www.highfieldqualifications.com

Qualification Specification

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

Qualification Number: 603/6726/X

Version 1.2 September 2021

Copyright © 2019. HABC Ltd. All rights reserved
Highfield ICON, First Point, Balby Carr Bank, Doncaster, South Yorkshire, DN4 5JQ, United Kingd
01302363277

Contents

Introduction 3
Qualification regulation and support 3
Key facts 3
Qualification overview and objective 3
Entry requirements 3
Centre requirements 4
Guidance on delivery 4
Guidance on assessment 4
Guidance on quality assurance 4
Recognition of prior learning (RPL) 5
Assessor requirements 5
Internal quality assurance (IQA) requirements 5
Reasonable adjustments and special considerations 6
ID requirements 6
Progression opportunities 6
Useful websites 6
Appendix 1: Qualification structure 8
Appendix 2: Qualification content 9
Appendix 3: Sample Assessment Material 27

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

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 3 Diploma for Team Leaders and Supervisors (RQF) has been developed and is awarded by Highfield Qualifications, and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual. It is also regulated by Qualification Wales.

Key facts

Qualification number:	603/6726/X
Learning aim reference:	6036726X
Credit value:	40
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	228
Total qualification time (TQT):	400

Qualification overview and objective

This qualification has been developed to support learners completing the Team Leader/Supervisor Apprenticeship Standard and can be used to assess their readiness for end-point assessment. It covers the knowledge, skills and behaviour criteria of the standard, as described in the Assessment Plan version AP03.

It is also designed as a stand-alone qualification for those learners wishing to gain a nationally recognised qualification in team leading and supervision.

The objective of the qualification is to support a role in the workplace, giving learners the opportunity to learn and evidence their knowledge and competency either as part of an apprenticeship or as a stand-alone qualification.

The qualification provides learners with the knowledge and skills in leadership and management such as:

- problem solving
- team building and development
- project management
- communication

Entry requirements

To register on to this qualification, learners are required to meet the following entry requirements:

- be 16 years of age or above
- have a basic level of literacy and numeracy

Centre requirements

There are no specific requirements for the centre as long as each learner's workplace is suitably equipped for the chosen units to be delivered and assessed.

Guidance on delivery

The total qualification time for this qualification is 400 hours and of this 228 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

The qualification is a combined knowledge and competence qualification. It is assessed through the completion of a portfolio of evidence, which must be internally assessed and quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed. Additional guidance is included at the bottom of each unit suggesting how assessment criteria can be assessed.

Learners must achieve all of the pass criteria across all units, in order to be awarded a Pass. Examples of evidence for the portfolio could include:

Knowledge criteria:

- worksheets
- record of oral and written questioning
- assignments/projects/reports
- candidate and peer reports
- record of professional discussion or interview
- case studies

Skills and behaviour criteria:

- assessor observation – completed observational checklists
- witness testimony
- record of professional discussion
- candidate and peer reports
- appraisals or performance reviews

Assessors can use other methods of assessment as long as they are valid and reliable.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and

that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing a learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) Policy in the members' area of Highfield Qualifications' website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Assessor requirements

Highfield Qualifications requires nominated assessors for this qualification to meet the following:

- have current, relevant occupational expertise and knowledge that has been gained through 'hands-on' experience in the industry and could include qualifications such as:
  - Level 3 Diploma in Management
  - Level 5 Diploma in Leadership and Management
  - Level 7 Diploma in Leadership and Management
- hold or be working towards a recognised assessing qualification, which could include any of the following:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess Learner Performance Using a Range of Methods
  - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
- maintain appropriate continued professional development for the subject area

Internal quality assurance (IQA) requirements

Highfield Qualifications requires internal quality assurers for this qualification to meet the following:

- have current, relevant occupational expertise and knowledge that has been gained through 'hands-on' experience in the industry and could include qualifications such as:
  - Level 3 Diploma in Management
  - Level 5 Diploma in Leadership and Management
  - Level 7 Diploma in Leadership and Management
- hold or be working towards a recognised internal quality assurance qualification, which could include any of the following:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - D34 or V1 verifier awards
- maintain appropriate continued professional development for the subject area

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card or travel card

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 5 Diploma in Operations and Departmental Management
- Operations/Departmental Manager apprenticeship
- Qualifications in coaching and mentoring

Useful websites

Institute for Apprenticeships:
https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-and-supervisor-v1-2

Highfield Assessment:
https://www.highfieldassessment.com/apprenticeship-standards/business-administration-management/team-leader-supervisor

Additional Support/Training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:

https://www.gov.uk/government/organisations/national-counter-terrorism-security-office

As an apprentice, you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: http://ct.highfieldelearning.com/org/TheHighfieldGroup
- answer the questions
- click start

Appendix 1: Qualification structure

To complete the Highfield **Level 3 Diploma for Team Leaders and Supervisors (RQF),** learners must complete **all units** contained within the mandatory group.

Mandatory group
Learners must achieve **all units** in this group.

Unit reference	Unit title	Level	GLH	Credit
J/618/5102	Team Building and Development	3	20	4
L/618/5103	Building a High-Performance Team	3	40	8
R/618/5104	Communication	3	20	3
Y/618/5105	Organisational Culture and Strategy	3	28	5
D/618/5106	Data Analysis	3	15	2
H/618/5107	Project Management	3	20	4
K/618/5108	Organisation Governance	3	15	2
M/618/5109	Managing Self	3	40	6
K/618/5111	Problem Solving	3	30	6

Appendix 2: Qualification content

Unit 1: Team Building and Development		
Unit Ref: J/618/5102	**GLH: 20**	**Credit: 4**

Learning Outcomes	Assessment Criteria
K1 Understand different leadership styles and the benefits of coaching to support people and improve performance. Understand organisational cultures, equality, diversity and inclusion.	TB1 Explain how they use knowledge of **leadership styles** and facilitation of cross-team working to develop their team and individuals and improve performance and how this helps them to drive their team to meet their objectives. TB2 Demonstrate how they support the development of the team and manage **change** to deliver organisational objectives, through coaching and role modelling TB3 Demonstrate how they support the development of the team and manage **change** to deliver organisational objectives, through the use of resources and prioritising work allocation TB4 Adapt their approach, where required, to accommodate the specific needs of individual team members
S1 Able to communicate organisation strategy and team purpose, and adapt style to suit the audience. Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.	

Amplification and Guidance

• **Leadership styles:**
  ○ the ways in which a team leader or supervisor can provide guidance, direction and motivation to their staff and teams. Leadership styles could include democratic leadership, autocratic leadership, laissez-faire leadership (Lewin).
  ○ other leadership styles that might be mentioned are emotional leadership styles, e.g. visionary, coaching, affiliate, pace-setting and commanding.

- **Change:**
  - consider organisational change - culture, needs and drivers
  - team changes - employees, job roles and structure
  - potential external influences for change – regulatory, political, legislative, social change, consumer behaviour and competitor analysis
  - resistance to change
  - identifying and overcoming barriers to change
  - Kotter's 8-stage change model

Unit 2: Building a High-Performance Team		
Unit Ref: L/618/5103	**GLH: 40**	**Credit: 8**

Learning Outcome	Assessment Criteria
K2 Understand people and team management models, including team dynamics and motivation techniques. Understand HR systems and legal requirements, and performance management techniques including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviour	BH1 Describe how they developed a high performing and **motivated** team by setting a fair, consistent and impartial example and leading by example BH2 Describe how they developed a **high performing** and motivated team by setting, monitoring and supporting operational and personal objectives BH3 Describe how they developed a high performing and motivated team by building trust and using their understanding of team dynamics, management models, **emotional intelligence**, active listening and learning styles BH4 Describe, with examples, when they have shared good practice with, and provided **direction** and constructive **feedback** to, their team (and more widely) including how they **actively listened** and were fair, consistent and impartial in their approach BH5 Explain how they have built trust within and across the team, managed **conflict** and demonstrated effective influencing and negotiation skills
S2 Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve. Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback	
K3 Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict. Know how to facilitate cross-team working to support delivery of organisational objectives	
S3 Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts. Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams. Building relationships with customers and managing these effectively	
B12 Open, approachable, authentic, and able to build trust with others. Seeks views of others.	

B14 Sets an example and is fair, consistent and impartial. Open and honest. Operates within organisational values.	

Amplification and Guidance
• **High performing:** ○ can include setting team objectives, goals and priorities, reviewing team performance and managing decision-making processes. ○ also includes setting individual goals, CPD, career aspirations, succession planning and managing poor performance effectively ○ consider models of team management such as Frederick Taylor's scientific management theory, Tuckman's team development theory, as well as awareness of employee (team) satisfaction ○ including setting goals and objectives, measuring performance (e.g. benchmarking against KPIs), reviewing performance, conducting appraisals, absence management, providing constructive feedback, and recognising achievement and good behaviour, as well as handling below performance work. ○ Monitor individuals' progress through appraisal, one to ones, monitoring key performance indicators, performance management, etc. • **Motivation techniques:** ○ benefits of having a motivated workforce ○ this can include setting goals and SMART objectives, offering CPD opportunities, providing staff incentives and recognising individual and team achievements. ○ models include: Maslow's hierarchy of needs, Herzberg's hygiene factors, McGregor's theory X and theory Y, Vroom's Expectancy Theory • **Emotional intelligence (sometimes known as E.Q.):** ○ the capacity to be aware of, control, and express one's own emotions. ○ the ability to show empathy and build rapport with your team, and in doing so, being a more effective manager. ○ being aware of what you say, do and don't do, as well as, recognising how this could be perceived by others. It is also recognising and reacting appropriately to the feelings and emotions of others.

- **Feedback:**
  - this includes feedback to the team, wider business, customers, stakeholders and one's line manager. Whether it is about a product, promotion, etc. or something that they have personally undertaken.

- **Active listening:**
  - listening to what a person is saying to allow you to build a whole picture of what it is that they are trying to communicate. Full attention should be given, therefore maintaining good eye contact and nodding your head to make the person feel at ease can be important.
  - don't interrupt or simply wait to speak next, your focus should be on truly understanding the point and the overall substance that the speaker is communicating.

- **Conflict:**

  - this could include conflicts and disagreements between individual team members, or between the team/team members and the wider business, leadership, customers, stakeholders, suppliers or regulators.

Unit 3: Communication		
Unit Ref: R/618/5104	**GLH: 20**	**Credit: 3**

Learning Outcome	Assessment Criteria
K4 Understand different forms of communication and their application. Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns	C1 Select appropriate **communication manner and medium** to build and manage an effective relationship with customers and adapt their communication approach to suit their audience. C2 Describe, with examples, how they have chaired meetings and facilitated the contributions of others C3 Describe, with examples, how they have presented to the team/management C4 Explain how to approach **challenging conversations** and how to raise concerns C5 Explain how to provide **constructive feedback**
S4 Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management. Use of active listening and provision of constructive feedback	

Amplification and Guidance
• **Communication medium,** for example: o verbal o written o digital forms e.g. video conference o presentation o email o noticeboard o internal memos o team meetings/briefs o one to one meetings

- **Communication manner:**
  - can include different methods of written and verbal communication, e.g. being assertive, body language, tone.
  - have an understanding of nonverbal communications and its implications

- **Challenging conversations:**
  - unhappy customers
  - disciplining staff
  - addressing sensitive issues

- **Constructive feedback:**
  - Constructive feedback involves providing feedback to individuals, teams or wider business to let them know what is going well, and recognising some areas for improvement. It may also involve providing options for how improvements could be made.
  - Constructive feedback should not be emotional or personal but direct and to the point.

Unit 4: Organisational Culture and Strategy		
Unit Ref: Y/618/5105	**GLH: 28**	**Credit: 5**

Learning Outcome	Assessment Criteria
K5 Understand how organisational strategy is developed. Know how to implement operational/team plans and manage resources and approaches to managing change within the team. Understand data management, and the use of different technologies in business	OC1 Explain the importance of an organisational **culture**, what it is influenced and informed by, and its responsibility to equality, diversity and inclusion OC2 Describe how an **organisational strategy** is arrived at OC3 Describe how both the strategy and culture are cascaded through an organisation OC4 Describe how they remain flexible in delivering the organisation's strategy OC5 Describe how **targets** are achieved and outcomes monitored
S5.1 Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes. Able to adapt to change, identifying challenges and solutions. Ability to organise, prioritise and allocate work, and effectively use resources.	

Amplification and Guidance

- **Organisation strategy:**
  - this sets out the actions a company plans to take to achieve their long-term goals
- **Organisation culture:**
  - different ways to categorise types of culture e.g. Charles Handy: power culture, role culture, task culture, person culture; or Kim Cameron and Robert Quinn: clan culture, adhocracy culture, market culture, hierarchy culture
  - influences on organisational culture and the relationship between culture and organisational values.
- **Targets**
  - Should be SMART

- Should be clear when a target has been achieved or not achieved, i.e. measurable
- How KPIs assist with the monitoring of targets

Unit 5: Data Analysis		
Unit Ref: D/618/5106	**GLH: 15**	**Credit: 2**

Learning Outcome	Assessment Criteria
S5.2 Able to collate and analyse data and create reports.	DA1 Use data, including collection, management and analysis, to create reports which support their decision making.

Amplification and Guidance

• **Data management:**
  ○ difference between data and information
  ○ data protection and GDPR requirements
  ○ view data from all relevant reports, including KPI ones and form an overall opinion/ action plan from diverse reports

Unit 6: Project Management

Unit Ref: H/618/5107 | **GLH: 20** | **Credit: 4**

Learning Outcome	Assessment Criteria
K6 Understand the project lifecycle and roles. Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools	PM1 Explain the **project lifecycle** and how they have employed relevant **project management tools** to deliver a project against targets PM2 Explain how they have taken effective actions to monitor and manage **resources**, **risks** and budget to deliver a project PM3 Monitor performance and take appropriate and timely corrective action as required to support a successful project outcome
S6 Able to organise, manage resources and risk, and monitor progress to deliver against the project plan. Ability to use relevant project management tools, and take corrective action to ensure successful project delivery	

Amplification and Guidance

- **Project lifecycle:**
  - 5-phase project management, Weiss & Wysocky
  - 5-stage process, Association for Project Management
- **Project management tools:**
  - this could include Gantt charts, PERT charts, process flow charts, work break down structure, product breakdown structure and critical path analysis
- **Risk**
  - Risk analysis
  - Recording of identified risks
  - Consideration of possible arising issues and methods to control or prevent these from occurring

- **Resources:**
  - people
  - funding
  - equipment
  - facilities
  - technology-/-technological support

Unit 7: Organisation Governance

Unit Ref: K/618/5108 **GLH: 15** **Credit: 2**

Learning Outcome	Assessment Criteria
K7 Understand organisational governance and compliance, and how to deliver Value for Money. Know how to monitor budgets to ensure efficiencies and that costs do not overrun	OG1 Explain their application of **organisational governance**, compliance and performance management techniques to deliver **value for money**, and **monitor budgets** to ensure costs do not overrun
S7 Applying organisational governance and compliance requirements to ensure effective budget controls	OG2 Describe how they operate within their organisation's values

Amplification and Guidance

- **Organisational governance:**
  - set of policies, regulations, functions, processes, procedures and responsibilities by which a company is directed and controlled. These include checks and balances which ensure that not too much power is concentrated in the hands of one person.
- **Value for money:**
  - value for money is determined by the customer over the lifetime of the product/service and may not be the cheapest initial purchase cost
  - achieving the best mix of quality and effectiveness for the least outlay
- **Monitor budgets:**
  - review actual costs to budgets and state reasons for any overage, with an action plan to address. Likewise, for sales budgets address any shortfalls with pro-active plans
  - reviewing budgets on a regular basis
- **HR practices:**
  - HR policies and procedures relating to pay, annual leave, sickness, job descriptions, working hours, time management, disciplinary processes, CPD, promotions, interviewing and hiring new staff, and staff benefits

- **Legal requirements:**
  - can include reference to employment law, living wage, pensions, statutory sick pay, maternity leave, pay, equality and diversity.
  - policies in place that reflect legislation

Unit 8: Managing Self		
Unit Ref: M/618/5109	**GLH: 40**	**Credit: 6**

Learning Outcome	Assessment Criteria
K8 Know how to be self-aware and understand unconscious bias and inclusivity. Understand learning styles, feedback mechanisms and how to use emotional intelligence.	MS1 Explain what the implications of **unconscious bias** are, and the approaches they take to promote inclusivity within their workplace MS2 Describe how they are open and honest in their approach to planning, **time management** and managing themselves and others MS3 Describe how they **reflect** upon, seek and apply feedback on their own performance when creating their **personal development plan**, and managing their work and performance
S8 Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received.	
K9 Understand time management techniques and tools, and how to prioritise activities and approaches to planning	
S9 Able to create an effective personal development plan, and use time management techniques to manage workload and pressure	

Amplification and Guidance

- **Unconscious bias:**
  - bias that we are unaware of, and which can, therefore, happen unknowingly.
- **Reflect:**
  - Learning styles can include: Fleming and Mills - VARK – Visual, Aural, Read/Write and Kinaesthetic. Kolb – the converger, the diverger, the assimilator and the accommodator.
- **Time management techniques:**
  - includes: planning your time each day through diary management or to-do lists, avoiding distractions, setting achievable deadlines and prioritising workload, RAG rating, and effectively delegating tasks when appropriate.

- compare and contrast the pros and cons of paper-based and electronic systems for diary and to-do lists, re. cloud-based (multi-device), ease of use, repeating events and electronic reminders etc.

- **Personal development plan**
  - A personal development plan should be contained within the portfolio of evidence and can be based on on-programme individual learning plans or continuous professional development plans. This should include feedback from others that has informed their development plan and subsequent actions they took to address this.

Unit 9: Problem Solving		
Unit Ref: K/618/5111	**GLH: 30**	**Credit: 6**

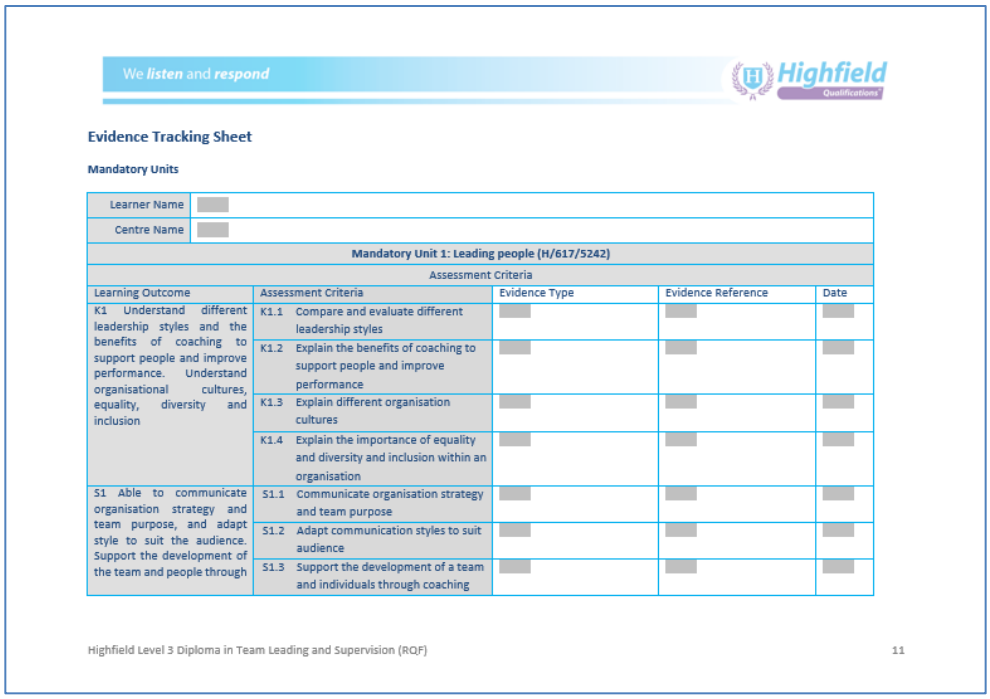
Knowledge	Skills
K10 Understand problem-solving and decision-making techniques, and how to analyse data to support decision making	PS1 Apply **problem-solving** and decision-making techniques PS2 Explain how they take a positive and adaptative approach to change within their organisation
S10 Use of effective problem-solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required	PS3 Describe when they have shown accountability for personal and team objectives PS4 Describe when they have shown resilience in challenging situations
B11 Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations.	PS5 Adapt both their approach, and that of their team, to operational change and challenges within their organisation, escalating issues when required
B13 Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responds well to feedback and need for change.	PS6 Present strategies to implement operational and/or team plans and manage resources. PS7 Identify challenges and respond to feedback from their team and others to positively and proactively make business and delivery decisions, adapting plans and managing change to identify solutions PS8 Explain approaches taken to manage **stakeholder** and customer relationships, which makes reference to emotional intelligence and conflict management techniques PS9 Describe how they work creatively, innovatively and are enterprising when seeking solutions to business needs

Amplification and Guidance

• **Problem-solving techniques:**
  ○ Can include brainstorming, fishbone diagram, SWOT analysis and PESTLE analysis
 	
• **Stakeholder:**
  ○ a stakeholder can be a person or a company/organisation who have an interest in your business or business activity. These may be internal or external to the business.
  ○ stakeholder mapping and analysis of interest/power in a project

Appendix 3: Sample Assessment Material

The following pages include sample paperwork which can be used for setting and recording actions and tracking progress and can be found in the qualification assessment pack. This is available to download from the Members' Area.



We listen and respond

Evidence Tracking Sheet

Mandatory Units

Learner Name	
Centre Name	

Mandatory Unit 1: Leading people (H/617/5242)				
Assessment Criteria				
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date
K1 Understand different leadership styles and the benefits of coaching to support people and improve performance. Understand organisational cultures, equality, diversity and inclusion	K1.1 Compare and evaluate different leadership styles			
	K1.2 Explain the benefits of coaching to support people and improve performance			
	K1.3 Explain different organisation cultures			
	K1.4 Explain the importance of equality and diversity and inclusion within an organisation			
S1 Able to communicate organisation strategy and team purpose, and adapt style to suit the audience. Support the development of the team and people through	S1.1 Communicate organisation strategy and team purpose			
	S1.2 Adapt communication styles to suit audience			
	S1.3 Support the development of a team and individuals through coaching			

Highfield Level 3 Diploma in Team Leading and Supervision (RQF) 11