

Pearson BTEC Level 2 Certificate in Team Leading Principles (QCF)

Specification

Pearson BTEC Specialist qualification

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing Pearson BTEC Specialist qualifications

For more than 25 years, Pearson BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. Pearson BTECs also provide progression routes to the next stage of education or to employment.

What are Pearson BTEC Specialist qualifications?

Pearson BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some Pearson BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of Pearson BTEC Specialist 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 QCF has 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 every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Certificate in Team Leading Principles (QCF)
QCF Qualification Number (QN)	600/9600/7
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	06/06/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	13
Assessment	Pearson-devised assessment (onscreen multiple-choice testing)
Guided learning hours	55
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

QCF qualification number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in the *Edexcel Information Manual*, available on our website: www.edexcel.com

Objective of the qualification

The Pearson BTEC Level 2 Certificate in Team Leading Principles (QCF) is for learners who work in, or want to work in, a team-leading role. It covers the responsibilities associated with leading a team, self-management and providing direction and communicating information and knowledge in the workplace.

It gives learners the opportunity to:

- develop essential general knowledge and understanding
- develop the personal and interpersonal skills required to be an effective team leader
- achieve a nationally recognised Level 2 qualification
- develop their personal growth and engagement in learning.

Apprenticeships

Skills CFA approve the Pearson BTEC Level 2 Certificate in Team Leading Principles (QCF) as a knowledge component for the Intermediate Apprenticeship in Management (England).

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 2 Certificate in Team Leading Principles (QCF).

Progression opportunities

Learners who have achieved the Level 2 Certificate in Team Leading Principles can progress to a Level 3 qualification in a related area of study, such as the BTEC Level 3 Certificate in Management (QCF) or the competence based Level 3 NVQ Certificate or Diploma in Management.

Industry support and recognition

This qualification is supported by Skills CFA, the Sector Skills Council for business skills.

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards in Management and Leadership. The mapping document in *Annexe A* shows the links between the units in this qualification and the National Occupational Standards.

3 Qualification structure

Pearson BTEC Level 2 Certificate in Team Leading Principles (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	13
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	A/602/1295	Team Leading Responsibilities	2	5	20
2	T/602/1294	Communicating Information and Knowledge in the Workplace	2	3	15
3	R/505/0937	Managing yourself and providing direction to your team	2	5	20

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Pearson-devised assessment: onscreen multiple-choice testing

Pearson-devised assessment (external assessment)

To pass an externally assessed unit, learners must pass an onscreen multiple-choice test. Pearson sets and marks the test. The test writer will use the *Unit amplification* section as a guide when writing questions for the external assessments.

Further information, including details of test duration and question types is available on the webpage for this qualification.

5 Recognising prior learning and achievement

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.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, 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. If 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.

Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, which is on our website, www.edexcel.com.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

6 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson BTEC qualifications is available at www.edexcel.com.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distances learning) that meets their learners' needs.

Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

Centres must make sure that any legislation taught is up to date.

10 Access and recruitment

Pearson's policy regarding access to our 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 those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information regarding Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable adjustment and special consideration for General and Vocational qualifications*.

Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

The documents are on our website at www.edexcel.com/policies

12 Units

Units have the following sections.

Unit title

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

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Team Leading Responsibilities

Unit reference number: A/602/1295

QCF level: 2

Credit value: 5

Guided learning hours: 20

Unit aim

This unit develops learners' knowledge and understanding of the responsibilities involved in team leading. Learners will develop knowledge of the appropriate behaviour required to lead a team such as building working relationships, communicating and leading effectively, while ensuring that conflicts are identified and resolved.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to develop productive working relationships with colleagues	1.1	Describe the benefits of developing productive working relationships with colleagues	<p>Benefits of developing a productive working relationship:</p> <ul style="list-style-type: none"> □ happier workforce which promotes an open/friendly environment, builds mutual support and encouragement, furthering self-confidence and building trust □ productivity improves as weaknesses of individuals are compensated for by strengths of others; individual and shared objectives are achieved simultaneously through support.
		1.2	Identify how to form relationships with colleagues and those in other organisations	<p>Forming relationships with colleagues and other organisations:</p> <ul style="list-style-type: none"> □ respecting differences such as culture and work style □ focus on areas that all parties can benefit from such as accountability, generosity, productivity, offering praise and attending/organising social activities.
		1.3	Describe how to behave professionally when working with colleagues	<p>How to behave professionally when working with colleagues:</p> <ul style="list-style-type: none"> □ being empathetic, open minded; hardworking, positive, self-sufficient, friendly, work focused.

Learning outcomes		Assessment criteria	Unit amplification
2	Understand how to communicate effectively with colleagues	2.1 Identify the principles of effective communication	Principles of effective communication: <ul style="list-style-type: none"> AIDA: Attention-Desire-Action; sharing information; acknowledge input of others; speak clearly and check for understanding; set and follow through on agreed actions; avoiding unrealistic or unauthorised agreements or promises.
		2.2 Identify how to communicate effectively with colleagues	How to communicate effectively with colleagues: <ul style="list-style-type: none"> appropriate communication method (phone, email, letter, text, meeting) appropriate complexity of language: clear and concise; polite but assertive; ask questions; volunteer information and negotiate as required appropriate body language that correlates with verbal communication; observing responses of colleagues; avoiding interruptions; emphasising key points; checking to ensure that communicated message has been understood.
		2.3 Describe how to receive and clarify own understanding of information when communicating	How to receive and clarify own understanding of information when communicating: <ul style="list-style-type: none"> receiving information – active listening (staying focused and not getting distracted, give cues to listening such as nodding head, paraphrase) clarifying own understanding – repeat and summarise key points made by others, seek confirmation of information shared with others, ask follow-up questions.

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to manage conflict with colleagues	3.1	Identify how to recognise conflicts of interests with colleagues	How to recognise conflicts of interests with colleagues: <ul style="list-style-type: none"> □ routine group discussions; transparency (encouraging staff to record their concerns, issues etc. for supervisors in confidence); assign accountability (individual responsible for monitoring/pre-empting conflicts of interest).
		3.2	Identify measures that can be used to manage or resolve conflicts	Measures that can be used to manage or resolve conflict: <ul style="list-style-type: none"> □ negotiation or mediation with a third person; be objective and appreciating the benefits of other viewpoints; apologising if at fault and defer to managers if appropriate.
4	Understand how to manage diversity in working relationships	4.1	Identify how to take account of diversity issues when developing productive working relationships	How to take account of diversity issues when developing productive working relationships. <p>Identifying team diversity (gender, ethnicity, culture, language), develop productive working relationships through:</p> <ul style="list-style-type: none"> □ shared work experiences □ greater creativity and innovation.

Learning outcomes		Assessment criteria	Unit amplification
5	Understand the importance of information exchange and feedback	5.1 Identify the importance of exchanging information and resources with colleagues	<p>The importance of exchanging information and resources with colleagues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensures consistent approach to work; keeps colleagues up to date with changes or developments; improves working relationships; improve productivity/efficiency.
		5.2 Identify how to use feedback on your own performance from colleagues	<p>How to use feedback on your own performance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> set aside time for constructive feedback; listen, ask for further information where relevant and be open to feedback; ask more than one person for impartial viewpoints; keep a record; act on advice; encourage team feedback in formal and informal settings.
		5.3 Describe how to provide useful feedback to colleagues	<p>How to provide useful feedback to colleagues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> suitable environment (time, location, no distractions) <input type="checkbox"/> calm, professional, objective, encourage discussion but retain control <input type="checkbox"/> feedback sandwich (start and end on a positive note); relate to personal and organisational objectives; checking that colleagues understand the feedback <input type="checkbox"/> offer advice and support for improvements.

Learning outcomes	Assessment criteria	Unit amplification
<p>6 Understand leadership styles and ways of motivating, supporting and encouraging teams</p>	<p>6.1 Identify different styles of leadership</p>	<p>Different styles of leadership:</p> <ul style="list-style-type: none"> □ autocratic – decision making is the sole prerogative of the leader □ laissez-faire – subordinates are given absolute freedom by the leader to determine their own goals and ways of reaching them □ participative – leader utilises subordinate’s skills, knowledge and input, before making a decision □ transactional – leader provides rewards or punishment to team members based on performance results □ transformational – leader motivates employees and enhances productivity and efficiency through communication and high visibility.
	<p>6.2 Identify ways to motivate, support and encourage team members</p>	<p>Ways to motivate, support and encourage team members:</p> <ul style="list-style-type: none"> □ motivate – public praise and recognition; training; team ‘awaydays’; celebrate team success □ support – manage performance, clear goals and leadership □ encourage – positive feedback, encourage team feedback, share knowledge and information
	<p>6.3 Describe how to recognise team achievement</p>	<p>How to recognise team achievement:</p> <ul style="list-style-type: none"> □ be specific when giving praise; communicate praise in an appropriate manner (writing, verbally, email); praise the team and inform others of their success (customers, other team leaders, senior management, and relevant colleagues); reward success (promotion, financial, celebratory event, mention team members in reports).
	<p>6.4 Explain why it is important to encourage others to take the lead</p>	<p>Why it is important to encourage others to take the lead:</p> <ul style="list-style-type: none"> □ improves self-esteem of others; encourages colleagues to grow and develop professionally; reduces micromanagement; improves techniques as you learn from others.

Learning outcomes	Assessment criteria		Unit amplification
	6.5	Explain what the benefits are of recognising creativity and innovation within a team	Benefits of recognising creativity and innovation within a team: <ul style="list-style-type: none"> □ improve motivation; productivity; encourage dynamic thinking; can generate new efficient models of working.
7 Understand how to manage conflict when leading a team	7.1	Identify the types of conflict that may arise within a team	Types of conflict that may arise within a team: <ul style="list-style-type: none"> □ relationships (miscommunication) □ conflict of interests or disagreements (time or money, different view of priorities) □ conflicting values of what is right or wrong (culture, religion, politics, work ethics) □ leadership and managerial styles (fairness of allocating work to staff, resources, budgets, deadlines) □ personality clash □ style of completing tasks or goals may lead to conflict (task oriented or creative, laid back or focused) □ ethical conflict with colleague.
	7.2	Explain how to manage possible conflict within a team	How to manage possible conflict within a team: <ul style="list-style-type: none"> □ preventative strategies (clear lines of communication, work allocated fairly, re-allocated as required) □ strong leadership to deter conflict (interpersonal, communication and negotiation skills to manage the team and deal with conflict) □ negotiate to reach a compromise; follow internal procedures for grievances or disciplinary.

Learning outcomes	Assessment criteria	Unit amplification
8	<p data-bbox="280 1738 523 2089">Understand how to identify work-related difficulties and how to find potential solutions</p>	<p data-bbox="280 176 523 1227">Types of work-related difficulties and conflicts of interest:</p> <ul style="list-style-type: none"> <li data-bbox="336 282 368 1227">□ work-related difficulties – workplace bullying; work-related stress <li data-bbox="384 282 523 1227">□ conflicts of interest – work-family conflicts (overworked); work-employee conflicts (performance, behaviour, conduct); employee-employee conflicts (personal differences having an effect on others in the workplace).
8.1	Identify types of work-related difficulties and conflicts of interest	
8.2	Explain how to resolve identified and potential work-related difficulties	<p data-bbox="539 176 571 1227">How to resolve identified and potential work-related difficulties:</p> <ul style="list-style-type: none"> <li data-bbox="595 282 730 1227">□ workplace bullying – refer to employee code of conduct policy or employee handbook; consult with senior staff or HR; consult with external professional body, mediation, identify solutions, take action early <li data-bbox="754 282 847 1227">□ work-related stress – re-assign work; flexible working; define objectives clearly; mediation; identify solutions; take action early; consult with senior staff.

Information for tutors

Delivery

This unit should be delivered so that it supports the vocational nature of the qualification. It should give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Learners should develop their knowledge and understanding of working relationships, communicating effectively and sharing of information and feedback with colleagues. Learners will understand how to manage conflict and diversity in working relationships, overcoming work related difficulties, and how leadership styles can motivate, support and encourage teams.

Appropriate links should be made between theory and practical application. Learners should be encouraged to engage with employers, and, where possible, with other employees, to gain knowledge and understanding from their experiences. Perspectives on team leading gained through engaging with employers and employees, rather than through a purely theoretical context, are key. Engagement can be made through visits, through other time spent with employers and, where possible, through guest speakers.

Assessment

This unit is assessed through onscreen multiple-choice testing. The test uses the individual assessment criteria and the associated *Unit amplification*.

Suggested resource

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 – useful articles and links on leading teams
www.acas.org.uk	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.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/teamsand-teamwork.htm	Gives reviews and links with teamwork websites
www.teamtechnology.co.uk/tt/h-articl/tb-basic.htm	Articles on team building

Unit 2: **Communicating Information and Knowledge in the Workplace**

Unit reference number: T/602/1294

QCF level: 2

Credit value: 3

Guided learning hours: 15

Unit aim

This unit develops knowledge and understanding of communicating information and knowledge in the workplace. Learners will learn how to identify relevant information and apply the appropriate technique to communicate with colleagues, as well as ensuring that goals and team performance towards them are measured.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to identify information required and its reliability for communication	1.1	Identify the types of information and knowledge that need to be communicated	Types of information and knowledge that need to be communicated: <ul style="list-style-type: none"> □ new/amended work objectives, new/amended team objectives; re-assigning work; changes to policies and procedures; changes to lines of communication; changes to authority/approval procedures; changes in other areas of the business that impact upon the team; updates for stakeholders; changes to organisation structure, mission statement, core business.
		1.2	Identify the target audiences that require information and knowledge	The target audiences that require information and knowledge: <ul style="list-style-type: none"> □ internal – (managers, peers, members of own and other teams, team leaders) □ external – (clients, customers and regulatory bodies).
2	Understand communication techniques and how to communicate effectively with colleagues	2.1	Identify different types of communication techniques	Different types of communication techniques: <ul style="list-style-type: none"> □ Formal (set format); informal (free) □ Visual – use of images, videos, signs, symbols, icons □ Written – use of letters, emails, reports, memos □ Verbal – use of words, language and speech □ Non-verbal – use of body posture, symbols, signs, facial expressions and gestures

Learning outcomes	Assessment criteria	Unit amplification
2.2	Identify the principles of effective communication	Principles of effective communication: <ul style="list-style-type: none"> □ AIDA: Attention-Interest-Desire-Action □ Prepare for what needs to be communicated and the method of delivery □ Listen to feedback or questions of others □ Understand the information that needs communicating □ Speak clearly, acknowledge the input of others □ Ask questions to check understanding □ Develop the communication, set and follow through on agreed actions
2.3	Identify how to communicate effectively with colleagues	How to communicate effectively with colleagues: <ul style="list-style-type: none"> □ appropriate communication method (phone, email, letter, text, meeting) □ appropriate complexity of language – clear and concise; polite but assertive; ask questions; volunteer information and negotiate as required □ appropriate body language that correlates with verbal communication; observing responses of colleagues; avoiding interruptions; emphasising key points; checking to ensure that communicated message has been understood.
2.4	Describe how to make sure that the team has received and understood the information being communicated	How to ensure that the team has received and understood the information being communicated: <ul style="list-style-type: none"> □ seek confirmation or feedback from team members; hold regular team appraisal meetings; ask follow-up questions; summarise action points after discussions.

Learning outcomes		Assessment criteria	Unit amplification
3	Understand how to adapt communication techniques and methods with teams	3.1 Identify how to adapt communication techniques with team members	<p>How to adapt communication techniques with team members:</p> <ul style="list-style-type: none"> □ consider team members' needs – physical (impaired hearing or sight and motor skills); personal (entering personal space, introvert and extrovert personalities); cultural differences (body language, greeting, use of words) □ relax, smile and speak clearly with appropriate use of humour, gesturing to emphasise which points are important.
		3.2 Identify different types of verbal and non-verbal communication	<p>Types of verbal and non-verbal communication:</p> <ul style="list-style-type: none"> □ verbal – one-to-one; meetings; group discussions; telephone; videoconferencing; informal discussions at workstations □ non-verbal – email; written reports; letters; posters; instructions or policies and procedures; body language.
		3.3 Describe how to modify communication methods in response to verbal and non-verbal feedback	<p>How to modify communication methods in response to feedback:</p> <ul style="list-style-type: none"> □ verbal – tone of voice (conveys attitude, aggressive, critical, nervous, friendly, enthusiastic, persuasive); vocally produced noises (laughter, cough); intonation/pitch (can distinguish between question or statement). □ non-verbal – body posture (assertive or relaxed and open or closed body position); body gesture (movements that can emphasise or back up the speakers attitude or intention); facial expressions and eye movement (communicates speakers attitude, emotions and intentions).

Learning outcomes		Assessment criteria	Unit amplification
4	Understand how to plan and allocate work for a team	4.1 Explain how to develop a plan of work for a team	<p>How to develop a plan of work for a team:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the purpose of the plan; determine specific goals; delegate tasks to team members in accordance with individual strengths and weaknesses; identify potential constraints or challenges.
		4.2 Identify how plans of work need to be agreed with a team	<p>To agree plans of work with a team:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the purpose for a work plan <input type="checkbox"/> determine goals and objectives <input type="checkbox"/> list resources and identify constraints <input type="checkbox"/> identify actions, delegate accountability/ownership.
		4.3 Explain why it is important to allocate work to team members giving SMART targets	<p>Why it is important to allocate work to team members giving SMART targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> specific targets gives clarity and direction <input type="checkbox"/> measuring achievement monitors progress <input type="checkbox"/> achievable targets promote motivation <input type="checkbox"/> showing relevance towards organisation's objectives gives vision <input type="checkbox"/> timescales give sense of focus and determine priority.
		4.4 Describe why it is important to agree standards of work	<p>Why it is important to agree standards of work:</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistency across the team and output of same quality; team is not weakened due to team or individual members/confusion over requirements.

Learning outcomes		Assessment criteria		Unit amplification
5	Understand how to lead team members to achieve team objectives	5.1	Explain why it is important to support team members in order to achieve team objectives	Why it is important to support team members to achieve team objectives: <ul style="list-style-type: none"> team morale, cohesiveness and productivity; identify and implement individual training requirements; re-delegate tasks according to performance; cover team members when resources are lacking (absent team members, unexpected workload).
	Understand how to monitor and evaluate the performance of team members	6.1	Describe why it is important to monitor and evaluate team members' performance	Why it is important to monitor and evaluate team member performance: <ul style="list-style-type: none"> monitor – identifies if objectives are met, proactive risk awareness (early warning of under/over performance and identifying any training needs) evaluate – redefine goals and training needs, appropriately.
6		6.2	Explain how to assess team members' work against agreed standards and objectives	How to assess team members work against agreed standards: <ul style="list-style-type: none"> assess the productivity/performance of each team member; measure aspects (quality, budget, timeline) against individual work plans; observe individuals contribution within the team; monitor how individuals relate to the rest of the team and how their work influences others.
		6.3	Describe how to recognise the achievements of team members	How to recognise team member achievement: <ul style="list-style-type: none"> praise specific areas rather than general comments (writing, verbally, email); passing on team successes to customers/relevant colleagues; issuing bonuses/promotions; organising celebratory events; mention team members in reports to senior managers.

Learning outcomes	Assessment criteria	Unit amplification
7 Understand how to manage conflict when leading a team	7.1 Identify the types of conflict that may arise within a team 7.2 Explain how to manage possible conflict within a team	Types of conflict that may arise within a team: <ul style="list-style-type: none"> <input type="checkbox"/> relationships (miscommunication) <input type="checkbox"/> conflict of interest or disagreements (time or money, different view of priorities) <input type="checkbox"/> conflicting values of what is right or wrong (culture, religion, politics, work ethics) <input type="checkbox"/> leadership and managerial styles (fairness of allocating work to staff, resources, budgets, deadlines) <input type="checkbox"/> personality clash/differences <input type="checkbox"/> style of completing tasks or goals may lead to conflict (task oriented or creative, laid back or focused) <input type="checkbox"/> ethical conflict with colleague.
		How to manage possible conflict within a team: <ul style="list-style-type: none"> <input type="checkbox"/> preventative strategies (clear lines of communication, work allocated fairly, re-allocated as required) <input type="checkbox"/> strong leadership to deter conflict (interpersonal, communication and negotiation skills to manage the team and deal with conflict) <input type="checkbox"/> negotiate to reach a compromise; follow internal procedures for grievances or disciplinary.

Information for tutors

Delivery

This unit should be delivered so that it supports the vocational nature of the qualification. It should give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Learners are to develop their knowledge and understanding of how to identify the reliable and relevant information that requires communicating. Learners will need to know about the different methods of communicating effectively and how these methods can be adapted to meet the needs of colleagues. Learners should understand how to plan, allocate, manage and lead the team to achieve objectives. They will also learn how to monitor and evaluate team member performance and how to manage conflict when leading a team.

Appropriate links should be made between theory and practical application. Learners should be encouraged to engage with employers and, where possible, with other employees, to gain knowledge and understanding from their experiences. Perspectives on team leading gained through engaging with employers and employees, rather than through a purely theoretical context, are key. Engagement can be made through visits and other time spent with employers and, where possible, through guest speakers.

Assessment

This unit is assessed through onscreen multiple choice testing. The test uses the individual assessment criteria and the associated *Unit amplification*.

Suggested resource

Textbooks

John Adair – *Effective Communication (Revised Edition): The most important management skill of all* (Pan 2009) ISBN-13: 978-0330504263

John Adair – *Effective Leadership (new revised edition): How to be a successful leader* (Pan 2009) ISBN-13: 978-0330504195

Robert Bolton – *People Skills: How to Assert Yourself, Listen to Others and Resolve Conflicts* (Simon & Schuster 1986) ISBN-13: 978-0671622480

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

Websites

http://en.wikibooks.org/wiki/Managing_Groups_and_Teams

Managing groups and teams – useful articles and links on leading teams

<http://www.acas.org.uk/index.aspx?articleid=1218>

Includes a handbook on managing conflict

www.belbin.com

Belbin's team roles theory

www.managers.org.uk

Chartered Management Institute – has a searchable database that members can use to access journal articles and other publications

http://www.tutor2u.net/business/gcse/people_communication_barriers.html

Academic resource, providing notes on communication

Unit 3: Managing yourself and providing direction to your team

Unit reference number: R/505/0937

QCF level: 2

Credit value: 5

Guided learning hours: 20

Unit aim

This unit aims to develop knowledge and understanding of the role of self-managing and providing direction to a team. Learners will learn about appropriate behaviour, the leadership styles for self-management and how to motivate and support others effectively. They will also learn how to plan and monitor team objectives and activities.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification	
1	Know how to manage yourself effectively	1.1	Identify why managing knowledge and understanding is important when meeting the requirements of a work role	Why managing knowledge and understanding is important when meeting the requirements of the work role: <ul style="list-style-type: none"> to keep up to date with current trends, to follow organisational policies and procedures; to inform team members as required; to be informed so as to be able to answer queries; to make use of opportunities for progression. 	
		1.2	Identify why managing skills is important when meeting the requirements of a work role	Why managing skills is important when meeting the requirements of a work role: <ul style="list-style-type: none"> continuous professional development; job satisfaction, meeting work role requirements as determined by job specification, terms of contract, projects and work plans, and work delegated by management being able to adapt to circumstances; prioritising and re-prioritising tasks; mapping skills, competency, knowledge, resources and procedures to role requirements and improving on them. 	
	1.3	State how to set SMART work objectives	How to set SMART work objectives: <ul style="list-style-type: none"> objectives must be: specific, measurable, achievable, realistic, time bound SMART objectives must be written, recorded and agreed by all involved.		
	1.4	Identify a range of development activities that contribute towards performance	Development activities that contribute towards performance: <ul style="list-style-type: none"> internal and external training; mentoring; on-the-job training; job shadowing; job enlargement/enrichment; self-directed learning project. 		

Learning outcomes	Assessment criteria	Unit amplification
2 Know how to plan and undertake development effectively	2.1 Identify the elements of an effective development plan	Elements of an effective development plan: <ul style="list-style-type: none"> □ assessment – employee current skills, qualifications and capabilities; employee performance evaluations; management appraisals □ goals – SMART (specific, measurable, attainable, realistic and time-sensitive); long-term and short-term objectives; priorities; actions required; deadlines □ progress – specific milestones to determine the level of progress □ reassessment – reassess goals and strengths; review methods used to accomplish goals; consider best practices.
	2.2 Identify types of development activity to address gaps in knowledge and understanding	Types of development activity to address gaps in knowledge and understanding: <ul style="list-style-type: none"> □ workshops; training (internal or external); seminar; mentoring, champions or advocates in workplace; reading (journals, brochures, policies, organisation procedures).
	2.3 Identify how development activities contribute towards performance	How development activities contribute towards performance: <ul style="list-style-type: none"> □ improve confidence; strengthen working relationships; encourage initiative; improve communication; develop technical skills; help time management; increase productivity.

Learning outcomes	Assessment criteria	Unit amplification
3 Know how to monitor personal development	3.1 Identify how to update development plans and work objectives based on performance	<p>How to update development plans and work objectives based on performance:</p> <ul style="list-style-type: none"> □ distinguishing own performance from other factors (unforeseeable difficulties, managerial issues, accidents, colleagues leaving employment) measured by productivity, turnover, feedback and self-evaluation) □ carry out a personal SWOT (strength, weakness, opportunity, threat) analysis in relation to own objectives, update development plans in accordance with analysis □ agree realistic goals and deadlines, re-prioritise as necessary, seek alternative approaches and learn from mistakes.
	3.2 Identify how to update development plans and work objectives based on internal feedback	<p>How to update development plans and work objectives based on internal feedback:</p> <ul style="list-style-type: none"> □ identify areas of weakness □ compare current goals against development plan to check if on track □ compare current skills against required skills and identify training needs.
	3.3 Identify how to record daily work activities	<p>How to record daily work activities:</p> <ul style="list-style-type: none"> □ log (time sheet, queries) □ diary (team meetings, one-to-one meetings, senior management meeting, external appointments) □ spreadsheet (contact information, allocation of work within team, holidays, sick/unauthorised absence) □ personal development plan (training needs of skills, knowledge, competence).

Learning outcomes	Assessment criteria	Unit amplification
	3.4 Identify how monitoring daily activities could improve work output	<p>How monitoring daily activities could improve work output:</p> <ul style="list-style-type: none"> □ examine activities (tasks that have been delayed, accident rates, employee turnover rates, complaints) against the impact on work output (quality and quantity) □ eliminate/reduce errors (develop/review procedures, training).
4 Understand the importance of planning team objectives	4.1 Identify how to plan for the achievement of team objectives	<p>How to plan for the achievement of team objectives:</p> <ul style="list-style-type: none"> □ link personal objectives to team results □ focus on outcomes/deliverables, not only actions □ check team members understanding of team objectives □ set SMART objectives (specific, measurable, achievable, realistic, time-bound). □ bite-sized goals with clear progression to the next stage.
	4.2 Describe why it is important to involve team members in the planning process	<p>Why it is important to involve team members in the planning process:</p> <ul style="list-style-type: none"> □ improved motivation □ increased productivity □ benefit from team experience □ accountability (timely delivery, consensus).
	4.3 Describe how individual work objectives contribute to the overall achievement of team objectives	<p>How individual work objectives contribute to the overall achievement of team objectives:</p> <ul style="list-style-type: none"> □ understanding of individual role in achieving team objectives □ matching individual work objectives to team objectives □ individual work objectives set out bite-sized goals to achieving team objectives.

Learning outcomes	Assessment criteria	Unit amplification
<p>5 Understand leadership styles and ways of motivating, supporting and encouraging teams</p>	<p>5.1 Describe ways in which to communicate effectively with a team</p>	<p>Ways in which to communicate effectively with a team:</p> <ul style="list-style-type: none"> □ avoid jargon and be specific to reduce any misunderstanding or misrepresentation □ open meeting, engage with team members and encourage feedback to measure the effectiveness of the style of communication □ use visuals to allow for better understanding □ appropriate tone to convey the theme of the message (friendly, assertive, apologetic) □ use appropriate body language to underpin the theme of the message (smile, handshake, eye contact).
	<p>5.2 Identify different styles of leadership</p>	<p>Different styles of leadership:</p> <ul style="list-style-type: none"> □ autocratic – decision making is the sole prerogative of the leader □ laissez-faire – subordinates are given absolute freedom by the leader to determine their own goals and ways of reaching them □ participative – leader utilises subordinates’ skills, knowledge and input, before making a decision □ transactional – leader rewards or punishes team members based on performance results □ transformational – leader motivates employees and enhances productivity and efficiency through communication and high visibility.

Learning outcomes	Assessment criteria	Unit amplification
5.3	Identify ways to motivate, support and encourage team members to achieve work objectives	<p>Ways to motivate, support and encourage team members to achieve work objectives:</p> <ul style="list-style-type: none"> □ motivate – public praise and recognition; training; team ‘awaydays’; celebrate team success □ support – manage performance, clear goals and leadership □ encourage – positive feedback, encourage team feedback, share knowledge and information.
5.4	Describe how to recognise team achievement	<p>How to recognise team achievement:</p> <ul style="list-style-type: none"> □ be specific when giving praise; communicate praise in an appropriate manner (writing, verbally, email); praise the team and inform others of their success (customers, other team leaders, senior management, and relevant colleagues); reward success (promotion, financial, celebratory event, mention team members in reports).
5.5	Explain why it important to encourage others to take the lead	<p>Why it is important to encourage others to take the lead:</p> <ul style="list-style-type: none"> □ improves self-esteem of others; encourages colleagues to grow and develop professionally; reduces micromanagement; colleagues learn new techniques, to share good practice.
5.6	Explain the benefits of recognising creativity and innovation within a team	<p>Benefits of recognising creativity and innovation within a team:</p> <ul style="list-style-type: none"> □ improve motivation; productivity; encourage dynamic thinking; can generate new efficient models of working.

Learning outcomes	Assessment criteria	Unit amplification
<p>6 Understand how to manage conflict and difficulties when leading a team</p>	<p>6.1 Identify types of conflict and difficulties that may arise within a team</p>	<p>Types of conflict that may arise within a team:</p> <ul style="list-style-type: none"> <input type="checkbox"/> relationships (miscommunication) <input type="checkbox"/> conflict of interest or disagreements (time or money, different view of priorities) <input type="checkbox"/> conflicting values of what is right or wrong (culture, religion, politics, work ethics) <input type="checkbox"/> leadership and managerial styles (fairness of allocating work to staff, resources, budgets, deadlines) <input type="checkbox"/> personality clash <input type="checkbox"/> style of completing tasks or goals may lead to conflict (task oriented or creative, laid back or focused) <input type="checkbox"/> ethical conflict with colleague.
	<p>6.2 Explain how to manage potential areas of conflict and difficulties within a team</p>	<p>How to manage possible conflict within a team:</p> <ul style="list-style-type: none"> <input type="checkbox"/> preventative strategies (clear lines of communication, work allocated fairly, re-allocated as required) <input type="checkbox"/> strong leadership to deter conflict (interpersonal, communication and negotiation skills to manage the team and deal with conflict) <input type="checkbox"/> negotiate to reach a compromise; follow internal procedures for grievances or disciplinary.
	<p>6.3 Explain how support can encourage colleagues to overcome difficulties and conflict</p>	<p>How support can encourage colleagues to overcome difficulties and conflict:</p> <ul style="list-style-type: none"> <input type="checkbox"/> strong leadership to intervene, mediate and negotiate between conflicting colleagues; issue warning or disciplinary action if required <input type="checkbox"/> act as a mentor to facilitate a compromise leading to resolution <input type="checkbox"/> appropriate conflict management training course to encourage team members to resolve conflict.

Information for tutors

Delivery

This unit should be delivered so that it supports the vocational nature of the qualification. It should give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. This unit should be delivered to enable learners to develop their knowledge and understanding of effective management of self and others, creating and monitoring effective development plans, and managing conflict when leading a team.

Appropriate links should be made between theory and practical application. Learners should be encouraged to engage with employers and, where possible, with other employees to gain knowledge and understanding from their experiences. Perspectives on team leading gained through engaging with employers and employees, rather than through a purely theoretical context, are key. Engagement can be made through visits, and other time spent with employers and, where possible, through guest speakers.

Assessment

This unit is assessed through an onscreen multiple-choice test. The test uses each individual assessment criterion and its associated *Unit amplification*.

Suggested resource

Textbooks

John Adair – *Effective Leadership (new revised edition): How to be a successful leader* (Pan 2009) ISBN-13: 978-0330504195

Robert Bolton – *People Skills: How to Assert Yourself, Listen to Others and Resolve Conflicts* (Simon & Schuster 1986) ISBN-13: 978-0671622480

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: 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 and/or magazines

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 – the site contains a searchable database which members can use to access journals and other publications

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: **www.edexcel.com/contactus**
- Pearson BTEC: **www.btec.co.uk/contactus**
- Pearson Work Based Learning: **www.pearsonwbl.com/contactus**
- Books, software and online resources for UK schools and colleges: **www.pearsonschools.co.uk/contactus**

Other sources of information and publications available include:

- *Pearson Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Access Arrangements, Reasonable Adjustment and Special Considerations for General and Vocational Qualifications*
- *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*
- *Recognition of Prior Learning Policy and Process*
- *Quality Assurance Handbook* (updated annually)
- *BTEC Centre Guide to Assessment*

Publications on the quality assurance of Pearson BTEC qualifications are available on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

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14 Professional development and training

Pearson supports UK and international customers with training related to Pearson 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 learner-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 is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Edexcel team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: 0844 463 2535.

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Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson BTEC support team to help you whenever – and however – you need:

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- **Ask Edexcel:** submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist.

Annexe A

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Specialist qualifications in Team Leading Principles (QCF) against the underpinning knowledge of the National Occupational Standards in Management and Leadership. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

- # indicates partial coverage of knowledge in the NOS unit
- A blank space indicates no coverage of the knowledge

NOS	Pearson BTEC Specialist units			Unit 3 R/505/0937
	Unit 1 A/602/1295	Unit 2 T/602/1294	Unit 3 R/505/0937	
CFAM&LDB2	Allocate work to team members	#	#	#
CFAM&LBA3	Lead your team	#	#	#
CFAM&LEC2	Manage information, knowledge and communication systems	#	#	#
CFAM&LAA1	Manage yourself	#	#	#
CFAM&LDB8	Manage conflict in teams	#	#	#
CFAM&LDB5	Manage communications with and within teams	#	#	#
CFABAA627	Manage and be accountable for own performance in a business environment	#	#	#
CFAM&LAA2	Develop your knowledge, skills and competence	#	#	#
CFAM&LDB5	Manage communications with and within teams	#	#	#



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