

PROGRAMME SUMMARY

# Team leader

ST0384 · Level 3 · Business and administration

Overall delivery approach summary

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STANDARD

**ST0384**

VERSION

**1.4**

LEVEL

**3**

GENERATED

**30 March 2026**

DURATION

**15 months**

MIN. HOURS

**348 hours**

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This programme should be built as a sequence of live workplace application supported by tightly connected blended learning, rather than as a classroom-first management course. The early phases should establish the team leader remit, professional behaviours, people policy, and the practical disciplines of organising work, time, resources and digital tools (K17, K18, K10, B1, B3, B4, K7, K8, K22, S1, S2, S8, K14). From there, apprentices can move into coaching performance, using data, influencing across teams, and applying policy and compliance in routine decisions, with each theme revisited in progressively more demanding workplace contexts.

## Key Strengths

- It matches the occupation's real rhythm: team leaders learn best when taught inputs are quickly applied to rota planning, performance conversations, reporting, stakeholder exchanges and change activity in their own setting.
- Blended delivery supports the wide spread of team leader contexts in this standard — from shift-based operations to office-based and hybrid teams — without forcing one fixed attendance pattern that may not fit local demand.
- The sequence builds from operational control to people leadership to cross-functional influence, which reflects how first-line management competence is usually developed in practice rather than in theory.
- It creates natural opportunities to integrate KSBs that are often separated in training — for example, using data to support a performance conversation, or using policy and legislation to shape decisions about people, resources or change.
- The final phase allows synoptic consolidation of strategy, EDI, sustainability, external scanning and complex judgement, which is well suited to EPA readiness in a role that depends on integration rather than isolated tasks.

## Critical Success Factors

- Apprentices need genuine responsibility for managing work, people or projects, not observation-only access, so that learning is anchored in real leadership decisions and consequences.
- Employers must be willing to provide access to live operational information, people interactions, team priorities and routine constraints, including rotas, performance data, stakeholder contact and policy application.
- The blended pattern has to keep workplace application close to taught learning, so that new concepts are tested quickly in practice and then brought back for review, refinement and further challenge.
- Curriculum pacing needs to leave enough time for repeated practice of the harder occupational judgement points — especially coaching, negotiation, problem-solving, compliance and change — rather than teaching them once and moving on.
- The programme needs consistent line manager involvement so the apprentice's level of autonomy, feedback and stretch increases over time and remains aligned to the training plan.
- The final stretch should deliberately shift towards synoptic review, evidence collation and EPA preparation, so apprentices can connect earlier learning into a coherent account of their practice before gateway.

## Delivery Capacity Considerations

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The provider needs occupationally credible expertise in first-line management across different business settings, so teaching can be grounded in realistic leadership decisions, not generic management theory.

- It needs the capacity to contextualise learning using real workplace tools and examples — for instance rotas, performance dashboards, policy extracts, project trackers, budgets and stakeholder scenarios relevant to the apprentice's organisation.
- It needs strong employer-facing coordination to secure meaningful opportunities for the apprentice to practise KSBs in the workplace, especially around people management, cross-team working, compliance and change.
- It needs capability to support apprentices who may be stepping into leadership for the first time, including structured reflection, confidence-building and help with using digital systems and evidence well.
- It needs the ability to keep the learning sequence responsive to the apprentice's job role and development needs, while still preserving a clear curriculum spine from remit through to strategic, integrated leadership.

## Quality Indicators

- Apprentices can explain their remit and operating boundaries clearly, and their day-to-day decisions show they understand the difference between directing others, influencing peers and escalating appropriately (K18, K17, B3).
- They produce workable plans for staff, time and resources that reflect real operational constraints, and they can explain why priorities changed when plans were adjusted (S1, S2, K7, K8, K22).
- Performance conversations lead to specific actions, follow-up and improved practice, rather than vague feedback or unsupported promises of development (K1, K2, S4, S9).
- Apprentices use data and communication well enough to brief different audiences, justify recommendations and influence next steps with evidence, not instinct alone (K20, S3, S5, S8, K9).
- By gateway they are handling a complex workplace example with growing independence — for example balancing performance, compliance, stakeholder pressure and change — while still showing inclusive, accountable behaviour (B1, B2, B3, B5).

## Quality Watchpoints

- A common weakness is over-teaching concepts in the classroom without enough live application, leaving apprentices able to describe leadership but not yet able to lead work, people or change in context.
- Another risk is using too many generic business examples that do not reflect the apprentice's operational environment, which weakens the transfer from taught content to workplace performance.
- Programmes can stall if apprentices are not given enough authority over real decisions; without actual responsibility for planning, feedback, reporting or stakeholder conversations, KSBs remain theoretical.
- EDD, sustainability and compliance topics are often compressed too late or treated as add-ons; if they are not revisited in live operational decisions, apprentices struggle to integrate them into leadership judgement (K5, K15, K17, K23).
- The final phase can become too thin if EPA preparation is left until the end; apprentices need time to consolidate evidence, rehearse complex scenarios and connect earlier learning into a defensible synoptic narrative.
- Blended delivery can drift if workplace and provider strands are not tightly connected; if practice tasks are not revisited in taught sessions, apprentices may complete activities without deepening competence.