

L3 Team Leader APPRENTICESHIP HANDBOOK

An overview and guide for Apprentices
and Employers
September 2024 | v1.4

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INTRODUCTION

Occupational Profile

Welcome to the CMI Qualification Specification document for the [L3 Team Leader](#) 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.

This occupation is found in small, medium, large, and multinational organisations in private, public and third sectors across all areas of the economy.

A team leader is found in organisations where there is a requirement for first-line management and a need to support teams and senior management.

The broad purpose of the occupation is a team leader role, with operational and project responsibilities. They will have responsibility for managing individuals, a team, or elements of a project. They provide direction, instructions, and guidance to ensure the achievement of set goals.

Typical job titles include: Duty lead, Project lead, Shift supervisor, Supervisor, Team leader, Trading manager.

Qualification Details

IfATE Occupational Standard	Apprenticeship Qualification Title	Ofqual Qualification Reference Number
ST Code: ST0384	CMI Level 3 Team Leader	610/0207/0
Date Approved For Delivery: 1st June 2016		
Latest version: v1.4 19/09/2024		
Typical duration to Gateway (excluding EPA period): 15 months		
Maximum funding: £5000		

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:

<p>Choosing Your Programme and Training Provider</p>	<p>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.</p> <p>Apprentices need to be currently working in a role that allows them to demonstrate the Knowledge, Skills and Behaviours of a L3 Team Leader (see notes above regarding the occupational standard).</p> <p>Apprentices need to live and/or work in England to be eligible for their employer to utilise their levy funding.</p>
<p>Completing The On-Programme Assignments, Modules, and Activities</p>	<p>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.</p> <p>Towards the end of their on-programme activities, apprentices will need to have completed their portfolio of evidence.</p> <p>The typical duration for this stage of the journey is 12-18 months</p>
<p>Passing Through Gateway</p>	<p>Gateway is the point of the journey where apprentices move from learning to demonstrating the knowledge, skills, and behaviours (KSBs) within the occupational standard.</p> <p>Before an apprentice is able to undertake their end point assessment (EPA), their employer must confirm that the apprentice is consistently working at, or above, the level of the occupational standard and has a English and mathematics Level 2 qualification.</p> <p>At Gateway, apprentices must submit:</p> <ul style="list-style-type: none"> ● Evidence of achievement of English and mathematics in line with the apprenticeship funding rules. ● A portfolio of evidence. ● Agree a presentation topic.
<p>Undertaking Your End Point Assessment (EPA)</p>	<p>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.</p> <p>EPA can only be triggered after 12 months of starting the apprenticeship, and for the L3 Team Leader 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.</p> <p>The assessment methods for the L3 Team Leader Apprenticeship are:</p> <ul style="list-style-type: none"> - Presentation with questions - Professional discussion underpinned by a portfolio of evidence <p>The presentation topic will be given post-Gateway.</p>

**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?

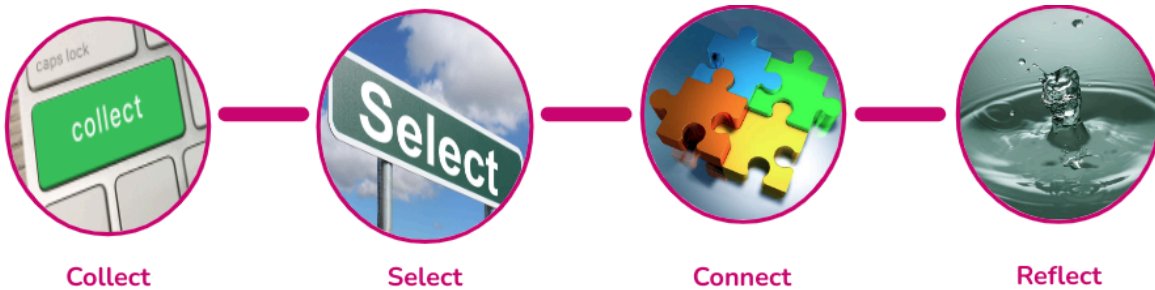
End point assessment is the terminology used by IfATE to describe the period post-Gateway and put simply is what the apprentice needs to do at the end of their apprenticeship programme. Its aim is to test the apprentice's competence in the knowledge, skills and behaviours (KSBs) within the [L3 Team Leader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

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



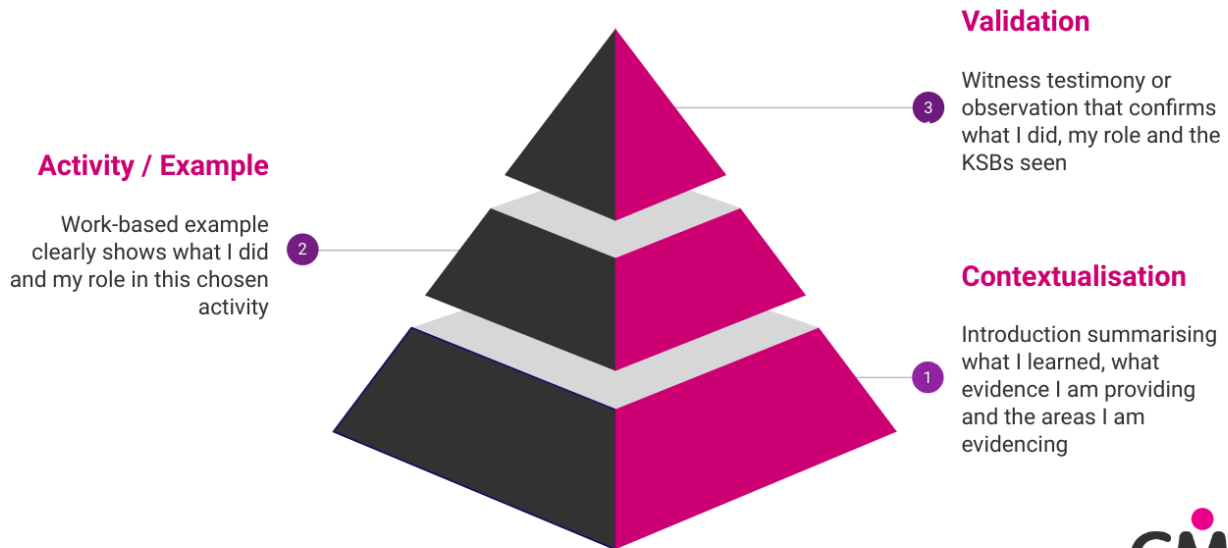
CMI recommends that apprentices collect evidence for their portfolio from the start of the apprenticeship journey

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

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

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](#) needs to cover all of the KSBs within the professional discussion assessment method, and should predominantly be real work-based examples. The image below explains the importance of triangulating evidence used within a portfolio of evidence:



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 questions

Following a discussion with the employer, the apprentice will be given their presentation topic post gateway by the EPAO. 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

The purpose of the presentation is to allow the apprentice to demonstrate their competence against the grading descriptors.

The presentation should cover the following themes:

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

The apprentice must submit any presentation materials to the EPAO by the end of week 4 of the EPA period.

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

The independent assessor must ask questions after the presentation. It gives the apprentice the

opportunity to demonstrate the KSBs mapped to this assessment method. The presentation must cover a summary of the apprentice's role as a team leader, and 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 independent assessor must have at least 2 weeks to review any presentation materials, before the presentation is delivered by the apprentice, to allow them to prepare questions. The EPAO must give the apprentice at least 1 week's notice of the presentation assessment.

The independent assessor must ask questions after the presentation.

The purpose of the questions is:

- to seek clarification where required
- to assess the level of competence against the grading descriptors.

The presentation and questions must last 50 minutes. This will typically include a presentation of 20 minutes and questioning lasting 30 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the total time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The independent assessor must ask **at least 5 questions**. Follow up questions are allowed where clarification is required.

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

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity 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 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 professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade. An independent assessor must conduct and assess the professional discussion.

The purpose is to assess the apprentice's competence against the following themes:

- Building a high performing team
- Communicating and implementing operational plans
- Managing change and continuous improvement
- Using technology
- Contributing to a project

The EPAO must give an apprentice 1 week's notice of the date of the professional discussion. The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 60 minutes. The independent assessor can increase the time of

the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary. The independent assessor must ask at least **5 questions**. Follow-up questions are allowed where clarification is required.

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

All policies relating to:

- Resits and Retakes.
- Appeals.
- Reasonable Adjustment Requests.
- Recognition of Prior Learning (RPL).

Can be found on the CMI Policy page of our website [here](#)

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 CMIAssess 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.

	<p>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.</p> <p>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.</p>
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 - KSBs by Assessment Method

Mapping of knowledge, skills and behaviours (KSBs) for **Assessment Method 1 - Presentation with questions**

Knowledge	
K3	Processes and policies which support the delivery of operational requirements.
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.
K9	Communication techniques including presentation skills, negotiation and influencing skills.
K11	Stakeholder management.
K12	Problem-solving and decision-making principles.
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.
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.
Skills	
S3	Able to collate and interpret data and information and create reports.
S5	Use information and problem-solving techniques to provide solutions and influence the decision-making process.
S9	Manage individual or team performance by setting objectives, monitoring progress, and providing clear guidance and feedback.
S15	Manage and maintain relationships with a diverse workforce and stakeholders.
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.
Behaviours	
B2	Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.
B5	Works flexibly and adapts to circumstances.

Mapping of knowledge, skills and behaviours (KSBs) for **Assessment Method 2 - Professional discussion underpinned by a portfolio of evidence**

Knowledge	
K1	Performance management techniques
K2	How to identify the learning needs of others and solutions to address them.
K4	Project management tools and techniques.
K7	How to manage resources to implement operational and team plans.
K8	Time management and prioritisation tools.
K10	Policy and procedure relating to people and organisational culture.
K13	Principles of change management and continuous improvement.
K14	IT and software used to support the activities of the business.
K17	Leadership and management approaches.
K18	The purpose of their role within the organisation, including their level of responsibility and accountability.
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.
Skills	
S1	Use resources to implement operational and team plans.
S2	Use tools to organise, prioritise and allocate daily and weekly work activities.
S4	Identify and support the development of the team through informal coaching and continuous professional development.
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.
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.

S16	Negotiate with and challenge stakeholders to manage change and reduce conflict.
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.
Behaviours	
B1	Acts professionally, ethically and with integrity.
B3	Takes accountability and ownership of their tasks and workload.
B4	Seeks learning opportunities and continuous professional development.

APPENDIX 3 - Grading Descriptors

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

Fail: Does not meet the pass criteria

KSB Group	Pass <i>The apprentice must demonstrate all of the pass descriptors below</i>	Distinction <i>The apprentice must demonstrate all of the distinction descriptors below</i>
Data collection and benchmarking K3 K5 K15 K20 K21 S3	<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>
Problem analysis and conclusions K6 K9 K12 K19 S5	<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>
People and relationships K11 S9 S15 S17 B2	<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>
Future plans and opportunities K16	<p>Describes the impact of internal and external factors on their role,</p>	<p>None.</p>

S18 B5	identifying how they will work flexibly to adapt to future changes in the sector that may affect their organisation. (K16, S18, B5)	
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The following grading descriptor groups and relevant KSBs are for **Assessment Method 2 (Professional discussion underpinned by a portfolio of evidence)**:

Fail: Does not meet the pass criteria

KSB Group	Pass <i>The apprentice must demonstrate all of the pass descriptors below</i>	Distinction <i>The apprentice must demonstrate all of the distinction descriptors below</i>
Building a high performing team K1 K2 K10 K17 K23 S2 S4 S12 B1 B4	<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>
Communication and implementing operational plans K7 K18 S1 S11 S13 S14	<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>

Managing change and continuous improvement K13 K22 S7 S10 S16	<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>
Using technology K14 S8 S19	<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>None.</p>
Contributing to a project K4 K8 S6 B3	<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>	<p>None.</p>

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 [L3 Team Leader](#) 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	19/9/2024
1.1	IfATE revised version from 1.3 to 1.4	25/09/2024