

ON/OFF-THE-JOB MAPPING

# Team leader

ST0384 · Level 3 · Business and administration

Which KSBs are best taught by the provider vs developed in the workplace

STANDARD

**ST0384**

VERSION

**1.4**

LEVEL

**3**

GENERATED

**30 March 2026**

DURATION

**15 months**

MIN. HOURS

**348 hours**

This document is compiled from official published data: Skills England apprenticeship standards, Ofsted's FE and Skills Inspection Toolkit, and the DfE Apprenticeship Funding Rules. It is a planning resource — not an official regulator-issued document, and not a substitute for professional curriculum expertise. Use of this document does not guarantee any particular inspection outcome. By using this content, you accept full responsibility for reviewing, adapting, and validating it before operational use. Standard version: 1.4.

## Leadership Identity & Management Foundations FOUNDATION

KSBs: K17, K18, K10, B1, B3, B4

### Off-the-Job (Provider)

- **Online Learning:** Leadership styles — directive, collaborative, and supportive approaches; when each is effective and how to adapt your style to team and situational needs
- **Tutor-led activities:** Workshop exploring the team leader's place in organisational structure — decision-making authority, accountability scope, and how the role connects upward to senior management and outward to other teams
- **Online Learning:** Organisational culture, values, and people policies — what they are, why they matter, and how a team leader upholds them consistently in daily management
- **Tutor-led activities:** Reflective coaching session on personal leadership values, professional conduct, and accountability — what it means to model the behaviours you expect from your team

### On-the-Job (Employer)

- Apprentice identifies their own leadership style in context by reflecting on how they approach different team situations and discussing this with their line manager.  
Line manager holds regular one-to-one conversations to explore how the apprentice is developing their management approach and where they can adapt their style more deliberately.
- Apprentice applies organisational policies — such as conduct expectations or absence procedures — consistently within their team.  
Line manager ensures the apprentice has access to relevant policies and debriefs with them after situations where policies were applied, so the apprentice understands the reasoning behind consistent practice.

## Team Performance & Development FOUNDATION

KSBs: K1, K2, S4, S9, S10, B2

### Off-the-Job (Provider)

- **Online Learning:** Setting objectives — how SMART goals are agreed, communicated, and linked to operational outcomes; how progress is monitored through observation and conversation
- **Tutor-led activities:** Workshop on identifying development needs — using observation, appraisal, and conversation to spot learning gaps; matching development solutions (coaching, mentoring, formal training, on-the-job learning) to individuals and their circumstances
- **Online Learning:** Delivering feedback effectively — how to give feedback that sustains strong performance or addresses early signs of underperformance, and how to adjust approach based on individual response
- **Tutor-led activities:** Coaching practice session — team leaders practise spotting learning needs and delivering in-the-moment coaching using scenarios relevant to their sector
- **Online Learning:** Supporting people through change — recognising transition challenges, identifying what support individuals need, and communicating expectations clearly during periods of adjustment

### On-the-Job (Employer)

- Apprentice holds regular one-to-one check-ins with team members to discuss workload, progress against objectives, and development needs.  
Line manager models effective one-to-one practice and gives the apprentice feedback on how they are conducting these conversations.
- Apprentice identifies a development need in a team member and arranges or delivers appropriate support — such as coaching, pairing, or access to training.  
Line manager ensures the apprentice has authority and resources to arrange development activity and discusses outcomes with them afterwards.

## Operational Planning & Resource Management DEVELOPMENT

KSBs: K7, K8, K22, S1, S2, S8, K14

### Off-the-Job (Provider)

- **Online Learning:** Resource planning principles — matching available capacity to operational demand, allocating work fairly across a team, and adjusting allocation when priorities or resource levels change
- **Tutor-led activities:** Practical planning workshop — using scheduling tools, rotas, and workflow systems to sequence work based on urgency and dependency, and communicating plans clearly to the team
- **Online Learning:** Budget awareness for team leaders — understanding cost drivers, monitoring spend, making trade-off decisions within allocated budgets, and reducing waste without reducing quality
- **Tutor-led activities:** Spreadsheet and presentation software skills session — producing operational schedules, resource trackers, and clear workplace documents using standard digital tools
- **Online Learning:** Practical demonstrations of sector-specific scheduling, communication and resource management software tools with hands-on exercises

### On-the-Job (Employer)

- Apprentice produces a team rota or work schedule, allocates tasks across team members, and adjusts the plan in response to absence or shifting priorities.  
Line manager gives the apprentice responsibility for real planning decisions and reviews the approach with them, offering guidance on how resource trade-offs are made in practice.
- Apprentice monitors team spend or resource usage against a budget or target, and discusses variances with their line manager.  
Line manager shares relevant budget information with the apprentice and explains how spending decisions are made and escalated within the organisation.
- Shadow and then lead using scheduling, communication and reporting tools to manage daily team operations and resource allocation  
Provide access to live systems, assign experienced mentor to guide tool usage, and allow dedicated time for learner to practise key functions in operational context

## Data Analysis & Informed Decision-Making DEVELOPMENT

KSBs: K12, K20, S3, S5, S8

### Off-the-Job (Provider)

- **Online Learning:** Gathering and interpreting operational data — tracking performance metrics, resource usage, and quality indicators; spotting patterns and drawing reasonable conclusions from what you find
- **Tutor-led activities:** Practical data session — working with real or representative datasets to identify trends, evaluate options against operational criteria, and present findings clearly using visual formats and summary reports
- **Online Learning:** Structured problem-solving for team leaders — evaluating options, testing feasibility, and building a case to influence decisions when you do not have direct authority to act unilaterally

### On-the-Job (Employer)

- Apprentice collects data from team operations — such as output records, quality measures, or customer feedback — and uses it to identify where performance can be improved.  
Line manager ensures the apprentice has access to relevant performance data and discusses what conclusions they draw and how those conclusions might inform team-level decisions.
- Apprentice raises an operational issue with their manager, bringing together relevant information and a view on options to inform the conversation.  
Line manager creates space for the apprentice to contribute analysis to operational decisions and gives feedback on the quality of reasoning and communication.

## Communication & Stakeholder Engagement DEVELOPMENT

KSBs: K9, K11, K19, S13, S14, S15, S16

### Off-the-Job (Provider)

- **Online Learning:** Communication methods and audience awareness — selecting the right channel, adapting tone and detail for different stakeholders, and structuring messages for clarity and impact
- **Tutor-led activities:** Stakeholder mapping and engagement workshop — identifying who stakeholders are, how their interests differ, and how to manage competing priorities and build trust with people inside and outside your direct team
- **Tutor-led activities:** Negotiation and influencing skills — how to advocate for a position, find common ground, recognise conflict early, and use negotiation techniques to reach workable outcomes, particularly during periods of change
- **Online Learning:** Cross-functional collaboration — why it matters, how to manage dependencies between teams, and practical approaches to working effectively with other departments

### On-the-Job (Employer)

- Apprentice leads or contributes to a cross-functional meeting, briefing, or operational update, adapting how they communicate to suit the audience.  
Line manager gives the apprentice opportunities to communicate with a range of internal stakeholders and debrief on how the communication landed.
- Apprentice manages a situation where stakeholder priorities conflict — for example, between departments or between team capacity and external demand — and works toward a practical resolution.  
Line manager supports the apprentice in navigating stakeholder relationships and discusses the approach and outcome with them.

## Compliance, Risk & Operational Policy DEVELOPMENT

KSBs: K3, K5, K10, S12, B1

### Off-the-Job (Provider)

- **Online Learning:** Operational policies in practice — what they are, how they apply at team leader level, and how to monitor whether processes are working well or need adjustment
- **Online Learning:** Relevant legislation and regulation for team leaders — employment law, health and safety, data protection, equality, and sector-specific requirements; the team leader's role in ensuring team compliance
- **Tutor-led activities:** Risk identification and response workshop — how to spot potential risks in operational activity, assess their significance, and take action or escalate appropriately within your authority

### On-the-Job (Employer)

- Apprentice reviews how a key operational policy applies within their team, identifies any gaps in compliance or practice, and raises findings with their line manager.  
Line manager provides access to relevant policies and regulatory guidance, and discusses with the apprentice how compliance is monitored and upheld in the organisation.
- Apprentice takes responsibility for team compliance with a specific legal or regulatory requirement — such as a health and safety procedure or data handling practice — and ensures team members understand what is required of them.  
Line manager ensures the apprentice has the authority and information needed to take this responsibility and discusses how to respond if compliance issues arise.

## Project Work & Continuous Improvement ADVANCED

KSBs: K4, K13, S6, S7, B5

### Off-the-Job (Provider)

- **Online Learning:** Project delivery for team leaders — how projects differ from day-to-day operations, the main stages from planning to completion, and tools for scheduling, tracking milestones, and managing resources
- **Tutor-led activities:** Continuous improvement workshop — methods for examining workflows, identifying bottlenecks and inefficiencies with your team, and embedding improvement into everyday team practice
- **Online Learning:** Leading through change — how change initiatives differ from continuous improvement, how to address resistance, communicate transitions, and maintain team morale when ways of working shift
- **Formative assignment:** Provider-led coached assignment in which the apprentice maps a workflow or operational process in their workplace, identifies an improvement opportunity, and outlines how they would implement and monitor it — drawing on project planning and change management principles

### On-the-Job (Employer)

- Apprentice takes an active role in a workplace project or change initiative — contributing to planning, tracking progress, and helping the team adjust as the project moves through its stages.  
Line manager assigns the apprentice a meaningful role in a real project and gives them feedback on how they plan, track, and respond when things do not go to plan.
- Apprentice works with their team to identify a process inefficiency and implement a practical change to improve how work is done.  
Line manager gives the apprentice the space and authority to trial small improvements and discusses what worked and what they would do differently next time.

## Equity, Diversity, Inclusion & Sustainable Practice ADVANCED

KSBs: K15, K16, K21, K23, S17, S18, S19, B2

### Off-the-Job (Provider)

- **Online Learning:** Equity, diversity, and inclusion for team leaders — what these principles mean in practice, how to spot unfair treatment, how to challenge bias, and how to ensure fair and inclusive day-to-day management
- **Online Learning:** Sustainable workplace practice — external sustainability drivers, how organisations measure and reduce environmental impact, and the practical actions team leaders can take to embed sustainable habits within their team
- **Tutor-led activities:** Sector and business context awareness session — how external factors such as market conditions, regulatory change, and social trends shape organisational strategy and the team leader's operational priorities
- **Online Learning:** Monitoring and applying EDI policies — how to assess whether practices are having the intended positive effect, and how to intervene or escalate when team members experience unfair treatment

### On-the-Job (Employer)

- Apprentice reviews how their team's working practices align with the organisation's EDI commitments and identifies one area where they can actively support a more inclusive environment.  
Line manager supports the apprentice in understanding the organisation's EDI policies and gives them genuine responsibility to take forward an inclusive practice within the team.
- Apprentice identifies opportunities to reduce resource consumption or waste within their team's day-to-day operations and takes action to change the habit — such as adjusting equipment use, switching to digital processes, or reducing unnecessary printing.  
Line manager highlights the organisation's sustainability commitments and supports the apprentice in taking practical steps that are within their control and influence.
- Apprentice monitors an emerging sector trend or regulatory development relevant to their organisation and discusses the potential operational implications with their line manager.  
Line manager shares relevant industry updates and encourages the apprentice to connect external context to their own team's priorities.

## Strategic Alignment & Organisational Awareness ADVANCED

KSBs: K6, K13, S11, B4

### Off-the-Job (Provider)

- **Online Learning:** Connecting operational objectives to organisational strategy — how team leader decisions and day-to-day performance monitoring link to the broader aims of the business
- **Tutor-led activities:** Translating strategy into team action — reading and interpreting organisational direction as communicated by senior management, and turning high-level priorities into clear, relevant objectives for your team
- **Online Learning:** Continuous personal and professional development — identifying your own skills gaps, using feedback and reflection to grow, and modelling a learning mindset within your team

### On-the-Job (Employer)

- Apprentice explains to their team the rationale behind an operational objective or change in direction, connecting it to the wider organisational strategy.  
Line manager gives the apprentice access to strategic communications and supports them in preparing how to relay organisational direction clearly and meaningfully to their team.
- Apprentice identifies a gap in their own leadership capability and takes steps to address it — through reading, a learning resource, a conversation with a mentor, or observing a more experienced colleague.  
Line manager supports the apprentice in recognising their own development needs and helps them access appropriate resources or people within the organisation.

## Synoptic Integration & EPA Readiness EPA PREPARATION

KSBs: K9, K12, K17, S3, S5, B3, B5

### Off-the-Job (Provider)

- **Tutor-led activities:** Synoptic case-study session — apprentices work through whole-job scenarios that cut across multiple areas of the standard, applying leadership, problem-solving, communication, and operational planning skills together in a realistic context
- **Tutor-led activities:** Professional discussion preparation — coached conversations helping apprentices articulate their occupational experience clearly, draw connections across their learning, and explain how they have applied knowledge and skills in their workplace role
- **Tutor-led activities:** Presentation skills and structured questioning practice — apprentices practise structuring a professional presentation and responding confidently to questions on their reasoning and recommendations

### On-the-Job (Employer)

- Apprentice takes ownership of a complex operational situation that draws on multiple aspects of the team leader role — such as managing performance while planning for a change — and reflects on how their development has shaped their approach.  
Line manager confirms the apprentice is managing at the expected level of occupational competence and supports their readiness to demonstrate this in the EPA, by giving honest feedback on how they are performing across their full role.