

Section 1:

Qualification Overview

Qualification Overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate In Team Leading Knowledge.

All information contained in this specification is correct at the time of publishing.

About this qualification

The NCFE Level 2 Certificate In Team Leading Knowledge has been accredited by the qualifications regulators for England, Wales and Northern Ireland¹, and is part of the Qualifications and Credit Framework (QCF).

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

NCFE is a Component Awarding Body (CAB) for the 14-19 Diploma.

The qualification will be submitted to be included in the Additional Specialist Learning catalogue. For more information on the Diplomas and to confirm if this qualification can be used in a specific line of learning, visit the NCFE website www.ncfe.org.uk/Qualifications/Diplomas.aspx.

¹The qualifications regulators ('regulators') are Ofqual in England, DCELLS in Wales and CCEA in Northern Ireland.

Geographical coverage

This qualification has been accredited for use in England, Wales and Northern Ireland. We're able to provide the Qualification Specification and assessment materials in the Welsh and/or Irish language where requested and appropriate.

Things you need

- Qualification accreditation number: 600/2029/5

to know

- Aim reference: 60020295
- Guided learning hours (GLH): 135
- QCF level: 2
- Qualification credit value: 16
- Assessment requirement: internally assessed and externally moderated portfolio.

Aims of the qualification

This qualification provides learners with the knowledge they'd need to work in a Team Leading role. This qualification forms the knowledge based qualification aspect of the Apprenticeship Framework for Management at Level 2.

Entry guidance

There aren't any specific recommended prior learning requirements for this qualification; however learners might find it helpful if they've already achieved a Level 2 qualification.

This qualification is suitable for learners aged pre-16 and above.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same, or a similar title, as duplication of learning may affect funding levels.

Achieving this qualification

This qualification consists of 5 mandatory units:

- unit 01 Preparing to lead the team
- unit 02 Support development of self and team members
- unit 03 Communication and the team leader
- unit 04 Equality, diversity and the team leader
- unit 05 Motivating the team

Learning outcomes and assessment criteria for each unit are provided in Section 3 page 12.

To be awarded the NCFE Level 2 Certificate in Team Leading Knowledge learners are required to successfully complete the 5 mandatory units.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit and Unit Summary Certificate can be requested for learners who don't achieve the full certificate but who have achieved at least one whole unit.

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 2 NVQ Certificate in Team Leading
- NCFE Level 3 Certificate in Management
- NCFE Level 3 NVQ Certificate in Management

Credit Accumulation and Transfer

Credit Transfer:

One of the benefits of the QCF is that learners can transfer credit from one qualification to another. Learners who've already achieved one or more of the units included in this qualification elsewhere can transfer the credit already achieved. Simply let us know which units are being achieved by credit transfer on the Certificate Claim Form.

Please see the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>) for information about the units in this qualification.

Equivalent Units:

This qualification has no equivalent units identified.

Recognition of Prior Learning:

Recognition of Prior Learning (RPL) is where a learner has previously learnt something but hasn't received formal recognition for this learning through a qualification or other form of certification. Within the QCF a learner is able to 'claim' that they know or can do something already and don't need to

attend a course to learn it again. The learner will need to prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement. For more information on the process to follow to claim RPL, contact our Quality Assurance team.

NB Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of the qualification. Where Recognition of Prior Learning (RPL) is to be used extensively (for a whole unit or more) advice must be given by a qualified RPL Advisor.

Qualification dates

Qualifications on the QCF have renewal, operational and certification end dates.

Qualification renewal dates are the date by which we'll have carried out a review of the qualification. These show as the 'review date' on the Register. This date is the final date by which we'll have made a decision on whether to extend or amend a qualification, or withdraw it completely. This date shows here on the qualification finder section on our website www.ncfe.org.uk/QualificationFinder.aspx.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new renewal date. If we make the decision to withdraw a qualification, we'll set an operational end date (see below).

We'll post information relating to changes or extensions to qualifications on our website www.ncfe.org.uk, and centres approved to offer the qualification will be kept updated.

Operational end dates will only show on the Register when we've made the decision to withdraw a qualification. After this date we can no longer accept candidate registrations.

Certification end dates will only show on the Register when we've made the decision to withdraw a qualification and have set the operational end date. After this date we can no longer

process certification claims.

Staffing requirements (Occupational competence guidelines)

This section is intended to give some guidance on the experience and qualifications needed to deliver and assess this qualification.

The guidance in this section is not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles.

Centres must provide sufficient numbers of suitably experienced Assessors and Internal Moderators or Verifiers to ensure that qualifications are delivered effectively. NCFE cannot be held responsible for any complications that arise in the delivery or assessment process as a result of internal recruitment decisions. Staff recruitment should be made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of NCFE qualifications are suitably qualified.

The 2011 Assessment Strategy for Management and Leadership (published by the Management Standards Centre – MSC) sets out the requirements for Assessors, Moderators or Verifiers for this qualification.

Support for learners

Learner Evidence Tracking Log (LETL)

This gives information about the qualification and can help learners keep track of their work. LETL's can be downloaded free of charge from www.ncfe.org.uk. Learners don't have to use the LETL, instead you can devise your own evidence tracking documents.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criteria and include:

- information on the content, availability and location of NCFE's procedures and policies

- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement, for each unit.

Support for centres

There are a number of documents available that you might find useful. These are available to download from our website www.ncfe.org.uk, or can be requested from the Centre Support team on 0191 239 8000 or by emailing info@ncfe.org.uk.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre, to registering your learners, claiming certificates for your learners and everything in between. Centres must seek approval to offer a qualification; only learners from approved centres can be certificated.

Directory of Products and Services

This provides summary information about all of NCFE's qualifications and awards including mandatory and optional units, learner registration and certification fees and assessment information.

Fees and Pricing

Published in the spring for the forthcoming academic year.

Occupational Competence Guidelines

Provides details of qualifications and experience required for Assessors and Internal Moderators/Verifiers of NCFE qualifications and awards.

Useful websites

Please refer to www.ncfe.org.uk for a list of websites that you might find useful for materials and resources to assist with the delivery of qualifications.

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The units and structure of this qualification are based on the Management Standards Centre NOS for team leading. Further information on the NOS used in this qualification can be found on the SSC website (www.management-standards.org).

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Basic Skills and Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- Literacy/English skills
- Numeracy/Mathematics skills
- Information and Communication Technology skills
- The activities learners carry out whilst completing this qualification could help prepare them for their Basic Skills or Functional Skills assessments.
- Section 4 (page 40) shows how the units of these qualifications relate to the skills above.
- If a learner wishes to gain a Basic Skills or Functional Skills qualification, they must successfully pass the relevant Basic Skills or Functional Skills assessment.
- This qualification has also been mapped to the Wider Key Skills and Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed by the Qualification and Curriculum

Development Agency (QCDA) over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 4 (page 40).

Section 2:

Assessment and Moderation

Assessment and Moderation

How the qualification is assessed

Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Internal Assessment

The NCFE Level 2 Certificate in Team Leading Knowledge is internally assessed.

Each candidate is required to create a portfolio of evidence which demonstrates achievement of all learning outcomes and assessment criteria associated with each unit. Learning outcomes and assessment criteria specify what each candidate has to achieve and are included within Section 3 of this Qualification Specification.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate product
- worksheets
- assignments/projects/reports
- professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL)

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid, reliable and maintain the integrity of the assessment and of the standards required of the qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that candidates have achieved all learning outcomes and assessment criteria related to the unit being assessed prior to deciding whether candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

The assessment arrangements for this qualification are in accordance with the criteria set out by the regulatory authorities.

How does moderation work?

What is Moderation?

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately

We do this by:

- internal moderation - which you carry out
- external moderation - which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors, Internal and External Moderators please refer to our Centre Support Guide.

Section 3:

Structure and Content

Structure and Content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- the unit title
- the unit overview
- guided learning hours
- an indication of whether the unit is mandatory or optional
- credit value
- level

Following the unit summary there's detailed information for each unit containing:

- the unit number and title
- learning outcomes (the learner will) and assessment criteria (the learner can)
- suggested types of evidence for internal assessment

The regulators' accredited unit number is indicated in brackets for each unit (eg M/100/7116). However to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document.

For further information or guidance about the qualification please contact our Research and Product Development team on 0191 239 8000.

Unit Summaries

Unit 01

Preparing to lead the team

(regulators' unit reference no. H/503/1275)

Guided learning hours: 25

Credit value: 3

Level: 2

This unit is **mandatory**

Unit 02

Support development of self and team members

(regulators' unit reference no. K/503/1276)

Guided learning hours: 35

Credit value: 4

Level: 2

This unit is **mandatory**

Unit 03

Communication and the team leader

(regulators' unit reference no. M/503/1277)

Guided learning hours: 35

Credit value: 4

Level: 2

This unit is **mandatory**

Unit 04**Equality, diversity and the team leader****(regulators' unit reference no. T/503/1278)**

Guided learning hours: 15

Credit value: 2

Level: 2

This unit is **mandatory****Unit 05****Motivating the Team****(regulators' unit reference no. A/503/1279)**

Guided learning hours: 25

Credit value: 3

Level: 2

This unit is **mandatory**

Unit 01 Preparing to lead the team (H/503/1275)

The learner will:

1 Understand the key leadership roles

The learner can:

1.1 Outline the team leader's role in motivating the team

1.2 Describe the team leader's role in setting objectives for the team

1.3 Describe the team leader's role in supporting development of team members

1.4 Outline the importance of clear communication when dealing with the team and others

1.5 Describe how the team leader can promote the team within the organisation

The learner will:

2 Understand the benefits of working with colleagues

The learner can:

2.1 Describe the benefits of productive working relationships with colleagues

2.2 Identify key colleagues within the working environment and the role of each

2.3 Explain how to display behaviour that shows professionalism when dealing with colleagues

2.4 Provide examples of potential work related difficulties and conflicts of interest with colleagues

2.5 Explain how potential work related difficulties and conflicts of interest can be resolved

The learner will:

3 Understand the team leader's role in health, safety and security

The learner can:

3.1 Explain the key responsibilities of the team leader under Health and Safety legislation

3.2 Outline the responsibilities of the team leader with regards to fire safety

3.3 Outline the responsibilities of the team leader with regards to first aid precautions in the workplace

3.4 Explain how to carry out a safety inspection in the workplace including documents

3.5 Explain how to maintain security of premises, property and equipment

The learner will:

4 Understand the team leader's role in procuring resources

The learner can:

4.1 Identify the resources, both physical and personnel, needed by the team

4.2 Explain how resources are acquired by the team leader

4.3 Identify any constraints on the acquisition of resources for the team

4.4 Describe ways a team leader can overcome a lack of resources

The learner will:

5 Understand the team leader's role in customer service

The learner can:

5.1 Identify key internal and external customer's of the team

5.2 Explain the services the team provides to key internal and external customers

5.3 Explain the customer service standards expected of the team by the organisation

5.4 Explain how to make the team aware of customer service requirements

5.5 Explain how to provide support to the team in order to meet the service standards

5.6 Describe the team leader's role in monitoring customer satisfaction

The learner will:

6 Understand how information is managed

The learner can:

6.1 Identify the main information collected by the team leader and how it is stored

6.2 Explain how the security of information is ensured

6.3 Provide examples of information collected by, and accessible to, the team

6.4 Describe how the team is made aware of security of information

6.5 Outline how the data protection impacts on the role of the team leader and the work of the team

Assessment Guidance – Unit 01

Candidate Products

Type of Evidence: Work Products

Assessment Criteria: 1.1, 1.2, 1.3, 2.1, 1.2, 2.5, 3.1-3.5; 4.1-4.3, 5.1-5.3; 5.5-5.7; 6.1-6.5.

Additional Information: Candidates could include products such as job description, information on staff appraisal procedure, organisation structure diagrams and charts, organisation policies and procedures.

Case Study

Type of Evidence: Case Study

Assessment Criteria: 1.1, 1.4, 2.2, 2.4, 2.5, 3.4, 3.5, 4.3, 4.4, 5.1-5.6; 6.1, 6.2, 6.5.

Additional Information: Candidates could be provided with a case study involving leading a team where they need to research the issues and plan implement and evaluate possible solutions.

Candidate and Peer Reports

Type of evidence: Reports – Oral or written

Assessment Criteria: All

Additional Information: Candidates could produce reports or presentations on their approach to preparing to lead the team. Presentations can be focused on specific assessment criteria. Peer reports aimed at specific criteria can be used as supporting evidence.

Professional Discussion

Type of Evidence: Group or paired discussion

Assessment Criteria: All

Additional Information: Candidates could take part in discussion and include evidence such as organisation flow-charts, action plans, and other relevant notes. Information from the discussion could be evidenced against the criteria by observation by the assessor and / or candidates

presenting their work with assessor feedback added.

Questioning

Type of Evidence: Questions – written or oral

Assessment Criteria: All

Additional Information: Candidates can be given oral or written questions to meet the assessment criteria / fill gaps where knowledge is not explicit. Where oral questions / answers are given, an assessor witness statement can be provided. Alternatively, the oral questions / answers can be recorded and assessor feedback added.

Assignments/ Projects

Type of evidence: Assignments geared to specific assessment criteria

Assessment Criteria: All

Additional Information: Candidates can be given assignments aimed at specific assessment criteria where they can explore a range of approaches and practice in preparing to lead a team.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 02 Support development of self and team members (K/503/1276)

The learner will:

1 Understand the performance requirements of the team leader's role

The learner can:

- 1.1 Outline the requirements of the job role
- 1.2 Describe the reporting procedure for the job role
- 1.3 Identify the team members and the roles they play in the team
- 1.4 Explain the knowledge and skills required for the job role
- 1.5 Identify gaps in skills and knowledge required for the job role

The learner will:

2 Understand how to measure progress against agreed personal objectives

The learner can:

- 2.1 Explain how to produce a development plan to address individual and organisation needs
- 2.2 Identify opportunities and resources available for personal development
- 2.3 Develop a plan of activities to address identified needs
- 2.4 Explain how to measure the success of activities undertaken as part of the plan
- 2.5 Explain the importance of collecting and recording feedback from colleagues and managers on the result of development activities

The learner will:

3 Understand how to communicate the team's purpose and objectives to team members

The learner can:

- 3.1 Describe the purpose and objectives of the individual's team
- 3.2 Explain how to communicate the teams purpose and objectives to its members in a way that promotes understanding
- 3.3 Explain how to agree with the team objectives that are SMART
- 3.4 Describe how to develop a plan with team members showing how team objectives will be met

The learner will:

- 4 Understand how to support team members

The learner can:

- 4.1 Explain how to encourage team members to participate in the planning process and think creatively
- 4.2 Identify the difficulties and opportunities that may be faced by team members
- 4.3 Explain how the identified opportunities and difficulties can be addressed with team members
- 4.4 Describe how advice and support to team members to overcome difficulties and make the most of opportunities may be given

The learner will:

- 5 Understand how to monitor the team's progress against agreed objectives

The learner can:

- 5.1 Describe how to record the team's progress against agreed objectives and timescales
- 5.2 Explain how to provide feedback on progress against agreed objectives to the team
- 5.3 Explain how to recognise and celebrate individual and team achievements
- 5.4 Identify development opportunities for team members who are under achieving in order to meet agreed objectives
- 5.5 Identify activities to challenge high performing team members against agreed

objectives

Assessment Guidance - Unit 02

Professional Discussion

Type of Evidence: Professional Discussion

Assessment Criteria: 1.1-1.5, 2.1, 2.2, 2.5, 3.1-3.4; 4.1-4.4; 5.1-5.5.

Additional Information: Candidates have the opportunity to work with assessors in structured, planned, in – depth discussions to support reflective journals, examples of work products, recorded question and answer sessions.

Record of oral and written questions

Type of Evidence: Questioning

Assessment Criteria: 1.1-1.5; 2.1, 2.2, 2.5, 3.1-3.4; 4.1-4.4; 5.1-5.5.

Additional Information: Candidates can be given oral or written questions to meet the assessment criteria / fill gaps where knowledge is not explicit. Where oral questions / answers are given, an assessor witness statement can be provided. Alternatively, the oral questions / answers can be recorded and assessor feedback added.

Assignments and Projects

Type of Evidence: Assignments geared to specific assessment criteria

Assessment Criteria: All

Additional Information: Candidates can be given assignments aimed at specific assessment criteria where they can explore a range of approaches to effectively supporting the development of self and team members.

Candidate products

Type of Evidence: Work products

Assessment Criteria: 1.1, 1.4, 1.5, 2.2, 2.3, 2.5, 3.3, 3.4, 5.1-5.5.

Additional Information: Candidates could include products such as job descriptions, information on staff appraisal

procedure, organisation structure diagrams and charts, organisation policies and procedures.

Case Study

Type of Evidence: Product

Assessment Criteria: 1.3, 1.5, 2.2, 2.3, 2.5, 4.1-4.4.

Additional Information: Candidates could be provided with a case study focused on supporting the development of team members. Candidates will need to research the issues and plan, implement and evaluate possible solutions.

Simulated/ Real Activity

Type of Evidence: Activity

Assessment Criteria: 1.1, 1.4, 1.5, 2.5, 3.1, 3.2 .

Additional Information: Candidates could hold observed team meetings and or training sessions and/or role play activities focused on outlining and explaining the team leader's role and the team objectives. Assessor witness statements, peer evaluations could support the candidate activity.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 03 Communication and the team leader (M/503/1277)

The learner will:

- 1 Understand the importance of effective communication

The learner can:

- 1.1 Identify suitable methods of communication that the team leader could use
- 1.2 Identify the positive and negative factors for each method of communication
- 1.3 Outline ways in which poor communication can impact on the job role and organisation
- 1.4 Explain how good communication can improve the work of the team
- 1.5 Describe how good communication can present a positive image of the team

The learner will:

- 2 Understand the importance of effective communication with the team and colleagues

The learner can:

- 2.1 Outline reasons for sharing information with the team and colleagues
- 2.2 Identify information that can be shared formally with the team and colleagues
- 2.3 Explain the methods of sharing information and the advantages of each
- 2.4 Explain how to vary communication methods as a result of feedback from the team and colleagues
- 2.5 Outline why it is important to ensure the accuracy of information shared
- 2.6 Explain how to clarify self understanding of information given
- 2.7 Explain how to minimise or defuse conflict within the team or with colleagues resulting from poor communication

The learner will:

3 Understand how to present information to a team

The learner can:

- 3.1 Explain how to collect information relevant to an aspect of the team's work
- 3.2 Indicate what further investigation about the team needs to be done
- 3.3 Explain how to create a presentation suitable for delivery to the team
- 3.4 Explain how to record individual and team reflections on the presentation
- 3.5 Identify individual development activities in order to meet the teams presentation needs

The learner will:

4 Understand how to give clear instructions

The learner can:

- 4.1 Explain how to prepare a detailed instruction for an activity
- 4.2 Describe how this could be used to instruct a team member
- 4.3 Explain how to assess the performance of the team member based on the instruction given
- 4.4 Describe how to record individual reflections and those of the team member
- 4.5 Identify development points in the quality of instruction that need to be acted upon

The learner will:

5 Understand how to take part in a meeting

The learner can:

- 5.1 Explain the objectives of the meeting
- 5.2 Identify individual and others roles at the meeting
- 5.3 Describe how to prepare the necessary information to support individual participation in the meeting

5.4 Explain how to show respect for the opinions of others

5.5 Explain how to seek clarification of the outcomes of the meeting clarification as necessary

5.6 Describe how the information from the meeting could be passed on to interested parties

Assessment guidance - Unit 03

Profession Discussion

Type of Evidence: Professional Discussion

Assessment Criteria: 1.1-1.5; 2.1-2.7; 3.1-3.5.

Additional Information: Candidates have the opportunity to work with assessors in structured, planned, in – depth discussions to support reflective journals, examples of work products, recorded question and answer sessions.

Assignments and Projects

Type of Evidence: Assignments geared to specific assessment criteria

Assessment Criteria: 1.1-1.5; 2.1-2.7; 3.1-3.5.

Additional Information: Candidates can be given assignments aimed at specific assessment criteria where they can explore a range of approaches and practical application to effective to communication with a team.

Candidate and Peer Reports

Type of Evidence: Candidate and peer reports

Assessment Criteria: 1.1-1.5; 2.1-2.7; 3.1, 3.4, 3.5; 4.3-4.5.

Additional Information: Candidates could produce reports or presentations on their approach to communication with their team. Presentations can be focused on specific assessment criteria. Peer reports aimed at specific criteria can be used as supporting evidence.

Actual/ Simulated Situations

Type of Evidence: Actual / simulated situations

Assessment Criteria: 2.1, 2.4, 2.7, 4.1-4.5; 5.1-5.6.

Additional Information: Candidates could hold observed team meetings and or training sessions and/or role play activities involving choices and implementation of communication methods with their team. Assessor witness statements, peer evaluations could support the candidate activity.

Case Study**Type of Evidence:** Product**Assessment Criteria:** 1.3, 1.4, 2.2, 2.4, 2.5, 2.7, 3.4, 3.5, 5.1-5.6**Additional Information:** Candidates could be provided with a case study focused on solving communication issues across team members.

Candidates will need to research the issues and plan, implement and evaluate possible solutions.

**Assessor
Observation:
Check-list and
Action Plan****Type of Evidence:** Assessor observation**Assessment Criteria:** 4.1-4.5; 5.1-5.6.**Additional Information:** The assessor will observe a session or meeting using a check-list geared to the assessment criteria, provide feedback and action-plan with the candidate. The observation will support the candidate's own reflection on the activity.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 04 Equality, diversity and the team leader (T/503/1278)

The learner will:

- 1 Understand the support disabled team members or colleagues require

The learner can:

- 1.1 Outline the legislation relating to disability discrimination
- 1.2 Identify common disabilities encountered in the workplace
- 1.3 Describe the range of aids available for each disability
- 1.4 Explain why disabled members of staff should be valued and supported
- 1.5 Explain how the team leader can support disabled team members or colleagues

The learner will:

- 2 Understand how the team leader can support ethnic diversity

The learner can:

- 2.1 Outline the main points of racial discrimination legislation
- 2.2 Describe ways in which cultural differences can be valued and supported by the team leader

The learner will:

- 3 Understand how the team leader can support minority groups

The learner can:

- 3.1 Identify other groups that may be in a minority in the workplace
- 3.2 Outline legislation relating to discrimination against each group
- 3.3 Describe how the team leader could support each group in the workplace
- 3.4 Outline examples of behaviour the team leader could challenge in the workplace

The learner will:

4 Understand how the team leader can promote minority groups

The learner can:

4.1 Describe how the team leader can promote equality and inclusion in the workplace

4.2 Explain the main points of the organisation's equality and diversity policy

4.3 Describe how the team leader can brief the team on the contents of the equality and diversity policy

Assessment Guidance - Unit 04

Candidate Products

Type of Evidence: Product

Assessment Criteria: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.2, 4.3.

Additional Information: Candidates could include products such as equality and diversity legislation, organisation policy and procedures, organisation structure diagrams.

Discussion

Type of Evidence: Professional discussion

Assessment Criteria: 1.4, 1.5, 2.2, 3.3, 3.4, 4.3.

Additional Information: Candidates could take part in discussion and include evidence such as appraisal information, staff / organisation flow-charts, team action plans, and other relevant notes. Information from the discussion could be evidenced against the criteria by observation by the assessor and / or candidates presenting their work with assessor feedback added.

Assignments and Projects

Type of Evidence: Assignments geared to specific assessment criteria

Assessment Criteria: 1.1-1.5; 2.1-2.2; 3.1-3.4; 4.1-4.3 .

Additional Information: Candidates can be given assignments aimed at specific assessment criteria where they can explore a range of approaches to equality and diversity and the team leader.

Case Study

Type of Evidence: Case Study

Assessment Criteria: 1.1-1.4; 2.1, 2.2, 3.1-3.4; 4.1-4.3.

Additional Information: Candidates could be provided with a case study focused equality and diversity issues. Candidates will need to research the relevant legislation and how it is implemented in the workplace - planning, implementing and evaluating solutions.

**Witness
Testimony****Type of Evidence:** Expert witness testimony**Assessment Criteria:** 1.4, 1.5, 2.2, 3.3, 3.4, 4.3.**Additional Information:** A witness testimony can provide evidence of the candidate's competence in the workplace. Testimonies can provide a clear authentic statement of how the candidate is tackling equality and diversity issues in the workplace.

**Assessor
Observation:
Check-lists,
Action Plans****Type of Evidence:** Assessor observation**Assessment Criteria:** 1.5, 2.2, 3.3, 4.1, 4.3.**Additional Information:** The assessor will observe a meeting or session using a check-list geared to the assessment criteria, provide feedback and action-plan with the candidate. The observation will support the candidate's own reflection on the activity.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 05 Motivating the team (A/503/1279)

The learner will:

1 Understand motivational theory

The learner can:

1.1 Outline how Maslow's Hierarchy of Needs applies to leading a team

1.2 Identify what motivates each team member

1.3 Outline each team members position on Maslow's pyramid and the impact this may have on the team leader's role

1.4 Describe what motivational factors are present within individual area of responsibility

1.5 Outline sources of assistance for motivational factors outside of immediate control

The learner will:

2 Understand the use of delegation as a motivational tool

The learner can:

2.1 Describe how effective delegation can motivate team members

2.2 Outline ways in which ineffective delegation can demotivate team members

2.3 Examine the team leader's job role, indicating what areas can and can't be delegated

2.4 Identify how these areas can impact on team members and their individual motivation

2.5 Explain why the areas may be reviewed as a result of feedback from team members

The learner will:

3 Understand the importance of development activities in motivation

The learner can:

- 3.1 Describe how development activities can motivate team members
- 3.2 Identify the development aspirations of each team member
- 3.3 Outline which of these are under the control of the team leader
- 3.4 Identify sources of assistance for activities outside of the team leader's control
- 3.5 Explain how to draw up a team and individual development action plan with timescales for review
- 3.6 Explain why not following through a team and individual development action plan may be a de-motivator

The learner will:

- 4 Understand the importance of individual and team recognition in motivation

The learner can:

- 4.1 Describe how team members can be motivated by recognition of achievement
- 4.2 Explain how individuals may feel demotivated through exclusion from the recognition process
- 4.3 Describe how each team member is essential to team success
- 4.4 Explain how team members can be encouraged to develop ideas to help team and individual recognition
- 4.5 Explain how to collect a range of ideas from the team that could be used in the recognition process
- 4.6 Explain how the team leader can support team members in making a proposal for a new idea

Assessment Guidance - Unit 05

Candidate Products

Type of Evidence: Products

Assessment Criteria: 1.1, 1.2, 1.4, 2.3, 3.3-3.5; 4.4-4.6.

Additional Information: Candidates could include products such as information on staff appraisal procedure, organisation structure diagrams and charts, organisation policies and procedures.

Candidate and Peer Reports

Type of Evidence: Product

Assessment Criteria: All

Additional Information: Candidates could produce reports or presentations on their approach to motivating team members. Presentations can be focused on specific assessment criteria. Peer reports aimed at specific criteria can be used as supporting evidence.

Case Study

Type of Evidence: Report

Assessment Criteria: 1.1-1.5; 2.1-2.5; 4.2-4.4; 4.6.

Additional Information: Candidates could be provided with a case study focused on team motivation. Candidates will need to research motivation theory how it can improve team performance in the workplace - planning, implementing and evaluating solutions.

Record of Oral and Written Questions

Type of Evidence: Questioning

Assessment Criteria: 1.1-1.5; 2.1-2.5; 3.2

Additional Information: Candidates can be given oral or written questions to meet the assessment criteria / fill gaps where knowledge is not explicit. Where oral questions / answers are given, an assessor witness statement can be provided. Alternatively, the oral questions / answers can be recorded and assessor feedback added.

Discussion**Type of Evidence:** Professional discussion**Assessment Criteria:** 1.1-1.5; 2.1-2.5; 3.1, 3.5, 3.6, 4.1-4.4.**Additional Information:** Candidates could take part in discussion and include evidence such as personal and team action plans, organisation structure, mind - mapping and other relevant notes. Information from the discussion could be evidenced against the criteria by observation by the assessor and / or candidates presenting their work with assessor feedback added.

**Assessor
Observation:
Check-lists and
Action Plans****Type of Evidence:** Assessor observation**Assessment Criteria:** 1.4, 1.5, 2.3-2.5; 3.2-3.4.**Additional Information:** The assessor will observe a meeting or training session using a check-list geared to the assessment criteria, provide feedback and action-plan with the candidate. The observation will support the candidate's own reflection on the activity.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Section 4:

Links to National Skills Standards

Links to National Skills Standards

We've highlighted where learning opportunities for the Basic Skills/Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Basic Skills or Functional Skills assessments.

We've also highlighted which of the Wider Key Skills and personal learning and thinking skills (PLTS) link into the units of the qualifications.

The mapping is only at the level of the unit eg Level 2.

For further information please contact a member of the Research and Product Development team.

Literacy/English Unit 03.

Numeracy/ Mathematics No explicit opportunities exist in this qualification.

ICT No explicit opportunities exist in this qualification.

Working With Others No explicit opportunities exist in this qualification.

Improving own Learning and Performance No explicit opportunities exist in this qualification.

Problem solving Opportunities exist throughout this qualification.

PLTS Independent enquirers Opportunities exist throughout this qualification.

PLTS Creative No explicit opportunities exist in this qualification.

thinkers

PLTS Reflective learners

Opportunities exist throughout this qualification.

PLTS Team workers

Opportunities exist throughout this qualification.

PLTS Self-managers

Opportunities exist throughout this qualification.

PLTS Effective participators

No explicit opportunities exist in this qualification.
