

# **Pearson BTEC Level 2 Award in Principles of Team Leading**

# **Pearson BTEC Level 2 Certificate in Principles of Team Leading**

## **Specification**

BTEC Specialist qualification

First teaching January 2015

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

These qualifications were previously known as:

Pearson BTEC Level 2 Award in Principles of Team Leading (QCF)

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

The QNs remain the same.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of publication.*

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## Summary of Pearson BTEC Level 2 Award and Certificate in Principles of Team Leading specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



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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 BTEC Specialist qualifications

## What are BTEC Specialist qualifications?

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BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Award in Principles of Team Leading
Qualification Number (QN)	601/5250/3
Accreditation start date	02/12/2014
Approved age ranges	16-18 19+
Credit value	8
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	80
Guided learning hours	65
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 our access and recruitment policy (see <i>Section 10 Access and recruitment</i> ).

<b>Qualification title</b>	<b>Pearson BTEC Level 2 Certificate in Principles of Team Leading</b>
Qualification Number (QN)	601/5251/5
Accreditation start date	02/12/2014
Approved age ranges	16-18 19+
Credit value	18
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	180
Guided learning hours	132
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 our access and recruitment policy (see Section 10 Access and recruitment).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

## Qualification Number and qualification title

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given 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 our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Qualification objective

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The Pearson BTEC Level 2 Award/Cert in Principles of Team Leading are for learners who work in, or who want to work in the business and professional management sector.

They give learners the opportunity to:

- develop knowledge related to team leadership styles, the roles and responsibilities of a team leader, planning and allocating work, developing team performance, setting targets and monitoring the work of a team
- learn about the core knowledge required to work as a Team Leader, Section Leader, Floor Leader, Trainee Supervisor, Call Centre Team Manager or Supervisor
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

The Pearson BTEC Level 2 Award in Principles of Team Leading is for learners who would like an introductory qualification that includes the core knowledge of team leading. The Pearson BTEC Level 2 Certificate in Principles of Team Leading is intended to allow greater breadth of study, as well as the possibility to explore more specialist areas such as health and safety and employee rights and responsibilities. Both the Award and Certificate are standalone knowledge qualifications that are not part of the Apprenticeship, but have been mapped to the knowledge covered within the Pearson BTEC Level 2 Diploma in Team Leading, which forms the competencies component for the Intermediate Apprenticeship in Team Leading. Learners choosing to study the Award or Certificate in Principles of Team Leading may choose to progress onto the full Apprenticeship.

## Relationship with previous qualifications

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These qualifications are direct replacements for the Pearson BTEC Level 2 Award/Certificate in Team Leading, which expire December 2014. Information about how the new and old units relate to each other is given in *Annexe B*.

## **Progression opportunities through Pearson qualifications**

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Learners who have achieved the Award/Certificate can progress to the Intermediate Apprenticeship in Team Leading and take the Pearson BTEC Level 2 Diploma in Team Leading. There is also the possibility of progressing onto the Pearson BTEC Level 3 Award/Certificate in Principles of Management or the Pearson BTEC Level 3 Diploma in Management. Learners could also progress into roles such as Section Manager, Senior Supervisor or Assistant Manager.

## **Industry support and recognition**

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These qualifications are supported by Skills CfA, the Skills Council for pan-sector business skills, which includes the management and leadership sector.

### 3 Qualification structures

#### Pearson BTEC Level 2 Award in Principles of Team Leading

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	8
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	D/506/8664	Understanding the Role of the Team Leader	2	4	32
2	H/506/8665	Principles of Developing Team Performance	2	4	33

## Pearson BTEC Level 2 Certificate in Principles of Team Leading

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	18
Number of mandatory credits that must be achieved	12
Number of optional credits that must be achieved	6

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	D/506/8664	Understanding the Role of the Team Leader	2	4	32
2	H/506/8665	Principles of Developing Team Performance	2	4	33
3	K/506/8666	Understanding Personal Development	2	4	30
		<b>Optional units</b>			
4	M/506/8667	Principles of Managing and Supporting Team Members	2	6	37
5	M/506/8670	Principles of Business Planning and Reporting	3	6	50
6	T/506/8668	Principles of Managing Health and Safety in the Workplace	2	3	30
7	R/506/8662	Employee Rights and Responsibilities	2	3	20

Centres should be aware that within the Level 2 Certificate in this specification, learners may be required to meet the demands of a unit at Level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher-level unit during delivery and assessment of the qualification.

## 4 Assessment

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

<b>Units</b>	<b>Assessment method</b>
All units	Centre-devised assessment

### **Centre-devised assessment (internal assessment)**

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all of the unit's learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

## 5 Recognising prior learning and achievement

### Recognition of Prior Learning

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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 our policy document *Recognition of Prior Learning Policy and Process*, available on our website.

## 6 Centre resource requirements

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

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualifications.
- Centres must have in place appropriate health and safety policies 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 of the Equality Act 2010, please go to [www.legislation.gov.uk](http://www.legislation.gov.uk)

## 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 BTEC qualifications is given on our website.

### Approvals agreement

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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 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, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website.

## 9 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance 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 that 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 assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and 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 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 on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

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

Both documents are on our website at: [qualifications.pearson.com](http://qualifications.pearson.com).

## 12 Units

Units have the following sections.

### Unit title

This is the formal title of the unit that will appear on the learner's certificate.

### Unit reference number

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

### Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

### Credit value

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

### Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

### 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

Unit amplification sets out the range of subject material required for the programme of learning and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where relevant and/or appropriate, unit amplification is informed by the underpinning knowledge and understanding requirements of related National Occupational Standards (NOS).

### **Relationship between amplification and assessment criteria**

Although it is not a requirement that all of the amplification is assessed, learners should be given the opportunity to cover it all. However, the indicative amplification (see below) will need to be covered in a programme of learning to enable learners to meet the standard determined in the assessment criteria.

### **Legislation**

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally.

## 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.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.



# Unit 1: Understanding the Role of the Team Leader

**Unit reference number:** D/506/8664

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 32

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## Unit aim

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

Many employees work in teams and to be effective and to work efficiently all teams need guidance and support from a team leader. A team leader is someone who has the skills to be able to provide direction and guidance for team members. In this unit learners will gain understanding of the roles, responsibilities and attributes needed to be able to lead a team effectively.

Learners will gain understanding of the characteristics needed to become an effective leader and the benefits to an organisation of having effective leadership. They will understand the different leadership styles and how the impact that each style has on team members.

An effective team leader will know the skills, knowledge and expertise that each of their team members have and will use this information when planning and allocating work tasks. This unit will give learners understanding of the importance of planning and allocating work to fully utilise the skills, knowledge and expertise of team members.

Delegation is an important leadership skill and if used well can save time and develop and motivate team members. This unit will give learners understanding of the delegation process and the benefits to both the team leader and team members.

Learners will look at the reasons for organisational changes and why it is important to both team members and the organisation that changes are accepted positively. Learners will need to understand that not all change is seen as positive and they may need to be involved in managing resistance to change.

## 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 the roles and responsibilities of a team leader	1.1	Outline the roles of a team leader	<ul style="list-style-type: none"> <li>□ <i>Team leader roles:</i> e.g. plans how team and organisation objectives will be achieved; allocates resources; coordinates and manages team activities</li> </ul>
		1.2	Describe the responsibilities of a team leader	<ul style="list-style-type: none"> <li>□ <i>Team leader responsibilities:</i> e.g. planning the work of the team; setting team objectives; monitoring and reviewing the work of the team; communicating with the team; monitoring and managing conflict in the team; providing feedback to the team and team members</li> </ul>
2	Understand leadership styles in organisations	2.1	Describe characteristics of effective leaders	<ul style="list-style-type: none"> <li>□ <i>Effective leaders:</i> e.g. adaptable, self-confident, proactive, reliable, ambitious, motivational, have vision, have honesty and integrity, decisive, works well under pressure</li> </ul>
		2.2	Describe different leadership styles	<ul style="list-style-type: none"> <li>□ E.g. Lewin's leadership styles: autocratic; participative; laissez-faire</li> <li>□ Goleman's leadership styles: coercive; authoritative; affiliative; democratic; pacesetter; coaching</li> </ul>
		2.3	Explain the benefits of effective leadership for organisations	<ul style="list-style-type: none"> <li>□ <i>Effective leadership:</i> e.g. achievement of objectives; motivation of staff; developing people's skills; shared vision and values</li> <li>□ <i>Benefits for organisations:</i> e.g. meeting organisations' needs; enhanced reputation; retain customers; increase customer base; increase profits; improved business performance; motivated staff; retention of staff; improved staff morale</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand techniques used to manage team workloads	3.1	Outline methods of planning workloads for a team	<ul style="list-style-type: none"> <li>□ <i>Methods of planning work:</i> e.g. team meetings and briefings; team reviews; brainstorming; one-to-one meetings; allocation of workloads; planning work to meet team and organisation objectives; progress review meetings; monitoring performance; adjusting plans when relevant</li> </ul>
		3.2	Describe how to allocate work making the best use of the strengths of individual team members	<ul style="list-style-type: none"> <li>□ <i>Allocation process:</i> e.g. skills audit of current team members; determine skills; knowledge and expertise required for job role; prioritise tasks; match team members to specific job role; assign work based on skills, knowledge and expertise</li> </ul>
		3.3	Describe the purpose of delegation	<ul style="list-style-type: none"> <li>□ <i>Purpose of delegation:</i> definition of delegation; benefits of delegation to leader, organisation and team members; delegation and motivation; responsibility and authority; matching of work to team member's skills and expertise; possible barriers to delegation</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Understand the impact of change management within a team	4.1	Describe typical reasons for organisational change	<ul style="list-style-type: none"> <li>□ <i>Organisational change:</i> e.g. takeover; merger; methods of working; location of work; job roles; reporting relationships; rebranding; technology</li> </ul>
		4.2	Explain how to implement change within a team	<ul style="list-style-type: none"> <li>□ <i>Overcoming resistance:</i> communicate reasons; consult, support team members; share the vision; set positive example; link to individual goals; allow staff to participate in decisions; empowerment</li> <li>□ <i>Implementing change:</i> e.g. forcefield analysis; brainstorming; re-training; participative planning</li> </ul>
		4.3	Explain the importance of accepting change positively	<ul style="list-style-type: none"> <li>□ <i>Accepting change positively:</i> e.g. understanding new requirements; maintaining quality and quantity of work; identifying benefits of change</li> </ul>
		4.4	Explain the potential impact on a team of negative responses to change	<ul style="list-style-type: none"> <li>□ <i>Negative responses to change:</i> resistance to change; reduced motivation; reduced productivity; loss of team members</li> </ul>

## Information for tutors

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### Delivery

For learning outcome 1, although most learners will have some experience of being members of a team they may not have had the opportunity to lead a team. If learners have no experience of leading a team they will need an introduction to the role and responsibilities of team leaders. In small groups, learners could discuss the roles and responsibilities of team leaders they know or they could use a case study.

For learning outcome 2, learners could discuss the characteristics of leaders using relevant current articles from newspapers or magazines or case studies on famous leaders. Alternatively, learners could identify someone they know who would provide a good role model for an effective leader and list their qualities. This activity can be extended so that learners rank the identified qualities according to their perceived importance. The outcome of these activities could lead to a group discussion on the characteristics of effective leaders.

Learners will need to understand the different styles of leadership and how each style has an impact on the work of teams and the organisation. Learners could discuss the styles of leadership within their own organisation or use relevant case studies. If they have experience of leading a team they could identify their own leadership style and how they use their leadership skills to manage and support their team.

For learning outcome 3, learners could be given a work-related case study where they can discuss and suggest the most appropriate ways of planning the work for team members. Learners will need to understand the importance of allocating work to make the best use of team members' strengths. Learners could list the members of their own team or a group of people they know well, identify their skills and expertise and link them to job roles within an organisation.

Learners will need to understand the process of delegating work and how delegation can be beneficial for both the team member and the organisation. Learners could identify tasks from their own workloads that could be delegated to colleagues or look at the process of delegation through a case study.

For learning outcome 4, learners could discuss and share their experiences of change in their own workplace, describing why change was seen to be necessary for their organisations and the reaction of employees to the changes. Learners could, in small groups or individually, list the positive reasons for accepting change and the impact of a negative response to change for team members, the team and the organisation. Alternatively, learners could be given a case study where they need to identify the reason for change, how the change will affect the team and the impact of any negative response to the pending changes.

## Assessment

The centre will devise and mark the assessment for this unit.

The unit assessment criteria can be covered in one assignment brief separated into small manageable tasks or in a separate assignment brief for each learning outcome. Learners should be given the opportunity to show their evidence in a range of different formats, for example reports, letters, presentations. If learners meet any criteria through oral presentations then this should be supported by a witness statement from the assessor which provides sufficient detail on how each criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards.

For learning outcome 1, learners need to demonstrate that they have researched the roles, responsibilities and attributes of a team leader through either their own workplace or within an organisation they know well. Alternatively, where learners are not employed or are not familiar with the role of a team leader, they can use information given in case studies or they can conduct research into an organisation of their choice. A professional discussion, reflective account or a presentation could be used to provide the evidence for assessment criteria 1.1 and 1.2, where the learner will need to outline the roles and describe the responsibilities of a team leader. The evidence submitted for learning outcome 1 must be in sufficient depth to satisfy the requirements of the command verbs 'outline' and 'describe'.

For learning outcome 2, learners need to demonstrate understanding of the characteristics of effective leaders and why effective leadership is beneficial for an organisation. Learners will also need to demonstrate understanding of the different leadership styles and how they have an impact on the team. Learners could generate evidence from their own experiences in the workplace or through a relevant case study. A professional discussion, reflective account, presentation or report could be used to provide the evidence for assessment criteria 2.1 and 2.2. For assessment criterion 2.3 learners could develop their evidence, using examples, to explain how the organisation will benefit from having effective team leaders. The evidence submitted for learning outcome 2 explanations and descriptions must be in sufficient depth and include examples, to satisfy the requirements of the command verbs 'describe' and 'explain'.

For learning outcome 3, learners need to demonstrate an understanding of how to plan and allocate work for the team and the use and benefits of delegation. They can use examples of planning and allocating work from their workplace or generate their evidence through a relevant case study. A professional discussion, reflective account, presentation or report could be used to provide the evidence for assessment criteria 3.1 and 3.2, where they could outline the methods they use for planning work with teams and how work tasks are allocated using the skills, knowledge and expertise of team members. Learners could produce a reflective account or a report to describe the purpose and benefits of delegation for assessment criterion 3.3. The evidence submitted for learning outcome 3 must be in sufficient depth to satisfy the requirements of the command verbs 'outline' and 'describe'.

For learning outcome 4, learners need to demonstrate understanding of the reasons for change and how to implement change. They will need to demonstrate understanding of the importance of accepting change positively and how any negative response to change will have an impact on the organisation. Learners can use examples of the change process from their workplace or generate evidence through a relevant case study. A professional discussion, reflective account, presentation or report could be used to provide the evidence for assessment criteria 4.1 and 4.4, where learners describe the reasons for organisational change and explain how to implement change. For assessment criteria 4.2 and 4.3, learners could use a reflective account, presentation or report to explain the importance of accepting change positively and the potential impact for any negative response to the change. To demonstrate understanding learners should be encouraged to provide examples of how accepting change positively or negatively can have an impact on the organisation. The evidence submitted for learning outcome 4 must be in sufficient depth and include examples to satisfy the requirements of the command verbs 'describe' and 'explain'.

## Suggested resources

### Books

Carnall C – *Managing Change in Organizations, 5th Edition* (Financial Times/Prentice Hall, 2007) ISBN 9780273704140

Carysforth et al – *BTEC First Business* (Pearson Education Limited, 2013) ISBN 9781446901366

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

Leigh A and Maynard M – *Leading your Team (2nd Revised Edition)* (Nicholas Brealey Publishing, 2004) ISBN 9781857883046

Owen J – *How to Lead (3rd Edition)* (Pearson Education Limited, 2011) ISBN 97827375961

### Websites

[www.acas.org.uk](http://www.acas.org.uk) – Advisory, Conciliation and Arbitration Service, materials to support management in the workplace

[www.businessballs.com](http://www.businessballs.com) – learning and development resources for organisations

[www.changingminds.org](http://www.changingminds.org) – useful articles on change management

[www.managers.org.uk](http://www.managers.org.uk) – The Chartered Management Institute website provides some learning resources and case studies on team leading

[www.psychology.about.com](http://www.psychology.about.com) – website for students of psychology, includes information on leadership and teams

# Unit 2: Principles of Developing Team Performance

**Unit reference number:** H/506/8665

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 33

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## Unit aim

The aim of this unit is for learners to understand how effective leadership and support mechanisms can help to improve and develop the performance of a team.

Teamwork is important in many organisations and the success of an organisation is often reliant on the effectiveness and efficiency of its teams. Teams can be utilised for a range of purposes and will often go through different stages before they are a united group focusing on the same objectives. In this unit learners will gain an understanding of the purpose of different teams and the stages of team development.

A team may not be effective if it consists entirely of leaders or of people with the same skills. To be effective, a team often needs a mixture of skills and in this unit learners will gain understanding of team-role theory and how it is used in team building.

For a team to be successful and function effectively it must be coordinated and supported. Learners will gain understanding of the importance of setting SMART objectives, monitoring progress and the role that feedback plays in supporting team members.

When teams are functioning effectively and operating efficiently, they will achieve team objectives and contribute to the achievement of the organisation's goals. Learners will gain understanding of how measuring work performance through appraisals and performance reviews will help develop and improve the team.

Understanding team members' different learning styles and training needs is important to the success of any team. Learners will be introduced to different learning styles and learn how to identify the training needs of teams.

## 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 team dynamics	1.1	Explain the purpose of different types of teams	<ul style="list-style-type: none"> <li>□ <i>Different types:</i> temporary, permanent, interdependent, cross-functional</li> </ul>
		1.2	Describe the stages of team development and behaviour	<ul style="list-style-type: none"> <li>□ <i>Tuckman's stages of team development:</i> forming, storming, norming, performing, adjourning (transforming)</li> </ul>
		1.3	Explain the concept of team role theory	<ul style="list-style-type: none"> <li>□ <i>Team role theory:</i> meaning of 'role', significance of roles played in a team, team members behavioural strengths and weaknesses</li> <li>□ <i>Belbin's team roles, contributions and allowable weaknesses of each role:</i> plant, resource investigator, co-ordinator, shaper, monitor-evaluator, teamworker, completer finisher</li> </ul>
		1.4	Explain how the principle of team role theory is used in team building and leadership	<ul style="list-style-type: none"> <li>□ <i>Team role theory in team building:</i> e.g. selection of team members; selection of tasks to meet team members' contributions and allowable weaknesses; building mutual respect</li> <li>□ <i>Team role theory in leadership:</i> e.g. allocation of work; selection of members of sub-groups; awareness of contributions and allowable weaknesses</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to manage team performance	2.1	Explain how to agree targets for team members that are specific, measurable objectives (SMART) in line with business needs	<ul style="list-style-type: none"> <li>□ <i>Types of targets:</i> e.g. performance; learning</li> <li>□ <i>SMART targets:</i> should be specific, measurable, achievable, realistic and time-bound</li> </ul>
		2.2	Explain where to access resources to help team members achieve the agreed objectives	<ul style="list-style-type: none"> <li>□ <i>Sources of support:</i> e.g. HR; line-manager; in house and external training; career support services; work-shadowing</li> </ul>
		2.3	Explain how to monitor individuals' progress to help them achieve their objectives	<ul style="list-style-type: none"> <li>□ <i>Monitoring of progress:</i> e.g. definition of monitoring; one to one meetings, team meetings, providing feedback, support through giving guidance and advice; performance development reviews</li> <li>□ <i>Feedback:</i> e.g. formal, informal, confidential, verbal written, feedback from team leaders and colleagues, agreed actions and set SMART targets</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand methods to review team performance	3.1	Explain methods used for measuring work performance	<ul style="list-style-type: none"> <li>□ <i>Measuring work performance:</i> e.g. quantitative and qualitative methods; performance against targets and objectives; performance indicators for quality; quantity; timeliness; absenteeism; adherence to policies and procedures</li> </ul>
		3.2	Explain the importance of conducting team appraisals	<ul style="list-style-type: none"> <li>□ <i>Types of appraisal and reviews:</i> e.g. 360 degree appraisal; performance feedback from team leader; formal review of progress made</li> <li>□ <i>Importance of appraisals:</i> e.g. to review past and present performance; identifying strengths and weaknesses; to support professional development of team member; to identify skills and training needs; to set objectives for the next period</li> </ul>
		3.3	Describe the relationship between motivation and team performance	<ul style="list-style-type: none"> <li>□ <i>Motivation and team performance:</i> e.g. the impact of the following on team performance: providing appropriate resources; giving recognition; providing effective feedback; treating people equally; team-building</li> </ul>
		3.4	Explain how to report on team performance in line with organisational requirements	<ul style="list-style-type: none"> <li>□ <i>Reporting:</i> e.g. identify organisational procedures for reporting; audience for reporting; format of reports; sort of information to report; formal and informal reports</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Understand how to provide training and development activities for team members	4.1	Explain how to make learning activities appropriate to different learning styles	<ul style="list-style-type: none"> <li>□ <i>Learning styles</i>: ways in which team members prefer to learn and work, e.g.</li> <li>□ <i>Visual learners</i>: learn through seeing</li> <li>□ <i>Auditory learners</i>: learn through listening</li> <li>□ <i>Reading writing learners</i>: learning by processing text</li> <li>□ <i>Kinaesthetic learners</i>: learning by doing</li> </ul>
		4.2	Explain the process for agreeing team development plans	<ul style="list-style-type: none"> <li>□ <i>Elements of team development plans</i>: e.g. organisational procedures; purpose of plan; setting goals and objectives for the team; identifying specific activities to aid achievement of goals and objectives; resource requirements; timescale for activities; process for review and evaluation</li> </ul>
		4.3	Explain the process for assessing the training needs of team members	<ul style="list-style-type: none"> <li>□ <i>Team learning and development needs</i>: to meet role needs; to meet business needs; e.g. identify needs through skills audit, one-to-one meetings; importance for organisation, to meet strategic objectives, e.g. increase profit, increase turnover, become market leader; operational objectives e.g. increase productivity, introduction of new technology, to improve health and safety</li> </ul>
		4.4	Explain different methods of training and learning for teams	<ul style="list-style-type: none"> <li>□ <i>Methods of learning</i>: e.g. coaching; job rotation; job shadowing; training courses; computer-based training</li> </ul>

## Information for tutors

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### Delivery

For learning outcome, 1 most learners will have experience of being in a team, either in the workplace or when taking part in a sport or hobby. They should be encouraged to reflect on their experiences of working in groups or teams and the roles they have had. Learners will need an introduction to the different types of team and when they are utilised in the workplace and to the stages of team development. Learners could identify the different types of teams and what they are responsible for in their workplace or they use a case study.

Learners will need to understand why teams can benefit from a mix of individuals with a range of skills and how effective teams may encompass individuals with a mix of qualities, traits and skills. Learners should explore the characteristics of different team members through a case study or through their workplace. Learners could identify their own qualities, skills or traits through the activities devised by Belbin. A team activity, such as the desert island survival exercises, could be used to explore how a team is made up of individuals who take different roles.

For learning outcome 2, learners will need to understand how the objectives of individuals and teams build into and support the objectives and goals of an organisation. Learners will need to understand the importance of setting SMART. This could be followed with a case study where learners are asked to set SMART objectives for a team in a work situation.

Learners will need to understand that there will be times when all team members will ask for support and learners will need to know who to speak to and where to access the required support in order to achieve their objectives. In groups, learners could discuss and compare the support processes available in their own workplace or in an organisation they know well.

In a team the performance of individuals will vary and it is the role of the team leader to actively monitor the team members to ensure that high performers are praised and low performers are identified and supported. Learners could discuss the effectiveness of the monitoring process in their workplace and the techniques used. Alternatively, learners could use a case study to discuss how the monitoring process is used to support team members.

Learners will need to understand the importance of giving team members feedback that is positive, constructive and developmental. Learners could participate in a team activity and then provide constructive and developmental feedback to their peers on their contribution to the activity.

For learning outcome 3, learners will need to understand the methods of measuring performance for individuals and teams. Learners could be encouraged to share their experience of performance measures in the workplace and the different methods used. If learners are not in employment they may need an introduction to the methods used for measuring performance in the workplace.

Learners may have had some experience of appraisal in the workplace and this could be shared. They could be asked to identify what the appraisal process involves and discuss their opinions of appraisals with their peers.

Learners will need to gain an understanding of the impact of team motivation on team performance. Learners could discuss and compare the ways in which they are motivated and look at case studies on the performance of different team members and discuss what might motivate people to perform differently.

All organisations will have procedures in place for reporting and have a requirement for regular updates on team performance. Learners can discuss the methods and formats used to report on performance in their workplace or use a case study. Discussion should cover types of information, formats and appropriate language for reporting to different audiences.

For learning outcome 4, learners will need to understand that individuals have different learning styles and that this could have an impact on the way they learn and interact with team members. Learners could research the different learning styles and identify their own preferred learning style, before discussing how different learning styles might have an impact on the sort of learning activity to advise a team member to undertake.

Training and development are important and necessary activities for the success of the team and the organisation. Learners will need to understand the important role that training and learning plays in ensuring that teams have the relevant skills and knowledge to support the organisation. Learners could research and discuss the methods of training, learning and development commonly used by organisations.

## Assessment

The centre will devise and mark the assessment for this unit.

The unit assessment criteria can be covered in one assignment brief separated into small manageable tasks or a separate assignment brief for each learning outcome. The learners should be provided with the opportunity to present their evidence in a range of different formats such as, reports, letters or presentations. If learners meet any criteria through oral presentations then this should be supported by a witness statement from the Assessor which provides sufficient detail on how each criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards.

For learning outcome 1, learners will need to demonstrate understanding of the purpose of different teams, the stages of team development and the roles taken by team members. Learners can relate their evidence to their workplaces or generate their evidence through a relevant case study. A professional discussion, reflective account or a presentation could be used to provide the evidence for assessment criterion 1.1 where learners will need to explain the different types of teams in a working environment.

For assessment criteria 1.2 and 1.3 learners could produce a reflective account, presentation or report to describe the stages of team development and to explain the concept of team role theory. Learners will need to make reference to Tuckman's model of team development for assessment criterion 1.2 and Belbin's team roles for 1.3.

A reflective account or a report could be used to provide the evidence for assessment criterion 1.4, where learners will need to explain how the principle of team role theory is used in team building and leadership. The evidence submitted for learning outcome 1 must be in sufficient depth and include examples to satisfy the requirements of the command verbs 'explain' and 'describe'.

For learning outcome 2, learners will need to demonstrate an understanding of SMART objectives, where and how team members can access support and how monitoring is used to support development. Learners can relate their evidence to their workplaces or alternatively they could generate their evidence through research of an organisation or a relevant case study. A reflective account, professional discussion, presentation or a report could be used for assessment criteria 2.1 and 2.2 to explain how to agree SMART work objectives with team members and where to source resources to help team members achieve the agreed objectives. The reflective account, professional discussion, presentation or report could be developed for assessment criterion 2.3 to explain how to monitor progress and support for team members. The evidence submitted for learning outcome 2 must be in sufficient depth and include examples to satisfy the requirements of the command verb 'explain'.

For learning outcome 3, learners will need to demonstrate understanding of how work performance is measured, the appraisal process, how team members are motivated and the procedures used for reporting on team performance. Learners can use their workplaces to generate evidence and examples, research an organisation or find a relevant case study. A reflective account, professional discussion, presentation or a report could be used for assessment criterion 3.1 to explain the methods used for measuring work performance. A reflective account, professional discussion, presentation or a report could also be used for assessment criterion 3.2 to explain the importance of conducting team appraisals to support and develop team members. For assessment criteria 3.3 and 3.4 a reflective account or a report could be used describe the link between motivation, morale and team performance and to explain how to report on team performance in line with organisational requirements. The evidence submitted for learning outcome 3 must be in sufficient depth and include examples to satisfy the requirements of the command verbs 'explain' and 'describe'.

For learning outcome 4, learners will need to demonstrate understanding of how training activities meets the needs of different learning styles, the process for agreeing team development plans and the training opportunities available for team members. Learners can relate their evidence to their own workplaces or they can generate their evidence through research of an organisation or a relevant case study. A reflective account, professional discussion or report could be used for assessment criterion 4.1 to explain how learning activities should be accessible for different learning styles. A reflective account, professional discussion or report could also be used for assessment criteria 4.2 and 4.3 where learners need to explain the process for agreeing team development plans and how the training needs of team members are identified. The reflective account, professional discussion or report could then be developed to explain the different methods of training and learning which could be used to develop team skills and knowledge for assessment criterion 4.4. The evidence submitted for learning outcome 4 must be in sufficient depth and include examples to satisfy the requirements of the command verb 'explain'.

## Suggested resources

### Books

Arthur D – *The First Time Manager's Guide to Performance Appraisals* (AMACOM, 2008) ISBN 9780814474402

Carysforth et al – *BTEC First Business* (Pearson Education Limited, 2013) ISBN 9781446901366

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

Kehoe D – *Developing High Performance Teams* (McGraw-Hill Professional, 2008) ISBN 9780070137905

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

Naisby A – *Appraisal and Performance Management (Fast Track)* (Spiro Press, 2002) ISBN 9781904298113

### Websites

[www.belbin.com](http://www.belbin.com) – Belbin's team roles theory

[www.businessballs.com](http://www.businessballs.com) – learning and development resources for organisations

[www.i-l-m.com](http://www.i-l-m.com) – The Institute of Leadership and Management

[www.managementhelp.org](http://www.managementhelp.org) – articles and further links on building successful business teams

[www.managers.org.uk](http://www.managers.org.uk) – The Chartered Management Institute website provides some learning resources and case studies on team leading

[www.mindtools.com](http://www.mindtools.com) – includes a range of resources on many business and management topics, including team management

[www.teamtechnology.co.uk](http://www.teamtechnology.co.uk) – articles on team building

# Unit 3: Understanding Personal Development

**Unit reference number:** K/506/8666

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

In this unit learners will learn that personal development is a lifelong process and that it is a way for individuals to assess their skills and qualities, consider their aims in life and set goals in order to realise and maximise their potential. The unit looks at the processes used to identify the skills needed to set goals for personal skills, learning, development and career progression. Knowledge and understanding of these processes will increase the learner's employability prospects.

The unit covers how to identify learning style(s), to make learners aware that different people have different learning preferences. Learners will also cover how to identify areas for personal and professional development, and how to create personal development plans in order to achieve development goals.

Learners will also learn how to identify career progression routes, within an organisation and in the external business environment, before looking at how to plan to achieve progression goals.

## 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 personal skills	1.1	Explain how to identify own learning style(s)	<ul style="list-style-type: none"> <li>□ <i>Learning styles:</i> e.g. ways in which team members prefer to learn and work, e.g.</li> <li>□ <i>Visual learners:</i> learn through seeing</li> <li>□ <i>Auditory learners:</i> learn through listening</li> <li>□ <i>Reading writing learners:</i> learn by processing text</li> <li>□ <i>Kinaesthetic learners:</i> learn by doing</li> <li>□ <i>Identification of learning styles:</i> self-assessment instruments, e.g. Index of Learning Styles, learning style inventory, VARK learning style model and test</li> </ul>
		1.2	Describe how to identify own role within a team	<ul style="list-style-type: none"> <li>□ <i>Identification of own team role:</i> self-assessment instruments, e.g.</li> <li>□ <i>Belbin's team roles, contributions and allowable weaknesses of each role:</i> plant, resource investigator, co-ordinator, shaper, monitor-evaluator, teamworker, completer finisher</li> <li>□ Honey's chaotic, formal, skilful model</li> </ul>
		1.3	Explain how to identify areas for personal development	<ul style="list-style-type: none"> <li>□ <i>Identifying areas for development:</i> e.g. assessing impact of attitude and behaviour on others; identification of qualities; skills and behaviours that can be developed; identification of weaknesses; development of self-awareness; use of self-assessment questionnaires; formal training; seeking feedback from others; self-monitoring and reflection</li> <li>□ <i>Areas for personal development:</i> e.g. attitudes and behaviour; communication skills; time management skills</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how professional development assists with career development	2.1	Explain how to identify areas for professional development	<ul style="list-style-type: none"> <li>□ <i>Identification of areas for professional development to meet organisational and role objectives:</i> e.g. skills audit; skills required for own job role; personal and interpersonal skills; information technology skills; technical skills</li> </ul>
		2.2	Explain how to create a personal development plan	<ul style="list-style-type: none"> <li>□ <i>Personal development plan:</i> e.g. using information from skills audit; identifying skills that need development, how this relates to the job role, the plan for developing this skill, any resources and support needed; setting SMART objectives – specific, measurable, achievable, realistic and time-based</li> </ul>
		2.3	Describe the benefits of personal development plans	<ul style="list-style-type: none"> <li>□ <i>Benefits to individuals:</i> e.g. improves self-awareness; improved focus and effectiveness; increased motivation; improved working relationships</li> <li>□ <i>Benefits to organisations:</i> e.g. self-managed learning; achievement of objectives; continuity of the business</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to follow career progression routes	3.1	Explain how to identify progression routes within own organisation	<ul style="list-style-type: none"> <li>□ <i>Review organisational structures:</i> types of structure e.g. functional, geographic, product, type of customer, flat, hierarchical, matrix; organisational charts</li> <li>□ <i>Progression routes:</i> e.g. training and development at different levels; grades and scales; pay at different levels; routes dependent on entry level and qualifications; transferability of skills</li> </ul>
		3.2	Explain how to identify progression routes in the wider business environment	<ul style="list-style-type: none"> <li>□ <i>Wider business environment progression:</i> e.g. identify job roles in your sector; grades and scales; review sector job market; appropriate sources of jobs for different sectors; stay up to date with industry changes; use PEST analysis: political, environmental, socio-cultural, technological</li> </ul>
		3.3	Explain how to achieve progression goals	<ul style="list-style-type: none"> <li>□ <i>Achieving progression goals:</i> e.g. SMART targets; goals; routes to achievement; plan of action; advice and guidance; alteration of plans as a result of changes to goals; training and development; experiential learning</li> </ul>

## Information for tutors

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### Delivery

For learning outcome 1, learners will explore the development of learning and skills in managing personal performance. Learners need to understand that we all learn in different ways and that we have preferred ways of learning. Tutors should help learners to complete learning style questionnaires so that they can identify their own learning styles and then discuss the relevant models and theories. The skills required to form an effective team should then be discussed and learners should be able to apply the relevant theories. They should examine their own roles in working in teams either in the workplace or in the college.

The final part of learning outcome 1 examines the important area of personal development. Learners need to appreciate the role of attitude and behaviour in developing themselves into better employees and people. They could take it in turns to carry out a team activity and to observe one another, and give feedback on the observed behaviour and roles that team members adopted. This could be followed up with a group discussion and individual reflection on areas for personal development.

For learning outcome 2, learners need to understand how professional development can enhance their careers. They could undertake a skills audit and highlight areas where development needs to take place. Learners can then discuss the requirements for a development plan and produce a personal development plan using information from their skills audit. It is important that tutors emphasise the importance of developing SMART targets in the development of the plan so that they are able to monitor and assess progress.

For learning outcome 3, learners will examine how they can reach their full potential in work by following progression routes. Learners need to investigate differing organisational structures and understand that the progression opportunities available will be different in different organisations. It would be useful if learners could examine an organisational structure which has clearly-defined progression routes linked to the structure, such as the NHS career and progression routes related to organisational structure. If learners are in employment, they could discuss the career progression opportunities available in their organisation and compare them with other careers or sectors. Learners will need to consider how to identify progression opportunities in the wider business environment. They need to understand different methods for identifying progression routes and jobs at the right grade or scale. They could use a case study of people wanting to move organisations or sectors to explore the progression opportunities available.

As well as having a clear view of progression and career paths learners should be made aware that, in order to progress, it is very important that their own performance must improve to reach their goals. Learners should discuss the range of development opportunities and how they will impact on their career aspirations. Finally, learners should identify what strategies they should use to achieve their progression goals and how they should be monitored making use of SMART targets.

## Assessment

The centre will devise and mark the assessment for this unit.

The unit assessment criteria can be covered in one assignment brief separated into small manageable tasks, or a separate assignment brief for each learning outcome. The learners should be provided with the opportunity to present their evidence in a range of different formats such as written assignments, case studies, reports, development plans, self-assessment questionnaires or presentations. If learners meet any criteria through oral presentations then this should be supported by a witness statement from the assessor which provides sufficient detail on how each criterion has been met. Copies of the presentation slides should be supported by the learner's notes or prompt cards.

Learning outcomes 1 and 2 assess learners' understanding of how to develop personal skills and progress in their career. Learners can carry out practical activities to explore these processes, supported with a detailed reflection to show suitable depth of understanding, for example of the processes and implications of the different learning styles or development plan objectives. Suitable methods of assessment include directed assignment, case study, presentation, professional discussion, question and answer (Q&A) sessions and a diary or reflective account.

Occasionally, a learner may have the chance in their job role to produce some evidence towards this unit, perhaps in the form of a personal development plan that they have created and reflected on, but for most learners the opportunities for assessment will be introduced by the assessor.

Attention should be paid to the verbs used in the assessment criteria, which are mainly 'describe' and 'explain', so a list of points would not meet the requirements. The questions need to be carefully designed to ensure that the learner produces the full responses with examples and that there is clear evidence of them.

For learning outcome 3, learners could create a case study using information about the different internal and external business environment progression routes available, supported with a sample progression plan and rationale. For assessment criterion 3.2, for example, learners need to show understanding of how to identify progression routes in the wider business environment. Learners may have used a case study to explore this and could therefore produce a report or a presentation explaining the options available, including a training and development programme and SMART targets.

## Suggested resources

### Books

Cottrell S – *Skills for Success, Personal Development and Employability (Second Edition)* (Palgrave Macmillan, 2010) ISBN 9780230250185

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

Trough F – *Brilliant Employability Skills* (Pearson FT Prentice Hall, 2011) ISBN 9780273749936

### Websites

[www.businessballs.com](http://www.businessballs.com) – personal development learning resources and learning styles tests

[www.cipd.co.uk](http://www.cipd.co.uk) – The Chartered Institute of Personal Development has a range of resources on personal development and learning

[www.managers.org.uk](http://www.managers.org.uk) – Chartered Management Institute has a range of resources on personal development

[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk) – organisation giving help to enjoy what we do at work and at play

# **Unit 4: Principles of Managing and Supporting Team Members**

**Unit reference number: M/506/8667**

**Level: 2**

**Credit value: 6**

**Guided learning hours: 37**

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## **Unit aim**

In this unit, learners will discover the principles behind managing and supporting team members. Teams work in different ways and the team leader needs to understand the best ways to support individual team members fairly and consistently through difficult times and periods of change, and how to resolve conflict within the team. Understanding these principles will help those who are planning on entering a team-leading or management role. Learners will cover the importance of communication in the workplace, including written and verbal methods. They will also learn about the important roles of mentoring and coaching in developing a team. An important part of managing is knowing what motivates the team, and this is explored including the techniques used to motivate.

The unit will also help learners to understand the implications of equality legislation and how it can have an impact on the business in which they work. They will learn that one of the more important skills of a team leader is to successfully integrate new team members

Finally, learners will learn about how a team leader deals with problems. This includes identifying the types of problem, how they are reported and the support that needs to be given for team members facing difficulties.

## **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 the principles of communicating with a team	1.1	Describe how to behave in a professional way when communicating with team members	<ul style="list-style-type: none"> <li>□ <i>Behaviour:</i> e.g. openness; receptive to ideas; fairness in dealing with others; understanding differences (personal, professional, social, cultural); valuing the work of team members; courtesy; clarity; even-handedness</li> </ul>
		1.2	Describe the most appropriate methods for communication	<ul style="list-style-type: none"> <li>□ <i>Purposes:</i></li> <li>□ exchange information</li> <li>□ make or confirm agreements</li> <li>□ persuade staff or customers</li> <li>□ make plans</li> <li>□ develop skills and knowledge</li> <li>□ build or maintain relationships</li> <li>□ <i>Advantages and disadvantages of communication methods to include:</i> written, electronic, verbal, face-to-face, distance</li> </ul>
		1.3	Describe the most appropriate techniques for communication	<ul style="list-style-type: none"> <li>□ <i>Communication techniques:</i> written paper, written electronic, verbal distant, face to face; one-to-one meeting; team meeting</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the use of mentoring and coaching	2.1	Explain the difference between mentoring and coaching	<ul style="list-style-type: none"> <li>□ <i>Mentoring</i>: e.g. a system of semi structured guidance; one person shares their knowledge, skills and experience to assist others to progress in their own lives and careers</li> <li>□ <i>Coaching</i>: e.g. guided development conversations where the person being coached is helped to set their own goals and targets</li> </ul>
		2.2	Describe the benefits of mentoring and coaching	<ul style="list-style-type: none"> <li>□ <i>Benefits of mentoring and coaching</i>: e.g. improved job satisfaction and motivation; improved commitment; enhanced achievement of targets; increased productivity</li> </ul>
		2.3	Describe the qualities required of a productive mentor	<ul style="list-style-type: none"> <li>□ <i>Qualities</i>: e.g. willingness to share skills, knowledge, and expertise; demonstrates a positive attitude and acts as a positive role model; provides guidance and constructive feedback; sets and meets ongoing personal and professional goals</li> </ul>
3	Understand team motivation	3.1	Explain the meaning of the term 'motivation'	<ul style="list-style-type: none"> <li>□ E.g. drive to behave in a certain way, decision to start an activity, effort to complete the activity, enthusiasm</li> </ul>
		3.2	Explain factors that affect the level of motivation of team members	<ul style="list-style-type: none"> <li>□ <i>Factors that affect motivation positively</i>: e.g. reward (financial, praise, recognition, celebrating success), shared vision and values, feeling valued</li> <li>□ <i>Factors that affect motivation negatively</i>: e.g. criticism, not feeling supported, favouritism, excessive workload</li> </ul>
		3.3	Describe techniques that can be used to motivate team members	<ul style="list-style-type: none"> <li>□ <i>Techniques</i>: E.g. regular team briefings, team reviews, team and individual goal setting, support, rewards (financial, praise, recognition, celebrating success), constructive feedback, one-to-one meetings</li> </ul>
		3.4	Explain how having motivated staff affects an organisation	<ul style="list-style-type: none"> <li>□ <i>Improvements in</i>: e.g. work output, customer relations, customer retention, profitability, growing customer base, business performance</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Understand the implications of equality legislation	4.1	Define the concept 'equality and diversity'	<ul style="list-style-type: none"> <li>□ <i>Equality</i>: definition, e.g. treating people fairly regardless of any differences</li> <li>□ <i>Diversity</i>: definition, e.g. embracing difference</li> </ul>
		4.2	Describe the legal requirements for equality of opportunity	<ul style="list-style-type: none"> <li>□ <i>Legal requirements</i>: comply with Equality Act 2010</li> <li>□ <i>Grounds for discrimination include</i>: <ul style="list-style-type: none"> <li>• age</li> <li>• disability</li> <li>• gender reassignment</li> <li>• marital and civil partnership</li> <li>• pregnancy and parenthood</li> <li>• race</li> <li>• religion or belief</li> <li>• sex</li> <li>• sexual orientation</li> </ul> </li> </ul>
		4.3	Describe the role and powers of organisations responsible for equality	<ul style="list-style-type: none"> <li>□ <i>Organisations to include</i>: <ul style="list-style-type: none"> <li>• Equality Advisory Support Service</li> <li>• Equality and Human Rights Commission</li> <li>• Government Equalities Office</li> <li>• Advisory, Conciliation and Arbitration Service (ACAS)</li> <li>• employment tribunals</li> </ul> </li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		4.4	Explain the potential consequences for an organisation of failing to comply with equality legislation	<ul style="list-style-type: none"> <li>□ <i>Direct consequences:</i> e.g. complaints, prosecution, legal penalties, loss of staff, mediation, employment tribunal</li> <li>□ <i>Other consequences:</i> e.g. waste of management time, legal costs, damage to reputation</li> </ul>
		4.5	Describe behaviours that support equality, diversity and inclusion in the workplace	<ul style="list-style-type: none"> <li>□ E.g. complying with organisational policies, awareness of own prejudices, active listening, sensitive use of language, openness to different viewpoints, positive attitude</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
5	Understand how to integrate new team members	5.1	Explain the importance of inducting a new team member into the team	<ul style="list-style-type: none"> <li>□ <i>Importance of induction:</i> e.g. creates a positive perception of the business; increases retention; builds the new employee's self-esteem, morale and sense of motivation; reaches required productivity levels quicker</li> </ul>
		5.2	Describe the barriers facing new team members	<ul style="list-style-type: none"> <li>□ <i>Barriers facing new team members:</i> e.g. team resistance to change; difficulties understanding jargon used by team members and references to previous events; challenges from differences in cultures e.g. different levels of formality, use of language in team, body language, dress, food, attitude to religion and different religious practices, attitude to authority, attitude to time, rules versus relationships</li> </ul>
		5.3	Describe the processes used to integrate new team members	<ul style="list-style-type: none"> <li>□ <i>Processes for integrating new team members:</i> e.g. assessment of technical and team skills; meet with team members; meetings schedule; tour of workplace; health and safety training and other organisational induction training; sources of information on team's work; meeting with mentor; list of helpful resources for reference; coaching programme</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
6	Understand how to deal with problems within a team	6.1	Explain actual and potential problems and their consequences	<ul style="list-style-type: none"> <li>Types of problems that may arise within a team: e.g. relationships and personality clashes; conflict of interests; differing viewpoints and opinions; issues with leadership and management styles; fairness</li> </ul>
		6.2	Describe how to report problems when they are beyond the limits of own competence and authority	<ul style="list-style-type: none"> <li>Reporting of problems: e.g. formal methods; complaints procedure; grievance procedure; team meetings; one to one meetings; problem solving groups</li> <li>When problems should be reported when beyond the limits of own competence and authority: e.g. gross misconduct; criminal activity; impact on customers</li> </ul>
		6.3	Explain how to resolve or reduce conflict within the limits of own authority	<ul style="list-style-type: none"> <li>Actions to be taken: e.g. early intervention when problems arise; remove staff from conflict situations; communicate policies and procedures clearly; investigate incidents; escalate to senior managers when outside limits of authority; act as a mediator; maintain professionalism</li> </ul>
		6.4	Describe how practices and processes should be adapted as team circumstances change	<ul style="list-style-type: none"> <li>Types of change in teams: e.g. work schedules; team reorganisation; new technology; new customers to satisfy; new skills required</li> <li>Changes to practices and processes: e.g. update procedures; identify training and development needs</li> </ul>
		6.5	Describe how to provide practical support to team members who face difficulties	<ul style="list-style-type: none"> <li>Practical support for team members who have problems: e.g. one to one meetings; evaluate the situation before acting; referral to other specialists; create an action plan to resolve difficulties</li> </ul>

## Information for tutors

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### Delivery

For learning outcome 1, learners will explore the principles of communicating with team members. Learners need to understand the appropriate behaviour when communicating with team members. Tutors need to discuss when each type of communication is appropriate. It may be useful if tutors could give examples of good and bad written communication and then discuss how they assessed their usefulness. Learners could use role play and observation to explore different methods of communication and behaviour, before discussing the outcomes of the role play.

For learning outcome 2, learners need to understand the important role of mentoring and coaching in the work environment. Tutors need to discuss these training and development interventions stressing that, although very similar, there are some important differences in terms of approach and the purposes for which they are used. It may be useful to have a guest speaker – possibly a professional coach, training manager or human resource manager – discuss with learners how these interventions are used in organisations for learning and development purposes.

For learning outcome 3, learners will examine team motivation. Tutors need to stress the importance of being able to motivate others and that it is a key role of managers and leaders. A discussion on what motivates each learner would be a useful starting point. Exercises could then be set using case-study material to show the various techniques available to motivate individuals. The impact on a business of having a highly-motivated workforce could be discussed and exercises assessing learners' own motivation could enhance understanding.

For learning outcome 4, learners will explore equality legislation and the importance of diversity in the workplace. The Equality Act 2010 in particular should be covered, learners could review case studies of organisations dealing with equality issues. The failure to comply with equality legislation needs to be discussed and again this could be enhanced by a guest speaker who is an employment law specialist or a human resources manager from a local business with experience of complying with equality legislation. Finally, learners need to understand that there are a number of bodies that offer guidance and monitor compliance with equality legislation. Learners could research these organisations and the roles they perform and present their findings to other learners.

For learning outcome 5, learners will need to be taught how to integrate new team members. Induction processes and how to help new members overcome barriers when integrating need to be discussed in detail. Again, a human resources manager from a local business could make a presentation and answer questions that have been prepared by learners. Role-playing exercises can be used to good effect in helping learners understand the importance of effective induction processes.

Finally, for learning outcome 6, learners need to explore how a team leader may deal with problems, in particular those that can result in conflict situations. Case studies can be used to highlight the variety of problems that can occur in the workplace, followed by a discussion about how learners would proceed in solving these problems. Awareness of limitations to own competence and authority are

important factors in solving problems and these need to be discussed. Learners could discuss situations where they have experienced workplace conflict and how it was resolved or they could look at case studies of different sorts of conflicts and discuss which issues they would be able to resolve and which would need to be escalated and how.

## Assessment

The centre will devise and mark the assessment for this unit.

The unit assessment criteria can be covered in one assignment brief separated into small manageable tasks or as a separate assignment brief for each learning outcome. Learners should be given the opportunity to present their evidence in a range of different formats, for example reports, written assignments, case studies and presentations. If learners meet any criteria through oral presentations then it should be supported with a witness statement from the assessor that provides sufficient detail on how each criterion has been met. Copies of the presentation slides should be made available and be supported with the learner's notes or prompt cards.

Attention should be paid to the verbs used in the assessment criteria, which are mainly 'describe' or 'explain', so a list of points would not meet the requirements. The questions and responses need to be carefully designed to ensure that learners produce full responses with examples and that there is clear evidence of them.

For learning outcome 1, learners need to provide evidence that they understand the principles and techniques of communication with team members. Learners could produce a case study and commentary, showing why they have selected the particular behaviour, methods and techniques for communicating with a team member and outlining the reasons for not selecting other behaviour, methods and techniques.

For learning outcome 2, learners could research and produce a presentation, highlighting the similarities and differences between mentoring and coaching, including the benefits of mentoring and coaching and a profile of a productive mentor.

For learning outcome 3, learners could produce a case study showing the effects of motivation on a team, including the techniques used to motivate them, supported by a commentary to explain their suggested techniques.

For learning outcome 4, learners could produce a formal report using a real organisation as a case study, to explain the implications of equality legislation for an organisation.

For learning outcome 5, a case study and/or presentation could be used to show the importance and process of integrating new team members.

For learning outcome 6, learners could use a case study with commentary or written assignment to explain situations where team conflicts arise and how best to deal with them as a team leader.

## Suggested resources

### Books

Atkinson, S – *The Business Book (Big Ideas Simply Explained)* (Dorling Kindersley Publishing, 2014) ISBN 9781465415851

Carysforth et al – *BTEC First Business Student Book*(Pearson Education Limited, 2013) ISBN 9781446901366

Harvard Business Essentials – *Business Communication: Your Mentor and Guide to Doing Business Effectively* (Harvard Business School Press, 2003) ISBN 9781591391135

Leigh A and Maynard M – *Leading your Team: How to Involve and Inspire Teams (People Skills for Professionals)* (2nd Revised Edition) (Nicholas Brealey Publishing, 2004) ISBN 9781857883046

Owen J – *How to Lead* (3rd Edition) (Pearson Education Limited, 2011) ISBN 9780273759614

Schofield J and Osborn A – *Business Speaking: B1-C2* (Collins Business Skills Communication) (Collins English for Business, 2011) ISBN 9780007423231

### Websites

[www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize) – learning resources to support development of business skills

[www.businessballs.com](http://www.businessballs.com) – guidance on writing and communicating information

[www.mindtools.com](http://www.mindtools.com) – learning resources to support the development of skills needed to succeed in a career

[psychology.about.com](http://psychology.about.com) – website for psychology students, includes information on leadership and teams

# Unit 5: Principles of Business Planning and Reporting

**Unit reference number:** M/506/8670

**Level:** 3

**Credit value:** 6

**Guided learning hours:** 50

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## Unit aim

An important element of the management role is to efficiently organise, plan, review and monitor the use of all available resources so that the organisational objectives can be achieved. At the core of every organisation are the human, physical and financial resources that enable them to operate efficiently and business planning and reporting is important in organising and managing these resources. This is important to both new and existing organisations that are seeking to develop and improve their efficiency.

In this unit, you will gain an understanding of the importance for an organisation to manage their finances efficiently and the consequences of any mismanagement of financial resources. They will be introduced to the documents and procedures that are used to report and analyse organisational finances and the unit will provide an introduction to budgeting and the process involved in managing a budget.

The unit also provides an introduction to the relationship between strategies, tactics and the organisation's vision and mission and about how strategies and tactics support the organisation in achieving its goals and objectives.

Finally, the unit focuses on business planning and the methods and processes of measuring organisational performance.

## 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 organisational resource requirements	1.1	Describe the resources required for organisational activities	<ul style="list-style-type: none"> <li>□ <i>Resources requirements:</i> resources required to achieve organisation objectives e.g. equipment, materials, facilities; suitability for purpose; planning and allocation of resources; efficiency; planned maintenance and replacement ; human resources</li> </ul>
		1.2	Describe organisational requirements for purchasing physical resources	<ul style="list-style-type: none"> <li>□ <i>Reasons for purchasing resources:</i> maintaining stocks levels; replacement of faulty, broken equipment;</li> <li>□ <i>Purchasing procedures:</i> replenish or replace resources; documentation e.g. purchase orders, invoices; achieving best value for money; availability, quality and reliability of suppliers; negotiation of satisfactory terms; advantages and disadvantages of purchase</li> </ul>
		1.3	Explain the importance of using sustainable resources	<ul style="list-style-type: none"> <li>□ <i>Importance of using sustainable resources:</i> conserves natural resources; impact on environment; improved reputation with stakeholders; benefits the reputation of the organisation; cost-saving; staff attrition; efficient use</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the role of financial management in organisational management	2.1	Explain the importance of financial viability for an organisation	<ul style="list-style-type: none"> <li>□ <i>Financial viability</i>: definition i.e. liquidity, cash flow, working capital meeting operating payments and debt commitments; measuring financial viability (working capital/current ratio, acid test/quick ratio)</li> <li>□ <i>Importance of financial viability</i>: maintain operations; sufficient finances to fund business activities e.g. staffing, equipment; expansion; maintaining service levels; organisational image and reputation; maintaining positive relationships with stakeholders</li> </ul>
		2.2	Explain the consequences of poor financial management	<ul style="list-style-type: none"> <li>□ <i>Financial management</i>: financial planning and financial decision making; budgeting; allocation of resources; procurement of equipment and resources; reviewing and monitoring income and expenditure; reporting</li> <li>□ <i>Consequences of poor financial management</i>: inability to purchase resources and pay business debts, cash flow problems; insolvency; legal implications; impact on reputation and sales; possible closure of business operations</li> </ul>
		2.3	Explain a range of financial concepts	<ul style="list-style-type: none"> <li>□ <i>Financial concepts</i>: financial statements (balance sheet, income statement/profit and loss, cash flow); financial terminology (assets, liabilities, gross and net profit, working capital, creditor, debtor, budgets, forecast)</li> </ul>
		2.4	Explain the purposes of financial reports	<ul style="list-style-type: none"> <li>□ <i>Financial reports</i>: cash flow statement; income statement, profit and loss account; balance sheet</li> <li>□ <i>Users of financial reports</i>: managers; funders; government</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand business budgeting	3.1	Explain the purpose of a budget	<ul style="list-style-type: none"> <li>□ <i>Budget</i>: financial plan; types of budgets e.g. master, capital, sales, production, marketing</li> </ul>
		3.2	Explain how to manage a budget	<ul style="list-style-type: none"> <li>□ <i>Budget management</i>: identifying priorities and timescales; negotiating and agreeing financial resources; accurate recording and monitoring of income and expenditure; taking corrective actions; investigate variances; dealing with unforeseen situations; negotiating revisions to budget; reporting and communicating changes</li> <li>□ <i>Contingencies</i>: building risk factors into the budgeting process; preparing for potential problems; setting aside resources</li> </ul>
4	Understand the need for strategic and tactical organisational planning	4.1	Explain the relationship between an organisation's vision, mission, strategy and objectives	<ul style="list-style-type: none"> <li>□ <i>Vision</i>: desired future state for the organisation</li> <li>□ <i>Mission</i>: what organisation currently does</li> <li>□ <i>Strategy</i>: long term; plan of action</li> <li>□ <i>Objectives</i>: specific goals for teams, individuals or organisation</li> <li>□ <i>Objectives to be met by</i>: parts of business, teams, individuals</li> </ul>
		4.2	Explain the relationship between strategy and tactics	<ul style="list-style-type: none"> <li>□ <i>Relationship</i>: strategies are the plans to achieve the organisation goals; tactics are the actions taken to achieve the strategy, what needs doing; the order of events, the resources required</li> </ul>
		4.3	Analyse the factors that have to be considered when planning strategies and tactics	<ul style="list-style-type: none"> <li>□ <i>Factors</i>: organisation goals and objectives; availability of resources; timescales; competitor activity; needs of customers; gaining and maintaining competitive advantage</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
5	Understand the planning cycle	5.1	Explain the purpose, content and format of a business plan	<ul style="list-style-type: none"> <li>□ <i>Purpose:</i> develop ideas in detail; identify potential problems; measure progress</li> <li>□ <i>Content:</i> current situation; goals; financial forecasts; steps to be taken to implement plan</li> <li>□ <i>Format:</i> report format including e.g. executive summary, introduction, sections with content</li> </ul>
		5.2	Explain the business planning cycle	<ul style="list-style-type: none"> <li>□ <i>Business planning cycle:</i> analysis of performance; setting clear goals and objectives; evaluating progress; motivation and control; amending strategies; identifying risks and planning to avoid risks</li> </ul>
		5.3	Explain types of constraint that may affect a business plan	<ul style="list-style-type: none"> <li>□ <i>Internal:</i> lack of appropriate skilled staff; time constraints; poor or inadequate facilities, equipment and materials; lack of finance</li> <li>□ <i>External:</i> change in customers' needs; competitor activities; availability of suppliers; regulations; technology; economic factors</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
6	Understand the processes to measure organisational performance	6.1	Explain methods of measuring business performance	<ul style="list-style-type: none"> <li>□ <i>Overall performance:</i> review of data; achievement of goals and objectives; measurement of Key Performance Indicators (KPIs), benchmarking against competitors</li> <li>□ <i>Financial Performance:</i> financial reports (gross profit, net profit, sales) financial ratios (liquidity, profitability, solvency)</li> <li>□ <i>Customers:</i> analysis of market share; customer satisfaction surveys; social media reviews; retention of customers; growth of customer-base</li> </ul>
		6.2	Explain the uses of management information and reports	<ul style="list-style-type: none"> <li>□ <i>Management information:</i> data, reports on sales, purchases, performance; written reports; computer based information systems</li> <li>□ <i>Uses of management information and reports:</i> planning operations e.g. staffing, ordering and allocation of raw materials; decision making; monitoring achievement and trends; forecasting e.g. future demand, staffing requirements; identifying problems</li> </ul>
		6.3	Explain how personal and team performance data is used to inform management reports	<ul style="list-style-type: none"> <li>□ <i>Personal and team performance data:</i> targets met; planned against actual; milestones; KPIs; appraisal results; training attended</li> <li>□ <i>Use in management reports:</i> identify areas where action is required; resource allocation; training and development needs; business planning; workforce planning</li> </ul>
		6.4	Explain the purpose of MIS	<ul style="list-style-type: none"> <li>□ <i>Management Information Systems (MIS):</i> computerised information processing systems; systems that turn raw data into information for management levels</li> <li>□ <i>Uses:</i> store, display and manage performance data; distribute and communicate information; provide information for analysis, strategic planning and decision making</li> </ul>

## Information for tutors

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### Delivery

For Learning Outcome 1, learners could discuss the range of resources used in their workplace or through a case study. Learners will need to understand the importance of following organisational procedures for purchasing resources and could be encouraged to share the procedure used in their workplace. Learners could list the benefits to an organisation of using sustainable resources and then compare the points identified with their peers.

For Learning Outcome 2, learners could discuss in small groups the need for an organisation to be financial viable and list the consequences for the organisation of poor financial management. If learners are unfamiliar with organisational finances they could discuss their own financial needs and the consequences of having insufficient money to cover their expenditure.

Some learners may have no accountancy background and may need an introduction to the financial reports used by organisations. If learners are familiar with financial reports they could be encouraged to share their knowledge with their peers. Learners could review the content of different financial reports and discuss how they could be used in planning business activities.

For Learning Outcome 3, learners will need to understand the purpose of budgeting and how to manage budgets. Learners could discuss the reasons they need to budget their own spending and then develop this to discuss the purpose of business budgets and how they can be managed. Alternatively the learners could discuss budgeting through the use of a case study. The learners will need to understand why some organisations may build contingencies into their budgets and the advantages and disadvantages for the organisation.

For Learning Outcome 4, learners will need to understand the role of vision and mission statements and their relationship with organisational strategies and objectives. Learners could, in small groups discuss and compare the vision and mission statements, organisational strategies and objectives from their workplace or through a case study.

Learners will need to understand the difference between strategies and tactics and what managers would need to consider when introducing new strategies. Learners could be provided with a scenario where they are required, individually or in small groups, to identify relevant strategies and tactics.

For Learning Outcome 5, learners will need to understand the purpose, content and format of a business plan and the cycle for business planning. Learners could use a case study to discuss the steps involved in business planning. Learners, when possible, could discuss and compare the business plans from their own workplace.

Learners will need to understand the range of internal and external constraints that may affect a business plan. Learners could list the internal and external constraints which may impact on the business plans for their own workplace or through the use of a case study.

For Learning Outcome 6, learners will need to understand the methods of measuring business performance and could discuss the methods used in their own workplace or through a case study.

Learners will need to understand how an organisation will use management information and reports for planning and decision making. Learners will need to understand how personal and team performance data is used to inform management reports. The learners could discuss the need for personal and performance data, management information and reports through a case study or from evidence from their own workplace.

Learners will need to understand the purpose and uses of a management information system. If learners are familiar with management information systems they could share their knowledge and experience with their peers. Alternatively if learners have no knowledge of management information systems they could discuss their purpose and uses through a case study.

## Assessment

The centre will devise and mark the assessment for this unit.

The unit assessment criteria can be covered in one assignment brief separated into small manageable tasks or a separate assignment brief for each Learning Outcome. The learners should be provided with the opportunity to present their evidence in a range of different formats such as; reports, letters, professional discussion or presentations. If learners meet any criteria through oral presentations or professional discussions then this should be supported by a witness statement from the Assessor that provides sufficient detail on how each criterion has been met. Copies of the presentation slides or notes from the discussion should be made available and be supported by the learner's notes or prompt cards.

For Learning Outcome 1 learners can use their own workplace to identify the resources required, the procedure for purchasing resources and how the organisation uses sustainable resources. Alternatively where learners are not employed they can generate their evidence from a case study or from research into an organisation of their choice. A professional discussion or reflective account could be used to identify the resources required by the organisation for AC1.1. A professional discussion, reflective account, presentation or a report could be used to provide the evidence for AC1.2 and AC1.3 where the learners will need to describe the procedures used for purchasing resources and explain the importance of using sustainable resources. The evidence submitted for Learning Outcome 1 must be in sufficient depth to satisfy the requirements of the command verbs, identify, describe and explain.

For Learning Outcome 2 learners will need to demonstrate their understanding of the importance of financial viability, the consequences of poor financial management and the purpose of financial reports. Where possible, learners could refer to the financial processes and reports within their own workplace or generate their evidence from the use of a case study. The learners could use a reflective account, presentation or a report to explain the importance of financial viability and the consequences of poor financial management for AC2.1 and AC2.2. The reflective account, presentation or report could then be developed to explain the purpose of financial reports for AC2.3. The evidence submitted for Learning Outcome 2 must be in sufficient depth to satisfy the requirements of the command verb, explain.

For Learning Outcome 3 learners will need to demonstrate their understanding of the purpose of budgets, how they are managed and the purpose of budget contingencies. Where possible learners can use examples from their own workplace or generate their evidence from a case study or from research into an organisation of their choice. A reflective account, presentation or a report could be used to explain the purpose of a budget, how the budget is managed and the purpose of building in budget contingencies for AC3.1, AC3.2 and AC3.3. The evidence submitted for Learning Outcome 3 must be in sufficient depth to satisfy the requirements of the command verb, explain.

For Learning Outcome 4 learners will need to demonstrate knowledge of an organisation's vision, mission, strategies, tactics and objectives. Learners could use a reflective account or a report to explain the relationship between an organisation's vision, mission, strategy and objectives for AC4.1. The reflective account or report could then be developed to explain the relationship between strategies and tactics for AC4.2 and to describe the factors that need to be considered when planning strategies and tactics for AC4.3. The learners can generate their evidence from their workplace, from research into an organisation or from the use of a case study. The evidence submitted for Learning Outcome 4 must be in sufficient depth to satisfy the requirements of the command verbs, explain and describe.

For Learning Outcome 5 learners will need to demonstrate knowledge of business plans, the business planning cycle and the internal and external constraints that may affect the business plan. A professional discussion, reflective account, presentation or a report could be used to provide the evidence for AC5.1 and AC5.2 where the learners will need to explain the purpose, content, the format of a business plan and the business planning cycle. The evidence could be supported by examples from the learners own workplace, through research of an organisation or through a case study. The professional discussion, reflective account, presentation or report could then be developed for the learner to explain the internal and external constraint that may affect a business plan for AC5.3. The evidence submitted for Learning Outcome 5 must be in sufficient depth to satisfy the requirements of the command verb, explain.

For Learning Outcome 6 learners will need to demonstrate understanding of measuring business performance, use of management information and reports, the use of personal and team performance data to inform management reports and the role of a MIS. A reflective account, presentation or a report could be used to explain the methods of measuring business performance and the purpose of MIS for AC6.1 and AC6.4. A reflective account or a report could be used to explain the uses of management information and reports AC6.2 and how personal and team performance data is used to inform management reports AC6.3. The evidence could be supported by examples from the learners own workplace, through research of an organisation or through a case study. The evidence submitted for Learning Outcome 6 must be in sufficient depth to satisfy the requirements of the command verb, explain.

## Suggested resources

### Books

Baron A, Armstrong M – *Managing Performance: Performance Management in Action (Developing Practice), 2nd Edition* (Chartered Institute of Personnel and Development, 2004) ISBN 9781843981015

Dyson J R – *Accounting for Non-Accounting Students, 8th Edition* (FT/Prentice Hall, 2010) ISBN 9780273722977

Institute of Leadership and Management – *Controlling Physical Resources (ILM Super Series), 4th Edition* (Pergamon, 2002) ISBN 9780750658867

Marsh C – *Financial Management for Non-Financial Managers (Strategic Success)*, (Kogan Page, 2012) ISBN 9780749464677

Nelson, B. and Economy, P. – *Managing for Dummies* (John Wiley & Sons, 3rd edition, July 2010) ISBN 978-0470618134

Secrett, M. – *Brilliant Budgets and Forecasts: Your Practical Guide to Preparing and Presenting Financial Information* (Pearson Business, 2010) ISBN 9780273730910

Shim A, Shim J and Siegel J – *Budgeting Basics and Beyond, 4th Edition* (John Wiley and Sons, 2012) ISBN 9781118096277

### Websites

[www.accountingweb.co.uk](http://www.accountingweb.co.uk) – The accountingweb site, the UK's largest community accountants, provides accounting news, information and case studies

[www.bbc.co.uk/business](http://www.bbc.co.uk/business) – The BBC business website provides the latest business news and useful articles

[www.gov.uk](http://www.gov.uk) – The Government services and information website provides tools and guidance for businesses

[www.management.about.com](http://www.management.about.com) – The about.com website provides free online information on business topics such as Key Performance Indicators

[www.mindtools.com](http://www.mindtools.com) – The Mind Tools website offers free online skills training on topics such as management and leadership

[tutor2u.net](http://tutor2u.net) – The tutor2u website offers a range of free and subscription-based materials, including resources for business tutors and students

# **Unit 6: Principles of Managing Health and Safety in the Workplace**

**Unit reference number: T/506/8668**

**Level: 2**

**Credit value: 3**

**Guided learning hours: 30**

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## **Unit aim**

In this unit you will learn about the health and safety legislation that organisations have to apply. It is the organisation's responsibility to maintain a healthy and safe working environment and knowing how to do this is vital, but all members of an organisation have roles to play in keeping a workplace safe. You will learn about areas of responsibility for employers and employees.

This unit also covers workplace hazards, why we need risk assessment and how to carry out a risk assessment. Workplaces are full of potential hazards, whether it's a factory environment with heavy machinery or an office with computer cables. Knowing how likely it is that one of these hazards could cause harm to an employee and being able to plan to avoid this harm is important for every organisation.

As a team leader or manager, it is important to not just understand how to minimise risks to your team, but also how to improve the processes in relation to managing risks. This unit covers this key area of reflecting on how to improve processes.

## **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 about health and safety in the workplace	1.1	Define the main responsibilities for health and safety in the workplace of the following: a) employers b) employees	<ul style="list-style-type: none"> <li>□ <i>Employers:</i> e.g. assess and give information about risks in order to minimise them; train staff on how to deal with risks, to protect the health, safety and welfare of employees and others in the workplace; consult employees about health and safety issues; protect employees and other people as far as is practicable from risks, e.g. giving and using PPE</li> <li>□ <i>Employees:</i> e.g. have a duty to take care for their own health and safety and that of others who may be affected by actions of employee; report any concerns relating to health and safety; report any serious risks in the workplace to responsible person for health and safety; follow health and safety training given by the employer; co-operate with their employer on health and safety</li> </ul>
		1.2	Outline health and safety legislation affecting the workplace	<ul style="list-style-type: none"> <li>□ <i>Health and safety legislation:</i> e.g.</li> <li>□ Control of Substances Hazardous to Health (COSHH) regulations 2002</li> <li>□ Reporting of Injuries Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>□ Control of Asbestos Regulations 2012</li> <li>□ Control of Major Accidents Hazards (COMAH)</li> <li>□ Electricity at Work Regulations 1989 (PAT testing)</li> <li>□ Display Screen Equipment Regulations (DSE) 1992</li> </ul>
		1.3	Describe the impact of health and safety legislation on working conditions	<ul style="list-style-type: none"> <li>□ <i>Impact of health and safety legislation in organisations:</i> e.g. on physical environment in relation to the nature of work being carried out; on working environment and quality of work; wellbeing of staff; materials; hygiene facilities, temperature, ventilation; safety equipment</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Know the risks and hazards in the workplace	2.1	Describe hazards in the workplace	<ul style="list-style-type: none"> <li>□ <i>Hazards:</i> definition; types e.g. noise, activities requiring eye protection, potential for falling objects, sharp edges and trailing leads, hazardous materials, inappropriate waste disposal, noise and atmospheric pollution</li> </ul>
		2.2	Explain the need for risk assessment	<ul style="list-style-type: none"> <li>□ <i>Need to identify risk:</i> e.g. assessing risk to ensure health and safety of staff; consequences of not addressing identified risks; controlling risks</li> </ul>
		2.3	Describe risk assessment procedures	<ul style="list-style-type: none"> <li>□ <i>Risk assessment procedures:</i> e.g. identifying who is at risk; giving risks a risk rating (likelihood of harm x severity of outcome); risk registers; risk control measures</li> </ul>
3	Understand how to manage risks in the workplace	3.1	Explain ways of minimising health and safety risks to a team	<ul style="list-style-type: none"> <li>□ <i>Minimising risks:</i> e.g. training and staff development; departmental representatives; awareness raising across team; benchmarking; safety devices; procedures for recording and reporting accidents</li> </ul>
		3.2	Describe ways in which risk assessment processes can be improved	<ul style="list-style-type: none"> <li>□ <i>Improving processes:</i> e.g. features of good and bad risk assessments; comparing risk assessment processes in different organisations; checking currency of assessment; evaluating adherence to the guidance on risk assessment from the Health and Safety Executive</li> </ul>

## Information for tutors

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### Delivery

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

For learning outcome 2, learners need to understand risks and hazards. The tutor could provide examples of hazards in various work environments, utilising video/DVD and case study material and the internet. This would naturally lead to a group discussion on hazards and risks in learners' own workplaces and learners could then prepare a short presentation on their own workplace or provided case studies to share with the rest of the group.

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

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

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

### Assessment

The centre will devise and mark the assessment for this unit.

The unit assessment criteria can be covered in one assignment brief separated into small manageable tasks or a separate assignment brief for each learning outcome. The learners should be provided with the opportunity to present their evidence in a range of different formats such as, written assignments, case studies, reports or presentations. If learners meet any criteria through oral presentations then this should be supported by a witness statement from the Assessor which provides sufficient detail on how each criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards.

Occasionally, a learner may have the chance in their job role to produce some evidence towards this unit, in the form of a personal development plan that they have created and reflected on for example, but for most learners the opportunities for assessment will be introduced by the assessor.

Attention should be paid to the verbs used in the ACs, which are mainly 'describe' or 'explain', so a list of points would not meet the requirements. The questions and responses need to be carefully designed to ensure that the learner produces the full responses with examples and that there is clear evidence of them.

Learning outcome 1 needs to assess the learner's understanding of the impact of health and safety legislation on the workplace. Learners could produce a case study showing the responsibilities of employers and employees for health and safety in the workplace. This could include detail about the health and safety legislation affecting workplaces and also how this legislation impacts on working conditions.

For learning outcomes 2 and 3 learners could produce a report or a presentation highlighting workplace hazards and how to carry out risk assessments to manage workplace risks. They could produce a sample risk assessment in order to explain the need for risk assessment and to assist with describing the risk assessment procedure.

## Suggested resources

### Books

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

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

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

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

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

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

### Websites

[www.hse.gov.uk](http://www.hse.gov.uk) – the Health and Safety Executive has information on health and safety responsibilities of employers and employees under the Health and Safety at Work Act.

# Unit 7: Employee Rights and Responsibilities

**Unit reference number:** R/506/8662

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 20

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## Unit aim

Learners should be aware of and know the rules, principles and regulations governing employment rights and responsibilities to ensure they understand the importance of how these conditions apply to their working environment. This understanding protects both the employee and the employer, ensuring that work practice is undertaken in a mutually respectful and safe environment.

Learners will be shown and have the opportunity to discuss various employment documentation, such as contracts of employment, payslips, terms and conditions of employment, so that they will be able to recognise and understand the importance of each one.

## 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 why rights and responsibilities are important in a workplace	1.1	Explain why rights and responsibilities are important in a workplace	<ul style="list-style-type: none"> <li>□ <i>Employee rights and responsibilities:</i> difference between rights and responsibilities; employment rights e.g. working hours and holiday entitlement, employment contract, redundancy provisions; equality and diversity e.g. gender, race, religion, disability, age; data protection</li> <li>□ <i>Importance of rights and responsibilities in the workplace:</i> duty of care to employees e.g. safe and healthy workplace, public liability insurance; appropriate training and development; adherence to terms of contract by employer and employee; employee's responsibility for own safety</li> </ul>
		1.2	Explain how rights and responsibilities are enforced in a workplace	<ul style="list-style-type: none"> <li>□ <i>Meeting legislation on rights and responsibilities:</i> e.g. following the Health and Safety at Work Act, Disclosure and Barring Service checks, risk assessments, disabilities and effects on building regulations, HR department implementation of employment legislation, trade union representative acting on behalf of employees, professional bodies, ACAS (Advisory, Conciliation and Arbitration Service)</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Know the statutory rights and responsibilities of employees and employers within work	2.1	Describe employee rights and responsibilities under employment law	<ul style="list-style-type: none"> <li>□ <i>Employment law:</i> e.g. National Minimum Wage Act (1998), Working Time Regulations (1998), Employment Rights Act (1996)</li> <li>□ <i>Employee rights and responsibilities:</i> e.g. contracts of employment, anti-discrimination legislation, working hours and holiday entitlements, sickness absence and sick pay, data protection, equality and diversity provision, working to fulfil contractual obligations</li> </ul>
		2.2	Explain how legislation can support employees in the workplace	<ul style="list-style-type: none"> <li>□ <i>Support gained through health and safety legislation:</i> key health and safety rules; occupational health e.g. protective clothing or equipment; risk assessments; related employee responsibilities to protect themselves; terms and conditions of contracts</li> <li>□ <i>Support gained through the Disability Discrimination Act:</i> recognition given to employees with disabilities</li> </ul>
		2.3	Describe statutory employer responsibilities in the workplace	<ul style="list-style-type: none"> <li>□ <i>Rights and responsibilities of the employer:</i> e.g. provide a contract, provide a safe working environment, pay and pensions, equality and diversity, sickness and time off, maternity, paternity, adoption leave, trade unions, disciplinary procedure, basics of employment law, codes of practice, training, progression</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Know agreed ways of working that protect relationships with employer	3.1	Describe the type of information that is included in a contract of employment	<ul style="list-style-type: none"> <li>□ <i>Content of contract of employment:</i> job title, responsibilities and duties, reporting structure, terms and conditions, hours, pay rate, holiday entitlement, contract format, termination arrangements</li> </ul>
		3.2	Describe the type of information shown on a pay statement	<ul style="list-style-type: none"> <li>□ <i>Interpreting pay statement:</i> gross pay; tax code; deductions e.g. tax, National Insurance contributions (NICs), pension, savings; net pay; personal information e.g. National Insurance number, employee number</li> </ul>
		3.3	Describe the procedures to follow in event of a grievance	<ul style="list-style-type: none"> <li>□ <i>Grievance procedures:</i> grounds for grievance; informal approach e.g. via line manager or Human Resources department; formal approach e.g. trade union representative, professional body, ACAS</li> </ul>
		3.4	Identify the personal information that must be kept up-to-date with an employer	<ul style="list-style-type: none"> <li>□ <i>Personal data checked and updated:</i> e.g. name, address, telephone numbers, qualifications, National Insurance number, tax code, bank details, disabilities, employment history, absence details, training, personal work appraisals, personal development plans</li> </ul>

## Information for tutors

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### Delivery

Learning outcome 2 could be linked with learning outcome 1 so that the legislation evolves from the generic information for assessment criteria 1.1 and 1.2.

Discussions could start involving any learners already in work and what they understand to be differences between rights and responsibilities. Those not in work could think of an everyday example to understand the differences e.g. they have bought a mobile phone and have the right to use it for making calls, emails or texting messages, but they also have the responsibility to meet the costs of doing so by paying the payment arrangements taken out with the network provider.

Assessment criteria 1.2, 2.1, 2.2, 2.3 could be linked by taking the legislation in the amplification in assessment criterion 2.1 and discussing how these support employees for assessment criterion 2.2 together with the employer responsibilities for assessment criterion 2.3.

Learning outcome 3 could be dealt with in a very practical way using examples of contracts of employment, terms and conditions of employment in different job roles, pay slips, examples of possible industrial tribunals or case studies, and how personal data is kept and updated on the employer's database. This would allow for the content for assessment criteria 3.1, 3.2, 3.3 and 3.4 to be covered.

### Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessment for this unit.

For learning outcome 1, a case study approach could be taken by setting the scene of a work placement. For assessment criterion 1.1, learners have to explain why rights and responsibilities are important in a work environment. They should include an explanation of the differences between rights and responsibilities and examples of both rights and responsibilities. The next task for assessment criterion 1.2 could be for learners to explain how three rights and responsibilities are met.

For assessment criterion 2.1, could complete a presentation. They should outline three items from the amplification of employee rights and responsibilities and linking this to particular employment legislation. For assessment criterion 2.3, learners should describe three items from the amplification of the employer's responsibilities in the workplace. For assessment criterion 2.2, learners should describe how one piece of legislation benefits and supports employees.

For learning outcome 3, dealing with employment documentation and systems could form a related case study of a new employee being offered a job and signing the contract of employment. Learners would need to explain what they would check to ensure that all aspects of the terms and conditions agreed at the recruitment stage had been included. This would enable assessment criterion 3.1 to be achieved.

The assessment of assessment criterion 3.4 could follow this. Learners could complete a presentation. Learners will need to identify the personal information that the new employer will be recording and updating when any changes take place. And should include all the items in the amplification.

For assessment criterion 3.2, learners could be asked to describe what information would be included in their first pay slip. All items in the amplification should be included.

For assessment criterion 3.3, a linked case study could be given, outlining a situation in which a new employee has been upset. Learners will need to explain the procedures to follow in the event of a grievance.

Evidence of Recognition of Prior Learning (RPL) can also be used to confirm achievement of the learning outcomes. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

## Suggested resources

### Books

Mitchell Sack S – *The Employee Rights Handbook* (Warner Books, 2000)  
ISBN 9780446673266

Mitchell Sack S – *The Employee Rights Handbook: Effective Legal Strategies to Protect Your Job from Interview to Pink Slip* (Legal Strategies Inc, 2010)  
ISBN 9780963630674

### Websites

[www.direct.gov.uk/en/Employment/Employees/index.htm](http://www.direct.gov.uk/en/Employment/Employees/index.htm) – Employment terms and conditions

[www.gov.uk/government/organisations/department-for-business-innovation-skills](http://www.gov.uk/government/organisations/department-for-business-innovation-skills) – Department for Business Innovation and Skills: Your employment rights and responsibilities

## 13 Further information and useful publications

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

- Edexcel: [www.edexcel.com/contactus](http://www.edexcel.com/contactus)
- BTEC: [www.edexcel.com/btec](http://www.edexcel.com/btec)
- Pearson Work Based Learning and Colleges: [www.edexcel.com/about-wbl](http://www.edexcel.com/about-wbl)
- books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at [www.edexcel.com/btec/delivering-BTEC/quality/Pages](http://www.edexcel.com/btec/delivering-BTEC/quality/Pages)

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/publications/Pages](http://www.edexcel.com/resources/publications/Pages)

### 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.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at:  
[www.edexcel.com/resources/publications/Pages](http://www.edexcel.com/resources/publications/Pages)

## 14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: [www.edexcel.com/resources/Training](http://www.edexcel.com/resources/Training).

The support we offer focuses on a range of issues, such as:

- 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 in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: [www.edexcel.com/resources/Training](http://www.edexcel.com/resources/Training). You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

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**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 also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**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.

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### Your Pearson support team

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- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: [www.edexcel.com/Aboutus/contact-us/Pages](http://www.edexcel.com/Aboutus/contact-us/Pages)
- **Ask the Expert:** submit your question online to our Ask the Expert online service [www.edexcel.com/aboutus/contact-us/ask-expert/Pages](http://www.edexcel.com/aboutus/contact-us/ask-expert/Pages) and we will make sure your query is handled by a subject specialist.

## Annexe A

### Mapping with competence-based qualifications

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Specialist qualifications in Principles of Team Leading against the underpinning knowledge of the Pearson BTEC Level 2 Diploma in Team Leading. Centres can use this mapping when planning holistic delivery and assessment activities.

#### KEY

# indicates partial coverage of knowledge in the competence-based qualification unit

A blank space indicates no coverage of the knowledge

Competence-based units		BTEC Specialist units						
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
2	Communicate Work-related Information				#			
4	Principles of Team Leading	#	#		#			
8	Principles of Equality and Diversity in the Workplace				#			
3	Principles of Business (D/506/1942 level 3 unit within Pearson BTEC Level 3 Diploma in Management)					#		
25	Manage a Budget (A/506/1995 level 4 unit within Pearson BTEC Level 3 Diploma in Management)					#		
38	Contribute to the Development and Implementation of an Information System (A/506/1916 level 3 unit within Pearson BTEC Level 3 Diploma in Management)					#		
18	Health and Safety Procedures in the Workplace						#	
21	Employee Rights and Responsibilities							#

## Annexe B

### Unit mapping overview

The table below shows the relationship between the new qualifications in this specification and the predecessor qualifications: Pearson BTEC Level 2 Award/Certificate in Team Leading (QCF) (last registration 31/12/2014).

Old units \ New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13
Unit 1	P												
Unit 2	P			P	P				P				
Unit 3		F											
Unit 4	P		p	P	P				P				
Unit 5													
Unit 6	P											F	P
Unit 7													

#### KEY

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

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

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

**April 2017**

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