L3 Team Leader or Supervisor APPRENTICESHIP HANDBOOK

An overview and guide for Apprentices and Employers
January 2024 | v1.1

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INTRODUCTION

Occupational Profile

Welcome to the CMI Qualification Specification document for the L3 Team Leader or Supervisor Occupational Standard. This document has been developed to help you, as a potential apprentice or employer of an apprentice, to choose your end point assessment organisation and/or to answer any questions you may have regarding undertaking an apprenticeship.

A team leader/supervisor is a first line management role, with operational/project responsibilities or responsibility for managing a team to deliver a clearly defined outcome. They provide direction, instructions and guidance to ensure the achievement of set goals. Working in the private, public or third sector and in all sizes of organisation, specific responsibilities will vary, but the knowledge, skills and behaviours needed will be the same whatever the role.

Key responsibilities are likely to include supporting, managing and developing team members, managing projects, planning and monitoring workloads and resources, delivering operational plans, resolving problems, and building relationships internally and externally.

Roles/Occupations may include: Supervisor, Team Leader, Project Officer, Shift Supervisor, Foreperson, and Shift Manager.

Qualification Details

IfATE Occupational Standard	Apprenticeship Qualification Title	Ofqual Qualification Reference Number
ST Code: ST0384	CMI Level 3 Team Leader or Supervisor	610/0207/0
Date Approved For Delivery: 1 June 2016		
Latest version: v1.2 25 June 2020		
Typical duration to Gateway (excluding EPA period): 12 to 18 months		
Maximum funding: £4500		

The qualification reference number is the number allocated to CMI by Ofqual, as the regulator of qualifications, examinations and assessments in England, on approval of our recognition to undertake endpoint assessments for this occupational standard.

WHAT TO EXPECT

The Apprenticeship Journey
Your end to end apprenticeship journey is likely to be split into the following 5 stages:

Choosing Your Programme and Training Provider	See the UCAS Apprenticeship page or the Gov.uk Find An Apprenticeship page for more information and/or to find possible apprenticeship opportunities within your area. Apprentices need to be currently working in the role of a professional manager (see notes above regarding the occupational standard). Apprentices need to live and/or work in England to be eligible for their employer to utilise their levy funding.
Completing The On-Programme Assignments, Modules, and Activities	This is when apprentices develop the knowledge, skills, and behaviours (KSBs) of the occupational standard. It is also where apprentices complete their on-programme activities and are working towards English and mathematics level 2, if required. Towards the end of their on-programme activities, apprentices will need to have completed their portfolio of evidence. The typical duration for this stage of the journey is 12-18 months
Passing Through Gateway	Gateway is the point of the journey where apprentices move from learning to demonstrating the knowledge, skills, and behaviours (KSBs) within the occupational standard. Before an apprentice is able to undertake their end point assessment (EPA), their employer must confirm that the apprentice is working is consistently working at, or above, the level of the occupational standard and has a English and mathematics Level 2 qualification. At Gateway, apprentices must submit: ● A portfolio of evidence ● Their 4 preferred presentation topics
Undertaking Your End Point Assessment (EPA)	End Point Assessment (EPA) is the final stage of the actual apprenticeship journey and is where the apprentice will be tested by an independent apprenticeship assessor to determine whether they are able to demonstrate the knowledge, skills, and behaviours within the occupational standard. EPA can only be triggered after 12 months of starting the apprenticeship, and for the L3 Team Leader or Supervisor Apprenticeship it requires the apprentice to have successfully completed all of their on-programme activities, plus have a level 2 qualification in English and mathematics. The assessment methods for the L3 Team Leader or Supervisor Apprenticeship are: - **Presentation with question and answers** - **Professional Discussion underpinned by a portfolio of evidence** The presentation topic will typically be released 3 weeks in advance of the Live Assessment Day (LAD) and the End Point Assessment (EPA) will be concluded within FOUR (4) months from Gateway.

Your Options after EPA	Ongoing personal and professional development is an essential skill and/or requirement of every manager and leader. CMI, as a professional body, is committed to turning accidental managers into conscious leaders and supports its members in their ongoing continued professional development. CMI is the only chartered body that can award Foundation Chartered Manager and its Management Diagnostics provides a valuable self-assessment tool that enables its members to understand what good looks like and know how to develop the skills employers need now and in the future. Other technical education options following end point assessment include completing another apprenticeship (either in management and leadership or your industry specialism), or considering a specialism higher technical qualification.

END POINT ASSESSMENT

What is an endpoint assessment and why is it needed?

End point assessment is the terminology used by IfATE to describe the period post-Gateway and put simply is what the apprentice needs to do at the end of their apprenticeship programme. Its aim is to test the apprentice's competence in the knowledge, skills and behaviours (KSBs) within the L3 Team Leader or Supervisor occupational standard .

End point assessment usually requires the apprentice to complete a number of different activities, called assessment methods, and is carried out by an End Point Assessment Organisation, such as CMI, who are independent to the Training Provider and Employer.
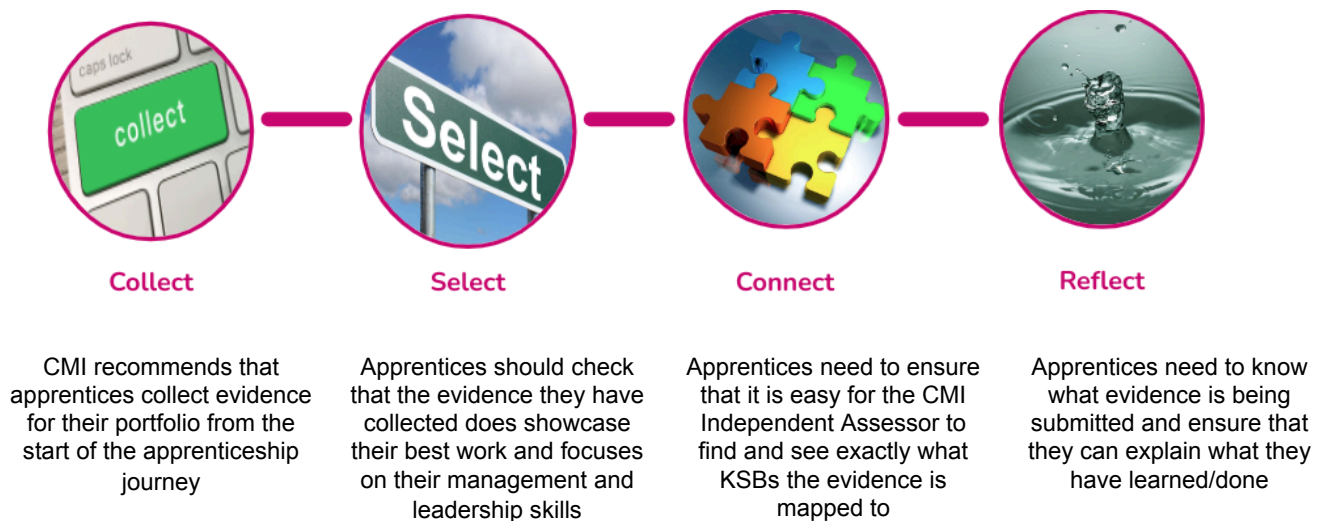
The end point assessment for the L3 Team Leader or Supervisor occupational standard is synoptic, meaning that it has been designed to test all of the knowledge, skills and behaviours within IfATE's occupational standard ST0384 and seeks to discern the breadth and depth of topics/area covered in this standard. It has the following assessment methods:

- **Assessment method 1: Presentation with questions and answers**
- **Assessment method 2: Professional discussion underpinned by a portfolio of evidence**

Things to need to know about when creating your portfolio of evidence

Whilst it is not assessed, the portfolio of evidence is used to underpin the professional discussion assessment. Apprentices are required to complete their portfolio of evidence whilst on-programme which is submitted as part of the Gateway requirements.

Please see below some useful hints and tips on gathering evidence for an end point assessment portfolio

Collect

CMI recommends that apprentices collect evidence for their portfolio from the start of the apprenticeship journey

Select

Apprentices should check that the evidence they have collected does showcase their best work and focuses on their management and leadership skills

Connect

Apprentices need to ensure that it is easy for the CMI Independent Assessor to find and see exactly what KSBs the evidence is mapped to

Reflect

Apprentices need to know what evidence is being submitted and ensure that they can explain what they have learned/done

The portfolio of evidence for L3 Team Leader or Supervisor needs to cover all of the KSBs within the professional discussion assessment method, and should predominantly be real work-based examples that have been validated by a third-party, such as their line manager or using a witness testimony.

The image below explains the importance of triangulating evidence used within a portfolio of evidence:

Validation

Witness testimony or observation that confirms what I did, my role and the KSBs seen
③

Activity / Example

Work-based example clearly shows what I did and my role in this chosen activity
②

Contextualisation

Introduction summarising what I learned, what evidence I am providing and the areas I am evidencing
①

This is why CMI recommends that as an apprentice you:
- Take a qualitative, as opposed to a quantitative, approach when gathering evidence for your portfolio. Each piece of evidence needs to focus on your role and activities as a manager or leader, and will typically cover multiple KSBs.
- Showcase your 'best' work, including any key achievements whilst on-programme, and/or from within your day to day activities.
- Include a separate evidence locator document within your portfolio that clearly identifies which KSBs each piece of evidence is mapped to. *(NOTE: CMI has a template that they share with Training Providers, for apprentices to use as part of their prompting notes within the live assessment activity and to ensure all of the KSBs have been evidenced.)*

Things you need to know about assessment method 1 - Presentation, with question and answers

The End Point Assessment (EPA) requires the apprentice to prepare and deliver a presentation (followed by questions and answers) based on a topic set by the End Point Assessment Organisation (EPAO) at Gateway. This topic will be from a selection published by CMI, as the EPAO, and must enable the apprentice to demonstrate their competence in the relevant knowledge, skills and behaviours for this assessment method.

The presentation and questions activity will typically last 60 minutes and requires the apprentice to:
- Deliver their EPA presentation (20 minutes)
- A mandated short break of 10 minutes will be taken between the presentation and question and answers. This break is to allow the CMI Independent Apprenticeship Assessor to review the questions they have identified in advance in light of the presentation delivered
- The final component for this assessment method is a question and answer session, lasting 30 minutes, and provides scope for the apprentice to demonstrate their full competence.
- The assessor is also able to apply a discretionary additional 10% time, and this can be allocated in any proportion across the presentation and questioning.

The purpose of this question and answer session is to confirm the apprentice's competence in the relevant knowledge, skills and behaviours based on the presentation delivered. The apprentice will be asked a minimum of **5 questions**, with one question from each of the relevant grading descriptor groups - team building and development; communication; organisational culture and strategy; problem solving; data analysis. Follow up questions can be asked by the assessor to seek clarification.
Please note that during the delivery of the presentation and questioning it is recommended that the apprentice has access to their presentation slides and/or speaker notes/aides to act as prompting notes.

Apprentices will also be offered the opportunity for a short break between the 2 assessment methods to locate their relevant promoting notes, to stretch, and/or to have a quick drink.

Things you need to know about the assessment method 2 - Professional discussion underpinned by a portfolio of evidence

As already mentioned, the evidence within the apprentice's portfolio and that underpins the professional discussion, needs to have been gathered whilst on-programme and submitted at Gateway.

The apprentice is required to participate in and lead a 60-minute professional discussion to talk about the activities and evidence that they submitted in their portfolio, and how this evidence demonstrates their competence in the relevant knowledge, skills and behaviours. During the professional discussion, the apprentice will be asked a minimum of 6 open-ended and competency-based questions that are designed to prompt discussion and draw out the relevant knowledge, skills and behaviours for this assessment method. The professional discussion will be based on the following grading descriptor topics - building a high-performance team; project management; organisation governance; and managing self. Follow up questions are likely to be used by the assessor to prompt further discussion and/or to seek clarification.

Please note that:
- *A professional discussion is not simply a question and answer session. It is a two-way conversation between the apprentice and their CMI IAA.*
- *CMI recommends the apprentice has access to a copy of their portfolio and their mapping document (such as the CMI Evidence Locator) throughout the professional discussion, as well as some prepared notes to refer to as needed and to act as prompts.*

The overall grading decision

Apprentices are required to successfully complete and pass BOTH assessment methods and their overall grade is based on the following criteria:

To achieve a pass overall, the apprentice must achieve at least a pass in BOTH assessment methods and have met all of the pass descriptors.

To achieve a distinction overall, the apprentice must achieve a distinction in BOTH assessment methods and have met all of the pass and all of the distinction descriptors.

The overall grading result will normally be communicated to the Training Provider within 15 working days of the Apprentice's live assessment.

If the apprentice has not met all of the pass descriptors in either of the assessment methods they will initially be recorded as REFERRED and will be offered the opportunity to take a re-sit or a re-take.

Please note that:
- All referral results are communicated to the Employer, Apprentice and Training Provider
- Apprentices will be required to resit or retake only the assessment method(s) they have been referred on.
- The timescales for a resit/retake are agreed between the employer and CMI, as the EPAO.
- Any assessment method requiring a resit **must be taken within 3 months of the fail notification**, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.
- Resits and retakes are capped at an overall grade of PASS, unless CMI as the EPAO determines there are exceptional circumstances requiring the resit or retake.

FURTHER INFORMATION

Information Regarding Resits and Retakes

As mentioned above, where an apprentice has not successfully completed any of the criteria required within an assessment method this will initially be notified as a referral and CMI will send further information to the Training Provider detailing the assessment method that needs to be resat/retaken.

The difference between a resit and a retake is that:
- A resit means that the apprentice did not quite meet the knowledge, skill and/or behaviour advised within the CMI feedback report. This typically means that the apprentice may need to find some additional evidence for their portfolio, and/or adjust their presentation before attending a further live assessment activity.
- A re-take means that there are significant gaps in the knowledge, skills and behaviours and it is recommended that the apprentice undertakes further learning before another assessment is taken.

Apprentices who achieve a pass grade cannot ask to re-sit/re-take their end point assessment simply to achieve a higher grade.

Information Regarding Appeals

There may be occasions when CMI make end-point assessment decisions that apprentices find unclear, unfair or believe have caused disadvantage. If this is the case then they have the right to appeal their endpoint assessment grading decision.

Please note that an appeal:
- Can only be submitted once all methods of assessment have taken place and all marks and grades have been recorded and released correctly for each of the end-point assessment components and the overall grade awarded by CMI.
- Is only able to be submitted if the apprentice feels that they were either treated unfairly by CMI and/or the process has not been followed by CMI, which resulted in them being disadvantaged.
- Cannot be submitted to CMI if the apprentice has concerns about their Training Provider, to gain additional feedback from CMI regarding their overall assessment decision, or if the apprentice feels they did not achieve the result that they expected and want their assessment to be remarked.

For further information regarding submitting an appeal, please see the **CMI EPA Enquiries and Appeal Policy** which can be found on our website here

Information Regarding Reasonable Adjustment Requests

End point assessment should be a fair assessment of an apprentice's knowledge, skills and behaviours, therefore in line with legal and regulatory requirements CMI has the right to make a reasonable adjustment and/or to allow a special consideration in relation to the end-point assessment for all apprenticeship standards that CMI is recognised to provide.

> **Reasonable adjustments** *are defined as any action that helps reduce the effect of a disability that places the apprentice at a substantial disadvantage in the assessment situation. They MUST be agreed before the assessment takes place to enable the apprentice to demonstrate their knowledge, skills and behaviours*

> **Special considerations** *can be applied during the end point assessment period (or post assessment) if there is a reason the apprentice may have been disadvantaged during the assessment period by an event outside of their control. This also includes requests for any extension to end-point assessment deadlines where there are extenuating circumstances (such as apprentice redundancy)*

Please note that reasonable adjustments and/or special considerations should not give the apprentice an unfair advantage, and that the apprentice's result must reflect their achievement in the assessment and not necessarily their potential ability.

For further information, please see the **CMI EPA Reasonable Adjustments and Special Considerations Policy** which can be found on our website here

Information Regarding Recognition of Prior Learning (RPL)

There may be occasions where apprentices are deemed to have Recognition of Prior Learning (RPL). This is usually identified by the Training Provider at the start of the apprenticeship programme, but could also be reviewed during the on-programme stage as a result of the progress reviews. Whilst this is likely to mean that the apprentice doesn't need to complete the relevant module(s) and/or assignment(s) on-programme, they will still need to provide evidence and demonstrate competence in all of the knowledge, skills and behaviours within the L3 Team Leader or Supervisor occupational standard as part of the end point assessment.

APPENDIX 1 - Glossary of Key Terms

Glossary of Key Words / Phrases Used Within Apprenticeships	Definition and/or Explanation
Assessment Component	The different activities that an apprentice has to complete for each assessment method. Typically these components are assessed holistically to determine one overall grading decision.
Assessment Method	The actual assessment activities that an apprentice needs to complete and pass as part of their endpoint assessment.
Assessment Plan	The document that is published by IfATE (under Crown Copyright) that sets out what needs to be done when testing the competence of an apprentice for that particular standard.
Distinct	Recognisably different in nature from something else of a similar type. This phrase is often used to describe either the type of evidence that has been submitted within a portfolio, and/or the different assessment methods.
End Point Assessment (EPA)	Rigorous robust and independent assessment of an apprentice at the end of training to test that the apprentice can perform in the occupation they have been trained in and can demonstrate the knowledge, skills and behaviours (KSBs) set out in the occupational standard
End-point assessment organisation (EPAO)	An organisation approved to deliver end-point assessment for a particular apprenticeship standard; EPAOs must be on the register of end point assessment organisations
Education and Skills Funding Agency (ESFA)	The Education and Skills Funding Agency is an executive agency of the government of the United Kingdom, sponsored by the Department for Education.
Gateway	The stage of the apprenticeship where it is agreed by the Employer, Training Provider and Apprentice that the Apprentice has the knowledge, skills and behaviours required in the Apprenticeship Standard and can prove this at EPA
Grading Decision	This is the final overall grade for an endpoint assessment. IAAs are required to check the overall grade within the assessment sheet before uploading it to Skilsure ready for Internal Quality Assurance/release of results.
Holistic (or Synoptic) Assessment	Terminology used to identify an assessment method or assessment activity which has a number of components that are assessed as one overall decision.
CMI Independent Assessor (IAA)	Terminology used by CMI. The assessor independent from the on-programme delivery of the Apprenticeship who assesses the competence of the apprentice during the end point assessment activities set out in the published Assessment Plan
Interview	IfATE assessment method - usually requires a number of competency based questions to be asked.
Institute for Apprenticeships and Technical Education (IfATE)	IfATE (sometimes referred to as 'The Institute') works with employers to develop, approve, review and revise apprenticeships and technical qualifications within England.
Knowledge, skills and behaviours (KSBs)	What is needed to competently undertake the duties required for an occupational Standard **Knowledge:** What the apprentice needs to know and/or understand to complete their apprenticeship successfully. The information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.

	Skills: What an apprentice needs to be able to do. The practical application of knowledge needed to successfully undertake the duties. They are learnt through training or experience. **Behaviours**: Apprentices need to demonstrate how they have developed and exhibited the behaviours within the occupational standard within the workplace. Whilst they may be innate or intrinsic they can also be learned so are sometimes considered to be an additional subset of skills.
Live Assessment Activity (LAD)	The point at which the live assessment methods are carried out in front of an Independent Apprenticeship Assessor, such as the presentation and professional discussion.
Occupational (Apprenticeship) Standard	Written and developed by the relevant employer trailblazer group(s) and include the specific Knowledge, Skills and Behaviours (KSBs) needed for specific occupations. The document acts as the basis for apprenticeship standards and T-levels, and aims to put employers in the driving seat for ensuring apprentices are learning skills that are relevant to the workplace.
Occupational Profile	This is an overview of the occupation and describes the sector or industries the occupation is typically found in; the broad purpose of the occupation; and what an employee in the occupation would typically do. The newer standards also include the key duties expected of an apprentice by the time they complete their programme, as well as the occupational profile, expected duration, and grading boundary.
Portfolio of Evidence	Is a collection of pieces of evidence, gathered together on-programme, that is used as the underpinning basis of an end-point assessment method.
On-programme activities	Activities carried out during the time of the apprenticeship supported by the training provider and employer through training and resources
Presentation	IfATE assessment method - presented as part of the live assessment. Typically the presentation is on a set topic or based on a project/activity.
Professional Discussion	IfATE assessment method - a two-way discussion between the independent assessor and the apprentice to assess the apprentice's in-depth understanding of their work. It differs from an interview and/or Q&A session as they tend to require the assessor asking questions and the apprentice answering them so there is less scope for interaction and discussion. Apprentices are expected to actively listen and participate in the formal conversation, and use this assessment method as an opportunity to confirm their competency across the relevant KSBs.
Question & Answer Session	IfATE assessment method - typically used following a presentation to confirm the assessors understanding of certain KSBs and/or to stretch to a distinction.
Referral/Referred	CMI terminology used to indicate that an apprentice has not met all of the KSBs within an assessment method. CMI will need to advise if the referral requires a resit or retake.
Resit	IfATE terminology used to indicate that an apprentice did not meet all of the KSBs for a particular assessment method or KSB group. Typically a resit will not require the apprentice to undertake further learning so can be completed within a few weeks of the referral notification.
Result	Final grading decision after it has been through our internal quality assurance process. This result is advised to the TP and Apprentice plus sent to ESFA/Ofqual as part of our reporting requirements.
Retake	IfATE terminology used to indicate that an apprentice did not meet a number of the KSBs within an assessment method. Typically a retake requires the apprentice to undertake further learning before undertaking their endpoint assessment again.

APPENDIX 2 - What KSBs are assessed within each assessment method?

Assessment method 1: Presentation with question and answers

Knowledge	
K1 Leading People:	K1.1 Understand different leadership styles and the benefits of coaching to support people and improve performance.
	K1.2 Understand organisational cultures, equality, diversity and inclusion.
K3 Building Relationships:	K3.1 Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict.
	K3.2 Know how to facilitate cross team working to support delivery of organisational objectives
K4 Communication:	K4.1 Understand different forms of communication and their application.
	K4.2 Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns.
K5 Operational Management:	K5.1 Understand how organisational strategy is developed.
	K5.2 Know how to implement operational/team plans and manage resources and approaches to managing change within the team.
	K5.3 Understand data management, and the use of different technologies in business.
K10 Decision Making:	K10.1 Understand problem solving and decision making techniques.
	K10.2 Understand how to analyse data to support decision making.
Skills	
S1 Leading People:	S1.1 Able to communicate organisation strategy and team purpose, and adapt style to suit the audience.
	S1.2 Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.
S3 Building Relationships:	S3.3 Building relationships with customers and managing these effectively
S4 Communication:	S4.1 Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management.
S5 Operational Management:	S5.1 Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes.
	S5.2 Able to adapt to change, identifying challenges and solutions.

	S5.3 Ability to organise, prioritise and allocate work, and effectively use resources.
	S5.4 Able to collate and analyse data and create reports.
S10 Decision Making:	S10.1 Use of effective problem solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required.

Behaviours

B1 Takes responsibility:	B1.1 Drive to achieve in all aspects of work.
	B1.2 Demonstrates resilience and accountability.
	B1.3 Determination when managing difficult situations.
B3 Agile:	B3.1 Flexible to the needs of the organisation.
	B.3.2 Is creative, innovative and enterprising when seeking solutions to business needs.
	B3.3 Positive and adaptable, responds well to feedback and need for change.

Assessment method 2: Professional Discussion underpinned by a portfolio of evidence

Knowledge

K2 Managing People:	K2.1 Understand people and team management models, including team dynamics and motivation techniques.
	K2.2 Understand HR systems and legal requirements, and performance management techniques including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviour
K6 Project Management:	K6.1 Understand the project life cycle and roles.
	K6.2 Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools.
K7 Finance:	K7.1 Understand organisational governance and compliance, and how to deliver Value for Money.
	K7.2 Know how to monitor budgets to ensure efficiencies and that costs do not overrun.
K8 Awareness of Self:	K8.1 Know how to be self-aware and understand unconscious bias and inclusivity.
	K8.2 Understand learning styles, feedback mechanisms and how to use emotional intelligence.
K9 Management of Self:	K9.1 Understand time management techniques and tools, and how to prioritise activities and approaches to planning

Skills	
S2 Managing People:	S2.1 Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve.
	S2.2 Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.
S3 Building Relationships:	S3.1 Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts.
	S3.2 Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams
S4 Communication:	S4.2 Use of active listening and provision of constructive feedback
S6 Project Management:	S6.1 Able to organise, manage resources and risk, and monitor progress to deliver against the project plan.
	S6.2 Ability to use relevant project management tools and take corrective action to ensure successful project delivery
S7 Finance:	S7.1 Applying organisational governance and compliance requirements to ensure effective budget controls.
S8 Self-Awareness:	S8.1 Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received.
S9 Management of Self	S9.1 Able to create an effective personal development plan, and use time management techniques to manage workload and pressure.
Behaviours	
B2 Inclusive:	B2.1 Open, approachable, authentic, and able to build trust with others.
	B2.2 Seeks views of others.
B4 Professionalism:	B4.1 Sets an example, and is fair, consistent and impartial.
	B4.2 Open and honest.
	B4.3 Operates within organisational values

APPENDIX 3 - Copy Grading Descriptors

The following grading descriptor groups and relevant KSBs are for **Assessment Method 1 (Presentation):**

KSB Group	Fail	Pass *The apprentice must meet all of the pass descriptors below*	Distinction *The apprentice must meet all of the distinction descriptors below*
Team Building and Development **K1.1** **K3.2** **S1.2** **S5.3** **B1.1**	Does not meet the pass criteria	Explain how they use knowledge of leadership styles and facilitation of cross team working, to develop their team and individuals and improve performance and how this helps them to drive their team to meet their objectives. (K1.1, K3.2, B1.1) Demonstrates how they support the development of the team and manage change to deliver organisational objectives, through coaching, role modelling and the use of resources and prioritising work allocation. (S1.2, S5.3) Adapt their approach where required, to accommodate specific needs of individual team members. (S1.2)	Analyse the effectiveness of appropriate academic theories and models and incorporates them appropriately in their approach to leadership and team building. (K1.1, S1.2)
Communication **K4.1** **K4.2** **S3.3** **S4.1**	Does not meet the pass criteria	Select appropriate communication manner and medium to build and manage an effective relationship with customers and adapt their approach to suit their audience. (K4.1, S3.3) Describes, with examples, how they have chaired meetings, when they have presented to team/management, and how they facilitated the contributions of others. (S4.1) Explains how to approach challenging conversations, how to raise concerns and how to provide constructive feedback. (K4.2)	Evaluates how they build rapport with their audience, including customers and how this can be negatively and positively impacted on by the different communication approaches and styles *(e.g. verbal, non-verbal, written, visual and digital/electronic).* (K4.1, S3.3) Regulate the flow of conversations in the meetings they lead and compensate for both dominant and quiet voices to be heard equally. (K4.2, S4.1)
Organisational Culture & Strategy **K1.2** **K5.1** **S1.1** **S5.1** **B3.1**	Does not meet the pass criteria	Explains the importance of an organisational culture, what it is influenced and informed by, and its responsibility to equality, diversity and inclusion. (K1.2) Describe how an organisational strategy is arrived at, and how both the strategy and culture are cascaded through an organisation, how they remain flexible in delivering it and how targets are achieved, and outcomes monitored. (B3.1, K5.1, S1.1, S5.1)	Analyses how culture can affect individuals in different ways and how different cultures can impact on team working and strategy. (K1.2, S5.1) Explains the impact their communication of operational plans has had on the deliverable actions for their team, and the steps they then took to mitigate any adverse effects arising from this communication. (K5.1, B3.1)

| **Problem Solving**

K3.1
K5.2
K10.1
S5.2
S10.1
B1.2
B1.3
B3.2
B3.3 | Does not meet the pass criteria | Applies problem solving and decision making techniques. Explains how they take a positive and adaptive approach to change within their organisation, describing when they have shown accountability for personal and team objectives and resilience in challenging situations and an ability to adapt both their approach and that of their team, to operational change and challenges within their organisation, escalating issues when required. (K10.1, S5.2, S10.1, B1.2)

Presents strategies to implement operational and/or team plans and manage resources. Identifies challenges and responds to feedback from their team and others to positively and proactively make business and delivery decisions, adapting plans and managing change to identify solutions.
(K5.2, B3.3)

Explains approaches taken to manage stakeholder and customer relationships which makes reference to emotional intelligence and conflict management techniques.
(K3.1, B1.3)

Describes how they work creatively, innovatively and are enterprising when seeking solutions to business needs.
(B3.2) | Analyses the successes and learning points from a period of change their organisation has experienced, and describes how the team leader's role enables their team to clearly understand success criteria. (K3.1, S5.2, B3.2, B3.3) |
| **Data Analysis**

K5.3
K10.2
S5.4 | Does not meet the pass criteria | Use data, including collection, management and analysis, to create reports which support their decision making.
(K5.3, K10.2, S5.4) | Evaluates how their analysis and management of either qualitative or quantitative data or different technologies has led, or will lead, to improved quality, efficiency or productivity within their organisation.
(K.5.3, K10.2, S5.4) |

The following grading descriptor groups and relevant KSBs are for **Assessment Method 2 (Professional Discussion):**

KSB Group	Fail	Pass *The apprentice must meet all of the pass descriptors below*	Distinction *The apprentice must meet all of the distinction descriptors below*
Building a high performance team **K2.1** **K8.2** **S2.1** **S2.2** **S3.1** **S3.2** **S4.2** **B2.1** **B4.1**	Does not meet the pass criteria	Describes how they developed a high performing and motivated team by setting a fair, consistent and impartial example; setting, monitoring and supporting operational and personal objectives; building trust and using their understanding of team dynamics, management models, emotional intelligence, active listening and learning styles; and leading by example. (K2.1, K8.2, S2.1, S2.2, B4.1) Describes, with examples, when they have shared good practice with, and provided direction and constructive feedback to, their team (and more widely), including how they actively listened and were fair, consistent and impartial in their approach (S3.2, S4.2, B2.1) Explains how they have built trust within and across the team, managed conflict and demonstrated effective influencing and negotiation skills. (S3.1)	Evaluates motivational practices and their benefits and drawbacks (e.g. recognition, reward, enrichment, consultation) and deploys them in their approach to team building. (K2.1, S2.1) Evaluates the principles of active listening and their benefits and deploys them appropriately in their approach to team management. (S4.2)
Project Management **K6.1** **K6.2** **S6.1** **S6.2**	Does not meet the pass criteria	Explains the project lifecycle and how they have employed relevant project management tools to deliver a project against targets, taking effective actions to monitor and manage resources, risks and budget. (K6.1, K6.2, S6.1) Monitors performance and takes appropriate and timely corrective action as required to support a successful project outcome. (S6.2)	Evaluates how they have adapted known project management tools and approaches to suit the needs of their organisation. (S6.2)
Organisation Governance **K2.2** **K7.1** **K7.2** **S7.1** **B4.3**	Does not meet the pass criteria	Explains their application of organisational governance, compliance and performance management techniques to deliver value for money, and monitor budgets to ensure costs do not overrun. (K2.2, K7.1, K7.2, S7.1) Describes how they operate within their organisation's values (B4.3)	Evaluates the importance of organisational governance and compliance from a corporate, legal and budgetary standpoint, and describes how appropriate governance and HR practices can positively impact their team and the wider organisation. (K2.2, S7.1, B4.3)

Managing Self	Does not meet the pass criteria	Explains what the implications of unconscious bias are, and the approaches they take to promote inclusivity within their workplace. (K8.1) Describes how they are open and honest in their approach to planning, time management and managing themselves and others, and how they reflect upon, seek and apply feedback on their own performance when creating their personal development plan, and managing their work and performance (K9.1, S8.1, S9.1, B2.2, B4.2)	Describes how they have used known management tools and theories to improve to their performance based upon feedback received. (S8.1)
K8.1 **S8.1** **K9.1** **S9.1** **B2.2** **B4.2**			

APPENDIX 4 - CMI Command Verbs

Below is a list of the CMI command verbs that apprentices may find useful and/or want to use to ensure they are fully meeting the relevant assessment criteria within annex 3 of the L6 Chartered Management Degree Apprenticeship (CMDA) occupational standard.

Command Verb	Definition
Analyse	Break the subject or complex situation(s) into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Assess	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.
Consider	Take (something) into account (i.e. different ideas, perspectives, theories, evidence) when making a judgement
Create	Originate or produce a solution to a problem.
Define	Show or state clearly and accurately.
Develop	Elaborate, expand or progress an idea from a starting point, building upon given information.
Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.
Examine	Inspect (something) thoroughly in order to determine its nature or condition.
Explain	Make something clear to someone by describing or revealing relevant information in more detail.
Explore	Go through the topic/issue thoroughly looking at all areas that affect the topic/issue.
Formulate	To devise or develop an idea or concept in a concise and systematic way.
Identify	Ascertain the origin, nature or definitive characteristics of something.
Outline	A general description/broad account/summary of something showing essential features/outline the case briefly but not the detail.
Recommend	Put forward proposals, an alternative or suggestion(s) supported by a clear rationale appropriate to the situation/context.
Reflect	Consciously contemplate, appraise or give balanced consideration to an action or issue.
Review	To examine, survey, reconsider a subject, theory or item.
Specify	Identify or state a fact or requirement clearly and precisely in detail.
Use	The action of using something for a particular purpose.

APPENDIX 5 - Version History

Version	Reason for change	Date amended
1.0	Document development and approval	06/7/2023
1.1	Updated to include notification of the 10-minute break between the 2 assessment methods, clarification of wording regarding RPL, and to include the example of a mapping document (CMI Evidence Locator)	15/1/24