

## Level 3 Team Leader/Supervisor in the **Third Sector, Apprenticeship Standard:**

During this programme learners will attend a workshop each month, complete three 30-minute webinars. After each session the learners will need to complete a reflective account looking at what they have taken from the workshop, and how this new knowledge has or could be used within their job role. This will be done using work-based examples and supporting product evidence, which will help build their portfolio and show the candidates' understanding of the criteria covered in the workshop.

### Occupation

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 within the third sector, specific responsibilities will vary, however the knowledge, skills, and behaviours needed will be the same, regardless of the size or purpose of your organisation.

**Key responsibilities** are likely to include; managing projects and budgets, organising publicity and fundraising tasks, delivering operational plans, resolving problems with staff and stakeholders, building relationships internally and externally, and planning and monitoring workloads and resources.

**Roles/Occupations** may include: Support Services Manager, Project Officer, Volunteer Coordinator, PMO Lead, Volunteering Outreach Manager, Corporate Partnership Manager, PR Manager, Research and Policy Manager, Employer Engagement Manager, Events and Participation Manager, Membership Manager, Communications Planner, Counselling Manager, International Programmes Manager, Community/Strategic Fundraising Manager, and Programme Officer.



During the qualification and when writing the reflective accounts, the candidates will also need to consider the following behaviours, and where these fit within their aims and objectives.

- **Takes responsibility:** Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations.
- **Inclusive:** Open, approachable, authentic and able to build trust with others. Seeks views of others
- **Agile:** Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responds well to feedback and need for change.
- **Professionalism:** Sets an example and is fair, consistent and impartial. Open and honest. Operates within organisational values.

**During the 13-month delivery all learners will have monthly mentor calls, this is to monitor their progress completing reflective journals; monitoring how the course has impacted on their behaviour and day to day practise; ensuring all learners are able to evidence the learning ahead of their EPA (End point Assessment).**

### **Qualifications**

Apprentices without level 2 English and Maths will need to achieve this level prior to taking the end-point assessment.

### **Progression**

On completion, apprentices may choose to register as Associate members with the Chartered Management Institute and/or the Institute of Leadership & Management, to support their professional career development and progression.

### **Level**

Level 3

## Workshop / Webinar Schedule

Module	Content covered
<b>Induction session</b>	<ul style="list-style-type: none"> <li>• Signing Paperwork</li> <li>• BKSBS Maths and English</li> <li>• Commitment agreement and Learner agreement</li> <li>• Confirm prior attainment</li> <li>• Unit assessment part one</li> <li>• EPA (Breakdown)</li> <li>• Eligibility</li> </ul> <p><i>This session will cover the course induction, looking at the individual needs and expectations of the learner and the management</i></p>
<b>Management essentials Session 1</b>	<ul style="list-style-type: none"> <li>• Exploring the difference between management and leadership</li> <li>• What does leadership mean in today's workplace?</li> <li>• What are the key skills and characteristics of a good leader?</li> <li>• The advantages &amp; disadvantages of different leadership styles</li> <li>• What's my leadership style</li> <li>• Where are my leadership strengths &amp; where should I focus my development?</li> <li>• What are the next steps I should take in develop my leadership skills?</li> <li>• Setting operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.</li> <li>• Building a high-performing team by supporting and developing individuals, and motivating them to achieve</li> <li>• Know how to implement operational/team plans and manage resources and approaches to managing change within the team</li> </ul>
<b>Mentor session</b>	<p>Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.</p>
<b>Appraisal skills Session 2</b>	<ul style="list-style-type: none"> <li>• The benefits of appraisal, for the appraisee, for the appraiser and for the organisation.</li> <li>• The purpose of appraisals</li> <li>• Performance management, objective setting, development and training AND career planning</li> <li>• Different approaches to appraisal</li> <li>• Preparing for an appraisal interview, as a manager and as an appraisee</li> <li>• Running the appraisal interview</li> <li>• Setting targets</li> <li>• Giving feedback and receiving feedback</li> </ul>

<b>Self-reflection and personal development Webinar 1</b>	Feedback tools to support personal and professional development
<b>Mentor session</b>	Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.
<b>Budgeting and finance skills for non-financial managers Session 3</b>	<ul style="list-style-type: none"> <li>• the definition and purpose of a budget</li> <li>• understand organisational governance and compliance, and how to avoid poor policy decisions and common pitfalls.</li> <li>• budgeting techniques - incremental budgeting, zero based budgeting</li> <li>• how to prepare different types of budget - revenue, cost, capital, cash.</li> <li>• practical tips for preparing an effective budget and using resources to create the best possible impact by the charity.</li> <li>• phasing/profiling the annual budget</li> <li>• getting buy-in to the budget</li> <li>• the budget presentation: what you need to be able to answer</li> <li>• how to manage the budget</li> <li>• what to look for when you get your monthly management accounts</li> <li>• predicting expenditure</li> <li>• investigating differences from the budget</li> <li>• avoiding overspend and getting back on track</li> </ul>
<b>Review</b>	The Mentor will book a convenient date and time with the candidate and their direct line manager to complete a review on progression, attendance, development plans and the next quarter for the apprenticeship.
<b>HR Skills Session 4</b>	<ul style="list-style-type: none"> <li>• Work within the parameters of employment law</li> <li>• Understand basic employment and employer responsibilities</li> <li>• Ensure that employment law is used to secure your organisational outcomes</li> <li>• Understand how to utilise employment law advice effectively</li> <li>• Make best use of management and development processes</li> <li>• Address some of the most challenging issues for people managers</li> <li>• Understand HR systems and legal requirements, and performance management techniques.</li> </ul>
<b>Mentor session</b>	Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.

<p><b>Handling difficult people and situations</b> Session 5</p>	<ul style="list-style-type: none"> <li>• Knowing how and when to tackle issues</li> <li>• The essentials of good communication</li> <li>• Adapting styles of communication</li> <li>• How to build your confidence and assertiveness</li> <li>• Identifying and dealing with behaviour problems before they happen</li> <li>• Dealing with aggression</li> </ul>
<p><b>Mentor session</b></p>	<p>Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.</p>
<p><b>Introduction to Project management</b> Session 6</p>	<ul style="list-style-type: none"> <li>• Understand the project lifecycle and roles</li> <li>• Describe a range of project management tools</li> <li>• Explain the roles of people involved in a project</li> <li>• Explain the uses of project-related information to manage resources and identify risks and issues</li> <li>• Explain the advantages and limitations of different project monitoring techniques</li> </ul>
<p><b>Mentor session</b></p>	<p>Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.</p>
<p><b>Effective communication in the workplace</b> Session 7</p>	<ul style="list-style-type: none"> <li>• How we communicate</li> <li>• How communication works in our organisations</li> <li>• The problems and pitfalls of poor communication</li> <li>• The importance of two-way communication</li> <li>• Choosing the most effective communication route</li> <li>• Holding challenging conversations, provide constructive feedback and understand how to raise concerns.</li> <li>• Use of active listening and provision of constructive feedback.</li> </ul>
<p><b>Mentor session</b></p>	<p>Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.</p>
<p><b>Review</b></p>	<p>The Mentor will book a convenient date and time with the candidate and their direct line manager to complete a review on progression, attendance, development plans and the next quarter for the apprenticeship.</p>
<p><b>Webinar 2: Time management and delegation</b></p>	<ul style="list-style-type: none"> <li>• Time management tools and techniques</li> <li>• Planning and prioritising workload</li> <li>• Delegation skills and task allocation based on team skills and abilities.</li> </ul>
<p><b>Introduction to leadership</b> Session 8</p>	<ul style="list-style-type: none"> <li>• Knowing how to nurture your charity's workforce, by supporting the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.</li> <li>• Exploring the difference between management and leadership</li> <li>• What does leadership mean in today's workplace?</li> <li>• What are the key skills and characteristics of a good leader?</li> <li>• The advantages &amp; disadvantages of different leadership styles</li> </ul>

	<ul style="list-style-type: none"> <li>• What's my leadership style</li> <li>• Where are my leadership strengths &amp; where should I focus my development?</li> <li>• What are the next steps I should take in develop my leadership skills?</li> </ul>
<b>Mentor session</b>	Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.
<b>Self-awareness and developing emotional intelligence Session 9</b>	<ul style="list-style-type: none"> <li>• Why bother to develop your EI?</li> <li>• The core skills of EI</li> <li>• How to assess emotional competence</li> <li>• How to develop emotional awareness and self confidence</li> <li>• Understanding and developing others</li> <li>• Using your influence</li> <li>• Assessing your EI</li> </ul>
<b>Mentor session</b>	Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.
<b>Review</b>	The Mentor will book a convenient date and time with the candidate and their direct line manager to compete a review on progression, attendance, development plans and the next quarter for the apprenticeship.
<b>Decision making and problem solving Session 10</b>	<ul style="list-style-type: none"> <li>• Understand problem solving and decision-making techniques and how to analyse data to support decision making.</li> <li>• Explain a range of problem solving and decision-making techniques</li> <li>• Describe methods that can be used to analyse data to support decision making</li> <li>• Identify the choices that can be taken in response to a problem and when to escalate</li> <li>• 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</li> <li>• Use of effective problem-solving techniques to make decisions whilst still acting within the interests of the charity and ensuring successful delivery of the charity's aims and purposes</li> </ul>
<b>Webinar 3: GDPR and Data Management</b>	<ul style="list-style-type: none"> <li>• Data management and protection</li> <li>• Regulation</li> <li>• Governance</li> </ul>
<b>Mentor session</b>	Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.
<b>Equality, diversity and inclusion Session 11</b>	<ul style="list-style-type: none"> <li>• What equality, diversity and inclusion mean to you and your current concerns and issues</li> <li>• The Law and how it applies to you</li> <li>• The protected characteristics (such as ethnicity, disability and sexual orientation) and issues associated with them</li> <li>• How to use language appropriately</li> <li>• Toolkit of practical hints and tips to give you the confidence to get it right</li> </ul>

<b>Mentor session</b>	Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.
<b>Collaborative working Session 12</b>	<ul style="list-style-type: none"> <li>• Working with other departments</li> <li>• Effective communication between team</li> <li>• Working together to achieve set goals and targets</li> </ul>
<b>Mentor session</b>	Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.
<b>Influencing and negotiation skills Session 13</b>	<ul style="list-style-type: none"> <li>• What is influence?</li> <li>• Why influencing is becoming increasingly important</li> <li>• Influencing strategies</li> <li>• Developing and using influencing before, during, and after a meeting</li> <li>• Using different types of contributions in meeting</li> <li>• Negotiating skills:</li> <li>• Networking skills:</li> <li>• Assertiveness skills:</li> <li>• Knowing your personal brand</li> <li>• Building trust with and across the team, using effective negotiation and influencing skills</li> </ul>
<b>Mentor session</b>	Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.
<b>Managing better meetings Session 14</b>	<ul style="list-style-type: none"> <li>• What makes a well-run meeting?</li> <li>• Different kinds of meeting</li> <li>• Setting objectives</li> <li>• Planning and preparation</li> <li>• The chair's role during and after the meeting</li> <li>• The participants and their roles</li> <li>• How groups work</li> <li>• Dealing with difficult people and conflict</li> </ul>
<b>Mentor session</b>	Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.
<b>Final review and EPA check</b>	The Mentor will book a convenient date and time with the candidate and their direct line manager to complete a review on progression and EPA.

The Level 3 qualification is assessed by the End Point Assessment and the qualification is designed to meet these criteria and to prepare all candidates for this assessment.

To be completed for EPA

Assessment method	To be completed	% of EPA	Will be covered by
<b>Multiple choice questionnaire</b>	Using a series of questions relating to different scenarios and situations, apprentices are required to demonstrate their knowledge of leadership and management in relation to specific topics. This will be a 60 minute on-demand test	30%	Mentor / practice test
<b>Competency based interview</b>	The IEPA uses a structured series of questions to test the knowledge and application of learning relating to the modules identified in the Assessment Plan. This is a great opportunity to assess behaviours and soft skills while allowing apprentices to demonstrate their style. The Interview will last for a maximum of 60 minutes	30%	Knowledge from workshops and portfolio
<b>Portfolio of evidence</b>	The apprentice carries out work defined by their employer, assembling a Portfolio of Evidence that demonstrates learning and development activities and their application in the workplace. This will include written, audio and video evidence that showcases their on-programme learning and achievements.	20%	Evidence collected during the course
<b>Professional discussion relating to the CPD</b>	In this concluding assessment module, the IEPA leads a 20-30-minute discussion to uncover additional evidence of personal development activities and how this learning was applied to the role and workplace.	20%	CPD update for discussion preparation