



This version of this unit replaces all previously published versions with effect from January 2012. This unit should be used by all learners registering for qualifications that include it in their structure from this date.

**Unit title:** **Implementing procedures to support the team's performance in the workplace**

**Unit reference number:** L/503/2744

**QCF level:** 3

**Credit value:** 11

**Guided learning hours:** 37

**Start date:** January 2012

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### Unit summary

The aim of this unit is to develop the skills, knowledge and understanding required to confirm competence in implementing procedures to support the team's performance in the workplace, within the relevant sector of industry.

### Assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

## Assessment recording

This unit is assessed in the workplace. The table on the following pages shows the learning outcomes and the assessment criteria for this unit. The table includes space for learners to enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centres can use their own documentation.

## Learning outcomes and assessment criteria

Learning Outcome	Assessment Criterion	Evidence type	Portfolio reference	Date
1 Identify performance issues and bring directly to the attention of the team member concerned.	1.1	Inspect work undertaken by team members and establish performance against project and/or organisational requirements.		
	1.2	Advise team members of possible non-compliances of work undertaken whilst conforming with organisational personnel procedures.		
	1.3	Acknowledge good performance and provide related feedback to team members.		
	1.4	Explain why it is important to acknowledge good performance with team members.		
	1.5	Explain why it is important to promptly identify poor performance.		
	1.6	Explain why poor performance of a team member should be brought promptly and directly to their attention.		
2 Provide team members with the opportunity to discuss actual or potential problems affecting their performance.	2.1	Facilitate discussions with team members about any issues affecting their performance.		
	2.2	Describe typical types of team member problems arising from work-related and/or personal factors.		
	2.3	Explain the methods and techniques used to encourage and enable members to talk frankly about their problems.		
	2.4	Explain why it is important to provide opportunities for team members to discuss problems.		

Learning Outcome	Assessment Criterion	Evidence type	Portfolio reference	Date
	2.5 Agree with team members a course of action which is appropriate, timely and effective.			
3	3.1 Agree with team members a course of action which is appropriate, timely and effective. 3.2 Identify and discuss possible courses of action that meet the needs (where possible) of the individual and the organisation. 3.3 Make recommendations to the team member to develop and improve their work performance. 3.4 Confirm a course of action with the team member which conforms to organisational procedures. 3.5 Explain how to identify any problems which team members may be experiencing. 3.6 Describe how to devise appropriate responses to team member problems. 3.7 Describe the methods used to make recommendations for improvements and development of individuals and the team.			
4	4.1 Ensure team members are aware of information regarding disciplinary and grievance procedures. 4.2 Discuss issues that may give rise to disciplinary and grievance procedures through team briefings. 4.3 Give reasons for maintaining confidentiality when dealing with disciplinary and grievance procedures. 4.4 Explain who may and may not receive information from disciplinary and/or grievance procedures.			

Learning Outcome	Assessment Criterion	Evidence type	Portfolio reference	Date
	4.4 Describe the possible consequences should the wrong people be informed, in regards to: <ul style="list-style-type: none"> <li>- the organisation</li> <li>- individuals rights</li> <li>- equality and diversity</li> <li>- development opportunities.</li> </ul>			
	4.5 Describe methods used to keep records of issues that may give rise to disciplinary and grievance procedures that have been discussed in team meetings.			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*