on the chosen topic). (K15, K21)</p> <p>Evaluates how well the reports they created met the needs of different audiences. (K20, S3)</p>
<p><b>Problem Analysis and Conclusions</b> K6 K9 K12 K19 S5</p>	<p>Explains how their role impacts on the organisation's strategy and objectives and the impact that cross team working has on delivering them. (K6, K19)</p> <p>Applies communication techniques, problem-solving and decision-making principles to provide solutions and influence the decision-making process. (K9, K12, S5)</p>	<p>Justifies their selection of communication techniques, problem-solving and decision-making principles to provide solutions and influence the decision-making process. (K9, K12, S5)</p>
<p><b>People and Relationships</b> K11 S9 S15 S17 B2</p>	<p>Explains how they manage and maintain relationships with a diverse workforce and stakeholders, set objectives, monitor progress, and provide guidance and feedback for individual and team performances. (K11, S9, S15)</p> <p>Explains how they proactively support the delivery of equity, diversity and inclusion in the workplace and monitor the impact on their team. (S17, B2)</p>	<p>Evaluates the impact in the workplace of promoting an inclusive culture. (S17, B2)</p>
<p><b>Future Plans and Opportunities</b> K16 S18 B5</p>	<p>Describes the impact of internal and external factors on their role, identifying how they will work flexibly to adapt to future changes in the sector that may affect their organisation. (K16, S18, B5)</p>	

### Grading Descriptors for Professional Discussion Underpinned by a Portfolio of Evidence

KSBs	Pass Descriptors	Distinction Descriptors
<p><b>Building a High Performing Team</b></p> <p>K1 K2 K10 K17 K23</p> <p>S2 S4 S12</p> <p>B1 B4</p>	<p>Describes their approach to identifying and supporting the learning and development needs of team members, as well as seeking out opportunities to develop their own learning and professional development. (K2, S4, B4)</p> <p>Describes the leadership, management and performance management techniques and tools they use to organise, prioritise, and allocate work activities. (K1, K17, S2)</p> <p>Explains their approach to sharing best practice and advising stakeholders on the practical application of regulation and legislation relevant to their work within the organisation. (S12)</p> <p>Explains how they have ethically and inclusively applied policies and procedures relating to people and organisational culture to support equity, diversity, and inclusion in the workplace. (K10, K23, B1)</p>	<p>Evaluates their approach to supporting and promoting equity, diversity, and inclusion in terms of impact on the workplace. (K10, K23, B1)</p>
<p><b>Communication and Implementing Operational Plans</b></p> <p>K7 K18</p> <p>S1 S11 S13 S14</p>	<p>Explains how they use and manage resources and collaborate with stakeholders to implement and deliver operational goals and team plans within their level of responsibility and accountability. (K7, K18, S1, S14)</p> <p>Explains how they communicated the impact of organisational strategy on different stakeholders using different types of media to ensure understanding. (S11, S13)</p>	<p>Evaluates the impact of the techniques they have used to communicate how organisational strategy impacts stakeholders, suggesting improvements to facilitate their understanding of what is required. (S11, S13)</p>
<p><b>Managing Change and Continuous Improvement</b></p> <p>K13 K22</p> <p>S7 S10 S16</p>	<p>Explains how they apply the principles of change management and continuous improvement to work processes to identify areas where performance can be enhanced. (K13, S7)</p> <p>Describes how they negotiate with and challenge stakeholders and others, when managing change, and the activities used to resolve and reduce conflict. (S10, S16)</p> <p>Describes their approach to managing budgets and maximising the use of resources. (K22)</p>	<p>Evaluates the extent to which continuous improvement techniques improve work processes. (K13, S7)</p>

<p><b>Using Technology</b> K14 S8 S19</p>	<p>Describes the technology, software, and methods they use to produce documentation and support activities for the business, and how they monitor their use to reduce energy consumption when not in use. (K14, S8, S19)</p>	
<p><b>Contributing to a Project</b> K4 K8 S6 B3</p>	<p>Explains how they utilise project management tools and techniques to plan a project, prioritise activities, monitor progress, and take corrective action to deliver against the project plan on time whilst taking ownership of the tasks. (K4, K8, S6, B3)</p>	

## MOCK PROFESSIONAL DISCUSSION

It is the responsibility of the employer and training provider to complete Mock Professional Discussions with the apprentice and the responsibility of the apprentice to ensure they have practised answering questions for their End-Point Assessment.

Professional Discussion materials will be given to the training providers when registering learners with NQual.

A Mock Professional Discussion should take 60 minutes.





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