

Team leader

ST0384 · Level 3 · Business and administration

Standard-specific guidance on completing the training plan — what to include, key compliance rules, and references to the sections of this guide that provide the detail

STANDARD

ST0384

LEVEL

3

DURATION

15 months

MIN. HOURS

348 hours

VERSION

1.4

GENERATED

30 March 2026

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This section explains how to complete the training plan for the team leader standard. It is a completion guide, not the training plan itself: it helps the provider enter the right programme details, while the detailed curriculum content, sequencing and KSB coverage are set out elsewhere in this delivery guide.

Standard Facts

Typical duration to gateway

15 months

EPA period

3 months

Min OTJ hours

348 hours

Funding band

Up to £5,000

Mandatory qualification

None stated in the standard

Gateway requirements

Employer confirms the apprentice is occupationally competent and ready for EPA; English and maths completed in line with apprenticeship funding rules; portfolio of evidence submitted for the relevant assessment method, if required by the EPA plan.

Completion Guidance by Training Plan Heading

Programme overview

- A plain-English description of the apprentice's route into first-line team leadership, from learning the role and responsibilities to leading people, organising work, using data, working with stakeholders, applying policy, handling change and operating strategically.
- The main phases or stages of the programme, written as an occupational journey rather than a detailed curriculum map.
- The kind of real workplace opportunities the apprentice will use to build competence, such as supervising work, running team routines, taking part in meetings and supporting improvement activity.
- A clear statement of how the programme develops the apprentice towards occupational competence and EPA readiness.

Planning guidance

- › This role needs genuine management responsibility, not just administration or observation; describe real leadership practice in the overview.
- › Because team leaders work across many sectors, keep the overview transferable and focused on operational leadership rather than sector-specific tasks only.

Off-the-job training

- The published minimum off-the-job learning hours: 348 hours.
- The planned off-the-job learning hours, timeframe and delivery model for this apprentice.
- Any reduction to the planned hours that is justified by relevant prior learning, with already-secure content removed from the plan.
- A clear statement that standalone English and maths qualifications are not included in the off-the-job learning total.
- A realistic programme timescale that supports the standard's typical 15-month route and respects the 8-month minimum practical period.

Planning guidance

- › A blended model works well here because short provider input can be followed quickly by real workplace leadership practice.
- › Build repeated opportunities for performance conversations, reporting, stakeholder communication, resource planning and improvement work into the workplace half of the programme.

English and maths

- Whether the apprentice needs standalone English and/or maths qualifications.
- How any standalone English and/or maths will be delivered separately from the off-the-job learning total.
- Any gateway evidence required for attempted assessments, where the apprentice is 19+ and has not achieved the relevant qualification, in line with funding rules.

EPAO details

- The EPAO name, if it is known when the plan is completed.
- If the EPAO is not yet known, a note that the plan will be updated as soon as it is confirmed and no later than 6 months before the learning planned end date.
- A realistic EPA period in the programme planning so the final stretch is not over-committed.

Planning guidance

- › Choose an EPAO that can assess a first-line management role through real occupational evidence and practical judgement.
- › The final assessment should reflect the breadth of the occupation: people management, operational control, communication, compliance and improvement.

Employer confirmation

- Written confirmation from the employer that the apprentice will be allowed to undertake off-the-job learning within normal working hours.
- If standalone English and/or maths is required, written confirmation that this can also be undertaken within normal working hours.
- A clear note that the training plan is a separate document from the apprenticeship agreement.
- Confirmation that the broad content of the plan has been agreed by the employer, apprentice and provider, with all three parties signing the training plan.

Planning guidance

- › For this standard, the employer should confirm access to real first-line management tasks, not just shadowing, so the apprentice can practise managing people, work and operational decisions in context.

Progress reviews

- A summary of the expected progress review frequency and format, at least every 3 calendar months during the practical period.
- Three-way review arrangements involving the apprentice, employer and provider.
- A note that review summaries are shared after each review and signed at least by the provider and the apprentice.

Planning guidance

- › Use the reviews to check that the apprentice is getting enough live practice in leading people, managing workload, working across teams and handling change.
- › The review conversation should be meaningful and occupational, not just an email exchange.

Complaints and escalation

- The process for resolving queries or complaints.
- The provider's internal escalation route.
- Escalation to Apprenticeship Service Support: 08000 150 600 and helpdesk@manage-apprenticeships.service.gov.uk.

Planning guidance

- › Make the route easy to understand so the apprentice and employer know what to do if the programme is not matching the planned occupational experience.

Progress Reviews in the Training Plan

The training plan must summarise the frequency and format of progress reviews, and reviews must take place at least every 3 calendar months during the practical period as a three-way conversation between provider, employer and apprentice.

Provider Planning Notes

Planning guidance — not compliance requirements.

- Shape the programme around progressively wider responsibility: self-management, team routines, cross-functional working, then strategic and change-led leadership.
- Secure live workplace opportunities early for rotas, task allocation, one-to-ones, feedback conversations, reporting, stakeholder meetings and improvement activity.
- Use the blended model to alternate provider input with workplace application so learning is quickly tested in real management situations.
- Reserve enough time near the end of the programme for consolidation and EPA preparation, and agree the EPAO early so the plan can be updated in good time.
- If prior learning is significant, remove already-secure content and reduce OTJ hours only where the evidence supports it.

Compliance Red Flags

- Do not count standalone English and maths within the 348 off-the-job learning hours.
- Do not let the apprentice go to gateway before the 8-month minimum practical period.
- Do not leave relevant prior learning content in the plan, or fail to reflect any justified reduction in hours and price.
- Do not rely on an unsigned or partly agreed plan: broad content must be agreed before delivery, and the fully signed plan must be in place by the end of the 42-day qualifying period if agreement starts virtually or by email.
- Do not omit employer confirmation that off-the-job learning can happen within normal working hours, and standalone English and maths too if required.
- Do not treat progress reviews as optional admin: the plan must summarise frequency and format, and reviews must happen at least every 3 calendar months.
- Do not forget to add or update the EPAO in the plan; if it is not known at the start, update it as soon as it is confirmed and no later than 6 months before the learning planned end date.
- Do not add gateway conditions that are not in the EPA plan, or confuse gateway with provider sign-off.