



TQUK Level 3 Diploma for Team Leaders and Supervisors (RQF)

Qualification Specification

Qualification Number: 603/3591/9

This qualification is suitable for use as part of the Level 3 Team Leader/Supervisor apprenticeship



Introduction

Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website www.tquk.org for news of our latest developments.

Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the qualification specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website www.tquk.org.

Qualification specifications can be found also be found on our website www.tquk.org.

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo.

Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK 's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed, TQUK should be notified. TQUK is required to monitor a centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a recognised TQUK centre, it must immediately discontinue the use of TQUK's logo, name and qualifications.

Introduction to the Qualification

The TQUK Level 3 Diploma for Team Leaders and Supervisors (RQF) is regulated by Ofqual. The qualification was developed in association with Dove Nest.

Qualification Purpose

The purpose of the qualification is to develop learners' knowledge and skills relating areas of management to enable them to progress their career.

The qualification is also suitable for those who are undertaking the Level 3 Team Leader/Supervisor apprenticeship, the assessment plan for which strongly recommends the achievement of a relevant Level 3 Diploma.

The qualification content is mapped to the apprenticeship standard and can be used to structure and support on-programme learning before Gateway is reached. The portfolio produced by learners for this regulated qualification is suitable for submission to your chosen EPAO as part of the Apprentice's End-Point Assessment, removing the requirement to produce two portfolios.

The published assessment plan for this standard includes some guidance on the type of evidence that should be included in the EPAO portfolio.

Please note that if you intend to submit a copy of the portfolio for End-Point Assessment purposes it must be a clean, unmarked copy. It is therefore advised that marking for the purposes of meeting the requirements of this qualification is conducted on a separate copy of the learner work.

For advice or answers to any questions relating to EPA, please get in touch with our EPA team on 03333 58 3344.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

- TQUK Level 4 Diploma in Management and Leadership (RQF)
- TQUK Level 5 Award/ Diploma in Management and Leadership (RQF)
- TQUK Level 5 NVQ Diploma in Management and Leadership (RQF)

Structure

Learners must achieve 11 mandatory units.

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Leading people	Y/617/2029	3	20	4
Managing people	L/617/2030	3	20	4
Building relationships	R/617/2031	3	18	4
Communication	Y/617/2032	3	18	4
Operational management	D/617/2033	3	21	4

Project management	H/617/2034	3	18	4
Finance	K/617/2035	3	18	4
Self-awareness	M/617/2036	3	15	3
Management of self	T/617/2037	3	12	3
Decision making	A/617/2038	3	12	3
Professional behaviours	D/617/2808	3	10	1

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 380 hours.

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 182.

Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

Where learners are using the qualification to support preparation for End-Point Assessment (EPA) of the Team Leader/Supervisor apprenticeship, the centre's assessment strategy should mirror the assessment methods which comprise the End-Point Assessment (EPA) methods utilised by the assessment organisation they are intending to use.

Where learners are using the qualification to support preparation for End-Point Assessment (EPA) of the Operations/Departmental Managers apprenticeship, the training provider should refer to the published assessment plan for guidance on portfolio contents.

Centre Recognition

To offer any TQUK qualification, each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support a recognised centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification, the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Trainer/Assessor Requirements

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice

- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

Useful Websites

TQUK End Point Assessment	https://epa.tquk.org/
Health and Safety Executive	www.hse.gov.uk
Office of Qualifications and Examinations Regulation	www.ofqual.gov.uk
Register of Regulated Qualifications	http://register.ofqual.gov.uk
Health and Safety Executive NI	https://www.hseni.gov.uk/

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS)

<https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Unit 1

Title:		Leading people	
		Y/617/2029	
Level:		3	
Credit:		4	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand leadership styles.	1.1	Explain the characteristics of different leadership styles.
		1.2	Evaluate the suitability of different leadership styles for different purposes and situations.
2.	Understand the benefits of coaching to support people and improve performance.	2.1	Explain how coaching is used to support people
		2.2	Evaluate the role of coaching in improving performance.
3.	Understand organisational cultures, equality, diversity and inclusion	3.1	Describe a range of organisational cultures, with examples
		3.2	Explain what is meant by: <ul style="list-style-type: none"> - Equality - Diversity - Inclusion
		3.3	Evaluate how equality, diversity and inclusion differ.
		3.4	Summarise the equality legislation that applies to organisations.
4.	Be able to communicate organisation strategy and team purpose.	4.1	Communicate the strategy of the organisation.
		4.2	Communicate the purpose of the team within the organisation's strategy.
		4.3	Adapt style of communication to suit audience.

		4.4	Confirm audience's understanding of communications.
5.	Be able to support development of the team and others through coaching, role modelling, values and behaviours.	5.1	Use coaching to support development of the team and others.
		5.2	Use role modelling to support development of the team and others.
		5.3	Promote company values and behaviours when coaching and act as a role model.
6.	Be able to manage change.	6.1	Manage change within an organisation.

Unit 2

Title:		Managing people L/617/2030	
Level:		3	
Credit:		4	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand people and team management models.	1.1	Describe how managing teams differs from managing people.
		1.2	Describe people management models including the use of motivation techniques.
		1.3	Explain team management models and the importance of team dynamics.
2.	Understand human resource systems and legal requirements.	2.1	Describe human resource systems and procedures.
		2.2	Explain how the human resource systems and procedures within own organisation meet legal requirements.
3.	Understand performance management techniques.	3.1	Describe performance management techniques including: <ul style="list-style-type: none"> - setting goals and objectives - conducting appraisals, reviewing performance - absence management - providing constructive feedback - recognising achievement and good behaviour
4.	Be able to build a high-performing team.	4.1	Build a high-performing team by: <ul style="list-style-type: none"> - supporting and developing individuals - motivating individuals to achieve
5.	Be able to set operational and personal goals and objectives and monitor	5.1	Set operational and personal goals and objectives.

	progress.	5.2	Monitor progress towards achievement of operational and personal goals and objectives.
		5.3	Provide guidance and feedback to support the achievement of operational and personal goals and objectives.

Unit 3

Title:		Building relationships	
		R/617/2031	
Level:		3	
Credit:		4	
Guided learning hours:		18	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict	1.1	Describe approaches to customer and stakeholder relationship management, to include: <ul style="list-style-type: none"> - emotional intelligence - managing conflict
2.	Know how to facilitate cross team working to support delivery of organisational objectives	2.1	Describe how to facilitate cross team working to support delivery of organisational objectives
3.	Be able to build trust with and across the team.	3.1	Build trust with and across the team by: <ul style="list-style-type: none"> - using effective negotiation - using influencing skills - managing any conflicts
4.	Be able to input to discussions and provide feedback.	4.1	Input to discussions and provide feedback to team and more widely
5.	Be able to identify and share good practice across teams.	5.1	Identify and share good practice across teams
6.	Be able to build and manage relationships with customers.	6.1	Build and manage relationships with customers

Unit 4

Title:		Communication	
		Y/617/2032	
Level:		3	
Credit:		4	
Guided learning hours:		18	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand different forms of communication and their application.	1.1	Describe different forms of communication and their application to include: <ul style="list-style-type: none"> - verbal - written - digital
2.	Know how to communicate in different settings.	2.1	Describe how to: <ul style="list-style-type: none"> - chair meetings - hold challenging conversations - provide constructive feedback - raise concerns
3.	Be able to communicate in different settings.	3.1	Communicate effectively to include: <ul style="list-style-type: none"> - verbal - written - digital - chair meetings - present to team and management
4.	Be able to use active listening and provide constructive feedback.	4.1	Use active listening techniques.
		4.2	Provide constructive feedback.

Unit 5

Title:		Operational management D/617/2033	
Level:		3	
Credit:		4	
Guided learning hours:		21	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how organisational strategy is developed.	1.1	Explain how organisational strategy is developed
2.	Know how to implement operational/team plans.	2.1	Explain how to implement operational/team plans.
		2.2	Explain how to manage resources.
		2.3	Explain approaches to managing change within the team.
3.	Understand data management, and the use of different technologies in business.	3.1	Explain what is involved in data management.
		3.2	Describe how different technologies are used in business.
4.	Be able to communicate organisational strategy.	4.1	Communicate organisational strategy and deliver against operational plans to include: <ul style="list-style-type: none"> - translating goals into deliverable actions for the team - monitoring outcomes.
5.	Be able to adapt to change.	5.1	Adapt to change.
		5.2	Identify challenges and solutions.
6.	Be able to organise, prioritise and allocate work, and effectively use resources.	6.1	Organise, prioritise and allocate work, using resources effectively.

7.	Be able to present and analyse data.	7.1	Collate relevant business data.
			Create reports from collated data.
			Analyse reports and data.

Unit 6

Title:		Project management	
		H/617/2034	
Level:		3	
Credit:		4	
Guided learning hours:		18	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand project lifecycle.	1.1	Describe the stages of the project lifecycle.
2.	Understand the different roles on a project team	2.1	State and explain the purpose of the main roles within a project team.
3.	Know how to deliver a project.	3.1	Describe how to deliver a project to include: <ul style="list-style-type: none"> - managing resources, - identifying risks and issues, - using relevant project management tools.
4.	Be able to deliver against a project plan.	4.1	Organise, manage resources and risk.
		4.2	Monitor progress to deliver against the project plan.
5.	Be able to ensure successful project delivery.	5.1	Use relevant project management tools.
		5.2	Take corrective action to ensure successful project delivery.

Unit 7

Title:		Finance	
		K/617/2035	
Level:		3	
Credit:		4	
Guided learning hours:		18	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand organisational governance and compliance.	1.1	Describe the principles of organisational governance and compliance relating to finance
		1.2	Explain how to deliver Value for Money within your organisation
2.	Know how to monitor budgets to ensure efficiencies and that costs do not overrun	2.1	Describe how to improve efficiency by monitoring budgets
		2.2	Explain how to ensure that costs do not overrun
3.	Be able to apply organisational governance and compliance requirements to ensure effective budget controls	3.1	Control budgets through the application of governance and compliance requirements

Unit 8

Title:		Self-awareness	
		M/617/2036	
Level:		3	
Credit:		3	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know how to be self-aware.	1.1	Define self-awareness
		1.2	Describe how to be self-aware
		1.3	Define unconscious bias
		1.4	Define inclusivity
		1.5	Explain how unconscious bias impacts on inclusion
		1.6	Describe how to avoid unconscious bias
2.	Understand learning styles, feedback mechanisms and how to use emotional intelligence	2.1	Describe different learning styles
		2.2	Describe a range of feedback mechanisms
		2.3	Explain why it is important to collect a range of feedback
		2.4	Define emotional intelligence and how it is used
3.	Be able to reflect on own performance and apply learning from feedback	3.1	Reflect on own performance
		3.2	Seek feedback on own performance
		3.3	Use the feedback to make changes to improve own performance

Unit 9

Title:		Management of self	
		T/617/2037	
Level:		3	
Credit:		3	
Guided learning hours:		12	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand techniques and tools to plan and prioritise activities	1.1	Describe a range of time management techniques and tools
		1.2	Describe a range of approaches to planning.
		1.3	Explain how time management techniques and tools are used to plan and prioritise activities
2.	Be able to create a personal development plan	2.1	Describe the components of a personal development plan
		2.2	Identify aims and objectives for a personal development plan
		2.3	Design a personal development plan
3.	Be able to use time management techniques to manage workload and pressure	3.1	Identify time management techniques to manage own workload and pressure
		3.2	Apply time management techniques to manage own workload and pressure

Unit 10

Title:		Decision making	
		A/617/2038	
Level:		3	
Credit:		3	
Guided learning hours:		12	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand problem solving and decision making techniques	1.1	Describe a range of problem solving techniques
		1.2	Describe a range of decision making techniques
2.	Understand how to analyse data to support decision making	2.1	Describe a range of techniques that can be used to analyse data
		2.2	Explain how data analysis supports decision making
3.	Be able to use problem solving techniques to make decisions relating to delivery using information from the team and others	3.1	Identify the nature, likely cause and implications of a problem relating to delivery using information from the team and others
		3.2	Select and apply problem solving techniques to support decision making
		3.3	Make decisions relating to delivery using information from the team and others
		3.4	Evaluate the degree of success and scale of the implications of a solved problem
		3.5	Escalate issues as and when required

Unit 11

Title:		Professional behaviours	
Unit reference number:			
Level:		3	
Credit:		1	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to take responsibility.	1.1	Drive to achieve in all aspects of work.
		1.2	Demonstrate resilience and accountability.
		1.3	Demonstrate determination when managing difficult situations.
		1.4	Seek new opportunities.
2.	Be able to demonstrate inclusive behaviour.	2.1	Behave in a way that is open approachable and authentic.
		2.2	Build trust with others.
		2.3	Seek views of others.
		2.4	Behave in a way that values diversity.
3.	Be able to demonstrate agile behaviour.	3.1	Behave in a way that is flexible to the needs of the organisation.
		3.2	Behave in a way that is creative innovative and enterprising when seeking solutions to business needs.
		3.3	Behave in a way that is positive and adaptable.
		3.4	Respond well to feedback and need for change.
		3.5	Behave in a way that is open to new ways of working.

4.	Be able to demonstrate professionalism.	4.1	Behave in a way that sets an example.
		4.2	Behave in a way that is fair consistent and impartial.
		4.3	Behave in a way that is open and honest.
		4.4	Operate within organisational values.