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Specification

BTEC Specialist qualifications

Edexcel BTEC Level 2 Award and Certificate in Team Leading (QCF)

For first teaching August 2010

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BTEC Specialist qualification titles covered by this specification

Edexcel BTEC Level 2 Award in Team Leading

Edexcel BTEC Level 2 Certificate in Team Leading

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualification Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Accreditation Numbers for the qualifications in this publication are:

Edexcel BTEC Level 2 Award in Team Leading	501/0233/3
Edexcel BTEC Level 2 Certificate in Team Leading	501/0234/5

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

These qualifications are accredited by Ofqual as being Stand Alone/part of Apprenticeships.

Welcome to BTEC Level 2 qualifications in Team Leading

We are delighted to introduce our new qualifications, which will be available for teaching from August 2010. These qualifications have been revised and conform with the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the BTEC Level 2 qualifications in Team Leading

The BTEC Level 2 Award and Certificate in Team Leading are designed to provide:

- education and training for those in management or other sectors with a responsibility for team leading
- opportunities for personnel in management or other sector-specific industry to achieve a nationally recognised, Level 2 vocationally-related qualification
- opportunities for full-time learners to gain a nationally recognised, vocationally-specific qualification to enter employment in the field of management or progress to further vocational qualifications such as the BTEC Level 3 Award or Certificate in Management or NVQ Level 2 in Team Leading
- the knowledge, understanding and skills learners need to become team leaders
- opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and student needs — **in this case the Council for Administration SSC**. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

What are BTEC Level 2 Specialist qualifications? 1

Edexcel BTEC Level 2 Award 2

Edexcel BTEC Level 2 Certificate 2

Key features of the Edexcel BTEC Level 2 qualifications in Team Leading 2

National Occupational Standards 2

Rules of combination 3

Rules of combination for the Edexcel BTEC Level 2 qualifications in Team Leading 3

Edexcel BTEC Level 2 Award in Team Leading 4

Edexcel BTEC Level 2 Certificate in Team Leading 5

Assessment 6

Quality assurance of centres 7

Approval 8

Quality Assurance Guidance 8

Programme design and delivery 9

Mode of delivery 9

Resources 9

Delivery approach 10

Additional and Specialist Learning 10

Functional skills 10

Access and recruitment 11

Restrictions on learner entry 11

Access arrangements and special considerations 11

Recognition of Prior Learning 12

Unit format 13

Unit title 13

Unit code 13

QCF level 13

Credit value 13
Guided learning hours 13
Unit aim 13
Unit introduction 14
Learning outcomes 14
Assessment criteria 14
Unit content 14
Essential guidance for tutors 15

Units 17

Unit 1: Key Principles of Team Leading 19
Unit 2: Managing Personal Development 31
Unit 3: Developing Working Relationships with Team Members 41
Unit 4: Developing a Team 51
Unit 5: Coaching Skills in Team Leading and Management 61
Unit 6: Customer Service in Team Leading 69
Unit 7: Leading and Managing Meetings 77
Unit 8: Participating in Meetings 85
Unit 9: Gaining Results from Your Team 93
Unit 10: Principles of Decision-making 103
Unit 11: Knowledge Management in Team Leading 111
Unit 12: Health and Safety Awareness in Team Leading 121
Unit 13: Health and Safety Risk Assessment in Your Team 129

Further information 136

Useful publications 136

How to obtain National Occupational Standards in Management and Leadership 136

Professional development and training 137

Annexe A 139

The Edexcel/BTEC qualification framework for the Management and Leadership sector 139

Annexe B 141

Wider curriculum mapping 141

Annexe C **143**

National Occupational Standards/mapping with NVQs 143

Annexe D **145**

Mapping to Level 2 functional skills (Level 1 for Mathematics) 145

Annexe E **149**

Unit mapping overview 149

Annexe F **151**

Glossary of Accreditation Terminology 151

Annexe G **153**

BTEC Specialist and Professional qualifications 153

What are BTEC Level 2 Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry Level to Level 8 in the Qualifications and Credit Framework (QCF) designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as Technical Certificates and form part of the Apprenticeship Framework. They attract achievement and attainment table points that equate to similar-sized general qualifications

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

Care needs to be exercised when registering learners as the titling conventions and titles for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 2 Award

The Edexcel BTEC Level 2 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Edexcel BTEC Level 2 Certificate

The Edexcel BTEC Level 2 Certificate extends the work-related focus from the Edexcel BTEC Level 2 Award and covers some of the knowledge and practical skills required for a particular vocational sector.

The 13-credit Edexcel BTEC Level 2 Certificate in Team Leading is both a stand alone BTEC qualification and also a Technical Certificate for the Team Leading Apprenticeship.

The Edexcel BTEC Level 2 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Edexcel BTEC Level 2 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Key features of the Edexcel BTEC Level 2 qualifications in Team Leading

The Edexcel BTEC Level 2 qualifications in Team Leading have been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised, Level 2 vocationally-related qualification or Technical Certificate
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Edexcel BTEC Level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 2 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

The Edexcel BTEC Level 2 Award and Certificate in Team Leading relate to the NOS in Management and Leadership. Mapping to the NOS for each unit can be found in *Annexe C*.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

Rules of combination for the Edexcel BTEC Level 2 qualifications in Team Leading

When combining units for an Edexcel BTEC Level 2 qualification in Team Leading, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 2 Award in Team Leading

1 Qualification credit value: a minimum of 4 credits.

2 Minimum credit to be achieved at, or above, the level of the qualification: 4 credits.

3 All credits must be achieved from the unit listed in this specification.

Edexcel BTEC Level 2 Certificate in Team Leading

1 Qualification credit value: a minimum of 13 credits.

2 Minimum credit to be achieved at, or above, the level of the qualification: 10 credits.

3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 2 Award in Team Leading

The Edexcel BTEC Level 2 Award in Team Leading is a 4-credit and 40-guided-learning-hour (GLH) qualification that consists of 1 mandatory unit that provides for a combined total of 4 credits where all credits must be at Level 2 or above.

Edexcel BTEC Level 2 Award in Team Leading			
Unit	**Mandatory unit**	**Credit**	**Level**
1	Key Principles of Team Leading	4	2

Edexcel BTEC Level 2 Certificate in Team Leading

The Edexcel BTEC Level 2 Certificate in Team Leading is a 13-credit and 120-guided-learning-hour (GLH) qualification that consists of 3 mandatory units **plus** optional units that provide for a combined total of 13 credits where at least 10 credits must be at Level 2 or above.

Edexcel BTEC Level 2 Certificate in Team Leading			
Unit	**Mandatory units**	**Credit**	**Level**
1	Key Principles of Team Leading	4	2
2	Managing Personal Development	3	2
3	Developing Working Relationships with Team Members	3	2
Unit	**Optional units (choose one unit)**		
4	Developing a Team	3	2
5	Coaching Skills in Team Leading and Management	3	3
6	Customer Service in Team Leading	3	2
7	Leading and Managing Meetings	3	3
8	Participating in Meetings	3	2
9	Gaining Results from Your Team	3	3
10	Principles of Decision-making	3	3
11	Knowledge Management in Team Leading	3	3
12	Health and Safety Awareness in Team Leading	3	1
13	Health and Safety Risk Assessment in Your Team	3	3

Assessment

All units are available for internal assessment by a portfolio of evidence.

Some units are also available for external assessment by the use of onscreen multiple-choice questions.

No other form of assessment is available for these qualifications.

The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

Each of the units within the qualifications has specified assessment criteria. The overall grading in this qualification is a pass, based on the successful completion of the external assessments or a portfolio of evidence or a combination of both.

External assessments using multiple-choice assessment method assess all of the learning outcomes in the individual units and meet the standard determined by the specified assessment criteria in the units.

All of the content in each unit that can be assessed through the onscreen multiple-choice assessment method is mandatory. Therefore, tutors must ensure that learners have covered all the unit content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on Edexcel website (www.edexcel.com).

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

In these qualifications the following units can be externally assessed through the multiple-choice assessment method:

Unit 1: Key Principles of Team Leading

Unit 2: Managing Personal Development

Unit 3: Developing Working Relationships with Team Members

Unit 4: Developing a Team.

All assessments created by centres for the development of portfolio evidence should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, which may include performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignment briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Edexcel BTEC Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Edexcel BTEC Level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Edexcel BTEC Level 2 qualifications must be committed to ensuring the quality of the units and qualifications they deliver.

The Edexcel quality assurance processes for these qualifications will depend on the method of assessment chosen by the centre.

Centre quality assurance and assessment is monitored and guaranteed by Edexcel through the quality review process.

For centres choosing to assess the qualification entirely through onscreen, externally set and marked multiple-choice tests administered by the centre, the Edexcel quality assurance processes will involve**:**

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for Edexcel BTEC Level 2 qualifications and units.

For centres choosing to assess the qualification by a portfolio of evidence, or a combination of a portfolio and externally set and marked onscreen multiple-choice tests administered by the centre, the Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Edexcel BTEC Level 2 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

For centres using this qualification as a component of an Apprenticeship, the Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC Level 1-4 qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel BTEC Level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Learning resources also need to support the delivery of the programme and the assessment of the learning outcomes using multiple-choice questions. Staff delivering programmes and conducting assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 2 qualifications, the mode of delivery and assessment through multiple-choice questions. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

All of the content in each unit that can be assessed externally is mandatory. Therefore, tutors must ensure that learners have covered all the unit content before sitting any external test.

Additional and Specialist Learning

Additional and Specialist Learning (ASL) consists of accredited qualifications at the same level as, or one level above a 14-19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14-19 Diploma course of study.

ASL qualifications are listed on the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications (www.ofqual.gov.uk). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

Functional skills

Edexcel Level 2 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional skills are offered as stand-alone qualifications.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Level 2 qualifications in Team Leading are accredited on the QCF for learners aged 14 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Edexcel BTEC Level 2 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of practice multiple choice questions, assignments or homework where the learner is not present.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
-

Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.

- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Key Principles of Team Leading 19

Unit 2: Managing Personal Development 31

Unit 3: Developing Working Relationships with Team Members 41

Unit 4: Developing a Team 51

Unit 5: Coaching Skills in Team Leading and Management 61

Unit 6: Customer Service in Team Leading 69

Unit 7: Leading and Managing Meetings 77

Unit 8: Participating in Meetings 85

Unit 9: Gaining Results from Your Team 93

Unit 10: Principles of Decision-making 103

Unit 11: Knowledge Management in Team Leading 111

Unit 12: Health and Safety Awareness in Team Leading 121

Unit 13: Health and Safety Risk Assessment in Your Team 129

Unit 1: Key Principles of Team Leading

Unit code: D/602/0379

QCF Level 2: BTEC Specialist

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is to provide the learner with the knowledge and understanding of the role of a team leader and the processes involved in leading a team.

Unit introduction

In most modern organisations people work in teams. One of the key responsibilities attached to the role of a team leader is organising the work of the team and setting team objectives. This requires team leaders to plan and set targets with team members. This may be carried out on an individual basis or collectively through team meetings or team briefings. All team leaders require good communication skills to ensure that targets are understood and agreed by team members. Team targets have to be met and team leaders will need to use appropriate methods for monitoring and reviewing the performance of their team

It is important for team leaders to encourage participation to keep individuals focused on team objectives. When teams are struggling to meet their objectives they will need support from the team leader. Support from the team leader can take many forms, including discussing and identifying ways of improving team performance.

Team leaders need to have an understanding of group dynamics if they are to lead teams successfully. Teams do not always work in perfect harmony and team leaders need to monitor potential conflict situations that may threaten the cohesion of a team. Individuals require feedback from team leaders on their individual performances. This is an important technique for team leaders to use in encouraging participation from team members. Health and safety legislation covers all workers in all organisations. Team leaders are responsible for the safety of team members and should have an understanding of current health and safety regulations.

Method of assessment

This unit can be assessed through either a portfolio of evidence (internal assessment) or a multiple-choice (MCQ) test (external assessment).

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the role of a team leader within a team	1.1 describe the attributes of a team leader 1.2 outline the responsibilities of a team leader 1.3 outline the differences between a group and a team 1.4 describe different roles in a team
2 Know how to approach key issues in team leading	2.1 identify the responsibilities of a team leader under health and safety legislation 2.2 outline the importance of good communications skills in team integration 2.3 identify ways of monitoring conflict in a team
3 Know how to organise the work of a team	3.1 outline methods of planning work with teams 3.2 describe how to set objectives for team members 3.3 outline methods of monitoring and reviewing the performance of a team
4 Know how to support team development	4.1 identify the stages of team development 4.2 describe ways of encouraging participation from team members 4.3 identify ways of improving team performance

Unit content

This content has been written in an expanded format to facilitate both multiple-choice (MCQ) testing and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the content. Learners who opt for MCQ assessment could be tested on any part of this content

1 Know the role of a team leader within a team

Team: difference between a group and a team; team structures, team objectives, team focus, appointed leader, support mechanisms for teams, formal communications, informal communications, the potential for high performance

Team leader role: attributes or qualities of a team leader; fairness in the treatment of others; involvement of team members; valuing the contributions of team members; respecting opinions of others; supporting team members; leading by example; accepting responsibility; taking account of the requirements of others (priorities, expectations, authority); acting decisively; fulfilling agreements made with colleagues; technical competencies (knowledge of job, knowledge of work systems, knowledge of work processes); social competences (open, fair, amenable, approachable, courteous, polite, enthusiastic, energetic approach to work); conceptual skills (seeing the bigger picture); synergy within a team; adjusting roles within the team to provide experience to individual team members; avoidance of reliance on individual team members; flexibility in carrying out work; multi-skilled team members; pro-activity in handling tasks; enjoyment of work

Team leader responsibilities: planning the work of the team; setting team objectives, monitoring the work of the team; communicating with the team; providing feedback to the team and individual team members; leading team meetings, team briefings; monitoring and managing conflict in the team; providing support for team members

Team roles: team member responsibilities, balanced teams, Belbin, need for a range of complementary skills and attributes within teams; developmental stages for teams (Leigh and Maynard's starting, sorting, stabilising, succeeding, stopping model; Honey's chaotic, formal, skilful model; Tuckman's forming, storming, norming, performing model); team leader's role in facilitating team development at each stage

2 Know how to approach key issues in team leading

Health and safety legislation: team leader duties and responsibilities for health and safety as required by the Health and Safety at Work Act 1974 and Management of Health and Safety at Work Regulations 1999; other legal requirements including Factories Act 1961, Offices, Shops and Railway Premises Act 1963, Control of Substances Hazardous to Health (COSHH) 2002 as amended, The Health and Safety (Display Screen Equipment) Regulations 1992; EU directives including the EU Working Time Directive 2003, the role of the Health and Safety Executive; understanding both employer and employee responsibilities regarding health and safety, legal responsibilities of team leader;

employers' legal duty to undertake risk assessment for health hazards at work; reporting of accidents and incidents; identification of sources of advice and information on health and safety issues

Hazards: definition of a hazard (something that could cause harm to you or other people); identifying common hazards in the workplace (trailing electrical cables from equipment and across passageways); storage of and use of harmful substances (cleaning materials, toner, facility equipment)

Risk assessments: definition of a risk (the likelihood of a hazard actually causing harm); format of risk assessments, frequency of completion, content; identification of specific and common health, safety and security hazards in the workplace; industry best practice guidelines

Training and staff development: importance of staff training on health and safety; industry-related awareness of hazards; departmental representatives; awareness raising across organisation; benchmarking against best practice; knowledge of named person responsible for health and safety in the workplace and their location

Procedures: induction policy; organisational procedures for recording and reporting accidents and dangerous occurrences; reporting of hazards which represent a high risk to appropriate persons; accident books; importance of regular review of records and consequent action planning

Policies: workplace policies relating to the controlling of risks to health and safety; codes of practice, suppliers' or manufacturers' instructions; smoking, eating, drinking and drugs; what to do in the event of an emergency; own use and maintenance of equipment, use of materials or substances; rectifying health and safety risks within own capability and job responsibility as team leader; passing on suggestions or reducing risks to health and safety; personal conduct and presentation

Working conditions: impact of working environment on quality of work and wellbeing of staff including noise, eye protection, potential for falling objects, sharp edges and trailing leads, evacuation assembly areas, site building works; appropriate provision of hygiene facilities to meet standards including food preparation; temperature and ventilation; safety equipment appropriate to the work; manual handling

Communications: informing, consulting, discussing; giving, receiving and responding to feedback; team briefings, team meeting, team communications, importance of two-way communication; clear lines of communication; openness in handling knowledge and information; sharing information; listening skills (EARS: empathise, acknowledge, reflect and summarise); questioning, proposing, brainstorming; sharing information; understanding the needs of others

Monitoring conflict: open communication – importance of addressing issues for the whole team; causes of difficult behaviour (dissatisfaction with workload, perceived lack of fairness, insufficient sharing of information, perceived lack of appreciation, personal grievances against other team members); unacceptable behaviour including Acland's 'bullying, inflexibility, posturing and passivity'; tactics for dealing with unacceptable behaviour, use of assertiveness in dealing with unacceptable behaviour; limits of team leader role in dealing with difficult team members; referral to line manager, counselling service; the importance of good interpersonal skills in dealing with unacceptable behaviour

3 **Know how to organise the work of a team**

Methods of planning work: team meetings, team briefings, team reviews, brainstorming, one-to-one meetings, informal contact, allocation of work; importance of planning work for self, for the team and the organisation; using planning tools to coordinate work for project management methodology (activity lists, Gantt charts, milestones, work schedules, regular reporting systems, one-to-one progress review meetings, budgetary control); importance of planning for things that may go wrong; importance of reviewing work on a regular basis and adjusting plans

Setting objectives: value of objectives or goal setting to motivate team members; setting and agreeing SMART objectives (specific, measurable, achievable, realistic, time-based); specifying the resources required to achieve objectives; checking availability of resources; agreeing appropriate working methods; scheduling work, arranging rotas; agreeing individual responsibilities with team members; gaining commitment, prioritising activities and tasks; the importance of organising work to achieve objectives for self, for the team and the organisation; time-management skills (keeping interruptions to a minimum, keeping 'to-do' lists, delegating work, motivating team members to complete work, importance of checking the progress and quality of work of team members)

Methods of monitoring and reviewing performance: definition of monitoring performance; performance measurement of whole team, sub-group, team members and leader; aspects to measure for each category; importance of fairness and openness, principle of setting quantified standards; comparison of performance with standards; sampling, timing, proportion, methods of collecting and interpreting data on performance; work schedules, progress review meetings, milestones, regular reporting systems, importance of contingency plans, making adjustments to plans, importance of continuous feedback relating to objectives; listening, observing, asking others; dealing with problems; principle of setting quantified standards (level of production, number of customer enquiries processed, error rate, quantity of scrap, customer feedback, speed of response); business process standards based on ISO 9000, team-based standards such as ACE profile; selection of measures; comparison of performance with standards; feedback; taking corrective action; SMART objectives; setting and following up; importance of continuous feedback relating to objectives; sampling, timing, proportion, methods of collecting and interpreting data on performance

4 **Know how to support team development**

Team development stages: model of developmental stages including Leigh and Maynard's starting, sorting, stabilising, succeeding, stopping; Honey's chaotic, formal and skilful; Tuckman's forming, storming, norming, performing model; team leader's role in facilitating development at each stage

Encouraging participation: sharing vision and values; valuing people; giving feedback and recognition; offering minimal criticism; fostering creativity; stretching people's talents and managing aspirations; providing advice and guidance the need to meet team, task and individual needs (Adair)

Improving team performance: model of good practice (Leigh and Maynard's Fun, Open, Regular, Challenging and Energising); involvement of team in reviewing performance; good practice in giving feedback (Leigh and Maynard's 'Effective Feedback'); importance of celebrating achievements; methods of

celebrating achievements; one-to-one meetings to improve performance; skills needed for conduct of one-to-one meetings; definitions and use of coaching and mentoring; setting and re-setting SMART objectives; role of feedback in reinforcing improved performance, identifying need for improvement through collecting feedback; thought shower techniques, quality circles, team-building activities; the importance of motivation on performance; identifying suitable development activities through off-the-job training (at college, distance learning, e-learning); on-the-job training (work shadowing, workplace training sessions); feedback obtained through informal communications with others

Essential guidance for tutors

Delivery

For learning outcome 1, all learners will have had some experience of being a team member, either in a work situation or through social situations. However, learners may not have had the opportunity to lead a team. Learners could be encouraged to reflect on their own experiences in looking at the differences between a group and a team. Different team roles could be explored and the concept of a balanced team could be introduced by incorporating the responsibilities of a team leader through a case study approach. There are opportunities to use topical examples of team leader role models when discussing team leader attributes.

For learning outcome 2, tutor input, with a broad overview of health and safety legislation, could be followed up by small-group research into the implications of the legislation in the workplace. This could lead to discussions on the responsibilities of the team leader under the legislation. Learners could examine the importance of good communication skills in team integration through a case study looking at the methods and processes of communication in teams. This could be followed with role play and discussions. The monitoring of conflict could be introduced by drawing on the experience of learners and applying this to team situations in discussion groups.

Learning outcome 3 could be introduced with some tutor input on methods of planning work, setting objectives and monitoring and reviewing team performance. It then lends itself to a case study approach in which learners are given a scenario of a team in an appropriate situation and asked to suggest the most appropriate ways of planning work for the team. Learners could be asked to set team objectives from the information in the case study, linking it with ways of monitoring and reviewing the performance of the team appropriate to the situation.

Learning outcome 4 could be introduced with tutor input on the stages of team development and learners could be encouraged to relate this to their own experiences in teams. Again, individual experiences could provide a valuable focus for exploring ways of encouraging participation from team members. This may help to draw out the fact that we are all different and that people may be encouraged in different ways. Improving team performance could be linked to the case study in learning outcome 3, following on from the work done on monitoring and reviewing the performance of the team.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with either portfolio (internal assessment) or multiple-choice (MCQ) tests (external assessment).

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments/multiple-choice tests
Tutor input – team leader role
Groups and teams – small-group work
Tutor input – team roles Group discussion
Assignment 1: Know the Role of a Team Leader* Presentations
Tutor input – planning work for teams Group discussion
Tutor input – setting objectives Tutor input – monitoring and reviewing performance
Assignment 2: Planning the Work of a Team*
Tutor input – team leader responsibilities: health and safety Small group research and feedback
Small case study – communications in teams Communications role play Tutor-led discussion and learner feedback
Tutor-led discussion – monitoring conflict
Assignment 3: Key Issues in Team Leading*
Tutor input – team development Group discussion
Small-group discussion with group feedback – encouraging participation
Tutor-led discussion – monitoring and improving team performance
Assignment 4: Supporting the Development of Your Team*
Feedback from groups on case study used for Assignments 1-4
Review of unit and onscreen multiple-choice tests OR review of unit and programme of assignments (portfolio assessment)

Suggested assignment titles for portfolio assessment only

Assessment

This unit can be assessed through either portfolio (internal assessment) or an onscreen multiple-choice (MCQ) test (external assessment). The following information on assessment relates to assessment by portfolio. Edexcel publishes separate guidance and information on MCQ testing.

The assessment criteria in this unit can be assessed separately with mini-case studies based on a single scenario. For example, a scenario of a large retail chain opening a new store would form the basis of the case study. Learners could be allocated the role of a team leader. Alternatively, if learners are in a working environment they could apply what they have learned to their own teams

For AC 1.1 and 1.2, learners need to describe the attributes associated with the role of a team leader and know why these attributes are important in leading a team. Learners will need to be able to outline the responsibilities of a team leader. Learners need to show that they have researched the role of a team leader through either their own organisations or examples provided from case studies.

For AC1.3, learners need to outline some of the key differences between groups and teams. They could draw on their own experiences of being members of social groups and their experiences of teams in the workplace. Where learners have no work experience to draw on they can use information provided in case studies or conduct research into organisations of their choice.

For AC1.4, learners need to describe the different roles in a team. They will be expected to know that effective teams require a balance of roles and include reference to models such as Belbin.

For AC2.1, it is not necessary for learners to have extensive knowledge of health and safety legislation. They will however need to be aware of the main areas of health and safety legislation in order to identify the responsibilities of team leaders under the key areas.

For AC2.2, learners need to outline the importance of good communications skills in team integration. Learners are expected to show that they know the value of good communication skills for team leaders.

For AC2.3, learners need to identify ways in which a team leader can monitor conflict in a team.

For AC3.1, learners need to outline methods of planning work with teams. The methods need to be appropriate to either a case study scenario or the way in which work is planned in teams in their own organisation.

For AC3.2, learners need to describe how to set objectives for team members. They need to show that they know the importance of setting and agreeing SMART objectives and incorporate the SMART model into their description.

For AC3.3, learners will need to show they know that once objectives have been set by a team leader, progress on the objectives will need to be monitored. When outlining the methods for monitoring and reviewing the performance of a team, the methods chosen should be appropriate to a situation described in a case study scenario. Alternatively, learners may outline the methods used in their own organisations.

For AC4.1, learners need to identify the stages of team development and show how the stages progress from one stage to the next, including reference to Tuckman's model of team development.

For AC4.2, learners need to describe ways of encouraging participation from team members. There are opportunities for learners to develop the theme of encouraging participation, either through practical suggestions, such as providing regular positive feedback, or through using Adair's model as a starting point to expand their answer.

For AC4.3, learners need to identify ways of improving team performance that are practical and workable. They should identify methods that would be appropriate to the case study information or methods used in their own organisations.

Programme of suggested assignments

The table shows a programme of suggested assignments. This information on suggested assignments relates to assessment by portfolio only. Edexcel publishes separate guidance and information on MCQ testing. This programme is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3, 1.4	Know the Role of a Team Leader	Case study/work-based study.	Presentation
AC 2.1, 2.2, 2.3	Planning the Work of a Team	Case study/work-based study.	Report
AC 3.1, 3.2, 3.3	Key Issues in Team Leading	Case study/work-based study.	Role play and supporting documentation
AC 4.1, 4.2, 4.3	Supporting the Development of Your Team	Case study/work-based study.	Report

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Acland A – *Perfect People Skills* (Random House Business Books, 2003) ISBN 9781844131518

Adair J – *The Inspirational Leader* (Kogan Page, 2003) ISBN 9780749440466

Boynton A and Fischer B – *Virtuoso Teams* (Financial Times/Prentice Hall, 2008) ISBN 9780273721833

Clutterbuck D – *Coaching the Team at Work* (Nicholas Brealey Publishing, 2007) ISBN 9781904838081

HR Service Centre: IDS Studies Personnel Policy and Practice (Incomes Data Services Ltd, 2003) ISBN 9781903829431

Kehoe D – *Management in Action: Developing High Performance Teams* (McGraw-Hill, 2008) ISBN 9780070137905

Leigh A and Maynard M – *Leading Your Team* (Nicholas Brealey Publishing, 2002) ISBN 9781857883046

Websites

http://en.wikibooks.org/wiki/Managing_Groups_and_Teams	Managing groups and teams – very useful articles and links on leading teams
www.acas.org.uk	The government funded agency that provides advice on industrial relations and employment issues, a health and employment advisory booklet is available
www.belbin.com	Belbin's team roles theory
www.businesslink.gov.uk	A useful guide to managing teams aimed at owners and directors
www.cipd.uk	Chartered Institute of Personnel and Development
www.hse.gov	Health and Safety Executive – provides information on health and safety rights and responsibilities
www.managers.org.uk	Chartered Management Institute – has a searchable database which members can use to access journal articles and other publications
www.peterhoney.com	Offers a range of questionnaires and trainer packs
www.reviewing.co.uk/toolkit/teams-and-teamwork.htm	Gives reviews and links with teamwork websites
www.teamtechnology.co.uk/tt/h-articl/tb-basic.htm	Has some free articles on team building

Unit 2: Managing Personal Development

Unit code: Y/602/0400

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 20

Unit aim

This unit provides the learner with the knowledge and understanding of the importance of planning development activities to meet the skills and knowledge needs of own job role and to improve work performance.

Unit introduction

This unit introduces learners to the importance of planning their personal development to meet the skills and knowledge needs of their job role, and also to improve work performance. As a new team leader, learners will need to be aware of ways to assess their own development needs, through self-analysis and feedback from others, so that they can plan ways to develop the skills and knowledge they need. This unit will give learners knowledge of the processes and practices involved in developing a personal development plan.

Knowing how to conduct a skills audit to compare work-related skills with those needed for current and future work roles is a starting point for focusing on skills improvement. Learners will understand the importance of reflecting on the results of the audit to help identify any gaps where skills or knowledge need improvement or development.

This unit will help learners know how to identify suitable development activities to meet their development needs, and on-the-job and/or off-the-job methods should be considered. They will examine the importance of using feedback on performance from others and how it can be used to motivate both the team and individual, as well as improve overall performance.

Finally, this unit will enable learners to know how to prepare a personal development plan based on the analysis of skills and realistic targets. Through the development of SMART objectives, learners will plan how they are going to develop their skills and knowledge, what resources they need to support them in achieving the objectives, and how they monitor their ongoing development through regular reviews.

Method of assessment

This unit can be assessed through either a portfolio of evidence (internal assessment) or a multiple-choice (MCQ) test (external assessment).

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to assess own development needs	1.1 outline the knowledge required for a given job role 1.2 identify the skills required for a given job role 1.3 describe how to conduct a skills audit
2 Understand ways to improve own performance	2.1 compare the benefit of different development activities 2.2 describe the importance of using feedback
3 Know how to prepare a personal development plan	3.1 describe how to prepare a personal development plan 3.2 describe the importance of setting work objectives 3.3 outline the importance of setting personal objectives

Unit content

This content has been written in an expanded format to facilitate both multiple-choice (MCQ) testing and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the content. Learners who opt for MCQ assessment could be tested on any part of this content

1 **Know how to assess own development needs**

Identify own development needs: through carrying out a self-appraisal; personal SWOT analysis (identifying strengths, weaknesses, opportunities for improvement and threats to such progress); evaluation of feedback from others (manager, colleagues, customers, friends, family)

Knowledge required for own job role: identifying requirements of the work role and current knowledge; comparing own knowledge with that needed for work role; discussing with manager, colleagues and team members; technical knowledge

Skills required for own job role: personal and interpersonal skills; information technology skills (using software packages for document production, data management, handling numerical information, diary management, using the internet and intranet); technical skills (using office equipment, telephone systems)

Communication skills: importance of two-way communications (building working relationships, creating an effective team); importance of effective written, electronic and oral communication skills (getting to know team members by creating empathy through postural echo, giving and receiving messages and instructions, taking part in team meetings and discussions, giving and receiving feedback, involving team members in decision-making process); gathering information from team members using questioning (open questions to elicit responses, probing questions to focus on particular topics without team members feeling interrogated); importance (to present information clearly, concisely, accurately, to promote understanding, to deal effectively with relationship difficulties, to avoid conflict)

Listening skills: active listening (empathising, analysing, synthesising), verbal techniques (clarifying understanding by paraphrasing, asking more questions to get more information, repeating key words, making encouraging noises like 'Oh', 'Ah', and 'Hmm', reflecting back to check understanding); non-verbal techniques (using body language such as gestures, leaning forward, good eye contact, responsive facial expressions, keeping an open posture); barriers to listening (daydreaming, filtering, pre-judging, rehearsing, advising); importance of confidentiality of information given

Time-management skills: importance (to achieve more goals, become less stressed, gain more personal and job satisfaction, produce better results); know how to analyse use of time (through keeping a daily time log, making lists of what is done, when and for how long, by completing timesheets); improving time management through delegation of tasks, saying 'No' to interruptions, discouraging drop-in visitors; using planning aids, setting daily goals; avoiding procrastination; prioritising work according to urgency and importance

Stress-management skills: effects of a stressful workforce (less efficiency and productivity, high staff turnover, high levels of absenteeism); recognising triggers of stress, stress symptoms (mood swings, overeating, alcoholism, smoking, insomnia, being emotional); dealing with stress by using stress-management techniques (taking time to relax, eat healthily, plan time, prioritise activities, exercise)

Team leader behaviours: create a sense of common purpose, take personal responsibility for making things happen, encourage and support others to take decisions autonomously, act within the limits of own authority, make time available to support others, show integrity, fairness and consistency in decision making, seek to understand people's needs and motivations, model behaviour that shows respect, helpfulness and cooperation

Leadership skills: communicating, planning, team building, leading by example, providing feedback, setting objectives, motivating, consulting, problem solving, valuing and supporting others, monitoring, managing conflict, decision making, following

Skills audit: purpose (to identify gaps between the requirements of the work role and current knowledge, understanding and skills)

How to conduct a skills audit: write down the knowledge and skills considered to be important for current job role as well as those for future career; rate current ability against each point using five point scale (1 = no current knowledge or skill, 2 = some awareness but not sufficiently competent to use it, 3 = some level of competency as familiar with and able to use the knowledge or skill, 4 = high level of competency as proficient in the knowledge or skill and able to show others how to use it, 5 = fully competent as expert with a high degree of skill and/or comprehensive knowledge); review ratings with colleague or manager; importance (for feedback, must be someone who is honest and not afraid to tell the truth); use the information to help develop the skill and knowledge areas which had a low score or where not fully competent

2 **Understand ways to improve own performance**

Development activities: importance (to ensure that development is suited to meet objectives in development plan); identify development needs through performance review, appraisal, peer assessment, job analysis, self-analysis; keeping a reflective diary on own performance and development needs

Off-the-job training: at college, training provider

On-the-job training: work shadowing, workplace training sessions, demonstration, coaching and mentoring, job rotation; importance (to receive specific job training skills, is a real experience, to understand the workplace, to establish training records)

Distance learning: e-learning; importance (to learn a new skill or gain theoretical knowledge, to provide specialised training that would not be economical to deliver in-house, may include assessment or examination)

Feedback: formal and informal feedback from managers, colleagues, customers, other professionals, friends, family; importance (to improve the motivation of individual team members, to get regular and useful feedback on performance from those who are in a position to judge it, to change personal work objectives and development plan in light of feedback received, to ensure that performance consistently meets agreed requirements, to help team to continuously improve,

to encourage other team members to be open about areas for improvement, to enhance sense of belonging)

3 **Know how to prepare a personal development plan**

Personal development plan: using information from skills audit; identifying skills that need development, how this relates to the job role, the plan for developing this skill, any resources and support needed (equipment, materials, services, people); proposed actions to implement, expected timescales, set review dates; importance of having a plan (setting SMART objectives – specific, measurable, achievable, realistic and time-based – to meet personal and work goals, to monitor and assess progress against targets)

Setting work objectives: setting objectives that are SMART; importance (to plan and organise work to achieve objectives for self, team and the organisation, to be motivating, to check the progress and quality of work of team members, to review own work on a regular basis to identify any improvements, to record results)

Importance of setting personal objectives: to meet career aspirations over short (1 year), medium (3 years) and long (5 years) terms; to take responsibility for achieving goals; to keep focused on finding solutions; to motivate and raise self-confidence; to reflect on learning and experiences; to record results; finding advice and information on career development inside the organisation (human resources departments, training courses); outside the organisation (libraries, community centres, newspapers, the internet); continually monitoring and improving work; setting high standards; taking on new challenges; learning from others

Essential guidance for tutors

Delivery

This unit introduces learners to the importance of planning their personal development in order to improve work performance. Learners will understand how to prepare a plan through analysing their own level of competency in the skills and knowledge needed for a particular job role.

For learning outcome 1, learners need to examine the skills and knowledge needed for their own and any future job role. These skills cover the personal and interpersonal skills needed for a new team leader. A useful starting point is to ask learners to carry out a self-assessment (SWOT analysis). This could include their knowledge, interests, leisure activities, qualifications, skills and competencies. Using the internet or newspapers, job descriptions and person specifications for a variety of suitable job roles could be researched by learners to identify skills and knowledge required. They can then complete a skills audit against the competencies and knowledge requirements of a suitable job role (preferably their own job if they are employed).

It is important that tutors provide opportunities for learners to examine the personal skills needed to be an effective team leader, and use role-play scenarios to practise the development of communication, listening and time-management skills. Learners should be encouraged to provide constructive and positive feedback on their peers' communication skills in the role play. Tutor input on the importance of giving constructive feedback is vital, as well as receiving feedback in a way that can be taken on board easily by the recipient. Video clips or DVDs can be used to illustrate the consequences of poor interpersonal skills and behaviours.

Learners could maintain a time log over a specified period, say one week, and analyse how effectively they use their time in terms of organising and planning their coursework, or for activities outside their learning programme. They could look at the most frequent reasons for reduced performance effectiveness in the workplace and identify areas for improvement.

For learning outcomes 2 and 3, learners need to use the information produced from the skills audit to create an initial development/action plan linked to personal and work objectives. Self- and personal development might include maintaining a learning diary/log, progress review documentation and records of meetings with others, such as employers or tutors, who can provide guidance.

This unit focuses on the preparation involved in developing a personal development plan. Tutors could provide a template for the plan and encourage learners to think about their career objectives for the short-, medium- and long term, (one, three and five years) respectively. For learners who are just starting to think about their career paths, longer-term goals may not be entirely appropriate and may be difficult to predict in a rapidly changing, global economic environment.

With tutor guidance and support, learners will need to identify and establish performance objectives using SMART targets. Reviewing targets is essential and learners will need to understand the importance of developing their research skills to gather information from a variety of sources about the resources needed to support the achievement of the plan. They will investigate different types of development activities such as on-the-job and off-the-job, and can visit

organisations to compare which activities are used and their suitability for personal development to improve work performance.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with either portfolio (internal assessment) or multiple-choice (MCQ) tests (external assessment).

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor-led discussion – theory components of self-assessment Group work and exercises
Role-play activities to practise personal and interpersonal skills and behaviours
Learners undertake self-analysis exercises eg psychometrics
Tutor input – time-management skills Individual work on time logs and analysis
Learner research on suitable development activities to improve performance
Learners conduct own skills audit, with tutor support contributing to **Assignment 1: Skills Audit***
Tutor input – components of development plan and setting SMART objectives
Learners prepare a personal development plan, contributing to **Assignment 2: Personal Development Plan***
Preparation for assignments, including learner private study: assessing own performance
Review of unit and onscreen multiple-choice tests OR review of unit and programme of assignments (portfolio assessment)

Suggested assignment titles for portfolio assessment only

Assessment

This unit can be assessed through either portfolio (internal assessment) or an onscreen multiple-choice (MCQ) test (external assessment). The following information on assessment relates to assessment by portfolio. Edexcel publishes separate guidance and information on MCQ testing.

Evidence for assessment will be generated from the learning programme. For much of the evidence learners will need to research information and make decisions based on it. The personal development plan, skills audit and appropriate continuous professional development material will develop from the choices made from the research.

For AC 1.1 and 1.2, learners need to outline the knowledge and identify the skills required for a given job role (preferably their own if they are employed as a team leader). The information learners provide should be sufficiently detailed and more than just a list and demonstrate that they have researched sufficient information about the skills and knowledge needed to carry out a given job role.

For AC1.3, learners need to describe how to conduct a skills audit. They need to demonstrate their knowledge of the importance of identifying skills gaps and how this information can be used to inform a personal development plan. This will involve looking at a wide range of skills that they may have developed through a variety of ways. It will also require learners to look at other sources and a wider range of relevant vocational and employment-related skills which may be practical, interpersonal or technical.

For AC2.1, learners need to compare the benefit of different development activities to improve their own performance as a team leader. They need to demonstrate that they have researched a range of on-the-job and off-the-job activities, in order to compare the benefits and limitations of each method for both the employee and the organisation.

For AC2.2, learners need to describe the importance of using feedback to improve their performance as a team leader. They need to describe the difference between formal and informal feedback, and give at least two examples of the importance of feedback in personal development.

For AC3.1, learners need to describe how to prepare a personal development plan. They need to demonstrate their understanding of the steps involved in creating a plan that identifies their development needs and describe how this plan will be a working document that will be subject to monitoring and review over a period of time.

For AC3.2, learners need to describe the importance of setting work objectives in a personal development plan, including reference to the use of SMART targets.

For AC3.3, learners need to outline the importance of setting personal objectives in a personal development plan.

It is possible to assess work orally, with learners explaining and describing things to the assessor in discussion, in group work or in a presentation. If oral assessments are used then the work must be directly attributable to the learner, and hard copies of the learner's presentation slides/notes or discussion notes/prompts made available in addition to a detailed assessor statement. The assessor must provide a signed statement that includes detail of the evidence presented that is aligned to the criteria. The evidence must support achievement of the criteria. If there is sufficient evidence from the oral work or from observations to make an assessment decision then the assessment decision should be shown.

Programme of suggested assignments

The table shows a programme of suggested assignments. This information on suggested assignments relates to assessment by portfolio only. Edexcel publishes separate guidance and information on MCQ testing. This programme is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3, 2.1, 2.2	Skills Audit	Learners undertake a self-assessment.	Skills audit
AC 3.1, 3.2, 3.3	Personal Development Plan	Learners prepare a personal development plan.	Personal development plan

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Management Pocketbooks **–** a useful range covering titles for all areas of self-development to improve own performance including:

Dent F – *The Self Managed Development Pocketbook* (Management Pocketbooks, 1999) ISBN 9781870471664

Fleming I – *Time Management* (Management Pocketbooks, 2003) ISBN 9781903776087

Journals

Management Today (Chartered Institute of Management)

People Management (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Institute of Management)

Websites

www.cipd.co.uk	The Chartered Institute of Personnel and Development
www.managers.org.uk	Chartered Management Institute – this site contains a searchable database which members can use to access journals and other publications

Unit 3: Developing Working Relationships with Team Members

Unit code: D/602/0401

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit provides the learner with the knowledge and understanding to develop productive working relationships within teams to ensure a clear focus to achieve their objectives.

Unit introduction

Work is mostly carried out by teams in organisations. A successful team is made up of team members who have developed effective working relationships. Fostering effective working relationships is one of the responsibilities of the team leader. A team leader is instrumental in ensuring that individuals and teams do the work that is required of them and learners will identify the characteristics of productive working relationships between a team leader and the team members as well as within the team itself. Completing the work that is required of them ensures that the team is supporting the achievement of organisational goals.

Productive working relationships may happen accidentally, but there are techniques that can be used to develop working relationships between team leaders and their teams, as well as between members of the team. Teams will not appreciate a team leader who takes all the credit for a team's achievements and a team cannot be made up of individuals who all want to do the same task. The team leader has a responsibility to lead the team by example by setting high standards and behaving professionally in all circumstances. Communication between the team leader and the team, and between individual team members, is a central feature of developing and maintaining productive working relationships. From time to time, difficulties will arise within teams in respect of the work that has to be done. Therefore, a key work skill for the team leader is to adopt a positive approach when dealing with team members to ensure that ways are found to resolve the work-related difficulties that can arise within teams.

By considering how team leaders can develop working relationships with team members, learners will gain an insight into how team leaders can develop and maintain the productive work of the teams they lead.

Method of assessment

This unit can be assessed through either a portfolio of evidence (internal assessment) or a multiple-choice (MCQ) test (external assessment).

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the characteristics of productive working relationships between a team leader and team members	1.1 describe the features of productive working relationships 1.2 identify the benefits of productive working relationships
2 Know how to develop working relationships with team members	2.1 describe how to behave in a professional way when working with team members 2.2 describe how to successfully communicate knowledge and information to team members 2.3 select the most appropriate methods for communication 2.4 select the most appropriate techniques for communication
3 Understand how to maintain working relationships with team members	3.1 describe the importance of adopting a positive approach when dealing with team members 3.2 compare ways of resolving work-related difficulties that arise with teams

Unit content

This content has been written in an expanded format to facilitate both multiple-choice (MCQ) testing and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the content. Learners who opt for MCQ assessment could be tested on any part of this content

1 **Know the characteristics of productive working relationships between a team leader and team members**

Features of productive working relationships: identification of team roles (Belbin); need for a range of complementary skills and attributes within teams; developmental stages for teams (Leigh and Maynard's starting, sorting, stabilising, succeeding, stopping model; Honey's chaotic, formal, skilful model; Tuckman's forming, storming, norming, performing model); team leader's role in facilitating team development at each stage; allocation of responsibilities to team members; clear lines of communication; openness in handling knowledge and information; sharing information; fairness in the treatment of others; involvement of team members; valuing the contributions of team members; respecting opinions of others; supporting the team and its members; prioritising work; obtaining feedback on own performance; obtaining feedback on team members' performance; sharing feedback on performance; networking; managing information; empathising with others; leading by example; accepting responsibility; taking account of the requirements of others (priorities, expectations, authority); acting decisively; fulfilling agreements made with colleagues; technical competencies (knowledge of job, knowledge of work systems, knowledge of work processes); social competencies (open, fair, amenable, approachable, courteous, polite, enthusiastic, energetic approach to work); conceptual skills (seeing the bigger picture); synergy within a team; adjusting roles within the team to provide experience to individual team members; avoidance of reliance on individual team members; flexibility in carrying out work; multi-skilled team members; pro-activity in handling tasks; enjoyment of work

Benefits: shared commitment to objectives; range of skills and expertise; sharing ideas; coordination of activities; mutual support; meeting individual objectives; meeting team objectives; meeting organisational goals; accurate work; timely work; mutual support; improved productivity; improved output; improved customer service; awareness of the activities of others in the team; ability to deal with any operational difficulties that arise; shared sources of information; shared understanding of business activities and processes; shared decision making; consistency in working practices; consistent messages communicated to customers (internal, external); consistent messages communicated to stakeholders; positive orientation to change

2

Know how to develop working relationships with team members

Behaviour: set targets that support organisational goals; identify resources required; schedule work; allocate work; use team members' strengths; offer new challenges to team members; delegate work; ensure balanced workloads; agree work methods; set timescales; identify milestones for work to be completed; identify benchmarks for quality standard of work; team building; balancing needs of the team, the task and individuals; offering support to team members; seeking support when problems arise that require managerial action; maintaining the flow of work in the team; openness; receptivity to ideas; fairness in dealing with others; understanding differences (personal, professional, social, cultural); interpersonal skills for dealing with difficulties (listening, empathising, questioning, bargaining, retreating, de-emphasising); reviewing the work of the team; taking corrective action where required; valuing the work of team members; courtesy; clarity; even-handedness; skills for meetings (planning, organisation, conduct, securing agreement, recording decisions, informing team, informing interested parties); skills for one-to-one meetings (approachable, amenable, open, honest, fair, considerate, securing agreement, recording decisions, informing team, informing interested parties); skills in dealing with line managers and other departments; assessing own work; seeking team views on own performance; recognising own limitations; recognising when additional support is required; seeking additional support; learning from the team; providing regular feedback; phrasing feedback constructively

Communication: purpose (keep people informed, sustain effective working relationships, provide auditable record of actions and decisions, provide a reference point for actions; methods (formal, informal); importance of communications (getting to know the team, building relationships, creating an effective team, facilitating flows of information, keeping everyone informed); advantages of communication methods (speed, clarity, auditability, authenticity); communication techniques (verbal: conversation, team meetings, briefings, one-to-one discussion, telephone, voice mail, videoconference; non-verbal: reports, memoranda, email, letters, reports; surveys, questionnaires, appraisals, texting, social networking for business purposes, web-based techniques); advantages of communication techniques (speed, immediacy, accuracy, intelligibility, clarity, detail, precision, distribution, auditability); listening to the views of others; exchange information with team members to make sure understanding is shared and all parties can work effectively; checking messages for meaning (echo checking, confirmation, amplification; clarification); message characteristics (brevity, clarity, intelligibility, legibility); preserving meaning; omissions; distortions; trusted sources; trusted recipients; status of parties (senior, junior, peers, internal, external); networks (formal, informal); user groups; adapting communication to suit the needs of the recipients; encouraging contributions from others

3

Understand how to maintain working relationships with team members

Positive approach: team leader as a behavioural role model; work knowledge (own job, others' jobs; other teams; work practices, work procedures); resolve difficulties such as conflicts of interest and disagreements with team members and colleagues in ways that minimise damage to the work being carried out; adopt collaborative and consultative styles of working with team members; adapt leadership style as circumstances dictate; advise team members promptly of difficulties; identify when agreements cannot be fulfilled; identify when targets cannot be met; act in a transparent manner; use interpersonal skills; use group process skills; decisiveness; setting clear objectives using specific, measurable, achievable, realistic, time-based (SMART) targets to identify desired outcomes; encouraging team members to take the lead; praising the work of the team and individuals in the team; seeking contributions from team members; encouraging ideas; framing criticisms as suggestions for improving work

Resolving difficulties: causes of difficulties (misunderstanding, disagreement, slippage, internal problems, external problems); early intervention to identify difficulty; intervention to prevent the situation from getting out of control; avoiding attitudes becoming entrenched; communicate to build rapport; talking the situation through; negotiation; agree alternative courses of action; identifying difficult behaviour; managing difficult behaviour; keeping calm; maintain rapport; avoid becoming embroiled in difficulties; avoid unproductive activities (apportioning blame, shouting matches); challenge inappropriate behaviour; act assertively; summarising; proposing; confronting unacceptable behaviours; clarity; de-personalisation; rule enforcement; recognition of limit of own capacities and responsibilities; referral to others (line manager, counselling service)

Essential guidance for tutors

Delivery

All the learning outcomes in this unit lend themselves to flexible delivery. Formal tutor input could identify some of the theoretical material, but learners can work individually and in groups researching and gathering information about the development of working relationships within teams. Case studies, simulations, team activities, role play and video recordings all offer approaches to learning that show how to develop working relationships within teams and between team leaders and team members. Up-to-date materials are available on the web and material is available from both government agencies and private providers on topics such as personal skills, communication techniques and handling problems in team settings.

No previous knowledge of how to develop working relationships with team members is assumed and learners can refer to experiences from employment or group work, or from reviewing case studies where good and bad working relationships within teams have been identified. Social and sporting activities in which learners may be involved could also illustrate some of the same ideas.

The unit can be introduced by identifying both the features and benefits of having productive working relationships. This has to be set against the background of ensuring such relationships contribute directly and indirectly to overarching organisational goals. The members of a sales team may get on well with each other, but if they are not selling anything then the value of having good relationships is lost to the organisation.

Learners need to appreciate that team leaders should behave in a professional way when working with team members. Team leaders are role models for the team and should understand the work that is required of the team. They need to be fair in their treatment of team members in order to ensure that team members do not feel their roles and responsibilities are diminished in any way. Showing favouritism will create antagonism within the team, so actions should be clear and principled. Consideration must be given to understanding how to communicate knowledge and information successfully to team members to facilitate and support the work of the team. This involves selecting and using the most appropriate methods for communication.

Learners need to recognise the importance of team leaders adopting a positive approach when dealing with team members. Team leaders need to act in a supportive way to ensure that difficulties are faced and the actions proposed to deal with the situation will lead to positive outcomes. The team is then primed to adopt a proactive stance in dealing with difficulties and does not succumb to negative perceptions about any difficulties that may occur. The interpersonal skills of the team leader contribute to fostering positive approaches. There will inevitably be differences in identifying the best approach to resolving difficulties, so learners will need to appreciate that there are various approaches team leaders can use to solve problems.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with either portfolio (internal assessment) or multiple-choice (MCQ) tests (external assessment).

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor presentation – the characteristics of productive working relationships
Practical work, research and discussion – the benefits that accrue from having productive working relationships in different work settings Group activity – identifying the characteristics and benefits of having productive working relationships
Assignment 1: Productive Working Relationships*
Tutor support and feedback
Tutor presentation – how to develop working relationships in team environments
Practical work that considers the professional behaviour of team leaders and successful communication within team environments
Assignment 2: Communicating with Your Team*
Tutor support and feedback
Tutor presentation and group discussion – the need for team leaders to adopt a positive approach in working with their teams Practical and case study work – the resolution of difficulties in team environments
Assignment 3: Solving Problems with the Team*
Tutor support and feedback
Review of unit and onscreen multiple-choice tests OR review of unit and programme of assignments (portfolio assessment)

Suggested assignment titles for portfolio assessment only

Assessment

This unit can be assessed through either portfolio (internal assessment) or an onscreen multiple-choice (MCQ) test (external assessment). The following information on assessment relates to assessment by portfolio. Edexcel publishes separate guidance and information on MCQ testing.

For AC1.1, learners need to describe the features of productive working relationships using examples from different work contexts to illustrate the points made. Learners can draw on any personal experiences which have arisen from working in groups.

For AC1.2, learners will need to use examples of productive working relationships to identify the benefits that arise from having such relationships. For AC 1.1 and 1.2, a case study or research into teamworking situations learners have been involved in or know about can be used. There needs to be explanatory detail to illustrate the benefits that accrue from having productive relationships.

For AC2.1, learners need to describe the professional behaviour required of a team leader when working with team members. Examples can be drawn from personal experiences or from situations that have been looked at in case studies.

For AC2.2, learners need to describe how to successfully communicate knowledge and information to team members to ensure that they understand and can act on it.

For AC2.3 and 2.4, learners need to select the most appropriate methods and techniques for communicating with team members. They need to consider the communication methods and techniques that promote the development of good working relationships within teams. This will require details of which methods and techniques can be used, why they are used and a description of why they are chosen for particular situations. For AC 2.1, 2.2, 2.3 and 2.4, a range of annotated illustrative techniques can be used to show how working relationships with team members are developed.

For AC3.1, learners need to describe the importance of adopting a positive approach when dealing with team members. They should illustrate the importance and advantages of team leaders being positive in dealing with teams and show how this not only fosters good working relationships, but also helps work productivity.

For AC3.2, learners need to compare ways of resolving work-related difficulties that arise with teams. They should consider the types of work difficulties that arise within teams and compare the alternative approaches that are available to team leaders when dealing with, and resolving, difficulties. For AC 3.1 and 3.2, learners need to use practical examples to illustrate how working relationships are maintained even though problems arise in team working.

It is possible to assess work orally, with learners explaining and describing things to the assessor in discussion or in group work or in a presentation. If oral assessments are used then the work must be directly attributable to the learner, and hard copies of the learner's presentation slides/notes or discussion notes/prompts made available in addition to a detailed assessor statement. The assessor must provide a signed statement that includes detail of the evidence presented that is aligned to the criteria. The evidence must support achievement of the criteria. If there is sufficient evidence from the oral work or from observations to make an assessment decision then the assessment decision should be shown.

Programme of suggested assignments

The table shows a programme of suggested assignments. This information on suggested assignments relates to assessment by portfolio only. Edexcel publishes separate guidance and information on MCQ testing. This programme is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2	Productive Working Relationships	The learner works as a successful team leader in the sales department of an organisation and has been asked to talk to team leaders elsewhere in the organisation about why their team is so productive.	Presentation
AC 2.1, 2.2, 2.3, 2.4	Communicating with Your Team	The learner is a team member in an organisation and the team has identified that poor communication is a problem that is hampering its work. A thought shower/buzz group session is to take place to try to identify ways of making communication more effective within the team and to feed the information back to the team leader.	Report with an annotated spidergram
AC 3.1, 3.2	Solving Problems with the Team	The learner has been asked to write an article for an organisation's in-house magazine on how team leaders can promote and maintain working relationships with their teams.	Finished article illustrated with some practical examples

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Elearn – *Positive Working Relationships* (Pergamon Flexible Learning, 2005) ISBN 9780750666787

Elearn – *Leading Teams* (Pergamon Flexible Learning, 2008) ISBN 9780080554815

Johnson C and Keddy J – *Managing Conflict at Work: Understanding and Resolving Conflict for Productive Working Relationships* (Kogan Page, 2010) ISBN 9780749459529

Leigh A and Maynard M – *Leading Your Team* (Nicholas Brealey Publishing, 2002) ISBN 9781857883046

Leigh A and Maynard M – *Perfect Leader* (Random House Business, 2003) ISBN 9781844131471

Owen J – *How to Lead, 2nd Edition* (Prentice Hall, 2009) ISBN 9780273721505

Journals

Management Today (Haymarket Business Publications)

People Management (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Management Institute)

Websites

http://openlearn.open.ac.uk	Open learning material relating to communication and teams
www.champsonline.org	Open learning material relating to communication and teams
www.cipd.co.uk	The Chartered Institute of Personnel and Development
www.humanresources.about.com/od/managementandleadership/u/manage_people.htm	A series of useful articles on human resource management, including a number dealing with teamworking

Unit 4: Developing a Team

Unit code: H/602/0402

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit aims to provide the learner with the knowledge of key team theories and the ways in which organisations and teams work towards creating equality of opportunity, diversity and inclusion for all team members.

Unit introduction

Developing a team is especially important at the operational team level. In this unit, learners will study the commonly known theoretical models, including team roles and team development stages. Having studied the theory learners will then apply the theory to case studies.

Next, learners will consider what diversity in the team means and this leads to an examination of both the benefits and challenges of leading teams made up of people from diverse backgrounds. This forms the basis for investigating the barriers facing new team members and the processes that the team leader can put in place to integrate new team members into an established team. These processes include selection of new team members, induction processes, mentoring, coaching and setting and monitoring objectives.

Finally, learners will study the principles of the legislative framework governing equality, diversity and inclusion before investigating how organisations implement the legislation through their policies and processes. Some of these are anti-discrimination policies, harassment policies, training, use of different communication systems and the grievance procedure for resolving issues that may arise.

Method of assessment

This unit can be assessed through either a portfolio of evidence (internal assessment) or a multiple-choice (MCQ) test (external assessment).

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the importance of key team theories in team development	1.1 identify team roles 1.2 list team developmental stages 1.3 outline how theories could apply in case studies
2 Know how to integrate new team members	2.1 outline the purpose of having a diverse team 2.2 identify barriers facing new team members 2.3 describe processes for integrating new team members
3 Know how organisations work towards equality, diversity and inclusion for team members	3.1 identify the effects of relevant legislation on equality, diversity and inclusion 3.2 outline organisational processes designed to enhance equality, diversity and inclusion

Unit content

This content has been written in an expanded format to facilitate both multiple-choice (MCQ) testing and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the content. Learners who opt for MCQ assessment could be tested on any part of this content

1 **Know the importance of key team theories in team development**

Team roles: need for a range of skills and attributes within a team (technical skills, team skills): use of tools for profiling team role strengths (self-perception questionnaires); Belbin team roles (plant, monitor-evaluator, coordinator, resource investigator, implementer, completer finisher, teamworker, shaper, specialist); strengths and possible weaknesses of each of Belbin's roles; application of theory to case study examples

Team stages: model of developmental stages: Tuckman's forming (high dependence on leader, leader directs), storming (team members establish positions, power struggles, leader coaches), norming (roles and responsibilities become clear, leader facilitates), performing (shared vision, team independent of leader, leader delegates); difficulties with model; application of theory to case study examples

2 **Know how to integrate new team members**

Meaning of diversity in the workplace: contribution from all sections of the community (ethnicity, gender, disability, age, sexuality, marital status, different cultural and religious backgrounds)

Purposes of diversity in teams: different viewpoints; enhancing creativity; representative of local community; better relationship with local community; better cross-section of skills and talents; greater sensitivity to needs of different customer groups

Barriers facing new team members: team resistance to change; unsettles current team; difficulties understanding jargon used by team members and references to previous events; challenges from differences in cultures (different levels of formality, use of language in team, body language, dress, food, attitude to religion and different religious practices, attitude to authority, attitude to time, rules versus relationships)

Processes for integrating new team members: selection (assessment of technical and team skills, involvement of team members in selection and induction); induction (team objectives, relevant history of team and organisation, roles of team members, role of new member, meet with team members, meetings schedule, communication style, formal and informal communication methods, tour of workplace, health and safety training and other organisational induction training, sources of information on team's work, meeting with mentor, list of helpful resources for reference), coaching programme (identify needs, agree learning and work objectives, review achievements, set new objectives

3 **Know how organisations work towards equality, diversity and inclusion for team members**

Effects of legislation on equality, inclusion and diversity: types of discrimination (direct, indirect); harassment; victimisation; anti-discrimination legislation (sex including pregnancy and maternity, race, religion or belief or lack of belief, sexual orientation, age, disability, marital status including civil partnership status, gender reassignment; equality legislation (membership or non-membership of trade unions, status as a fixed term or part-time worker), legislation applies to job applicants, all employers, vocational training providers, trade unions, professional organisations, employer organisations, trustees and managers of occupational pension schemes, employees, casual workers, office holders, partners of firms, contractors and the self-employed; relates to all areas of employment including recruitment, terms and conditions of contract, promotions and transfers, provision of training, provision of benefits, dismissal, occupational pensions; role of employment tribunals

Organisational equality processes: recruitment (advertising of posts in publications open to all parts of community, equal opportunities monitoring of applications, encouragement of applications from different sectors of the community and in different languages), selection (use of job descriptions and person specifications, clear process for assessing candidates against criteria); terms and conditions (pay rates based on evaluation of job roles, flexibility of working hours policies common to all, policy for staff members); promotions and transfers (as for recruitment and selection); staff training (clear application process, consideration against criteria); grievance procedures

Organisational diversity and inclusion processes: anti-discrimination and harassment training given to all staff; flexible work arrangements (flexible working hours, job sharing, teleworking, part-time work options, parental or other care provisions, flexible holiday patterns); targets set and monitored for diversity and inclusion; mentoring programmes; coaching programmes; availability of communication systems (British Sign Language (BSL), Braille, large print, other languages); opportunities for staff from under-represented groups to gain wider experience (project teams, job rotation); complaints procedures; inclusion of representatives from all groups in focus groups

Essential guidance for tutors

Delivery

The content of this unit is drawn from different disciplines and includes team theories, impact of legislation, an exploration of diversity and good practice at both team and organisational levels. At this level this needs to be applied to situations with which learners are familiar. If learners are working then they could draw on their own organisations and if they are not working then the school, college or training provider could provide some useful examples of practices and procedures used within their own organisation or use links with other organisations.

For learning outcome 1, learners may find it interesting to use the self-perception questionnaire to identify their preferred team roles. There is also scope for carrying out team activities and analysing behaviours against the role descriptions. Learners could be given the opportunity to learn how to apply the theory to simple case studies in preparation for the assessment.

For learning outcome 2, there may be a need to raise awareness of the benefits and challenges of having teams which are made up of people from diverse backgrounds. This could be done by using case studies, a visit from someone whose role is to promote diversity in a large organisation, group discussions or perhaps through practical exercises requiring creativity and the use of a range of ideas and experiences. The challenges of working in and leading diverse teams could be highlighted through case studies or, if appropriate, through sharing of learner experiences. Learners could identify the challenges of joining a new team by interviewing someone who has recently joined a new team; this could be done through bringing in two or three people in this position and organising an 'interviewing carousel' whereby the visitors circulate around small groups of learners who interview each visitor. The whole group could then discuss how a team leader can help a new team member to settle into the team.

Learning outcome 3 is about the impact of legislation on equality, discrimination and inclusion and about how organisations shape their policies and procedures to comply with the legislation. Method of delivery will depend on the experiences of learners and could include case studies, a visit from an expert in this area and investigation of websites. If learners are working then they would find it interesting to explore their own organisational practices. Learners will need accurate and clear material covering the requirements of the specification, especially if the assessment is to be through multiple-choice testing.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with either portfolio (internal assessment) or multiple-choice (MCQ) tests (external assessment).

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor input – the team role theory Video/DVD of a team meeting – learners identify different team roles Activity – learners complete a question sheet on a team they have worked in and discuss how team role theory could be applied to their example
Tutor input – Tuckman's team stages Learners discuss teams they have been involved with over a period of time and whether they have noticed any changes over time **Assignment 1: My Team***
Small-group discussion – applying theories to case study examples with learners reporting their findings to the whole group
Tutor input – concept of diversity Small-group activity – raising awareness of the benefits of diversity. Groups brainstorm the benefits of having a diverse team
A case study or video/DVD of a diverse team having some difficulties – small groups discuss the challenges faced by the team Group discussion – how to integrate diverse teams Activity – learners interview someone who has recently joined a new group to see how they were integrated into the team and find out what helped them to integrate successfully **Assignment 2: Introducing New Team Members***
Group discussion supported by handouts – provisions of legislation and how organisations avoid being taken to employment tribunal through anti-discrimination processes **Assignment 3: New Business Start-up***
Review of unit and onscreen multiple-choice tests OR review of unit and programme of assignments (portfolio assessment)

Suggested assignment titles for portfolio assessment only

Assessment

This unit can be assessed through either portfolio (internal assessment) or an onscreen multiple-choice (MCQ) test (external assessment). The following information on assessment relates to assessment by portfolio. Edexcel publishes separate guidance and information on MCQ testing.

Evidence that learners have met the criteria can be collected through written assignments or oral work. If learners meet any criteria through oral work then this should be recorded on a Learner Observation Record which shows in sufficient detail how each criterion has been met. This should be supported by other evidence such as learner notes or visual aids.

For AC1.1, learners need to identify team roles with reference to Belbin's team roles theory.

For AC1.2, learners need to list team development stages and include the main characteristics of each one.

For AC1.3, learners need to outline how both the team role theory and the developmental stages theory apply to case studies. A total of two case studies would be sufficient.

For AC2.1, learners need to outline the purpose of having a diverse team. This should be applied to a real or fictional team.

For AC2.2, learners need to identify at least five barriers facing new team members. This should be based on a real or fictional team.

For AC2.3, learners need to describe at least two processes for integrating new team members. This can be based on a fictional team or processes employed in learners' own organisations (if appropriate).

For AC3.1, learners need to identify the effects of relevant legislation on organisations as they work towards equality, diversity and inclusion for team members. The examples used can be based on a fictional team or from observations in learners' own organisations (if appropriate).

For AC3.2, learners need to outline at least six processes carried out in a selected organisation that were designed to enhance equality, diversity and inclusion. If they are studying an organisation where few processes exist, they can make suggestions to cover this criterion instead.

Programme of suggested assignments

The table shows a programme of suggested assignments. This information on suggested assignments relates to assessment by portfolio only. Edexcel publishes separate guidance and information on MCQ testing. This programme is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3	My Team	The learner is asked to help to sort out problems for two teams with challenges.	Presentation materials on team roles, developmental stages and how theories could be used to help the two teams.
AC 2.1, 2.2, 2.3	Introducing New Team Members	The learner is asked to introduce new, diverse team members into an established team.	Role play – learners to include reasons for diversity, barriers faced by new team members and processes to be introduced to help the team become integrated.
AC 3.1, 3.2	New Business Start-up	The learner is asked to advise a new business on how to avoid being taken to an employment tribunal for discrimination.	A booklet targeted to a specific industry that identifies the effects of legislation and outlines suitable processes to enhance equality, diversity and inclusion.

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Leigh A and Maynard M – *Leading Your Team* (Nicholas Brearley Publishing, 2002), ISBN 9781857883046

Websites

www.acas.org.uk	The Advisory, Conciliation and Arbitration Service – a government-sponsored website aimed at improving employment relations
www.belbin.com	Belbin's team roles theory and resources
www.businessballs.com/tuckman formingstormingnormingperforming.htm	Bruce Tuckman's team development model
www.businesslink.gov.uk	Useful information on discrimination targeted at start-up businesses
www.equalities.gov.uk/equality_act_2010.aspx	Government Equalities Office
www.geert-hofstede.com/	Useful information on international cultural differences

Unit 5: Coaching Skills in Team Leading and Management

Unit code: K/602/0403

QCF Level 3: BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit provides the learner with the knowledge and skills that team leaders and managers can use when supporting team members in identifying, developing and implementing new ideas.

Unit introduction

Coaching is the art of improving the performance of others. It is often a key part of the team leader's job description, and all successful team leaders use coaching to promote continuous development of high-performing teams, to address shortcomings in performance or to assist with the challenges posed by change.

In this unit, learners will have the opportunity to investigate the fundamental models and skills used when coaching team members as a team leader or manager. This unit combines a mixture of theory, good practice models and application to case study or role-play situations.

Learners will study key underlying learning theories. This creates a platform to investigate models of good practice for both a coaching plan and an individual coaching session. Learners can then consider some different methods of coaching and how and when to use the methods.

Next, learners will examine coaching skills such as active listening and using questioning and learn how to apply them in coaching situations.

Finally, learners will investigate the factors which encourage or discourage innovation in a work team and also how certain processes can be used to form a framework within which team members are encouraged to generate ideas and are supported through their implementation.

Method of assessment

This unit can be assessed only through a portfolio of evidence (internal assessment).

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know key learning theories	1.1 outline learning theories 1.2 describe how theories apply in given situations
2 Be able to develop a coaching plan	2.1 identify stages in a model of a coaching plan 2.2 identify stages in a model of a coaching session plan 2.3 describe coaching methods 2.4 develop a coaching plan
3 Be able to use coaching skills to develop team members	3.1 identify coaching skills used to develop team members 3.2 apply coaching skills to develop team members
4 Understand how to support team members to implement ideas	4.1 analyse factors which affect generation of ideas within a team 4.2 describe processes that support team members to implement ideas

Unit content

1 **Know key learning theories**

Key learning principles: learning cycle (David Kolb); importance of learner activity and reflection; awareness raising of the challenge of learning a new skill as expressed by the learning matrix stages; unconscious incompetence, conscious incompetence, conscious competence and unconscious competence; resourceful and non-resourceful states and their effect on the capacity to learn (Hare and Reynolds); impact of involving a range of senses in learning; role of practice and repetition in learning; the importance of preparing for, consolidating and reinforcing learning

Applying theory to a coaching situation: different types of learning styles (Honey and Mumford)

2 **Be able to develop a coaching plan**

Coaching plan: model for structuring a plan (GROW model – goal, reality, options, way forward); analysis of existing situation; exploration of options; action, learning implementation and feedback

Coaching session plan: model of plan for individual coaching sessions with objectives; learning; consolidation of learning; review of learning; further action planning; preparation of suitable learning environment

Coaching methods: range of methods to assist learning eg activities, role play, mnemonics, use of mind maps, use of metaphors; methods of overcoming difficulties eg mistrust, reluctance, dependency

3 **Be able to use coaching skills to develop team members**

Coaching skills: one-to-one meeting skills; use of language eg descriptors of Hare and Reynolds' resourceful and less resourceful states; use of clear and logical structures for giving instructions or information; active listening skills; their importance; verbal and non-verbal active listening behaviours; EARS model (empathise, acknowledge, reflect and summarise); use of questioning (purposes, value), types of questions eg Hare and Reynolds

Giving feedback: use and importance of feedback; planning and giving feedback; feedback to reinforce positive behaviours; structuring feedback; reviewing progress and evaluating learning

4 **Understand how to support team members to implement ideas**

Factors affecting generation of ideas: Anderson and West's four-factor theory of group climate for encouraging innovation

Processes that support team members to implement ideas: encouragement eg identify, record, assess benefits and risks of new ideas, create business/project proposal; providing resources; identifying potential barriers eg resistance to change, initial costs, risk averse attitude; monitoring implementation of ideas; communicate progress of implementation; reviewing outcomes

Essential guidance for tutors

Delivery

This unit includes theory, its application to real situations and the development of practical skills, so a range of teaching and learning methods would be appropriate. As the range of activities may include role play, group work and the delivery of coaching sessions, it is important to negotiate clear ground rules to ensure that the activities are conducted in a way that is constructive for all learners. If learners are to be asked to give feedback to one another then they should be taught how to do this, following good practice guidelines, as part of an induction process. Care should be taken to ensure that any coaching sessions stay within the bounds of coaching for a specific work-related skill and that all activities comply with child protection and health and safety regulations. Learners should receive guidance on how to approach their assignment and on gathering evidence for the assessment criteria.

For learning outcome 1, learners could, as an exercise, be asked to learn something new and then reflect on the process. This could lead to a discussion of the learning matrix stages, and also of the challenges facing learners who are learning to carry out unfamiliar tasks. Learners could explore the other theories through a combination of reflection on their own experiences as learners and a series of group discussions.

For learning outcome 2, learners could be introduced to the GROW model and then discuss how the plan could be used as a basis on which to develop the individual coaching sessions. When studying how to develop a coaching session plan it would be beneficial for learners to watch videos or observe role play of well-structured and poorly structured coaching sessions. The learning about the different coaching methods lends itself to a series of practical activities with reflection and discussion on the usefulness of each one in different situations.

For learning outcome 3, learners could analyse examples of good practice for each of the coaching skills listed in the unit content before going on to practise the skills in role-play exercises. The basic skills for giving feedback may already have been taught as part of setting the ground rules for the unit. Learners could reflect on feedback both as a giver and a receiver and then practise their techniques in role-play situations.

Learning outcome 4, introduces the topic of encouraging innovation. It would be helpful to provide some background information on why innovation is so important. Learners could draw on their experiences of working in teams to reflect on times when ideas flowed easily and discuss what may have helped team members to be innovative. Resistance to innovation and change could be explored through a case study. This would then lead into a discussion of the methods used by first line managers to support team members who introduce new ideas.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor input – the learning cycle Activity – learners complete individual worksheets in which they detail the stages of recent learning onto a learning cycle diagram Small-group activity – learners discuss whether they prefer some learning stages over others
Tutor input – the learning matrix stages Small-group discussion
Tutor uses resources involving senses such as touch, smell, hearing, sight to explain something and then contrasts this with just reading aloud from a book. The group then discuss the relative impact on the memory of the different methods
Small-group discussion – how to use the theories covered so far within the coaching at work role
Learners view a good initial coaching session and then identify the elements of the coaching plan Tutor input – the GROW model
Tutor input – how to plan a coaching session
Assignment 1: Analysis of an Initial Coaching Session
Tutor input – coaching methods Role-play activities
Tutor input – further explanations of coaching skills Role-play activities
Assignment 2: Practical Coaching
Tutor input – innovation Learners discuss occasions when they were able to be innovative and what caused that to happen
Tutor input – the processes that can be used to encourage innovative behaviour of team members, supported by video/DVD clips
Assignment 3: Encouraging Innovation
Review of unit and programme of assignments

Assessment

This unit can be assessed through a portfolio of evidence using assignments or other assessment instruments designed by the centre.

Evidence that learners have met the criteria can be collected through written assignments, or through oral work. If learners meet any criteria through oral work then this should be recorded on a Learner Observation Record which shows in sufficient detail why each criterion has been met. This should be supported by other evidence such as learners' notes or visual aids.

For AC1.1, learners need to correctly outline at least two learning theories.

For AC1.2, learners need to describe how at least two learning theories apply to two different situations.

For AC2.1, learners need to identify four separate stages in a model of a coaching plan. This needs to include showing some understanding of each stage by identifying the stage from a role play or case study.

For AC2.2, learners need to identify at least four separate stages in a model of a coaching session plan, demonstrating an understanding of the types of activities that could make up each stage.

For AC2.3, learners need to describe at least four different coaching methods.

For AC2.4, learners need to develop a coaching plan that uses all the stages of a model such as GROW.

For AC3.1, learners need to identify at least three coaching skills used to develop team members, including feedback.

For AC3.2, learners need to apply coaching skills to develop team members in real situations if this is appropriate and ethical, or, if not, in a role-play situation. There should be a total of at least three coaching skills plus feedback applied to at least two different situations.

For AC4.1, learners need to fully analyse four factors that affect the generation of ideas within a team.

For AC4.2, learners need to describe five processes that support team members to implement ideas.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 2.1	Analysis of an Initial Coaching Session	The learner views a recording of an initial coaching session and reads the records made by the coach to identify the learning theories that have been used. They explain how they have been applied in the coaching plan, and identify the stages in the coaching plan that have been used.	Report
AC 2.2, 2.3, 2.4, 3.1, 3.2	Practical Coaching	The learner plans a coaching session, conducts two role-play sessions using coaching methods and skills and produces reflective accounts explaining how they demonstrated their skills and methods. Their reflective account also explains how they would apply the methods in different situations.	Coaching session plan, role play and reflective account
AC 4.1, 4.2	Encouraging Innovation	The learner produces a presentation about the factors that support innovation in the workplace and explains how they could support innovation within a specific workplace.	Presentation

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Cope M – *The Secrets of Success in Coaching*: 12 Ways to Excel as a Coach (Pearson Education, 2010) ISBN 9780273731849

Starr J – *Brilliant Coaching* (Pearson Education, 2008) ISBN 9780273717355

Websites

http://en.wikipedia.org	Articles on coaching
www.bps.org.uk	British Psychological Society – links to articles on coaching
www.businessballs.com	Offers a wide range of free resources including some on learning and team development
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.nwlink.com/~donclark/perform/coach.html	The Performance Juxtaposition Site – free resources on leadership and management development

Unit 6: Customer Service in Team Leading

Unit code: M/602/0404

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit provides the learner with the knowledge and understanding of the importance of establishing and communicating customer service standards, and the processes involved in providing excellent customer service.

Unit introduction

This unit focuses on the delivery of customer service and its importance to the organisation and its staff. Learners will understand what customer service is and how the level of delivery can affect an organisation's success or failure. They will learn about the benefits of providing excellent customer service, and the impact on an organisation of poor customer service. Learners will examine the different types of customers an organisation can have, and how their needs are identified. The unit also develops learners' understanding of the key legislation affecting customer service, highlighting the consequences for both the individual and the organisation of non-compliance.

In this unit learners will learn the importance of having organisational rules and procedures in place for the delivery of customer service and the benefits of these, particularly when handling customer queries and complaints. Learners will gain an understanding of the ways a team leader can support the team in meeting customer service standards through motivation, involvement and encouragement.

Learners will be able to examine how organisations monitor and evaluate their level of customer service by obtaining feedback from customers from a range of sources. They will compare the usefulness and effectiveness of these methods. They will then be able to assess the importance of evaluating feedback and how this then contributes to improvements to the service delivered.

Method of assessment

This unit can be assessed only through a portfolio of evidence (internal assessment).

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to provide customer service	1.1 identify legal obligations affecting customer service 1.2 describe the benefits of providing excellent customer service 1.3 identify the needs of different types of customer
2 Know how to support a team to deliver customer service	2.1 describe ways of handling customer queries 2.2 outline ways to improve team performance when delivering customer service
3 Understand ways to improve customer service performance	3.1 compare ways of measuring customer satisfaction 3.2 describe the importance of evaluating customer feedback

Unit content

1 **Know how to provide customer service**

Customer service: definition of customer service; service teamwork; service partnerships

The type of customer service organisations have: service deliverer; face-to-face customer service eg hotels, restaurants; remotely eg call centres; service teamwork (cooperation between individuals, departments and organisations to provide customer service)

Legal obligations: legislation to protect customers; Sale of Goods Act 1979 as amended; Consumer Protection Act 1987; Trade Descriptions Act 1968; consequences of non-compliance eg criminal penalties and prosecution if the trader is found guilty

Health and safety risks and hazards: machinery, equipment, power sources, materials and substances, unsafe behaviour, accidental breakages and spillages, disposing of hazardous substances; level of risk

Reducing risks: following workplace policies/procedures, manufacturers' instructions, correcting risks where possible, telling appropriate person

Customer confidentiality: types of confidential information eg names, addresses, payment details; purpose of customer confidentiality

Organisational confidentiality: types of confidential information; purpose of organisational confidentiality eg to protect organisation from criminal activity

Benefits of providing excellent customer service: features of effective customer service; importance eg to earn repeat business from customers

Effects of poor customer service: negative effects eg poor reputation; word-of-mouth denigration; competitive disadvantage; staff job dissatisfaction, lack of motivation

Internal customers: team colleagues; supervisors; staff in other teams, departments or company sites

External customers: types eg clients, patients, visitors, guests; existing; new; individuals; groups; businessmen and women; non-English speaking; different ages; different cultures; gender; families; special needs eg visual, hearing, mobility impairments

Customer needs: identifying needs eg listening to customer, asking questions to clarify needs

2 **Know how to support a team to deliver customer service**

Organisational procedures: purpose; types of procedures; organisational policy on confidentiality; suspicion of theft and raising alarm; the limits of what staff are allowed to do

Customer queries: handling queries; knowing limits of own responsibility; dealing promptly with queries and complaints; importance of communication skills; solve the problem; agree solution with the customer

Team performance: importance; job satisfaction; improving performance; benchmarking standards

3 **Understand ways to improve customer service performance**

Monitor customer satisfaction: methods for measuring customer satisfaction eg surveys, questionnaires, comment cards, mystery shopper; usefulness and effectiveness of different methods; importance of monitoring

Evaluation: importance eg to indicate a reduction in the number of complaints, repeat business from loyal customers, retention of customers

Improving customer service provision: undertaking regular self-evaluation; keeping a complaints log to help identify improvements; developing FAQs on website; improving quality of service and reliability; providing value for money; holding regular focus group discussions; developing internal procedures; staff job satisfaction; compliance with legal obligations

Essential guidance for tutors

Delivery

This unit introduces learners to the delivery of customer service and its importance to organisations and staff.

A useful start for learning outcome 1 would be for learners to think about what customer service is and what defines both good and poor customer service. All learners will have been customers at one time or another and will have had varied experiences, learners can draw on their experiences to share among the group. Where learners have part-time jobs or work experience in customer service situations it is useful to draw on their experiences in general group discussions. Likewise, it is valuable to encourage learners to evaluate and discuss both positive and negative experiences that they may have had as a customer and the effect that this had on their level of satisfaction and image of the organisation and its staff.

Learners need to recognise the value of a satisfied customer and the damage that a dissatisfied customer can do. Learners can discuss the benefits of providing good customer service to the organisation and the employees, particularly in terms of how customer service can affect an organisation's reputation and contribute to its success or failure. A guest speaker from Trading Standards could talk about the legal obligations relevant to customer service, and learners can discuss the implications of non-compliance through watching video clips from television programmes such as *Rogue Trader or Watchdog.*

There is a focus on the importance of identifying customer needs and expectations of customer service. Learners will also have the opportunity to understand the different types of customers: for example who the internal customers are and who the external customers are. They can visit different organisations to find out how customer needs and expectations are met by observing staff either dealing with customers face to face (such as on a sales floor) or over the telephone and by reading through the staff handbook to see if there are any written company procedures specifically about dealing with customers. If learners have work experience they should be encouraged to discuss customer service with their line manager or supervisor.

For learning outcome 2, learners can investigate the benefits of customer service to the customer, to the organisation and to the employee. Some role-play discussions can be developed, with different learners debating the benefits (or disadvantages) of certain actions to the customer, the organisation and the employee. Working in customer service requires a range of personal and interpersonal skills for dealing with situations including answering the telephone, dealing with enquiries, handling financial transactions, refunds policies, handling complaints, dealing with medical emergencies. Role-play activities are an effective way for learners to practise their communication and interpersonal skills and the different ways in which dissatisfied customers and problems can be handled. Learners should have the opportunity to evaluate each situation from both the customer's and the staff member's perspective. Learners should be aware of the actions they need to take to resolve customer problems, for example when they have to refer problems on.

When it comes to supporting a team, learners can research a couple of organisations and compare ways used to motivate the team to improve customer service performance. Visiting speakers could talk about the importance of supporting their teams, and what methods are used.

For learning outcome 3, improving customer service performance, learners need to understand that there is more to customer service than consistently meeting and exceeding customer needs. Learners need to develop their knowledge of how customer service can be used by management to deliver improvements to the business, for example through procedural changes or by introducing new products. The techniques of monitoring and evaluating customer service will require some traditional teaching, leading to discussion groups which can link to businesses that learners have visited or otherwise experienced (perhaps through a visiting speaker). Groups can focus on one specific business and explore how monitoring and evaluation techniques could be used and what improvements they may lead to. Visiting speakers can deliver presentations on how larger organisations manage this aspect of customer service.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor-led discussion – customer needs and expectations Group work and exercises
Visit to customer service providers to research how needs and expectations are met
Guest speaker – legislation
Tutor input – motivation to improve team performance
Role-play activities – practising communication skills in customer service situations
Learners produce booklet covering an induction programme which new staff have to attend before they can serve customers, contributing to **Assignment 1: Induction Programme**
Learners visit an organisation with an excellent customer service reputation to find out how customer service is monitored and evaluated
Group discussion – learners compare the advantages and disadvantages of different monitoring methods
Assignment 2: Monitoring and Evaluation
Review of unit and programme of assignments

Assessment

Evidence for assessment will be generated from the learning programme. For much of the evidence learners will need to demonstrate their knowledge and understanding of customer service delivery.

For AC1.1, learners need to identify at least two pieces of legislation affecting customer service and demonstrate their knowledge of the consequences of non-compliance for both the organisation and the individual. Learners should not reproduce large chunks of legislation verbatim, but contextualise this to a customer service situation they have investigated or are familiar with.

For AC1.2, learners need to describe the benefits of providing excellent customer service to the customer, the organisation and the employee delivering the service.

At least three different types of customer, including both internal and external customers, need to be identified for AC1.3. Learners should be able to state ways in which customer needs are identified, using examples from their investigations or experience to illustrate these.

For AC2.1, learners need to demonstrate their knowledge of the importance of following organisational procedures for customer service practices when describing ways of handling queries.

For AC2.2, learners need to outline why it is important to improve team performance when delivering customer service, giving examples of at least two ways of doing this.

For AC3.1, learners need to compare at least three ways that customer satisfaction within an organisation can be monitored and evaluated, drawing on examples they have researched through visits to organisations.

For AC3.2, learners need to describe the importance of evaluating customer feedback and use at least two examples to illustrate how this can improve customer service provision in an organisation.

It is possible to assess work orally, with learners explaining and describing things to the assessor in discussion or in group work or in a presentation. If oral assessments are used then the work must be directly attributable to the learner, and hard copies of the learner's presentation slides/notes or discussion notes/prompts made available in addition to a detailed assessor statement. The assessor must provide a signed statement that includes detail of the evidence presented that is aligned to the criteria. The evidence must support achievement of the criteria. If there is sufficient evidence from the oral work or from observations to make an assessment decision then the assessment decision should be shown.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3, 2.1, 2.2	Induction Programme	The learner takes the role of a customer service team leader to produce a booklet for new staff.	Material for an induction programme
AC 3.1, 3.2	Monitoring and Evaluation	The learner uses an organisation they have researched to investigate how it monitors and evaluates customer service delivery.	Report

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Leland K and Bailey K – *Customer Service for Dummies* (John Wiley & Sons, 2006) ISBN 9780471768692

Newby T and McManus S – *The Customer Service Pocketbook* (Management Pocketbooks, 2002) ISBN 9781903776001

Journals

Customer First (Institute of Customer Service)

Customer Focus (Institute of Customer Service)

Customer Service Manager (www.customerservicemanager.com)

Websites

www.customernet.com	Customer Service Network for sharing best practice
www.instituteofcustomerservice.com	Institute of Customer Service for reports, research, publications

Unit 7: Leading and Managing Meetings

Unit code: T/602/0405

QCF Level 3: BTEC Specialist

Credit value: 3

Guided learning hours: 20

Unit aim

This unit provides the learner with the skills and knowledge required to prepare for and manage meetings successfully

Unit introduction

Learners will probably have had some experience of attending meetings. These may have been formal or informal. However, learners may not have had the experience of leading a meeting. Although they may be familiar with the documentation and procedures of a meeting, this is very different from knowing how to lead and manage a meeting.

This unit gives learners the knowledge they need to prepare for meetings and it allows them to practise and develop the skills required in leading meetings. Knowing which documents are required for a meeting is the natural starting point. This will allow learners to focus on the need to identify those who will attend the meeting and how to brief these participants before the meeting.

This unit gives learners the opportunity to practise the skills required in leading and managing a meeting. Learners will chair a meeting and will need to demonstrate that they can manage the agenda in a way that allows the objectives of the meeting to be met. They will also need to ensure that all participants are involved in the discussions. Finally, they will learn how to close the meeting in an appropriate and timely manner.

After the meeting, learners will have the opportunity to practise the skills involved in post-meeting procedures. They will write up accurate minutes of the meeting and follow up any actions arising from the agenda items. They will have the opportunity to reflect on the meeting to assess whether the objectives of the meeting have been met.

Method of assessment

This unit can be assessed only through a portfolio of evidence (internal assessment).

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to prepare to lead meetings	1.1 describe how to prepare to brief meeting participants 1.2 describe the documentation required for meetings 1.3 identify appropriate participants to invite to meetings
2 Be able to chair meetings	2.1 prepare appropriate documentation for meetings 2.2 manage an agenda to achieve meeting objectives 2.3 involve participants in meeting discussions 2.4 close meetings appropriately
3 Be able to complete post-meeting procedures	3.1 prepare accurate meeting minutes 3.2 communicate meeting actions to stakeholders 3.3 follow up any meeting actions 3.4 assess whether the objectives of meetings have been met

Unit content

1 **Know how to prepare to lead meetings**

Briefing participants: method eg by email, recorded post, telephone; sending appropriate documentation

Pre-meeting documents: agenda; minutes of the previous meeting; papers linked to agenda items; handouts for participants; mailing list; room booking confirmation; catering confirmation, IT equipment request confirmation; correct format of pre-meeting documents eg formal, informal, internal or external participants

Identifying participants: giving notice to participants; asking if participants have any agenda items; administrative support; technical support for IT or other visual aids

2 **Be able to chair meetings**

Meeting documentation: agenda – including purpose of the meeting, date, time, duration and place of meeting, agenda items, any other business (AOB); list of participants; list of apologies; minutes of previous meeting; papers linked to agenda items; handouts for participants; map and directions to meeting venue

Managing the agenda: welcome attendees; apologies; introduction of attendees; purpose of the meeting*;* review the agenda and agree order of business; impartiality of the chair; use of assertiveness; the importance of listening; focus on ideas, not people; ways of involving attendees in discussions eg asking attendee for their views, an update or if they agree with actions proposed; building consensus; staying on course and keeping to time; summarising decisions and actions

Closing the meeting: ending the meeting on time; summarising agreed actions; agreeing the procedure for reporting back on actions; asking attendees if they have any other business; reminders eg signing attendance sheets; thanking participants for attendance; setting the date for the next meeting if appropriate

3 **Be able to complete post-meeting procedures**

Preparing accurate meeting minutes: types of minutes eg action minutes, resolution minutes, narrative minutes; items to include in the minutes (purpose of the meeting, date and place of the meeting, names of attendees, apologies for absence); details of discussions and decisions taken on agenda items; agreed actions and timescales; time meeting closed; date of next meeting; distribution lists for circulation of the minutes

Following up on meeting actions: agree procedures for following up actions; timescales; reporting mechanisms eg verbal, written; who to report back to

Assess whether the objectives of the meeting have been met: reviewing the outcomes of the meeting; self-assessment of the outcomes; receiving feedback from others on the outcomes; comparing the outcomes to the original objectives

Essential guidance for tutors

Delivery

For learning outcome 1, it is likely that all learners will have had some experience of attending meetings, either in a work situation or through social situations. However, learners may not have had the opportunity to lead a meeting and tutor input will be required on how to prepare for a meeting and how to identify appropriate participants.

A useful starting point is to ask learners about their experiences of attending meetings. This discussion will complement the tutor input and will allow the tutor to focus on the documentation required for a meeting. Once the documentation has been established, a case study could be used to identify who should be invited to a meeting. It is useful if the tutor could guide the decisions on who should attend the meeting so that an appropriate number of participants are invited. It is also important that participants who should attend are not excluded. Learners can then look at practical ways in which the participants could be briefed before the meeting. They could be asked to discuss this in groups and feed back their suggestions.

Learning outcome 2 will give learners the opportunity to practise the skills of leading and managing a meeting. As a starting point, input from the tutor on meeting documentation could be supported by examples of good and flawed documentation. This would lay the foundations for learners to produce their own meeting documentation for a role-play exercise on leading a meeting.

On the build up to the role-play exercise there are a number of excellent VideoArts DVDs on meetings. These are a fruitful source of information and learning and they will help prepare learners for their role play. During the meeting the tutor should observe the chairperson and provide feedback on how well the agenda was managed. It is important that all attendees are involved in the meeting and the tutor should identify ways in which the chairperson provided opportunities for the involvement of participants. Feedback should also be provided on how well the chairperson addressed the protocol and processes of closing the meeting.

Learning outcome 3 could be introduced with some tutor input on post-meeting procedures. Learners will require input on the various types of minutes and they could be asked to decide which type of minutes would be most appropriate to record the meeting outcomes in their role-play exercise. Learners will need to practise the skill of writing up minutes and they could then compare their results with fellow learners.

The participants at the meeting will need to communicate meeting actions to stakeholders. Input from the tutor will be required to provide guidance on the range of possible stakeholders. Learners will need to know that stakeholders are likely to be people who did not attend the meeting. They will need to identify relevant stakeholders and communicate meeting actions to them in an appropriate manner.

Learners need to use the minutes to determine how to follow up actions after the meeting. They should show that their actions follow the procedures that are recorded in the minutes and were as agreed at the meeting.

Learners should reflect on their experience of leading and managing the meeting. They can look at the original objectives of the meeting and can use the minutes to assess whether those objectives were met. When making an assessment, learners

could identify reasons why the original objectives had not been met. Alternatively, if it was a very successful meeting, learners could identify factors which helped the objectives of the meeting to be met.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor input with examples – preparation for meetings
Tutor-led discussion – identifying participants of meetings
Tutor input with examples – preparing documentation for a meeting
Exercises – preparing documentation for role play
Tutor input – managing a meeting
Tutor-led discussion and video/DVD – involving people in meeting discussions
Tutor-led discussion – closing meetings
Tutor-led discussion and video/DVDs – managing meetings
Assignment 1: Managing a Meeting
Tutor input – post-meeting procedures Exercises
Exercise – writing up minutes from meetings
Tutor input – follow up actions
Assignment 2: Following Up
Review of unit and programme of assignments

Assessment

The assessment criteria in this unit can be assessed separately through a series of assignments linked to a single scenario based on a meeting. The meeting scenario could be provided through a case study or, if circumstances allow, it could be a live meeting.

For AC1.1, learners need to describe how to prepare to brief participants of a meeting they will lead. They should know the appropriate documentation needed to prepare for a meeting and why these documents are necessary.

For AC1.2, learners need to describe the documentation required for the meeting they are preparing to lead.

For AC1.3, learners need to identify appropriate participants to invite to the meeting they are preparing to lead. They will need to demonstrate an awareness of the fact that this may include participants who are invited to speak on agenda items or who or attending as observers (if appropriate).

For AC2.1, learners need to prepare an appropriate set of documents for the meeting they will lead. The documents should be in the correct format and include the agenda, any papers linked to the agenda items, any handouts for participants and, if appropriate, the minutes of the previous meeting.

For AC2.2, when leading the meeting, learners should demonstrate that they are able to follow the conventions for opening a meeting. They should welcome the participants, ask for any apologies, introduce participants, state the purpose of the meeting and agree the order of business. Learners will then need to demonstrate that they are able to manage the order of business on the prepared agenda in a way that allows the objectives of the meeting to be met.

For AC2.3, one way learners can demonstrate the impartiality of the chair is by ensuring that all participants have the opportunity to speak on agenda items. Learners will need to demonstrate an awareness of any signals from participants that they wish to speak. Learners will need to ensure that all participants are given the opportunity to speak on agenda items before the items are closed for discussion.

For AC2.4, learners will need to demonstrate that they can follow the protocols associated with closing meetings. They should be able to summarise agreed actions and agreed procedures for reporting back. Participants should be given the opportunity to raise other items through 'any other business'. Learners should remind participants of any requirements such as signing the attendance book and, if appropriate, they should set the date of the next meeting.

For AC3.1, learners need to provide post-meeting documents for assessment, ie the minutes of the meeting. These will need to be an accurate reflection of the outcomes of the agenda items. The minutes should include details of the purpose of the meeting, date and place of the meeting, attendees and apologies for absence, details of discussions against agenda items and decisions taken, agreed actions and timescales, time meeting closed and distribution lists for circulation of the minutes.

For AC3.2, learners need to demonstrate that they are able to communicate the meeting actions to appropriate stakeholders. The manner of communication should be appropriate to stakeholder circumstances. For example, it could be verbal, telephone or face to face. It could be written in a memo or in an email.

For AC3.3, learners need to follow up actions agreed at the meeting and demonstrate that the actions are followed up as agreed at the meeting. Timescales should be met and appropriate methods should be used for communicating the outcomes of the actions to the appropriate persons.

For AC3.4, learners need to reflect on the meeting and make judgements on whether the original objectives of the meeting have been met. Learners will need to review the records of the meeting and compare the outcomes and decisions made at the meeting and assess whether these allowed the original objectives of the meeting to be met.

This is essentially a practical unit. It can be assessed though tutor observation of learners leading and managing meetings. Verbal or written evidence could be provided for the post-meeting procedures of following up actions and communicating actions to stakeholders. The supporting documentation prepared by

learners, such as the agenda and the minutes, will also be an important source of evidence.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4	Managing a Meeting	The learners manages a meeting by preparing appropriate documentation, inviting participants and leading the meeting to achieved agreed outcomes.	Portfolio of evidence
AC 3.1, 3.2, 3.3	Following Up	The learner completes post-meeting procedures.	Report and portfolio of evidence

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Doyle M and Strauss D – *How to Make Meetings Work: The New Interaction Method* (Jove Books, 1993) ISBN 9780515090482

Hawkins C – *First Aid for Meetings* (BookPartners Inc, 1997) ISBN 9781885221612

Hawkins C – *Make Meetings Matter* (Career Press, 2008) ISBN 9781601630155

Kelsey D and Plumb P – *Great Meetings! Great Results: A Practical Guide for Facilitating Successful, Productive Meetings* (Hanson Park Press, 2004) ISBN 9780965835411

Micale F A – *Not Another Meeting!: A Practical Guide for Facilitating Effective Meetings* (PSI Research, 1999) ISBN 9781555714802

Websites

www.managementhelp.org	Free management library for articles and blogs on a variety of management subjects including a useful section on managing meetings
www.projectsmart.co.uk	Managing the meeting from hell – some good tips on keeping order in a meeting
www.videoarts.com	Information on DVD training resources starring John Cleese such as *Going to a Meeting, Meetings Bloody Meetings*, *More Bloody Meetings*

Unit 8: Participating in Meetings

Unit code: A/602/0406

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 20

Unit aim

The unit provides the learner with the knowledge, understanding and skills required to participate effectively in meetings.

Unit introduction

Attending and participating in meetings can be a daunting and anxious prospect, particularly for those who have had little or no experience of this role. Turning up for a meeting without doing any preparation will only increase anxieties for the participant. The first steps that participants should take are to identify their own role at the meeting and make adequate pre-meeting preparations. For example, understanding the purpose of the meeting and finding out the background to agenda items will help to make participants familiar with the proceedings and the dialogue in the meeting.

It is important that participants are able to contribute to the meeting by asking questions, presenting information and making their contributions relevant to agenda items. These skills, and the ability to present yourself in a confident manner, can be developed through practice and by ensuring that pre-meeting preparations are thoroughly conducted. Learners will participate in a meeting and will practise their communication skills by taking part in discussions on the agenda items. Participants may have to report the outcomes of the meeting to other stakeholders. Therefore, it is important that they develop ways of checking their own understanding of the outcomes of the meeting so that they have an accurate account of the outcomes.

Participants at meetings also need to understand that post-meeting tasks may have to be completed. This could include communicating the outcomes of the meeting to relevant stakeholders. Participants will need to decide on appropriate methods of completing this task and report back accurate information in a timely fashion. It is good practice for participants to review whether the post-meeting processes have been completed satisfactorily.

Method of assessment

This unit can be assessed only through a portfolio of evidence (internal assessment).

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to prepare for meetings	1.1 identify meeting objectives 1.2 describe the benefits of conducting pre-meeting research 1.3 identify own role in meetings
2 Be able to participate in meetings	2.1 complete pre-meeting preparations 2.2 take part in meeting discussions 2.3 check own understanding of meeting outcomes
3 Understand how to complete post-meeting processes	3.1 explain appropriate ways to communicate information from meetings to relevant stakeholders 3.2 discuss whether post-meeting processes are completed satisfactorily

Unit content

1 **Know how to prepare for meetings**

The objectives of meetings: types of meetings eg work meetings, staff meetings, team meetings, ad hoc meetings, board meetings, planning meetings, annual general meeting (AGM); appropriate documents eg agenda, previous meeting minutes; objectives of meetings eg to inform, to discuss, to agree, to find consensus, to plan ahead, to seek ideas, to resolve problems, to seek clarification, to take decisions, to discuss proposals, to settle disputes; quorum; notice of meeting

Benefits of pre-meeting research: being prepared for the meeting; building confidence; speaking with authority; answering questions; gaining respect from others; having items for any other business (AOB)

Identifying own role: observer; data gatherer; information gatherer; presenter; listener; active participant, asking questions; clarifying issues; contributor

2 **Be able to participate in meetings**

Completing pre-meeting preparation: completing any required paperwork before the meeting; finding out the purpose of the meeting; conducting research into agenda items; preparing any presentation material; preparing papers for distribution at the meeting; requesting any equipment required for presentations eg overhead projector, PowerPoint projection equipment

Taking part in meeting discussions: speaking clearly, tone, pace, voice projection; active listening; respecting others' opinions; speaking when appropriate; looking confident; looking interested; asking questions; being courteous; using constructive criticism; making proposals; keeping contributions relevant to agenda items; presenting ideas clearly; taking notes

3 **Understand how to complete post-meeting processes**

Communicating information to relevant stakeholders: identifying stakeholders (internal and external); types of feedback eg verbal, written; confidentiality; feedback to different groups; importance of communicating quickly; importance of providing accurate feedback; completing any actions designated at the meeting; communicating progress on actions

Satisfactory completion of post-meeting processes: checking accuracy of meeting minutes; reviewing post-meeting processes; timescales; completion of actions designated at the meeting; communication to stakeholders; ways of making a self-assessment of the processes eg checklists; receiving feedback from others on post-meeting processes

Checking own understanding of meeting outcomes: seeking clarification; confirming actions and decisions

Essential guidance for tutors

Delivery

This unit develops a mix of the knowledge, understanding and skills required to participate effectively in meetings. Learners will have the opportunity to test their knowledge and understanding of meeting processes and to practise the skills required in a meeting.

For learning outcome 1, learners will learn about the importance of preparing for a meeting. They will learn that there are often agenda items that require research if participants are to make effective contributions in a meeting. This may be straightforward, such as seeking advice and guidance from a colleague or it could be more complicated, for example using the internet to conduct research on the agenda items.

Not all learners will have attended formal meetings. However, all learners will have had some experience of attending different types of meeting. It may not be immediately obvious to learners that participants may have different roles to play in meetings. Tutors can draw on the experiences of learners from meetings they have attended or observed and lead discussions on the different roles that participants can play in meetings.

Using a clip from a news programme or from comedy programmes such as The Office is a useful starting point for focusing on the objectives of a meeting. Learners could be put into small groups and be shown a clip from The Office where David Brent is holding a meeting with his staff. They could then be asked to identify the original objectives of the meeting. They could also feed back on whether they thought that the meeting strayed away from the original objectives.

Learning outcome 2 provides learners with the opportunity to practise the skills of participating in meetings. One approach could be for the tutor to call a meeting and invite learners to attend. The tutor would draw up the agenda and send out calling notices to the participants, indicating any instructions/requirements for individuals against the agenda items. This will give learners the opportunity to complete pre-meeting preparations. The meeting should be chaired by the tutor or an independent person who should ensure that all learners have the opportunity to participate in the meeting.

It is important that tutors provide opportunities for learners to practise the skills needed to participate in a meeting. Role-play scenarios can be used to practise the development of communication, listening and feedback skills. Learners should be encouraged to provide constructive and positive feedback on their peers' participation skills in the role play. Tutor input on the importance of giving constructive feedback is very important. Video clips or DVDs can be used to illustrate the consequences of poor participation in meetings. There are a number of VideoArts DVDs on meetings which are informative and amusing.

Learning outcome 3 is essentially a continuation of learning outcome 2. The outcomes of the meeting will have been decided and recorded. Learners could be asked to identify relevant stakeholders who should be informed about the outcomes of the meeting. They could then be asked to look at the most appropriate ways of communicating these outcomes to relevant stakeholders. Learners should be encouraged to recognise different forms of communication that may have to be

used with individual stakeholders. For example, an email may be appropriate for one stakeholder whilst verbal feedback may be required for another stakeholder.

Learners need to have the opportunity to reflect on their participation in the meeting. They could work in pairs or in small groups to discuss the way they approached the post-meeting processes before compiling their own record for assessment.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor input with examples – purpose of meeting
Tutor-led discussion – benefits of pre-meeting research Research exercise
Tutor-led discussion – identifying own role in meetings
Assignment 1: Preparing for Meetings
Tutor input with video/DVD clips – taking part in meetings
Assignment 2: Taking Part in a Meeting
Tutor-led discussion – communicating information from the meeting Role-play exercises
Tutor-led discussion – post-meeting processes **Assignment 3: Completing Post-meeting Processes**
Tutor-led discussion – checking your own understanding
Review of unit and programme of assignments

Assessment

The assessment criteria in this unit can be assessed separately through a series of assignments linked to a single scenario based on a meeting. The meeting scenario could be provided through a case study or, if circumstances allow, it could be a live meeting.

For AC 1.1, learners need to know that good preparation is required in order to participate in a meeting. They should know the appropriate documentation used in meetings and how to use the documentation to identify the objectives of a meeting they will be participating in.

For AC1.2, learners need to describe the benefits of conducting pre-meeting research. This assessment criterion is closely linked to AC2.1 which involves learners making pre-meeting preparations for a live meeting. Part of the pre-meeting preparations will involve learners conducting pre-meeting research. This will give learners the opportunity to describe the benefits they gained from conducting research into the agenda items before the meeting.

For AC1.3, learners need to identify a number of possible roles in meetings that they could be asked to fill. They also need to identify their own role in the live meeting.

For AC2.1, learners need to make appropriate preparations before attending a meeting. One way of assessing this is through a checklist which the tutor could devise. This is an effective way of assessing pre-meeting preparations both in the meeting and through any supporting documentation that learners have produced.

For AC 2.2 and 2.3, learners need to participate in the live meeting and take part in the discussions on the agenda items. It is expected that learners will ask relevant questions and respond appropriately to questions from the chair or other attendees. As the meeting progresses, learners should ensure that they check their own understanding of the outcomes of the meeting. They can do this by asking for confirmation of their understanding of the outcomes on individual agenda items.

For AC3.1, learners need to explain appropriate ways to communicate information from meetings to relevant stakeholders. Learners should recognise that a 'one fit' approach may not be appropriate and that different stakeholders may require different methods of feedback.

For AC3.2, learners should reflect on the experiences of participating in a meeting and decide what they would need to do after the meeting. They will have a record of how they would have tackled the post-meeting processes. They will need to discuss whether these processes have been completed satisfactorily.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3	Preparing for Meetings	Learners make preparations for a meeting.	Report
AC 2.1, 2.2, 2.3	Taking Part in a Meeting	Learners participate in a meeting.	Portfolio of evidence
AC 3.1, 3.2	Completing Post-meeting Processes	Learners complete post-meeting processes.	Report or presentation

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Doyle M and Strauss D – *How to Make Meetings Work: The New Interaction Method* (Jove Books, 1993) ISBN 9780515090482

Hawkins C – *First Aid for Meetings* (BookPartners Inc, 1997) ISBN 9781885221612

Hawkins C – *Make Meetings Matter* (Career Press, 2008) ISBN 9781601630155

Kelsey D and Plumb P – *Great Meetings! Great Results: A Practical Guide for Facilitating Successful, Productive Meetings* (Hanson Park Press, 2004) ISBN 9780965835411

Micale F A – *Not Another Meeting!: A Practical Guide for Facilitating Effective Meetings* (PSI Research, 1999) ISBN 9781555714802

Website

www.videoarts.com	Information on DVD training resources starring John Cleese such as *Going to a Meeting, Meetings Bloody Meetings*, *More Bloody Meetings*

Unit 9: Gaining Results from Your Team

Unit code: F/602/0407

QCF Level 3: BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit provides the learner with the knowledge and understanding of the importance of teams achieving their goals to support an organisation in achieving its aims and objectives.

Unit introduction

Many employees work in teams in organisations and team leaders are responsible for managing the work of the team in addition to ensuring that the team meets its objectives, thereby fulfilling overarching organisational objectives. Enabling this to happen requires the team leader to keep track of what the team is doing by scheduling and allocating work and by monitoring both the team's performance and the work of individuals in the team. This may be done be using targets and performance indicators to judge achievements.

Team leaders are responsible for providing support to individuals to enable them to improve their performance and contribution to the work of the team. Teamwork often gives rise to conflict and the team leader needs to be able to deal with conflict to ensure that it does not jeopardise the work of either the individual or the team. Conflicts that do arise have to be resolved, but minimising conflict can be achieved through careful deployment of the team leader's interpersonal skills without resorting to more formal organisational procedures.

By considering the topics of monitoring team performance, providing support for individual team members in their work and dealing with conflict, learners will gain an insight into how team leaders can get results from the teams they manage.

Method of assessment

This unit can be assessed only through a portfolio of evidence (internal assessment).

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to monitor the performance of a team and its members	1.1 explain how the work performance of teams and individuals can be monitored 1.2 explain how the results of performance monitoring can be used to establish how team objectives have been met 1.3 explain how the results of performance monitoring can be used to improve team performance
2 Know how to support individuals to improve their performance within a team	2.1 outline how to use performance monitoring information to improve the performance of individuals within a team 2.2 describe how to provide feedback to individual team members to ensure work objectives are achieved 2.3 identify the techniques that can be used to support individuals to perform more effectively within a team
3 Understand how to deal with conflict within a team	3.1 describe the issues that could cause conflict in teams 3.2 evaluate the techniques that can be used to reduce conflict in teams 3.3 explain how legislation affects the process of dealing with conflicts in teams

Unit content

1 **Understand how to monitor the performance of a team and its members**

Context: definition of monitoring performance; performance categories; aspects to measure for each category; selection of measures; performance measurement (whole team, sub-group, team members, team leader); fairness; openness

Performance measurement: defined standards against which to monitor performance; benchmarks; targets; quantity-based measures (level of production, number of customer enquiries processed, error rate, quantity of scrap, customer feedback, speed of response, business process based on processes such as ISO 9000, team-based ACE (aligned, creative, exploring) team profile; qualitative measures (views, opinions, performance data); recording performance data; interpreting performance data; evaluating performance data; sampling; timing; proportion of work checked

Results of performance monitoring: quantified standards; comparison of performance against standards; feedback; corrective action; setting SMART (specific, measurable, achievable, realistic and time-based) objectives; follow-up actions; feedback relating to objectives; measuring improvement

2 **Know how to support individuals to improve their performance within a team**

Performance improvement: team reviews eg Leigh and Maynard's Fun, Open, Regular, Challenging and Energising; involvement of team in reviewing performance; appraisals; performance reviews; identifying action to be taken; action plan; reinforcing improved performance; monitoring performance

Feedback: uses performance reviews; positive and negative features; evidence based; spoken; written; discussed in confidence; clear; constructive; the feedback sandwich (negative matters that require action sandwiched between positive comments); agreed actions; setting SMART targets

Support: team briefings; skills for one-to-one meetings; one-to-one reviews to improve performance; mentoring; buddying; professional development; training; ensuring involvement with the team; celebrating achievement

3 **Understand how to deal with conflict within a team**

Sources of conflict: organisational conflict eg workload, unfairness, lack of information; structural conflict (eg rewards, recognition, job satisfaction, power); personal conflict eg grievances against other team members, attitudes; antagonism; inflexibility; posturing; passivity; causes of difficult behaviour

Conflict resolution: team leader as a behavioural role model; anticipating conflict; identifying conflict; preventing conflict eg team communications, individual communications; openness; receptivity to ideas; fairness in dealing with others; understanding cultural and social differences; problem-solving models eg Heller's Learning from Problem Solving; interpersonal skills for resolving conflict (listening, empathising, questioning, bargaining, retreating,

de-emphasising, summarising, proposing); confronting unacceptable behaviours; decisiveness; adhering to decisions; assertiveness; clarity; de-personalisation; rule enforcement; recognition of limit of own capacities and responsibilities; referral to others eg line manager, counselling service

Essential guidance for tutors

Delivery

All the outcomes can be delivered flexibly. Formal tutor input could identify some of the theoretical material, but learners can work individually and in groups to research and gather information about the performance of teams. Case studies, business simulations, team activities, video recordings of effective and ineffective handling of poor performance and role play all offer approaches to learning about how to get the best from teams. Up-to-date materials are available on the web and material is available from both government agencies and private providers on topics such as conflict resolution.

No previous knowledge of team leading and managing team performance to get results is assumed and learners can use and refer to experiences from employment or group work, or from reviewing case studies where it is known that teams have either achieved good or poor results.

The unit can be introduced by explaining how teams and individuals within teams have objectives but these have to be set into the wider organisational context where there are overarching organisational goals. The individual, team and organisational goals need to be synchronised and the role of the team leader is to help individuals and the team achieve it. Examples can be taken from team sports to make the points vivid and relate them to learners' experiences. In a team sport individual aims have to be subsumed for the benefit of the team. So it is in business as well. Learners should know how performance is measured and look at the wide range of indicators that might be used to measure performance. Individuals' performance can be measured against these indicators which might be quantitative, for example making a target sales figure every month, or qualitative, for example having customer feedback on service levels that never falls below satisfactory. Consideration can be given to the methods of collecting and processing the information so it can be used in monitoring activities for individuals and teams by identifying both good and poor performance.

Attention can then be given to using the information to support individuals to improve their performance. Giving feedback to individuals and teams needs to be set in a supportive context so that positive and negative messages are clearly articulated but generate positive outcomes. The interpersonal skills of the team leader contribute to this and some of the interpersonal skills relating to dealing with conflict resolution can equally be applied when supporting team members. The support process is not spasmodic but continuous, so it is important to identify how continuous support can be made available and to identify the range of techniques available to provide support for individuals and teams to help them improve their performance.

Learners need to understand that conflict can be positive or negative but that in team settings it needs to be managed. Some conflict is institutional and a team leader might acknowledge this but be able to do very little about it. Some conflict might be personal. A team leader needs to lead by example and can use a range of techniques and skills to preclude the chances of conflict arising by, for example, involving all members of the team all the time and by treating them in an even-handed, courteous and calm way. Other methods can be used to mitigate conflict should it arise but there may come a point where team leaders have to deal with conflict by handing the matter over to someone else.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor input – the purpose of performance management in teams and the reasons it is used in organisations
Activity – learners research and discuss performance standards and the gathering, analysis, evaluation and use of performance information in team settings
Assignment 1: Joining the Team
Tutor support and feedback
Tutor input – how to support individuals to improve their performance
Practical work and role play that considers performance issues and giving feedback to support individual performance
Tutor input – the sources of conflict and conflict resolution techniques
Practical work, discussion and role play that considers how to deal with conflicts in team settings
Assignment 2: Getting the Best from the Team
Tutor support and feedback
Review of unit and programme of assignments

Assessment

For AC1.1, learners need to explain how the work performance of teams and individuals can be monitored and the reasons why this is done. There needs to be an appreciation that the work performance of teams has to be synchronised and aligned with wider organisational objectives and that work monitoring provides a tool to allow this to happen.

For AC 1.2 and AC1.3, learners need to explain how the results of performance monitoring are used to establish whether team objectives have been met and how the information can be used to improve team performance. The monitoring information is used to control the work situation either by taking corrective or exploitative action to ensure that the team objectives and the wider organisational objectives are met or modified in the light of experience. AC 1.1, 1.2 and 1.3 can be assessed through a case study which requires consideration to be given to the reasons for monitoring team performance in organisations. Work can be submitted either in written form or through a presentation which can be made with slides, notes and a question and answer session.

For AC2.1, learners need to outline how to use performance monitoring information to improve the performance of individuals within a team. They need to show how underperformance by one person may lead to the team failing to meet its goals or others in the team having to compensate for the underperformance of an individual.

For AC2.2, learners need to describe how to provide feedback to individual team members to ensure that work objectives are achieved.

For AC2.3, learners need to identify the techniques that can be used to support individuals to perform more effectively within a team. It is important to recognise that follow up techniques must be used to ensure that individual team member performance is supported on a continuous basis to ensure team results are achieved. AC 2.1, 2.2 and 2.3 can be assessed through a case study which identifies performance matters and requires learners to show how to deal with the issues. The assignment can be extended to cover learning outcome 3. Work can be submitted in a variety of formats, for example written form, a presentation, a storyboard, a professional discussion, a role play or the combination of a number of these methods.

For AC3.1, learners need to describe the issues that could cause conflict in teams, including institutional, structural or personal issues.

For AC3.2, learners need to evaluate the techniques that can be used to reduce conflict in teams, as conflict can be harmful to the achievement of team objectives.

For AC3.3, learners need to explain how legislation affects the process of dealing with conflicts in teams and that failure to comply with legislation may cause additional problems. Learners need to show that, in some circumstances, problems may go beyond a team leader's capacity to deal with the problem and that matters should be referred to others. The assignment used for learning outcome 2 can be extended, as previously indicated, to cover AC 3.1, 3.2 and 3.3.

It is possible to assess work orally, with learners explaining and describing things to the assessor in discussion or in group work or in a presentation. If oral assessments are used then the work must be directly attributable to the learner, and hard copies of the learner's presentation slides/notes or discussion notes/prompts made available in addition to a detailed assessor statement. The assessor must provide a signed statement that includes detail of the evidence presented that is aligned to the criteria. The evidence must support achievement of the criteria. If there is sufficient evidence from the oral work or from observations to make an assessment decision then the assessment decision should be shown.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3	Joining the Team	The learner works as a team leader of a team that has taken on new staff. They need to know about the performance monitoring arrangements used.	Presentation
AC 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	Getting the Best from the Team	The learner produces an article entitled 'Getting the Best from the Team' for the monthly in-house magazine of an organisation.	Magazine article

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Leigh A and Maynard M – *Leading Your Team: How to Involve and Inspire Teams, 2nd Edition* (Nicholas Brealey Publishing, 2002) ISBN 9781857883046

Leigh A and Maynard M – *Perfect Leader* (Random House Business, 2003) ISBN 9781844131471

Owen J – *How to Lead, 2nd Edition* (Prentice Hall, 2009) ISBN 9780273721505

Journals

Management Today (Haymarket Business Publications)

People Management (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Management Institute)

Websites

www.acas.org.uk	The Advisory, Conciliation and Arbitration Service offers a range of leaflets and booklets that can be downloaded free of charge
www.cipd.co.uk	The Chartered Institute of Personnel and Development
www.humanresources.about.com/od/involvementteams/a/twelve_tip_team.htm	*Twelve Tips for Team Building: How to Build Successful Work Teams* – an article by Susan M. Heathfield. There are also links to other helpful team leading topics

Unit 10: Principles of Decision-making

Unit code: J/602/0408

QCF Level 3: BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit provides the learner with an understanding of the decision-making process and the skills to apply these techniques as team leaders or managers.

Unit introduction

Organisations today operate in a constantly changing environment putting them under increasing pressure in terms of the volume of decisions that need to be made.

This unit introduces learners to the importance of making these decisions effectively and that decision making is the process of identifying and choosing alternatives. Decisions are constantly being made, some minor and routine, others affecting short-, medium- or long term plans. Some strategic decisions may affect the direction of the organisation; others may be operational and have an impact on the day-to-day running of the organisation. Learners will need to know the difference between the two and how it might affect their approach to the decision.

For organisations to remain competitive, decision-making processes need to be developed which use all the relevant and accurate information available in the workplace, workforce and beyond. This unit also demonstrates the importance of establishing the criteria for decision making and ensuring the information used matches the criteria. The nature of the decision will often determine the criteria used.

Learners will understand the importance of knowing the objectives of a decision so that the correct criteria can be applied. They will learn about decision-making techniques, be able to apply the techniques and to analyse whether objectives were met.

It is important to involve the workforce and stakeholders in the decision-making process as much a possible. Learners will find out how important communications are in the process of ensuring that decisions are effective. This includes communication during the process and will help to ensure that others have the information and commitment to ensure successful implementation. Finally, learners will be able to make judgements on whether communications have been effective.

Method of assessment

This unit can be assessed only through a portfolio of evidence (internal assessment).

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to collect information to inform decisions	1.1 describe information needed for decisions 1.2 explain how to collect information to inform decisions 1.3 compare validity of information collected against decision criteria
2 Understand how to analyse information to inform decisions	2.1 explain the importance of the correct criteria for a decision 2.2 explain the objectives of a decision in a given situation 2.3 analyse information to inform a decision
3 Be able to make decisions	3.1 apply decision-making techniques in a given situation 3.2 analyse whether decisions made meet their objectives in a given situation 3.3 evaluate how decisions were communicated in a given situation

Unit content

1 **Understand how to collect information to inform decisions**

Information: difference between data and information; primary and secondary sources; official and unofficial; trend analysis; storage and retrieval of data; stakeholder analysis; information depends on type of decision eg decision making versus problem solving; rational/logical/bounded problems versus irrational/messy/unbounded; strategic; operational; tactical; short-, medium- or long term

Validity of information: consistency; relevance; sufficiency; currency; accuracy

Decision-making criteria: eg does it meet priorities; how will it be judged; organisational standards to be met; does it fit organisational objectives

2 **Understand how to analyse information to inform decisions**

Objectives: setting SMART (specific, measurable, achievable, realistic and time-based) objectives; action planning; agreeing timescales to match criteria; short-, medium- or long term; tactical, operational or strategic

3 **Be able to make decisions**

Techniques: deciding criteria; setting objectives eg outcome; profit; growth; efficiency; reviewing options logically against criteria; decision trees; simple PEST (political, economic, social, technological) and SWOT (strengths, weaknesses, opportunities, threats) analysis

Applying techniques: action planning; timescales

Communication: identifying target audience; identifying suitable channels eg email, presentations, focus groups, meetings, intranet, website; negotiation and collaboration; conflict handling; developing commitment and understanding; ensuring participation in the process; networking; forming relationships

Monitoring: monitoring techniques; evaluation feedback processes; reviewing objectives; regular and exception reporting

Essential guidance for tutors

Delivery

This unit lends itself to active learning that needs to be based on the process of decision making rather than the outcome or decision itself. Tutor input needs to cover methods of decision making, stressing the need for greater participation of stakeholders to ensure success.

Ideally, the focus needs to be on a real work-based issue, although a case study approach can be used. Initially, learners need to consider the information and knowledge that may be of value to inform the decision-making process and then make the decision. They then need to reflect on the process adopted to consider how it can be implemented on a more permanent basis.

The final stage is to consider how to monitor and measure the process itself so that it can develop soundly and cost effectively, ensuring the commitment and support of all those involved. This will include those directly involved in the process and those who are affected by the process, both internally and externally.

For learning outcome 1, tutors could lead on the theory of decision making, but it may be useful at each stage for learners, in groups, to review their own decision-making skills, examine the decisions they have made recently and the criteria that were used, decide what sort of decision to make (for example medium term, long term) and review what happens when decisions are made using the wrong information (for example out-of-date, inaccurate or irrelevant information). The tutor needs to provide real examples of decisions made by small, medium and large organisations, identifying some good ones and those that went wrong and why.

For learning outcome 2, learners need to have a thorough understanding of how important it is to set the right criteria and objectives for a decision and that unless this is correct, the decision-making process cannot be effective.

For learning outcome 3, learners will need to know that there is a range of decision-making techniques that can be used in a variety of situations. It would be useful for the tutor to go through some case studies and learners could bring case studies from their place of work. It would be useful for small groups of learners to discuss case studies where decisions have already been made. They can then review the techniques applied to make the decision and how effectively the decision was communicated to stakeholders.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor input – definition and types of decision
Activity – case study on types of decision
Tutor-input – using information to make decisions Activity – collecting data to inform decision making, leading to **Assignment 1: Getting the Right Information**
Tutor input and group exercise – objective setting
Tutor-led discussion with case study examples – decision-making criteria Activity – learners analyse one decision from their workplace or a case study and identify the criteria and objectives. This is then compared with those of other learners in the group
Tutor input – SMART objectives Activity – learners produce objectives for a personal decision and then for one they need to make or have made in the workplace **Assignment 2: What are the Objectives?**
Case study exercise – practising decision-making techniques
Tutor input – methods of communication needed to ensure decisions are communicated effectively Small-group activity – learners analyse the effectiveness of communications in a decision they have been involved in or a decision that has been taken in their organisation and then report back to the whole group
Tutor input – monitoring techniques **Assignment 3: Making and Implementing Decisions**
Review of unit and programme of assignments

Assessment

It is recommended that three assignments are used to cover the assessment criteria of this unit. The first two assignments can be based on case studies and the third assignment needs to be based on a real work situation (either in the learner's place of work or a simulated work environment) so that learners can demonstrate their decision-making techniques.

For AC1.1, learners need to describe the information needed for decisions. They will need to show that they can distinguish between data and information and can discern what is, or is not, relevant.

For AC1.2, learners need to explain how to collect information to inform decisions.

For AC1.3, learners need to compare the validity of information collected against decision criteria.

For AC2.1, learners need to explain the importance of the correct criteria for a decision. To do this, they would need to look at the criteria used in at least three decisions.

For AC2.2, learners need to explain the objectives of a decision in a given situation.

For AC2.3, learners need to analyse information to inform a decision. The analysis should include some discussion of what happens when invalid information is used and how it impacts on the decision-making process.

For AC3.1, learners need to apply decision-making techniques in a given situation. They will need to demonstrate their understanding of the type of decision they need to make and apply the range of techniques listed in the unit content.

For AC3.2, learners need to analyse whether decisions made meet their objectives in a given situation.

For AC3.3, learners need to evaluate how decisions were communicated in a given situation. They need to demonstrate their understanding of the importance of effective communication in the decision-making process. The evaluation should include evidence of positive and negative impacts of the communication, the methods and channels used and why they were used.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3	Getting the Right Information	Case study	Report
AC 2.1, 2.2, 2.3	What are the Objectives?	Case study	Report
AC 3.1, 3.2, 3.3	Making and Implementing Decisions	Based on a real work situation/case study	Project

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Drucker P F (editor) – *Harvard Business Review on Decision Making* (Harvard Business School Press, 2001) ISBN 9781578515578

Lawson K – *Successful Decision-making* (New Holland Publishers, 2009) IBSN 9781847734006

March J G – *A Primer on Decision Making; How Decisions Happen* (The Free Press, 2009) ISBN 9781439157336

McKenzie J and van Winkelen C – *Understanding the Knowledgeable Organisation* (Thomson Learning, 2003) ISBN 9781861528957

Preston P – *Reshaping Communications* (Sage Publications, 2001) ISBN 9780803985636

Shaw P – *Making Difficult Decisions: How to be decisive and get the business done* (Capstone, 2008) ISBN 9781841127422

Quirke B – *Communicating Corporate Change* (McGraw-Hill, 1996) ISBN 9780077093112

Welch D – *Decisions, Decisions: The Art of Effective Decision-Making (*Prometheus Books, 2001) ISBN 9781573929349

Journals

Academy of Management Journal (Academy of Management)

British Journal of Management (John Wiley and Sons)

Harvard Business Review (Harvard Business Publishing)

International Journal of Information Management (Elsevier)

Journal of Management Studies (Blackwell)

Management Today (Haymarket Business Media)

MIT Sloan Management Review (Massachusetts Institute of Technology)

Organization (Sage Publications)

Organization Studies (Sage Publications)

Websites

www.bbc.co.uk	British Broadcasting Corporation
www.bized.co.uk	Case studies for educational purposes
www.business.com	Business search engine
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.i-l-m.com	Institute of Leadership and Management
www.managers.org.uk	Chartered Management Institute
www.mintel.co.uk	Mintel International on consumer markets
www.ons.gov.uk	Office for National Statistics

Unit 11: Knowledge Management in Team Leading

Unit code: L/602/0409

QCF Level 3: BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit provides the learner with the knowledge, understanding and skills to manage knowledge in order to enable teams to carry out their work effectively.

Unit introduction

Knowledge is an asset for any organisation. Employees use knowledge, information and data to ensure the efficient functioning of organisations and, as employees usually work in teams, knowledge needs also to be managed within team settings.

Knowledge management considers the strategies, techniques and practices that are used to identify, create, manipulate, store, distribute and use data and information within organisational contexts. Knowledge management involves using the available knowledge, whether it is embodied in individuals or in organisational procedures and practices, to support the achievement of organisational objectives.

Learners will examine the type and range of knowledge available to teams to allow them to do their jobs efficiently and to gain an insight into how knowledge can be used to support the work of teams. Knowledge management enables individuals and groups to share information in order to work together better by understanding how work is to be done and knowing the status of current business activities. It also reduces training and learning time for employees, eliminates the need to re-learn what is already learned within the organisation and retains intellectual property, even though staff change and move on. It ensures that teams can adapt to changing and fluid business environments as well as meeting the service and product needs of customers.

Knowledge needs to be monitored and reviewed so that working practices can be developed and adapted in the face of both the internal and external changes that impact on organisational activities.

Method of assessment

This unit can be assessed only through a portfolio of evidence (internal assessment).

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know what knowledge sources exist to support the work of teams	1.1 identify the knowledge that is available for teams to use in given situations 1.2 outline the importance of knowledge in supporting teams to carry out their work 1.3 describe how intellectual property is protected in teams
2 Understand how to use knowledge to support team working	2.1 explain how knowledge is shared between team members 2.2 explain the benefits of sharing knowledge between team members 2.3 discuss how to support individuals to share knowledge
3 Be able to review the value of knowledge used by teams	3.1 monitor the usefulness of knowledge in teams' areas of responsibility 3.2 review the value of the knowledge that is available for teams to use 3.3 recommend changes that would ensure teams use updated knowledge in their areas of responsibility 3.4 implement changes to ensure teams use updated knowledge in their areas of responsibility

Unit content

1 **Know what knowledge sources exist to support the work of teams**

Knowledge: types (operational, tactical, strategic); quantitative; qualitative; sources (internal, external); characteristics (accurate, organised, classified, detailed, up to date, timely; cost effective, fit for purpose); computer based; manually based; formal; ad hoc; processing activities (identify, create, organise, manipulate, calculate, store, distribute, use)

Importance of knowledge: to enable operational requirements (plan work, allocate work, carry out work, respond to others, manage, make decisions); person independent knowledge and information; common databases; elimination of redundant data; clean data

Protection: legal and regulatory requirements (Data Protection Act 1988, data protection principles); Freedom of Information Act 2000; organisational policies; organisational procedures; intellectual property

2 **Understand how to use knowledge to support team working**

Sharing knowledge: communicating knowledge; team meetings; one to one; coaching; using published guidance (internal, external); induction programmes; training programmes; procedure manuals, demonstrations; observation; study; scripts; identifying locations; identifying range and type of knowledge and information held; provision of access (passwords, access rights, secure locations, trapped terminals); performance reports; problem identification

Benefits: shared knowledge and information; consistent knowledge and information; meeting the service and product needs of customers (internal and external); reduction in training and learning time; elimination of the re-learning of organisational information; retention of intellectual property; adaptation to changing markets; response to fluid business environments; preservation of knowledge; acquisition of new knowledge

Supporting individuals to share knowledge: the need to know; identifying sources of knowledge; shared (non-proprietorial) nature of knowledge; providing access to knowledge; access rights (read, write, read/write); access to diaries; access to calendars; pooling; copying in eg carbon copy (cc), blind carbon copy (bcc), for your information (FYI); knowledge reciprocity; one-to-one discussion; meetings to share and discuss knowledge; respecting confidentiality; trusted usage

3 **Be able to review the value of knowledge used by teams**

Monitoring and review: information collection and reporting systems; feedback; achievement against targets; performance indicators; information use; problem identification; lack of information; information gaps; fitness for purpose of information

Change: proposing change; implementing change (identifying new and revised knowledge requirements; developing new insights from stored knowledge; updating formats; improving intelligibility; widening access; improving timeliness; plugging knowledge gaps; emphasising important information; eliminating redundant information)

Essential guidance for tutors

Delivery

All the learning outcomes in this unit can be delivered flexibly. Formal tutor input could identify some of the theoretical material, but learners can work individually and in groups researching and gathering information about the management of knowledge in team environments. Case studies, business simulations, team activities and role play all offer approaches to learning about managing knowledge in teams. Up-to-date materials are available on the web and material is available from a variety of sources on different aspects of knowledge management.

No previous knowledge of knowledge management is assumed and learners can use experiences from employment or group work or from reviewing case studies of how teams and their leaders manage knowledge.

The unit can be introduced by explaining how to identify the knowledge that is available for teams to use by looking at situations where knowledge management is a key aspect of business activity. For example, teams in a contact centre for an insurance company use internally generated actuarial information and externally generated customer information. The actuarial knowledge is shared through the use of a computer database. The purposes of the knowledge are to identify suitable policies for customers and to calculate the premiums that customers will have to pay for the policies. Both the client information and the actuarial information need to be treated confidentially because it is commercially sensitive and subject to legal regulations.

Learners need to understand that the knowledge in organisations and within teams needs to be shared to promote efficient team operation. Induction programmes, team meetings, one-to-one contact; training programmes, procedure manuals, demonstrations, observation, study, scripts; calculating and sharing reported performance information and problem-reporting mechanisms are examples of the way in which knowledge can be shared. The sharing of knowledge enables individuals and teams to share information to help them work together through knowing the current position in respect of business activities and transactions, understanding how work is to be done, reducing training and learning time for employees, eliminating the need to re-learn what is already learned within the organisation, retaining intellectual property in the face of employee turnover, adapting to changing markets and fluid business environments and meeting the service and product needs of internal and external customers.

Consideration needs to be given to evaluating the value of knowledge by monitoring its usefulness in teams' areas of responsibility and reviewing the value of the knowledge that is available for teams to use. For example in a restaurant, the kitchen staff should tell service staff what the 'daily special' is on the day's menu, explaining what is in the dish and how it is prepared. This prepares serving staff if a customer makes an enquiry about the daily special, as they won't have to say 'I'll just go and ask the chef'. To a customer, this response looks inefficient and presents a poor image of how the restaurant team works and may persuade that customer not to return or recommend the restaurant to their friends and family. Recommending and adopting a simple adjustment to teamwork procedures to ensure that knowledge about the food, including what it tastes like, is available to the serving staff would resolve the problem.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor input – the purpose of knowledge, types of knowledge and how knowledge is used in teams
Research, group work and discussion on the legal and regulatory requirements that need to be accommodated when handling knowledge and information in team settings.
Assignment 1: Knowledge for the Team
Tutor support and feedback
Tutor input – how to share knowledge and information in team settings
Research, group work and discussion on sharing knowledge and information in team settings
Practical work and discussions considering how to monitor and review the value of knowledge used by teams
Assignment 2: Managing Knowledge in the Team
Tutor support and feedback
Review of unit and programme of assignments

Assessment

For AC1.1, learners need to identify the knowledge that is available for teams to use in at least two situations.

For AC1.2, learners need to outline the importance of knowledge in supporting their teams to carry out their work. Examples can be drawn from any suitable business activities to illustrate their answer.

For AC1.3, learners need to describe how intellectual property is protected in teams. Learners must appreciate the value of knowledge and describe how intellectual property needs to be protected because of its worth to the organisation and because in some cases there is a legal requirement so to do. Assessment for AC 1.1, 1.2 and 1.3 can be in the form of a presentation based on a case study that shows that learners know about knowledge availability, its purpose, how it is used and how it should be handled and protected.

For AC2.1, learners need to be aware of how knowledge is used by teams and that central to this is the need to disseminate it. They need to explain how knowledge can be shared between team members. The ways in which this can be done range from formal structured techniques to more casual interactions which may be no more than tips on how to do something in a better way.

For AC2.2, learners need to explain the benefits of sharing knowledge, indicating how sharing allows team members to know the current status of work, to ensure

work is done in standard ways and to allow organisational learning to be available without the need to re-learn everything from scratch.

For AC2.3, learners need to discuss how to support individuals to share knowledge by identifying the formal and informal techniques that are available for this purpose and emphasising that organisational knowledge does not belong to individuals. AC 2.1, 2.2 and 2.3 can be assessed through a written account, such as a discussion paper, to show that learners are aware that knowledge is shared in teams to support the work of the individuals who make up the team.

For AC3.1, learners need to monitor the usefulness of knowledge in teams' areas of responsibility, using monitoring techniques to identify and gather views about the value of the knowledge.

For AC3.2, learners need to review the value of the knowledge that is available for teams to use.

For AC 3.3 and 3.4, learners need to recommend and implement changes that ensure that teams use updated knowledge in their areas of responsibility to enable them to carry out their work more effectively and contribute to team and organisational objectives.

AC 3.1, 3.2, 3.3 and 3.4 can be assessed by extending the assignment used to cover learning outcome 2 to show that learners are able to monitor and review knowledge requirements, and then recommend and implement changes to improve various aspects of the management and use of knowledge in team settings.

It is possible to assess work orally, with learners explaining and describing things to the assessor in discussion, in group work or in a presentation. If oral assessments are used then the work must be directly attributable to the learner, and hard copies of the learner's presentation slides/notes or discussion notes/prompts made available in addition to a detailed assessor statement. The assessor must provide a signed statement that includes detail of the evidence presented that is aligned to the criteria. The evidence must support achievement of the criteria. If there is sufficient evidence from the oral work or from observations to make an assessment decision then the assessment decision should be shown.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3	Knowledge for the Team	The learner works as a team leader of a team that has taken on new staff. They need to know about the knowledge available in a specified area of work and how that knowledge is used.	Presentation
AC 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4	Managing Knowledge in the Team	The learner has been asked to recommend and implement some ideas of improving the way knowledge is managed in teams.	Report and portfolio of evidence

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Collison C and Parcell G – *Learning to Fly: Practical Knowledge Management from Leading and Learning Organizations* (Capstone, 2004) ISBN-13: 9781841125091

Davenport T H and Prusack L – *Working Knowledge: How Organizations Manage What They Know* (Harvard Business School Press, 2000) ISBN-13: 9781578513017

Journals and newspapers

The Economist (The Economist Group) often has useful articles on specific business topics such as knowledge management

Management Today (Haymarket Business Media)

People Management (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Management Institute)

Website

www.managementhelp.org	Free management library for articles and blogs on a variety of management subjects including team-related topics

Unit 12: Health and Safety Awareness in Team Leading

Unit code: F/602/0410

QCF Level 1: BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit provides the learner with the knowledge and understanding of health and safety in the workplace.

Unit introduction

Health and safety is a very important issue in any organisation. Not only can safe working conditions and the welfare of employees contribute to the success of an organisation, but non-compliance can have serious consequences for employers and employees. This includes understanding that it is an employer's duty to take reasonable care to protect their employees and others from the risk of injury, disease or death, while employees must take care to protect themselves and others. It is important, therefore, for learners to appreciate that those working in business must understand the key issues which affect the working environment for all individuals and, in particular, those for whom they are responsible. It is also important that the team leader understands the importance of this compliance with health and safety procedures in an organisation and the legislation that drives them, and their role in it. This involves keeping up to date with information, including procedures the organisation has in place for maintaining safe working conditions and the various ways in which the organisation conducts risk assessments.

This unit is intended to give learners a basic but holistic awareness of health and safety and its importance in the workplace. Learners will find out about the role of legislation and its effect on organisational policies. They will also learn the difference between hazards and risks and procedures for minimising them in the workplace. Learners will gain a better understanding of their role as a team leader in ensuring their own health and safety and that of their staff, and in improving the environment in which they work.

Method of assessment

This unit can be assessed only through a portfolio of evidence (internal assessment).

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about health and safety in the workplace	1.1 outline health and safety policies in the workplace 1.2 describe the impact of health and safety legislation on working conditions
2 Know the risks and hazards in the workplace	2.1 identify hazards in the workplace 2.2 identify risks in the workplace in given situations 2.3 describe risk assessment procedures
3 Understand the health and safety responsibilities of a team leader	3.1 describe the health and safety responsibilities of a team leader 3.2 explain the need for risk assessment

Unit content

1 **Know about health and safety in the workplace**

Key features: the need for health and safety; outline of the development of health and safety law; Health and Safety at Work Act 1974; Control of Substances Hazardous to Health Regulations (COSHH); the role of the Health and Safety Executive; employer and employee basic responsibilities regarding health and safety; health and safety policies at work

Impact of health and safety legislation in organisations: on physical environment in relation to the nature of work being carried out; on working environment and quality of work; wellbeing of staff; materials; hygiene facilities, temperature, ventilation; safety equipment

2 **Know the risks and hazards in the workplace**

Hazards: definition; types eg noise, activities requiring eye protection, potential for falling objects, sharp edges and trailing leads, hazardous materials, inappropriate waste disposal, noise and atmospheric pollution

Risk: definition; recognition of the difference between hazards and risks and that risk, high or low, is the chance of a hazard causing an accident; how high and low risks are treated in different ways

Risk assessment procedures: identifying who is at risk; quantifying the associated risk ie giving it a risk rating (likelihood of harm x severity of outcome); risk registers; risk control measures

Risk assessment forms: format; frequency of completion, content, identification of specific risks

3 **Understand the health and safety responsibilities of a team leader**

Procedures and resources: ensuring accident books are completed appropriately; ensuring safety procedures are followed; ensuring risk assessment is sufficient and suitable; ensuring safety documentation is in place; ensuring machines are well maintained; ensuring a safe, working environment

Staff: induction; on-the-job training; informing and instructing staff on safety procedures; communicating changes

Essential guidance for tutors

Delivery

This unit covers health and safety in the workplace in the context of a team leader's role within it. Learners will develop knowledge and awareness of health and safety legislation and regulations. The emphasis is on a holistic appreciation and understanding of the law.

The unit lends itself to organised discussion on health and safety in the workplace. Case studies and videos can also be used and are good sources of learning material for health and safety matters, especially when highlighting bad practice, or when it would be difficult to demonstrate good practice, eg when dealing with fires or chemicals.

Learners need to know what action to take when breaches in health and safety occur. It must be remembered that this unit is designed to give an awareness of health and safety and the purpose and role of legislation and procedures without requiring in-depth knowledge.

For learning outcome 1, a useful starting point would be for the tutor to outline the legislation and the role of the Health and Safety Executive. This could be interactive and make use of videos, case studies and group discussions to ensure that learners have a firm grasp of the essentials of the development and purpose of legislation. There are also many sources of help on health and safety on the internet which could be useful for learners at work and for their assignment work.

For the first teaching session, learners could bring in examples of policies and procedures from their place of work in preparation for later group work. The tutor could also provide examples from manufacturing, non-manufacturing and small and large organisations. Learners could also survey their organisations for the impact of health and safety legislation on organisational policies and procedures.

For learning outcome 2, the emphasis will be on the practical after the tutor has once again laid the firm foundations of the theoretical background. This could begin with the tutor defining what hazards are, ensuring a range of working environments are examined, for example retail, manufacturing and office environments. Use of a range of videos/DVDs, pictures and case studies available on the subject of hazards in the workplace would enhance the learning process. The Health and Safety Executive website is a good source for resources and many organisations now have their health and safety policies on the internet. Learners could be encouraged to look for hazards in their own workplace (taking photographs of potential hazards if possible) and identify the risks that arise from these hazards. This can heighten their awareness of hazards in preparation for group discussions.

For learning outcome 3, learners could contextualise their learning into the role of a team leader. The tutor needs to outline the basic responsibilities of a team leader and build it up interactively with learners by providing examples of risk assessments that the group can discuss. Discussions need to include staff development and training and risk assessment procedures.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor input – outline of health and safety legislation and role of the Health and Safety Executive
Tutor input – outline of health and safety policies and employer and employee responsibilities
Tutor input – impact of legislation on the workplace
Small-group discussion – the impact of health and safety on the working environment **Assignment 1: Health and Safety in the Workplace**
Tutor-led discussion with case studies and video/DVD examples – hazards in the workplace
Tutor input – risks in the workplace and the difference between hazards and risks
Tutor-led discussion – risk assessment procedures **Assignment 2: Hazards and Risks in the Workplace**
Tutor-led discussion – the role of the team leader in health and safety Small-group activity – learners discuss their responsibilities in their own role as a team leader and report similarities and differences back to the whole group
Tutor-led discussion – the importance of risk assessment in the role of a team leader **Assignment 3: Health and Safety in Team Leading**
Review of unit and programme of assignments

Assessment

Assessment for this unit should be evidenced, wherever possible, through the learner's workplace. Early discussion needs to take place between the tutor and learner on the suitability of their workplace for collecting evidence. Where the workplace is not suitable, the tutor will need to help the learner find another workplace. In exceptional cases, the use of a simulated work environment could be used.

For AC1.1, learners need to outline health and safety policies in the workplace. Learners are not expected to have in-depth knowledge of legislation and policies, but need an awareness of what they are and how they impact on the workplace.

For AC1.2, learners need to describe the impact of health and safety legislation on working conditions. They will need to illustrate their answer with real examples from the workplace.

For AC2.1, learners need to identify a minimum of five hazards in the workplace, using diagrams and photographs wherever possible to illustrate their answer.

For AC2.2, learners need to identify risks in the workplace in at least two different situations. Again, the use of diagrams and photographs should be utilised wherever possible and their identification of risks should show clear understanding of the possible risks arising from the hazard. It may become cumbersome to identify the risk from every hazard they identify, so a maximum of five will be sufficient.

For AC2.3, learners need to describe risk assessment procedures in the workplace.

For AC3.1, learners need to describe the health and safety responsibilities of a team leader in terms of the working environment, induction and training of staff and ensuring safety procedures are followed and understood.

For AC3.2, learners need to explain the need for risk assessment in the workplace. This could be in the form of a short presentation or memo to their team and could include an explanation of a completed risk assessment form (not necessarily completed by themselves).

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2,	Health and Safety in the Workplace	The learner examines health and safety policies and legislation in the workplace.	Report
AC 2.1, 2.2, 2.3,	Hazards and Risks in the Workplace	The learner identifies risks and hazards in the workplace.	Report
AC 3.1, 3.2	Health and Safety in Team Leading	The learner describes the role of a team leader in health and safety in the workplace.	Report/presentation

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Health and Safety Executive – *Essentials of Health and Safety at Work* (HSE Books, 1994) ISBN 9780717607167

Health and Safety Executive – *Five Steps to Risk Assessment* (HSE Books, 1998) ISBN 9780717615650

Hughes P – *Introduction to Health and Safety at Work, 4th Edition* (Butterworth-Heinemann 2009) ISBN 9781856176682

St John Holt A – *Principles of Health and Safety at Work* (IOSH Services Ltd, 2002) ISBN 9780901357304

Stranks J – *Health and Safety at Work: An Essential Guide for Managers, 9th Edition* (Kogan Page, 2010) ISBN 9780749461195

Websites

www.businesslink.gov.uk	Health and safety advice for businesses
www.hse.gov.uk	Health and Safety Executive – watchdog for work-related health, safety and illness

Unit 13: Health and Safety Risk Assessment in Your Team

Unit code: J/602/0411

QCF Level 3: BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit provides the learner with an understanding of the need for risk assessment in the workplace and the skills to be able to carry out a valid risk assessment to ensure the health and safety of a team.

Unit introduction

In any organisation, it is important to understand that non-compliance with organisational procedures and legal requirements can have serious implications. This is particularly true in relation to health and safety legislation and risks in the workplace, as non-compliance can lead to personal injury as well as impacting on the success of the organisation. An organisation therefore needs to have robust procedures, policies and working practices in place to ensure compliance with legal and organisational requirements.

Everyone in the workplace should play a role in ensuring health and safety and it is part of the role of a team leader/manager to ensure that those for whom they are responsible understand this. Effectively assessing and minimising risk in the workplace is a vital tool in ensuring a safe and healthy working environment. Team leaders/managers have a key role in this, particularly in identifying risks to members of their team.

This unit introduces learners to the requirements of health and safety in the workplace. Learners will develop knowledge of health and safety legislation and examine both employer and employee requirements. The unit will focus on the place that effective risk assessment has in ensuring a healthy and safe environment.

Learners will identify and recommend improvements to workplace health and safety practices through undertaking a risk assessment and evaluating the outcomes.

Method of assessment

This unit can be assessed only through a portfolio of evidence (internal assessment).

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the need for risk assessment in health and safety in the workplace	1.1 explain why health and safety legislation impacts on organisations 1.2 explain why risks need to be identified to ensure health and safety
2 Be able to assess risks to your team	2.1 complete a health and safety risk assessment for a team 2.2 evaluate the outcomes of a health and safety risk assessment 2.3 identify ways of minimising health and safety risks to a team
3 Understand ways in which the risk assessment process could be improved	3.1 analyse the success of risk assessment in a given situation 3.2 discuss ways in which risk assessment processes can be improved

Unit content

1 **Understand the need for risk assessment in health and safety in the workplace**

Background of health and safety legislation: statutory duties of employers and employees relating to health, safety and welfare; historical development of health and safety law eg Factories Act 1995, Offices, Shops and Railway Premises Act 1963, Health and Safety at Work Act 1974, Control of Substances Hazardous to Health Regulations (COSHH); EU directives eg Working Time Directive 2003; the role of the Health and Safety Executive

Impact of health and safety legislation on organisations: workplace policies; job roles; reporting procedures; harmful work practices; organising own working environment to ensure compliance

Need to identify risk: assessing risk to ensure health and safety of staff; consequences of not addressing identified risks; controlling risks

2 **Be able to assess risks to your team**

Hazards: definition; difference between hazards and risks; types eg noise, activities requiring eye protection, potential for falling objects, sharp edges and trailing leads, hazardous materials, inappropriate waste disposal, noise and atmospheric pollution; identification and prevention

Completing risk assessments: rationale; format; frequency of completion; content; good practice; five steps to risk assessment from the Health and Safety Executive (identify the hazards, decide who might be harmed and how, evaluate the risks and decide on precaution, record your findings and implement them, review your assessment and update if necessary); identifying specific and common health, safety and security risks in the workplace; industry best practice (Health and Safety Executive)

Monitoring risk: levels of risk; types; training and staff development; departmental representatives; awareness raising across team; benchmarking; safety devices; procedures for recording and reporting accidents; organisational and legislative requirements; review of records and action planning

3 **Understand ways in which the risk assessment process could be improved**

Evaluating risk assessments: features of good and bad risk assessments; comparing risk assessment processes in different organisations; checking currency of assessment; evaluating adherence to the five steps of risk assessment from the Health and Safety Executive

Essential guidance for tutors

Delivery

This unit requires a clear understanding and knowledge of the legislation that surrounds health and safety and the rationale for risk assessment and needs to be delivered in as practical a way as possible to ensure that learners understand the place of health and safety, and particularly risk assessment, in the workplace. Learners need to be able to confidently complete a risk assessment according to organisational procedures and then reflect on and evaluate their findings.

Case studies and video/DVD examples of good and bad practice are good sources of learning material for health and safety matters. Use of live risk assessments from the workplace would be beneficial to give learners the opportunity to develop their own understanding through examining health and safety practices in other organisations.

For learning outcome 1, the tutor needs to ensure that learners understand key legislation, its development and the impact of legislation on the responsibilities of employers and employees. Learners could then discuss and share their own experiences. The tutor could lead with examples of the impact of legislation (for example on job roles and organisational policies) and then learners can work in groups sharing their experiences of policies and practices in their own workplaces.

For learning outcome 2, learners need to understand the range and types of hazard and that a risk is the chance, high or low, that somebody could be harmed by the hazard. The tutor could provide examples of hazards in various work environments, utilising video/DVD and case study material and the internet. This would naturally lead to a group discussion on hazards and risks in learners' own workplaces and learners could then prepare a short presentation on their own workplace to share with the rest of the group.

The tutor could then lead on risk assessment procedures, basing the input around the Health and Safety Executive's recommended five steps to risk assessment. Each stage could be delivered in an interactive way to encourage learners to share their experiences with others.

For learning outcome 3, it would be useful for learners to complete a couple of risk assessments from case studies so that they are able to discuss their findings with other learners in the group. This discussion can stimulate thinking on how to evaluate risk assessment and good practice in minimising risks. The tutor could then summarise the feedback. This will give a sound foundation for learners when evaluating a risk assessment completed for their own workplace.

Access to real workplace environments would be highly beneficial as well as access to video/DVD and case study examples of poor practice and breaches of health and safety in the workplace.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments
Tutor input – key features of health and safety legislation
Small-group activity – learners research practical examples of legislation and the impact of legislation on the workplace and then feed back to the whole group
Tutor-led discussion with video/DVD and case study examples – hazards and risks
Activity – learners review how health and safety legislation affects their own workplace and the consequences of not carrying out an adequate risk assessment
Assignment 1: Rationale for Risk Assessment
Tutor input – risk assessment procedures
Small-group discussion – learners compare risk assessment procedures from their own workplaces
Assignment 2: Evaluating Risk Assessment in the Workplace
Tutor-led discussion – good and bad practice
Tutor-led discussion – improving the risk assessment process
Assignment 3: Improving the Risk Assessment Process
Review of unit and programme of assignments

Assessment

Assessment for this unit should be evidenced, wherever possible, through the learner's own workplace. Early discussion needs to take place between the tutor and the learner on the suitability of their workplace for collecting evidence. Where the workplace is not suitable, the tutor will need to help the learner find another workplace. In exceptional cases, the use of a simulated work environment could be used.

For AC1.1, learners need to explain why health and safety legislation impacts on organisations, using real workplace examples to illustrate their answer. Learners need to demonstrate their understanding of the role of legislation in ensuring health and safety and how it applies to the workplace. This will involve explaining job roles, procedures, structures, working practices and policies in relation to how they meet legislation, as well as the rights and responsibilities of employers and employees.

For AC1.2, learners need to explain why risks need to be identified to ensure health and safety in the workplace. Learners do not have to identify risks in their own workplace at this stage but show that they understand the importance of identifying risk in the workplace, particularly in relation to compliance with legislation.

For AC2.1, learners need to demonstrate that they can follow workplace procedures and successfully complete a health and safety risk assessment for a team that covers all five of the Health and Safety Executive's five stages of risk assessment.

For AC 2.2 and 2.3, learners need to evaluate the outcomes of the health and safety risk assessment they completed in AC2.1 and identify ways of minimising health and safety risks to the team. They need to realistically quantify the risks identified and their recommendations for minimising risks should be practical and directly related to the level of risk.

For AC3.1, learners need to analyse the success of a risk assessment in a given situation. This can be based on the risk assessment activity carried out for learning outcome 2.

For AC3.2, learners need to discuss ways in which the risk assessment process can be improved.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2	Rationale for Risk Assessment	The learner examines the impact of legislation and risk on the workplace.	Report
AC 2.1, 2.2, 2.3	Evaluating Risk Assessment in the Workplace	The learner completes a health and safety risk assessment for a team and evaluates the outcomes.	Report and portfolio of evidence
AC 3.1, 3.2	Improving the Risk Assessment Process	The learner considers how to improve the risk assessment process.	Presentation

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Boyle T – *Health and Safety: Risk Management* (IOSH Services Ltd, 2008) ISBN 9780901357410

Health and Safety Executive – *Successful Health and Safety Management* (HSE Books, 1997) ISBN 9780717612765

Health and Safety Executive – *Essentials of Health and Safety at Work* (HSE Books, 1994) ISBN 9780717607167

Health and Safety Executive – *5 Steps to Risk Assessment: Case Studies* (HSE Books, 1998) ISBN 9780717615803

St John Holt A and Allen J – *Principles of Health and Safety at Work* (IOSH Services Ltd, 2009) ISBN 9780901357434

Stranks J – *Health and Safety at Work: An Essential Guide for Managers* (Kogan Page, 2010) ISBN 9780749461195

Websites

www.businesslink.gov.uk	Health and safety advice for businesses
www.hse.gov.uk	Health and Safety Executive
www.hse.gov.uk/pubns/books/newsletter.htm	Health and Safety Executive newsletter
www.tuc.org.uk	Trades Union Congress

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally-related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards in Management and Leadership

The Council for Administration
6 Graphite Square
Vauxhall Walk
London
SE11 5EE

Telephone: 020 7091 9620
Email: info@cfa.uk.com
Website: www.cfa.uk.com

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for the Management and Leadership sector

Progression opportunities within the framework.

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
8					
7				BTEC Award/Certificate/ Diploma/Extended Diploma in Strategic Management and Leadership (QCF)	NVQ Diploma in Management (QCF)
6					
5			BTEC HND Diploma in Business (Management)	BTEC Award/Certificate/ Diploma in Management and Leadership (QCF)	NVQ Diploma in Management (QCF)
4			BTEC HNC Diploma in Business		Level 4 NVQ Certificate/Diploma in Business and Administration (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
3	GCE Applied Business GCE Business	Principal Learning in Business, Administration and Finance	BTEC Certificate/Subsidiary Diploma/Diploma/Extended Diploma in Business (QCF)	BTEC Award/Certificate in Management (QCF)	Level 3 NVQ Certificate/Diploma in Business and Administration (QCF) NVQ Certificate in Management (QCF)
2	GCSE Business GCSE Applied Business	Principal Learning in Business, Administration and Finance	BTEC Certificate/Extended Certificate and Diploma in Business (QCF)	BTEC Award/Certificate in Team Leading (QCF)	Level 2 NVQ Award/Certificate and Diploma in Business and Administration (QCF) NVQ Certificate in Team Leading (QCF)
1		Principal Learning in Business, Administration and Finance			Level 1 NVQ Award/Certificate in Business and Administration (QCF)
Entry					

Annexe B

Wider curriculum mapping

Study of the Edexcel BTEC Level 2 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Specialist qualifications in Team Leading against the underpinning knowledge of the Level 2 NVQ in Team Leading.

KEY

\# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Level 2 NVQ in Team Leading														
Mandatory units														
A1	Manage personal development		#											
D1	Develop working relationships with colleagues			#										
E11	Communicate information and knowledge							#						
Group 1 optional units – choose one unit (credit value 5)														
D5	Plan, allocate and monitor work of a team										#			
B5	Set objectives and provide support for team members				#									
Group 2 optional units – choose one unit (credit value a minimum of 2)														
B11	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility				#									

Units		1	2	3	4	5	6	7	8	9	10	11	12	13
C1	Support team members in identifying, developing and implementing new ideas												#	
D10	Manage conflict in a team										#			
D11	Lead and manage meetings								#					
D12	Participate in meetings									#				
E10	Make effective decisions											#		
E12	Manage knowledge in own area of responsibility												#	
E15	Procure supplies													
F17	Manage customer service in own area of responsibility						#							

Annexe D

Mapping to Level 2 functional skills (Level 1 for Mathematics)

✓ = opportunities within the unit for development of the functional skill

Level 2	Unit number												
English – Speaking and Listening	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Make a range of contributions to discussions and make effective presentations in a wide range of contexts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – Reading													
Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – Writing													
Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Level 1	Unit number												
Mathematics – learners can:	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine										✓	✓	✓	✓
Identify and obtain necessary information to tackle the problem										✓			
Select and apply mathematics in an organised way to find solutions to practical problems for different purposes										✓			
Use appropriate checking procedures at each stage										✓	✓	✓	✓
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations										✓	✓	✓	✓

Level 2	Unit number												
ICT – use ICT systems	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Manage information storage to enable efficient retrieval	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Follow and understand the need for safety and security practices											✓	✓	
Troubleshoot													
ICT – find and select information													
Select and use a variety of sources of information independently to meet needs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT – develop, present and communicate information													
Enter, develop and format information independently to suit its meaning and purpose including: • text and tables • images • numbers • records	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bring together information to suit content and purpose	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Present information in ways that are fit for purpose and audience	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Evaluate the selection and use of ICT tools and facilities used to present information	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Level 2	Unit number												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Annexe E

Unit mapping overview

BTEC Level 2 Short Course in Team Leading legacy (specification end date 31/07/2010)/new QCF versions of the BTEC Level 2 Specialist qualifications in Team Leading (specification start date 01/08/2010) – the BTEC Level 2 Award in Team Leading, BTEC Level 2 Certificate in Team Leading.

Old units / New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Unit 1	P									
Unit 2								P		
Unit 3										
Unit 4										
Unit 5			X							
Unit 6				X						
Unit 7					X					
Unit 8										
Unit 9										
Unit 10							P		P	
Unit 11										
Unit 12										
Unit 13						X				
Unit 14						X				

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Annexe F

Glossary of Accreditation Terminology

The following information about these qualifications can also be found on the Edexcel website.

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Performance tables	These qualifications are listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Accreditation Number (QAN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.

Section 97	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
Title	The accredited title of the qualification.
UCAS points	These qualifications are listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

Annexe G

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	**BTEC Level 7 Professional Qualifications** BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	6	**BTEC Level 6 Professional Qualifications** BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	5	**BTEC Level 5 Professional Qualifications** BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 5 Higher Nationals** BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	4	**BTEC Level 4 Professional Qualifications** BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 4 Higher Nationals** BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	**BTEC Level 3 Specialist Qualifications** BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 3 Nationals** BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	**BTEC Level 2 Specialist Qualifications** BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 2 Firsts** BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	**BTEC Level 1 Specialist Qualifications** BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 1 Qualifications** BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	**BTEC Entry Level Specialist Qualifications** BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	**BTEC Entry Level Qualifications (E3)** BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits







Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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