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Qualification Specification

Highfield Level 2 Diploma in Team Leading (RQF)

Qualification Number: 601/4094/X

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Highfield ICON, First Point, Balby Carr Bank, Doncaster, South Yorkshire, DN4 5JQ, United Kingd
01302363277

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Highfield Level 2 Diploma in Team Leading (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 Level 2 Diploma in Team Leading (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF includes qualifications regulated by Ofqual and CCEA Regulation. It is also suitable for delivery in Wales and is regulated by Qualifications Wales.

Key facts

Qualification number:	601/4094/X
Learning aim reference:	6014094X
Credit value:	40
Assessment method:	Portfolio of evidence
Guided learning hours (GLH):	201
Total qualification time (TQT):	400

Qualification overview and objective

The objective of this qualification is to support learners in a team leading role in the workplace, in any sector. The qualification forms the knowledge and competency requirements of the SASE Intermediate Apprenticeship in Team Leading however it can also be used on a stand-alone basis. It is aimed at learners who are new to team leading positions and will allow learners to develop their skills, knowledge and understanding of a team leading role, resulting in the achievement of a nationally recognised qualification.

Topics covered include leading and managing a team, managing personal and professional development, understanding business as well as a variety of units covering subjects in participating in a project, contributing to meetings and resolving customer service problems.

Entry requirements

This qualification is approved for delivery to learners aged 16+.

It is advised that learners have a minimum of level 2 in literacy and numeracy before enrolling onto this course.

Guidance on delivery

The total qualification time for this qualification is 400 and of this 201 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

This qualification is assessed by portfolio of evidence which will be internally assessed and internally quality assured by the Centre. This qualification is graded pass/fail.

Suggested paperwork is available to download from the Highfield Qualifications website. If a Centre would like to use alternative paperwork, this must be sent to the External Quality Support team for approval.

All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy. Simulation may only be applied to the unit: Manage conflict within a team (K/506/1927).

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 require 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.

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 the 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 the Highfield 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 meet the following:

- have occupational experience in the qualification sector and in-depth technical understanding related to the qualifications for which they are assessing learners
- 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
  - A1/A2
  - D32/D33
- maintain appropriate continued professional development for the subject area

Internal quality assurance (IQA) requirements

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

- have occupational experience in the qualification sector and sufficient technical understanding related to the qualifications that they are internally verifying.
- 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
  - D34
- maintain appropriate continued professional development for the subject area

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

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, travel card etc.

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:

- Level 3 Diploma in Management
- Qualifications in coaching and mentoring
- Qualifications in project management

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 2 Diploma in Team Leading,** learners must complete the following:

- **all units** in the mandatory group
- a **minimum of 12 credits** from Optional Group A
- up to a **maximum of 6 credits** from Optional Group **B**

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

Unit reference	Unit title	Level	GLH	Credit
L/506/1788	Manage personal performance and development	2	18	4
T/506/1798	Communicate work-related information	2	23	4
H/506/1800	Lead and manage a team	2	25	5
R/506/2294	Principles of team leading	2	37	5
R/506/2957	Understand business	2	32	4

Optional group A
Learners must achieve a minimum of **12 credits** from this group

Unit reference	Unit title	Level	GLH	Credit
R/506/1789	Develop working relationships with colleagues	2	19	3
Y/506/2958	Contribute to meetings in a business environment	2	7	3
J/506/1806	Principles of equality and diversity in the workplace	2	10	2
T/506/1820	Promote equality, diversity and inclusion in the workplace	3	15	3
A/506/1821	Manage team performance	3	21	4
J/506/1921	Manage individuals' performance	3	20	4
Y/506/1924	Chair and lead meetings	3	10	3
J/506/2292	Encourage innovation	3	14	4
K/506/1927	Manage conflict within a team	3	25	5
M/506/1928	Procure products and/or services	3	35	5
M/506/1931	Collaborate with other departments	3	14	3
F/506/1934	Participate in a project	3	19	3

Optional group B
Learners may achieve up to a **maximum** of **6 credits** from this group

Unit reference	Unit title	Level	GLH	Credit
T/505/4673	Health and safety procedures in the workplace	2	16	2

R/506/1811	Store and retrieve information	2	19	4
D/506/1813	Handle mail	2	15	3
L/506/1905	Employee rights and responsibilities	2	16	2
A/506/2130	Deliver customer service	2	27	5
F/506/2131	Understand customers	2	17	2
A/506/2158	Resolve customer service problems	2	22	5
H/506/1912	Negotiate in a business environment	3	18	4
K/506/1913	Develop a presentation	3	11	3
M/506/1914	Deliver a presentation	3	17	3
R/506/2151	Resolve customers' complaints	3	22	4

Barred Combinations:

If learners select one of the following units, the other must not also be chosen.

Unit reference	Unit Title	Level	Credit
Y/506/2958	Contribute to meetings in a business environment	2	3
Y/506/1924	Chair and lead meetings	3	3

Unit reference	Unit Title	Level	Credit
J/506/1806	Principles of equality and diversity in the workplace	2	2
T/506/1820	Promote equality, diversity and inclusion in the workplace	3	3

Appendix 2: Qualification content

Unit 1: Manage personal performance and development

Unit number: L/506/1788
Credit: 4
GLH: 18
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Be able to manage personal performance	1.1. Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives that align with business needs with line manager 1.2. Agree criteria for measuring progress and achievement with line manager 1.3. Complete tasks to agreed timescales and quality standards 1.4. Report problems beyond their own level of competence and authority to the appropriate person 1.5. Take action needed to resolve any problems with personal performance
2. Be able to manage their own time and workload	2.1. Plan and manage workloads and priorities using time management tools and techniques 2.2. Take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives 2.3. Explain the benefits of achieving an acceptable "work-life balance"
3. Be able to identify their own development needs	3.1. Identify organisational policies relating to personal development 3.2. Explain the need to maintain a positive attitude to feedback on performance 3.3. Explain the potential business benefits of personal development 3.4. Identify their own preferred learning style(s) 3.5. Identify their own development needs from analyses of the role, personal and team objectives

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	3.6. Use feedback from others to identify their own development needs 3.7. Agree specific, measurable, achievable, realistic and time-bound (SMART) development objectives that align with organisational and personal needs
4. Be able to fulfil a personal development plan	4.1. Agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms 4.2. Make use of formal development opportunities that are consistent with business needs 4.3. Use informal learning opportunities that contribute to the achievement of personal development objectives 4.4. Review progress against agreed objectives and amend plans accordingly 4.5. Share lessons learned with others using agreed communication methods

Unit 2: Communicate work-related information

Unit number: T/506/1798
Credit: 4
GLH: 23
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the principles and techniques of work-related communication	1.1. Describe communication techniques used to gain and maintain the attention and interest of an audience 1.2. Explain the principles of effective written business communications 1.3. Explain the principles of effective verbal communications in a business environment 1.4. Describe the importance of checking the accuracy and currency of information to be communicated 1.5. Describe the importance of explaining to others the level of confidence that can be placed on the information being communicated 1.6. Describe the advantages and disadvantages of different methods of communication for different purposes
2. Be able to communicate work-related information verbally	2.1. Identify the information to be communicated 2.2. Confirm that the audience is authorised to receive the information 2.3. Provide accurate information, using appropriate verbal communication techniques 2.4. Communicate in a way that the listener can understand, using language that is appropriate to the topic 2.5. Confirm that the listener has understood what has been communicated
3. Be able to communicate work-related information in writing	3.1. Identify the information to be communicated 3.2. Provide accurate information using the appropriate written communication methods and house styles

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.3. Adhere to any organisational confidentiality requirements when communicating in writing 3.4. Use correct grammar, spelling, sentence structure and punctuation, using accepted business communication principles and formats 3.5. Justify opinions and conclusions with evidence

Unit 3: Lead and manage a team

Unit number: H/506/1800
Credit: 5
GLH: 25
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to engage and support team members	1.1. Explain organisational policies, procedures, values and expectations to team members 1.2. Communicate work objectives, priorities and plans in line with operational requirements 1.3. Explain the benefits of encouraging suggestions for improvements to work practices 1.4. Provide practical support to team members facing difficulties 1.5. Explain the use of leadership techniques in different circumstances 1.6. Give recognition for achievements, in line with organisational policies 1.7. Explain different ways of motivating people to achieve business performance targets
2. Be able to manage team performance	2.1. Allocate responsibilities making best use of the expertise within the team 2.2. Agree with team member(s) specific, measurable objectives (SMART) in line with business needs 2.3. Provide individuals with resources to achieve the agreed objectives 2.4. Monitor individuals' progress, providing support and feedback to help them achieve their objectives 2.5. Explain techniques to monitor individuals' performance 2.6. Report on team performance in line with organisational requirements
3. Be able to deal with problems within a team	3.1. Assess actual and potential problems and their consequences 3.2. Report problems beyond the limits of their own competence and authority to the right person

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	3.3. Take action within the limits of their own authority to resolve or reduce conflict 3.4. Adapt practices and processes as circumstances change

Unit 4: Principles of team leading

Unit number: R/506/2294
Credit: 5
GLH: 37
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand leadership styles in organisations	1.1. Describe characteristics of effective leaders 1.2. Describe different leadership styles 1.3. Describe ways in which leaders can motivate their teams 1.4. Explain the benefits of effective leadership for organisations
2. Understand team dynamics	2.1. Explain the purpose of different types of teams 2.2. Describe the stages of team development and behaviour 2.3. Explain the concept of team role theory 2.4. Explain how the principle of team role theory is used in team building and leadership 2.5. Explain typical sources of conflict within a team and how they could be managed
3. Understand techniques used to manage the work of teams	3.1. Explain the factors to be taken into account when setting targets 3.2. Describe a range of techniques to monitor the flow of work of a team 3.3. Describe techniques to identify and solve problems within a team
4. Understand the impact of change management within a team	4.1. Describe typical reasons for organisational change 4.2. Explain the importance of accepting change positively 4.3. Explain the potential impact on a team of negative responses to change 4.4. Explain how to implement change within a team
5. Understand team motivation	5.1. Explain the meaning of the term "motivation" 5.2. Explain factors that affect the level of motivation of team members

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	5.3. Describe techniques that can be used to motivate team members 5.4. Explain how having motivated staff affects an organisation

Unit 5: Understand business

Unit number: R/506/2957
Credit: 4
GLH: 32
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand organisational structures	1.1. Explain the differences between the private sector, the public sector and the voluntary sector 1.2. Explain the features and responsibilities of different business structures 1.3. Explain the relationship between an organisation's vision, mission, strategy and objectives
2. Understand the business environment	2.1. Describe the internal and external influences on a business 2.2. Explain the structure and use of a strength, weakness, opportunity and threat (SWOT) analysis 2.3. Explain why change can be beneficial to business organisations 2.4. Explain organisations' health and safety responsibilities 2.5. Describe sustainable ways of working 2.6. Explain how legislation affects the management and confidentiality of information
3. Understand the principles of business planning and finance within an organisation	3.1. Explain the purpose, content and format of a business plan 3.2. Explain the business planning cycle 3.3. Explain the purpose of a budget 3.4. Explain the concept and importance of business risk management 3.5. Explain types of constraint that may affect a business plan 3.6. Define a range of financial terminology 3.7. Explain the purposes of a range of financial reports

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
4. Understand business reporting within an organisation	4.1. Explain methods of measuring business performance 4.2. Explain the uses of management information and reports 4.3. Explain how personal and team performance data is used to inform management reports 4.4. Describe a manager's responsibility for reporting to internal stakeholders
5. Understand the principles of management responsibilities and accountabilities within an organisation	5.1. Explain the principle of accountability in an organisation 5.2. Explain the difference between 'authority' and 'responsibility' 5.3. Explain the meaning of delegated levels of authority and responsibility

Unit 6: Develop working relationships with colleagues

Unit number: R/506/1789
Credit: 3
GLH: 19
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the principles of effective team working	1.1. Outline the benefits of effective team working 1.2. Describe how to give feedback constructively 1.3. Explain conflict management techniques that may be used to resolve team conflicts 1.4. Explain the importance of giving team members the opportunity to discuss work progress and any issues arising 1.5. Explain the importance of warning colleagues of problems and changes that may affect them
2. Be able to maintain effective working relationships with colleagues	2.1. Recognise the contribution of colleagues to the achievement of team objectives 2.2. Treat colleagues with respect, fairness and courtesy 2.3. Fulfil agreements made with colleagues 2.4. Provide support and constructive feedback to colleagues
3. Be able to collaborate with colleagues to resolve problems	3.1. Take others' viewpoints into account when making decisions 3.2. Take ownership of problems within own level of authority 3.3. Take action to minimise disruption to business activities within their own level of authority 3.4. Resolve problems within their own level of authority and agreed contribution

Unit 7: Contribute to meetings in a business environment

Unit number: Y/506/2958
Credit: 3
GLH: 7
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to prepare for meetings	1.1. Explain the structure and purpose of different types of meetings in a business environment 1.2. Explain the importance of having a meeting agenda which addresses objectives 1.3. Obtain current versions of documents required for the meeting 1.4. Gather information from relevant people in preparation for meetings 1.5. Confirm the objectives to be achieved during the meeting
2. Be able to participate in meetings	2.1. Present views and information, providing evidence to support the case 2.2. Represent the views of those consulted 2.3. Take others' viewpoints into account in decision-making 2.4. Identify issues that may have an impact on their area of responsibility 2.5. Make constructive contributions in line with business objectives 2.6. Summarise future actions and accountabilities
3. Be able to carry out post-meeting activities	3.1. Carry out agreed actions post-meeting within the agreed timescale 3.2. Identify areas for improvements by reflecting on personal contributions to meetings

Unit 8: Principles of equality and diversity in the workplace

Unit number: J/506/1806
Credit: 2
GLH: 10
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the implications of equality legislation	1.1. Define the concept 'equality and diversity' 1.2. Describe the legal requirements for equality of opportunity 1.3. Describe the role and powers of organisations responsible for equality 1.4. Explain the benefits of equal opportunities and diversity 1.5. Explain the potential consequences for an organisation of failing to comply with equality legislation
2. Understand organisational standards and expectations for equality and diversity and context in the workplace	2.1. Explain how organisational policies on equality and diversity translate into day to day activity in the workplace 2.2. Describe their own responsibilities for equality and diversity in the workplace 2.3. Describe behaviours that support equality, diversity and inclusion in the workplace

Unit 9: Promote equality, diversity and inclusion in the workplace

Unit number: T/506/1820
Credit: 3
GLH: 15
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the organisational aspects of equality, diversity and inclusion in the workplace	1.1. Explain the difference between equality, diversity and inclusion 1.2. Explain the impact of equality, diversity and inclusion across aspects of organisational policy 1.3. Explain the potential consequences of breaches of equality legislation 1.4. Describe nominated responsibilities within an organisation for equality, diversity and inclusion
2. Understand the personal aspects of equality, diversity and inclusion in the workplace	2.1. Explain the different forms of discrimination and harassment 2.2. Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace 2.3. Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace
3. Be able to support equality, diversity and inclusion in the workplace	3.1. Ensure colleagues are aware of their responsibilities for equality, diversity and inclusion in the workplace 3.2. Identify potential issues relating to equality, diversity and inclusion in the workplace 3.3. Adhere to organisational policies and procedures, and legal and ethical requirements when supporting equality, diversity and inclusion in the workplace

Unit 10: Manage team performance

Unit number: A/506/1821
Credit: 4
GLH: 21
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the management of team performance	1.1. Explain the use of benchmarks in managing performance 1.2. Explain a range of quality management techniques to manage team performance 1.3. Describe constraints on the ability to amend priorities and plans
2. Be able to allocate and assure the quality of work	2.1. Identify the strengths, competences and expertise of team members 2.2. Allocate work on the basis of the strengths, competences and expertise of team members 2.3. Identify areas for improvement in team members' performance outputs and standards 2.4. Amend priorities and plans to take account of changing circumstances 2.5. Recommend changes to systems and processes to improve the quality of work
3. Be able to manage communications within a team	3.1. Explain to team members the lines of communication and authority levels 3.2. Communicate individual and team objectives, responsibilities and priorities 3.3. Use communication methods that are appropriate to the topics, audience and timescales 3.4. Provide support to team members when they need it 3.5. Agree with team members a process for providing feedback on work progress and any issues arising 3.6. Review the effectiveness of team communications and make improvements

Unit 11: Manage individuals' performance

Unit number: J/506/1921
Credit: 4
GLH: 20
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the management of underperformance in the workplace	1.1. Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance 1.2. Explain how to identify causes of underperformance 1.3. Explain the purpose of making individuals aware of their underperformance clearly but sensitively 1.4. Explain how to address issues that hamper individuals' performance 1.5. Explain how to agree a course of action to address underperformance
2. Be able to manage individuals' performance in the workplace	2.1. Agree with team members specific, measurable, achievable, realistic and time-bound (SMART) objectives that align to organisational objectives 2.2. Delegate responsibility to individuals on the basis of their expertise, competence, skills, knowledge, and development needs 2.3. Apply motivation techniques to maintain morale 2.4. Provide information, resources and on-going mentoring to help individuals meet their targets, objectives and quality standards 2.5. Monitor individuals' progress towards objectives in accordance with agreed plans 2.6. Recognise individuals' achievement of targets and quality standards 2.7. Adhere to organisational policies and procedures, and legal and ethical requirements when managing individuals' performance in the workplace

Unit 12: Chair and lead meetings

Unit number: Y/506/1924
Credit: 3
GLH: 10
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to prepare to lead meetings	1.1. Identify the type, purpose, objectives, and background to a meeting 1.2. Identify those individuals expected, and those required to attend a meeting 1.3. Prepare for any formal procedures that apply to a meeting 1.4. Describe ways of minimising likely problems in a meeting 1.5. Take action to ensure that meeting documentation is prepared correctly and distributed to the agreed people within the agreed timescale
2. Be able to chair and lead meetings	2.1. Follow business conventions in the conduct of a meeting 2.2. Facilitate meetings so that everyone is involved and the optimum possible consensus is achieved 2.3. Manage the agenda within the timescale of the meeting 2.4. Summarise the agreed actions, allocated responsibilities, timescales and any future arrangements
3. Be able to deal with post-meeting matters	3.1. Take action to ensure that accurate records of a meeting are produced and distributed in the agreed format and timescale 3.2. Take action to ensure that post-meeting actions are completed 3.3. Evaluate the effectiveness of a meeting and identify points for future improvement

Unit 13: Encourage innovation

Unit number: J/506/2292
Credit: 4
GLH: 14
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to identify opportunities for innovation	1.1. Analyse the advantages and disadvantages of techniques used to generate ideas 1.2. Explain how innovation benefits an organisation 1.3. Explain the constraints on their own ability to make changes 1.4. Agree with stakeholders terms of reference and criteria for evaluating potential innovation and improvement 1.5. Engage team members in finding opportunities to innovate and suggest improvements 1.6. Monitor performance, products and/or services and developments in areas that may benefit from innovation 1.7. Analyse valid information to identify opportunities for innovation and improvement
2. Be able to generate and test ideas for innovation and improvement	2.1. Generate ideas for innovation or improvement that meet the agreed criteria 2.2. Test selected ideas that meet viability criteria 2.3. Evaluate the fitness for purpose and value of the selected ideas 2.4. Assess potential innovations and improvements against the agreed evaluation criteria
3. Be able to implement innovative ideas and improvements	3.1. Explain the risks of implementing innovative ideas and improvements 3.2. Justify conclusions of efficiency and value with evidence 3.3. Prepare costings and schedules of work that will enable efficient implementation 3.4. Design processes that support efficient implementation

Unit 14: Manage conflict within a team

Unit number: K/506/1927
Credit: 5
GLH: 25
Level: 3

Simulation may be applied to this unit.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the principles of conflict management	1.1. Evaluate the suitability of different methods of conflict management in different situations 1.2. Describe the personal skills needed to deal with conflict between other people 1.3. Analyse the potential consequences of unresolved conflict within a team 1.4. Explain the role of external arbitration and conciliation in conflict resolution
2. Be able to reduce the potential for conflict within a team	2.1. Communicate to team members their roles, responsibilities, objectives and expected standards of behaviour 2.2. Explain to team members the constraints under which other colleagues work 2.3. Review systems, processes, situations and structures that are likely to give rise to conflict in line with organisational procedures 2.4. Take action to minimise the potential for conflict within the limits of their own authority 2.5. Explain how team members' personalities and cultural backgrounds may give rise to conflict
3. Be able to deal with conflict within a team	3.1. Assess the seriousness of conflict and its potential impact 3.2. Treat everyone involved with impartiality and sensitivity 3.3. Decide a course of action that offers optimum benefits 3.4. Explain the importance of engaging team members' support for the agreed actions 3.5. Communicate the actions to be taken to those who may be affected by it

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	3.6. Adhere to organisational policies and procedures, legal and ethical requirements when dealing with conflict within a team

Unit 15: Procure products and/or services

Unit number: M/506/1928
Credit: 5
GLH: 35
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Be able to identify procurement requirements	1.1. Explain current and likely future procurement requirements 1.2. Decide whether the purchase of products and/or services offers the organisation best value 1.3. Evaluate ethical and sustainability considerations relating to procurement 1.4. Justify the decision to buy products and/or services with evidence of an analysis of risk, costs and benefits
2. Be able to select suppliers	2.1. Explain the factors to be taken into account in selecting suppliers 2.2. Explain organisational procurement policies, procedures and standards 2.3. Explain the effect of supplier choice on the supply chain 2.4. Use appropriate media to publicise procurement requirements 2.5. Confirm the capability and track record of suppliers and their products and/or services 2.6. Select suppliers that meet the procurement specification
3. Be able to buy products and/or services	3.1. Explain the action to be taken in the event of problems arising 3.2. Agree contract terms that are mutually acceptable within their own scope of authority 3.3. Record agreements made, stating the specification, contract terms and any post-contract requirements 3.4. Adhere to organisational policies and procedures, legal and ethical requirements

Unit 16: Collaborate with other departments

Unit number: M/506/1931
Credit: 3
GLH: 14
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how to collaborate with other departments	1.1. Explain the need for collaborating with other departments 1.2. Explain the nature of the interaction between their own team and other departments 1.3. Explain the features of effective collaboration 1.4. Explain the potential implications of ineffective collaboration with other departments 1.5. Explain the factors relating to knowledge management that should be considered when collaborating with other departments
2. Be able to identify opportunities for collaboration with other departments	2.1. Analyse the advantages and disadvantages of collaborating with other departments 2.2. Identify with which departments collaborative relationships should be built 2.3. Identify the scope for and limitations of possible collaboration
3. Be able to collaborate with other departments	3.1. Agree Service Level Agreements (SLAs), objectives and priorities of collaborative arrangements 3.2. Work with other departments in a way that contributes to the achievement of organisational objectives

Unit 17: Participate in a project

Unit number: F/506/1934
Credit: 3
GLH: 19
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how to manage a project	1.1. Explain the features of a project business case 1.2. Explain the stages of a project lifecycle 1.3. Explain the roles of people involved in a project 1.4. Explain the uses of project-related information 1.5. Explain the advantages and limitations of different project monitoring techniques 1.6. Analyse the interrelationship of project scope, schedule, finance, risk, quality and resources
2. Be able to support the delivery of a project	2.1. Fulfil their role in accordance with a project plan 2.2. Collect project-related information in accordance with project plans 2.3. Use appropriate tools to analyse project information 2.4. Report on information analysis in the agreed format and timescale 2.5. Draw issues, anomalies and potential problems to the attention of project managers 2.6. Adhere to organisational policies and procedures, legal and ethical requirements in supporting the delivery of a project

Unit 18: Health and Safety Procedures in the Workplace

Unit number: T/505/4673
Credit: 2
GLH: 16
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Know health and safety procedures in the workplace.	1.1. Define the main responsibilities for health and safety in the workplace of the following: a) employers b) employees 1.2. Describe two health and safety laws affecting the workplace. 1.3. Define the importance of following health and safety procedures in the workplace. 1.4. Define the types of information or support available in relation to a specified aspect of health and safety in the workplace.
2. Be able to carry out tasks with regard to health and safety in the workplace.	2.1. Carry out a risk assessment of a specified workplace activity. 2.2. Use equipment or tools safely in the workplace. 2.3. Describe how to prevent accidents in the workplace. 2.4. Assess how own health and safety practices could be improved.

Unit 19: Store and retrieve information

Unit number: R/506/1811
Credit: 4
GLH: 19
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand information storage and retrieval	1.1. Describe systems and procedures for storing and retrieving information 1.2. Outline legal and organisational requirements for information security and retention 1.3. Explain how to create filing systems to facilitate information identification and retrieval 1.4. Explain how to use different search techniques to locate and retrieve information 1.5. Describe what to do when problems arise when storing or retrieving information
2. Be able to gather and store information	2.1. Gather the information required within the agreed timescale 2.2. Store files and folders in accordance with organisational procedures 2.3. Store information in approved locations 2.4. Adhere to organisational policies and procedures, legal and ethical requirements
3. Be able to retrieve information	3.1. Confirm information to be retrieved and its intended use 3.2. Retrieve the required information within the agreed timescale

Unit 20: Handle mail

Unit number: D/506/1813
Credit: 3
GLH: 15
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how to deal with mail	1.1. Explain how to deal with "junk" mail 1.2. Describe what to do in the event of problems arising when dealing with incoming or outgoing mail 1.3. Describe how to operate a franking machine 1.4. Explain how to prepare packages for distribution 1.5. State organisational policies and procedures on mail handling, security and the use of courier services 1.6. Explain the process for reporting suspicious or damaged items in accordance with organisational procedures
2. Be able to deal with incoming mail	2.1. Sort incoming mail in line with organisational procedures 2.2. Distribute incoming mail and packages to the right people according to the agreed schedule 2.3. Deal with incorrectly addressed and "junk" mail in accordance with organisational procedures
3. Be able to deal with outgoing mail	3.1. Organise the collection of outgoing mail and packages on time 3.2. Identify the best option for dispatching mail according to the required degree of urgency, size and value of the item 3.3. Dispatch outgoing mail on time

Unit 21: Employee rights and responsibilities

Unit number: L/506/1905
Credit: 2
GLH: 16
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the role of organisations and industries	1.1. Explain the role of their own occupation within an organisation and industry 1.2. Describe career pathways within their organisation and industry 1.3. Identify sources of information and advice on an industry, occupation, training and career pathway 1.4. Describe an organisation's principles of conduct and codes of practice 1.5. Explain issues of public concern that affect an organisation and industry 1.6. Describe the types, roles and responsibilities of representative bodies and their relevance to their own role
2. Understand employers' expectations and employees' rights and obligations	2.1. Describe the employer and employee statutory rights and responsibilities that affect their own role 2.2. Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour 2.3. Describe the procedures and documentation that protect relationships with employees 2.4. Identify sources of information and advice on employment rights and responsibilities

Unit 22: Deliver customer service

Unit number: A/506/2130
Credit: 5
GLH: 27
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand customer service delivery	1.1. Explain the relationship between customers' needs and expectations and customer satisfaction 1.2. Describe the features and benefits of an organisation's products and/or services 1.3. Explain the importance of treating customers as individuals 1.4. Explain the importance of balancing promises made to customers with the needs of an organisation 1.5. Explain when and to whom to escalate problems 1.6. Describe methods of measuring their own effectiveness in the delivery of customer service
2. Understand the relationship between customer service and a brand	2.1. Explain the importance of a brand to an organisation 2.2. Explain how a brand affects an organisation's customer service offer 2.3. Explain the importance of using customer service language that supports a brand promise 2.4. Identify their own role in ensuring that a brand promise is delivered
3. Be able to prepare to deal with customers	3.1. Keep up to date with an organisation's products and/or services 3.2. Prepare resources that are necessary to deal with customers before starting work
4. Be able to provide customer service	4.1. Maintain organisational standards of presentation and behaviour when providing customer service 4.2. Adapt their own behaviour to meet customers' needs or expectations 4.3. Respond to customers' requests in line with organisational guidelines

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	4.4. Inform customers of the progress of their requests 4.5. Confirm that customers' expectations have been met in line with the service offer 4.6. Adhere to organisational policies and procedures, legal and ethical requirements when providing customer service
5. Be able to support improvements to customer service delivery	5.1. Identify ways that customer service could be improved for an organisation and individuals 5.2. Share information and ideas with colleagues and/or service partners to support the improvement of service delivery

Unit 23: Understand customers

Unit number: F/506/2131
Credit: 2
GLH: 17
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand different types of customers	1.1. Explain the distinctions between internal and external customers 1.2. Explain how cultural factors can affect customers' expectations 1.3. Describe the characteristics of challenging customers 1.4. Explain how to identify dissatisfied customers
2. Understand the value of customers and their loyalty	2.1. Explain how the achievement of the customer service offer contributes to enhancing customer loyalty 2.2. Explain the relationship between customer satisfaction and organisational performance 2.3. Explain how the reputation and image of an organisation affects customers' perceptions of its products and/or services 2.4. Explain the potential consequences of customers' dissatisfaction 2.5. Describe different methods of attracting customers and retaining their loyalty

Unit 24: Resolve customer service problems

Unit number: A/506/2158
Credit: 5
GLH: 22
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the resolution of customer service problems	1.1. Describe an organisation's customer service and complaints procedures 1.2. Describe techniques to identify customer service problems and their causes 1.3. Describe techniques to deal with situations where customers become agitated or angry 1.4. Explain the limits of their own authority for resolving customers' problems and making promises 1.5. Explain the purpose of encouraging customers to provide feedback 1.6. Describe methods used to encourage customers to provide feedback
2. Be able to resolve customer service problems	2.1. Identify the nature and cause of customer service problems 2.2. Identify workable options for resolving problems within organisational guidelines 2.3. Use the most appropriate method of communication for dealing with customers 2.4. Agree with customers the option that best meets their needs and those of the organisation 2.5. Keep customers informed of progress 2.6. Fulfil promises made to customers during the resolution process 2.7. Share customer feedback with others to improve the resolution of customer service problems 2.8. Adhere to organisational policies and procedures, legal and ethical requirements when resolving customer service problems
3. Be able to manage unresolved customer service problems	3.1. Explain to customers the reasons why problems cannot be resolved 3.2. Refer customers to other sources of help if their problems cannot be resolved

Unit 25: Negotiate in a business environment

Unit number: H/506/1912
Credit: 4
GLH: 18
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the principles underpinning negotiation	1.1. Describe the requirements of a negotiation strategy 1.2. Explain the use of different negotiation techniques 1.3. Explain how research on the other party can be used in negotiations 1.4. Explain how cultural differences might affect negotiations
2. Be able to prepare for business negotiations	2.1. Identify the purpose, scope and objectives of the negotiation 2.2. Explain the scope of their own authority for negotiating 2.3. Prepare a negotiating strategy 2.4. Prepare fall-back stances and compromises that align with the negotiating strategy and priorities 2.5. Assess the likely objectives and negotiation stances of the other party 2.6. Research the strengths and weaknesses of the other party
3. Be able to carry out business negotiations	3.1. Carry out negotiations within responsibility limits in a way that optimises opportunities 3.2. Adapt the conduct of the negotiation in accordance with changing circumstances 3.3. Maintain accurate records of negotiations, outcomes and agreements made 3.4. Adhere to organisational policies and procedures, and legal and ethical requirements when carrying out business negotiations

Unit 26: Develop a presentation

Unit number: K/506/1913
Credit: 3
GLH: 11
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand how to develop a presentation	1.1. Explain best practice in developing presentations 1.2. Explain who needs to be consulted on the development of a presentation 1.3. Explain the factors to be taken into account in developing a presentation 1.4. Analyse the advantages and limitations of different communication media
2. Be able to develop a presentation	2.1. Identify the purpose, content, style, timing and audience for a presentation 2.2. Select a communication media that is appropriate to the nature of a presentation, message and audience 2.3. Tailor a presentation to fit the timescale and audience's needs 2.4. Prepare a presentation that is logically structured, summarises the content and addresses the brief 2.5. Take action to ensure that a presentation adheres to organisational guidelines and policies 2.6. Develop materials that support the content of a presentation

Unit 27: Deliver a presentation

Unit number: M/506/1914
Credit: 3
GLH: 17
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the principles underpinning the delivery of presentations	1.1. Analyse the advantages and limitations of different methods of, and media for, making presentations 1.2. Explain how the type and size of the audience affects the delivery of a presentation 1.3. Explain the factors to be taken into account in developing contingency plans when delivering presentations 1.4. Explain voice projection and timing techniques when delivering presentations 1.5. Explain the factors to be taken into account in responding to questions from an audience 1.6. Explain different methods for evaluating the effectiveness of a presentation
2. Be able to prepare to deliver a presentation	2.1. Confirm the layout of the venue and correct functioning of equipment and resources prior to making a presentation 2.2. Develop contingency plans for potential equipment and resource failure 2.3. Take action to ensure that the presentation fits the time slot available
3. Be able to deliver a presentation	3.1. Speak clearly and confidently, using language that is appropriate for the topic and the audience 3.2. Vary their voice tone, pace and volume appropriately when delivering a presentation 3.3. Use body language in a way that reinforces messages 3.4. Use equipment and resources effectively when delivering a presentation

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	3.5. Deliver a presentation within the agreed timeframe 3.6. Respond to questions in a way that meets the audience's needs 3.7. Evaluate the effectiveness of a presentation

Unit 28: Resolve customers' complaints

Unit number: R/506/2151
Credit: 4
GLH: 22
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the monitoring and resolution of customers' complaints	1.1. Assess the suitability of a range of monitoring techniques for customers' complaints 1.2. Explain how to identify those complaints that should prompt a review of the service offer and service delivery 1.3. Explain negotiating techniques used to resolve customers' complaints 1.4. Explain conflict management techniques used in dealing with upset customers 1.5. Explain organisational procedures for dealing with customer complaints 1.6. Explain when to escalate customers' complaints 1.7. Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint 1.8. Explain the advantages and limitations of offering compensation or replacement products and/or services
2. Be able to deal with customers' complaints	2.1. Confirm the nature, cause and implications of customers' complaints 2.2. Take personal responsibility for dealing with complaints 2.3. Communicate in a way that recognises customers' problems and understands their points of view 2.4. Explain the advantages and limitations of different complaint response options to customers 2.5. Explain the advantages and limitations of different complaint response options to the organisation 2.6. Keep customers informed of progress

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	2.7. Agree solutions with customers that address the complaint and which are within the limits of their own authority 2.8. Record the outcome of the handling of complaints for future reference 2.9. Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' complaints

Appendix 3: Sample assessment material

Highfield provides an assessment pack for this qualification which is available to download from the Members' Area of the website.

This pack contains sample tracking sheets and templates that learners and assessors can use when creating their portfolios of evidence.



We listen and respond

Unit Achievement Summary Sheet

Highfield Level 2 Diploma in Team Leading (RQF)

Qualification Structure

To complete the **Highfield Level 2 Diploma in Team Leading,** learners must complete the following:

- **all units** in the mandatory group
- a **minimum of 12 credits** from Optional Group **A**
- a **maximum of 6 credits** from Optional Group **B**

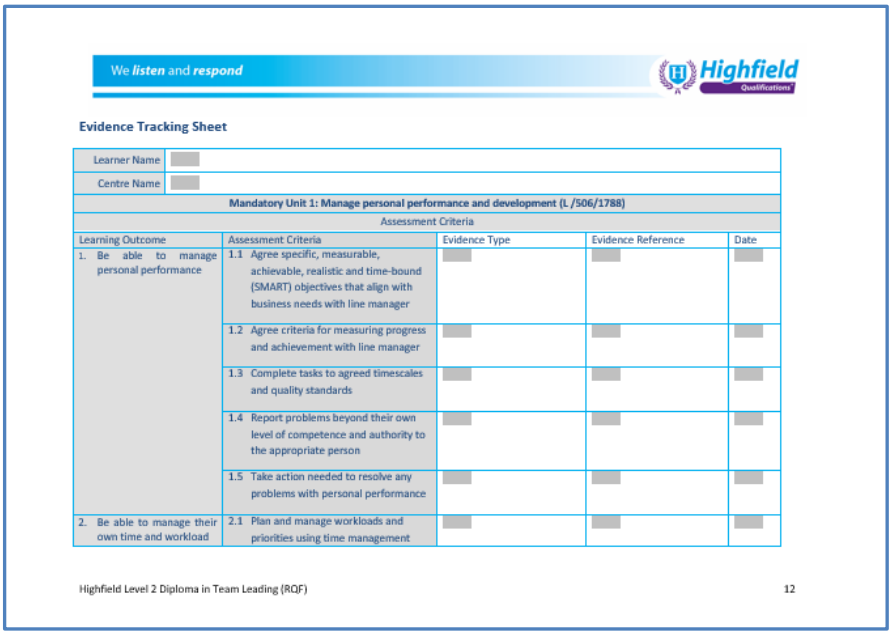
Mandatory Group: All units in this group must be achieved

Tick box	Unit reference	Unit title	Level	GLH	Credit	Date of completion
☐	L/506/1788	1. Manage personal performance and development	2	18	4	
☐	T/506/1798	2. Communicate work-related information	2	23	4	
☐	H/506/1800	3. Lead and manage a team	2	25	5	
☐	R/506/2294	4. Principles of team leading	2	37	5	
☐	R/506/2957	5. Understand business	2	32	4	

Optional Group A: A minimum of 12 credits must be achieved from this group.

Tick box	Unit reference	Unit title	Level	GLH	Credit	Date of completion
☐	R/506/1789	6. Develop working relationships with colleagues	2	19	3	
☐	Y/506/2958	7. Contribute to meetings in a business environment	2	7	3	

Highfield Level 2 Diploma in Team Leading (RQF) 5



We listen and respond

Evidence Tracking Sheet

Learner Name				
Centre Name				
Mandatory Unit 1: Manage personal performance and development (L /506/1788)				
Assessment Criteria				
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date
1. Be able to manage personal performance	1.1 Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives that align with business needs with line manager			
	1.2 Agree criteria for measuring progress and achievement with line manager			
	1.3 Complete tasks to agreed timescales and quality standards			
	1.4 Report problems beyond their own level of competence and authority to the appropriate person			
	1.5 Take action needed to resolve any problems with personal performance			
2. Be able to manage their own time and workload	2.1 Plan and manage workloads and priorities using time management			

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