

OTJ HOUR ALLOCATION

Team leader

ST0384 · Level 3 · Business and administration

Off-the-job learning hour model aligned to apprenticeship funding rules

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.

Published minimum: 348 hours | Recommended planned: 348 hours

Leading, coaching and performance management 60h (17.2414%)

Taught workshops and coached practice on setting objectives, monitoring performance, giving feedback and identifying learning needs, so apprentices can lead team members confidently and in an inclusive way.

KSBs: K1, K2, K17, K18, K23, S4, S9, B1, B2, B3, B4

Planning work, resources and digital tools 52h (14.9425%)

Rota-building, workload simulations and digital planning exercises teach apprentices to prioritise, allocate people and resources, use team systems well and manage to budget and targets.

KSBs: K3, K7, K8, K14, K22, S1, S2, S6, S8, B3

Data, reporting and operational decision-making 44h (12.6437%)

Using live or realistic operational data sets, apprentices practise extracting trends, interpreting performance and writing concise reports and recommendations for different audiences.

KSBs: K12, K20, S3, S5, S8, B3

Communication, stakeholder management and influence 48h (13.7931%)

Role play, briefing practice and cross-functional scenarios develop presentations, emails, negotiation, challenge and conflict resolution across internal and external stakeholders.

KSBs: K9, K11, K19, S13, S14, S15, S16, B1, B2, B5

Policy, regulation and inclusive practice 46h (13.2184%)

Case studies and guided discussion explore the organisation's people policies, operational compliance, regulation and EDI duties so apprentices can apply requirements consistently in their own team.

KSBs: K5, K10, K23, S12, S17, B1, B2

Projects, problem-solving and continuous improvement 50h (14.3678%)

A small workplace improvement project, root-cause analysis and progress tracking teach apprentices to contribute to projects, solve problems, monitor milestones and improve how work is done.

KSBs: K4, K12, K13, S5, S6, S7, B3, B5

Change, strategy and sustainability

48h (13.7931%)

Strategy-cascade activities, change scenarios and sustainability prompts help apprentices understand the wider organisation, respond to external factors and lead practical changes that reduce waste, cost and carbon.

KSBs: K6, K13, K15, K16, K21, S10, S11, S17, S18, S19, B4, B5

What Counts as OTJ Training

- Tutor-led sessions and workshops on leadership, supervision, people management, resource planning, compliance and stakeholder skills.
- Role play and simulation for feedback, coaching, difficult conversations, presentations, negotiation and change conversations.
- Guided independent study linked to taught content, including reading, note-making and short knowledge checks on team leader topics.
- Structured workplace project work that requires new learning, such as improving a rota, dashboard, hand-off or team process.
- Shadowing and mentoring focused on new management practice, decision-making, compliance or use of team systems.
- Data analysis, report-writing and spreadsheet or presentation tasks based on live or realistic operational information.
- Case-study based learning on policy, regulation, EDI, project, change and sustainability decisions.

What Does NOT Count

- Routine productive work in the team leader role, even when it uses the same systems or processes.
- Progress reviews, one-to-ones, supervision meetings or appraisals that only cover current performance and next steps.
- Mock EPA, EPA rehearsal and the EPA itself.
- Portfolio assembly, evidence chasing or simply logging work completed.
- Standalone English and maths qualifications, which sit outside OTJ hours.
- Unstructured shadowing or observation with no clear new learning outcome.
- Training outside normal paid hours unless it is exceptional, agreed and compensated, and remains a minority of the programme.

Assumptions

Assumes no relevant prior learning, a learner in an operational team leader role with access to people-management, planning, data, project, compliance and change activity, and a blended mix of tutor-led sessions, guided study, workplace simulation and structured project work over 15 months.

Compliance Notes

Use 348 hours as the baseline for a learner with no relevant prior learning and plan the practical period for at least 8 months. OTJ must be structured learning in normal paid hours that develops new knowledge, skills and behaviours; routine work, progress reviews, mock EPA/EPA and standalone English or maths do not count. Any reduction for relevant prior learning should be evidence-based and reflected in the training plan.