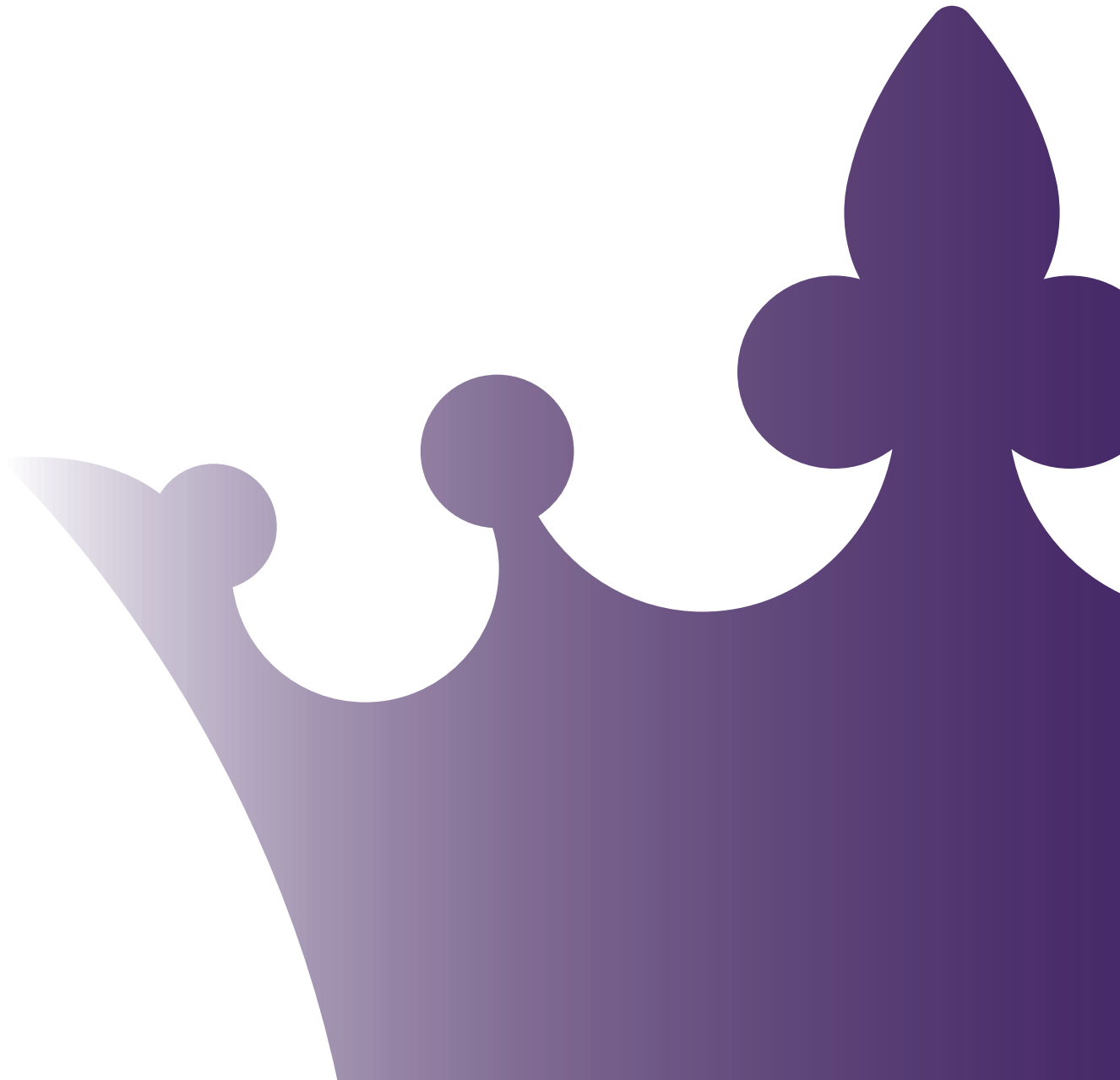




# **Qualification Handbook**

## **Level 2 NVQ Certificate in Team Leading**



# Qualification Handbook

## SFJ Awards Level 2 NVQ Certificate in Team Leading

Qualification No: 601/0378/4

Operational End Date: 31 December 2019  
Certification End Date: 31 December 2020

Version	Date of issue	Amendment(s)	Page
V5	26.07.19	Add operational and certification end dates	2, 5
V4	26.07.17	Add Total Qualification Time (TQT)	7
		Update Section 2.9 Use of Languages	8
		Update Section 3 Centre Requirements (wording amended, no change to requirements)	9
		SFJ Awards copyright information added	29
		Update SFJ Awards contact details	4
		Remove references to QCF	Various

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# 1 Introduction

## 1.1 About us

SFJ Awards is part of the Skills for Justice Group. For the last 10 years Skills for Justice has been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time Skills for Justice has earned an enviable reputation for its knowledge of the sector and its proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers it represents.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal and Armed Forces sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient, customer-led service, providing excellent value for money.

## 1.2 Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

## 1.3 Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards  
Consult House  
Meadowcourt Business Park  
4 Hayland Street  
Sheffield  
S9 1BY

Tel: 0114 284 1970

E-mail: [info@sfjawards.com](mailto:info@sfjawards.com)

Website: [www.sfjawards.com](http://www.sfjawards.com)

# 2 The Qualification

## 2.1 Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 2 NVQ Certificate in Team Leading

The main objective of this qualification is to support and develop the skills of those working as team leaders, section leaders, floor managers, help desk managers, trainee supervisors, team co-ordinators and those working in a range of other team leader positions.

It is suitable for people who are entering management, or who have the ability and the opportunity to demonstrate recognisable management and leadership skills, for example, providing leadership for your team, encouraging innovation, allocating and checking work.

Team leaders play an integral role in supporting organisational objectives through a wide range of functions, including: monitoring work, giving feedback, briefing teams, supporting team members, resolving problems, procuring supplies, project management and delivering and improving customer service.

The benefits of the Level 2 NVQ Certificate in Team Leading include:

- Competence based qualification with a range of assessment methods available
- Based on the National Occupational Standards for Management and Leadership<sup>1</sup>
- Qualification recognised in all occupations of the sector

**\*\* This qualification is being withdrawn with effect from 31 December 2019 \*\***

Operational end date (last date for registrations) 31 December 2019

Certification end date (all certifications to be completed) 31 December 2020

## 2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification. However, learners will be expected to have at least basic numeracy, literacy and communication skills.

## 2.3 Unit Content and Rules of Combination

### SFJ Awards Level 2 NVQ Certificate in Team Leading

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<sup>1</sup> Skills CFA, Management and Leadership NOS (2008 version)

This qualification is made up of a total of 3 mandatory units and a minimum of 2 optional units. To be awarded this qualification the learner must achieve a total of 17 credits from the units listed in the table overleaf.

To achieve the Level 2 NVQ Certificate in Team Leading learners must complete all 10 mandatory credits from group M, at least 5 credits from optional group A, and a minimum of 2 credits from optional group B, to provide a total credit value of 17.

<b>Mandatory Units</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>
F/600/9469	Manage personal development	2	4
H/600/9660	Develop working relationships with colleagues	2	3
H/600/9724	Communicate information and knowledge	2	3

<b>Optional Units – Optional Group A</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>
Y/600/9669	Plan, allocate and monitor work of a team	3	5
M/600/9600	Set objectives and provide support for team members	3	5

<b>Optional Units – Optional Group B</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>
M/600/9628	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	3	4
L/600/9636	Support team members in identifying, developing and implementing new ideas	3	4
R/600/9685	Manage conflict in a team	3	3

Y/600/9686	Lead and manage meetings	3	4
H/600/9688	Participate in meetings	2	2
F/600/9715	Make effective decisions	3	3
T/600/9730	Manage knowledge in own area of responsibility	3	4
L/600/9734	Procure supplies	3	2
D/600/9804	Manage customer service in own area of responsibility	3	4

## 2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.<sup>2</sup>

- (a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- (b) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Please note these are estimated hours. It is the responsibility of centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of guided learning hours will vary from one centre to another according to learners' needs.

Guided learning hours consist of all occasions when a member of training centre staff is present to give specific guidance towards the learning aim of the programme. This definition includes lectures, tutorials, supervised study and assignments. It does not include hours where supervision or assistance is of a general nature and is not specific to learners' study.

The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

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<sup>2</sup> Total Qualification Time criteria, Ofqual September 2015  
<https://www.gov.uk/government/publications/total-qualification-time-criteria>

Qualification Title	TQT	GLH
SFJ Awards Level 2 NVQ Certificate in Team Leading	170	80

## 2.5 Age Restriction

This qualification is available to learners aged 18+ years.

## 2.6 Opportunities for Progression

This qualification creates a number of opportunities for progression into existing management and business and administration related qualifications.

## 2.7 Exemption

No exemptions have been identified.

## 2.8 Credit Transfer

Credits from identical units that have already been achieved by the learner may be transferred.

## 2.9 Use of Languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website [www.sfjawards.com](http://www.sfjawards.com) or on request from SFJ Awards.



# 3 Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures and is available in the centres' area of the SFJ Awards website <http://sfjawards.com/approved-centres>.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website [www.sfjawards.com](http://www.sfjawards.com) or on request from SFJ Awards.

# 4 Assessment

Assessment and verification must be carried out in accordance with Skills CFA's 2011 Management and Leadership Standards Assessment Strategy, which is incorporated into this section and is available on the Skills CFA website:

[www.skillsca.org/standards-qualifications/management-leadership.html](http://www.skillsca.org/standards-qualifications/management-leadership.html)

## 4.1 Requirements for Assessors, Internal Verifiers and External Quality Assurers

Learners' work achievements must be assessed, moderated or verified at work by:

- a) Assessors, moderators or verifiers who have achieved, or are working towards achievement of, the appropriate regulatory body approved qualifications for assessment, moderation or verification

OR

- b) A trainer, supervisor or manager, elected by an employer, who must either:
  1. Have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification

OR

2. Seek guidance and approval from SFJ Awards to demonstrate that the:
  - Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions
  - Trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the National Occupational Standards upon which the qualifications above are based

Skills CFA and SFJ Awards requires all assessors, moderators and verifiers to maintain current team leading competence to deliver these functions. Skills CFA and SFJ Awards recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in team leading assessment centres.

## **4.2 Assessors**

All assessors must:

1. be occupationally competent to make team leading assessment judgements about the level and scope of individual candidate performance at work; and occupationally competent to make assessment judgements about the quality of assessment and the assessment process.
2. this means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the Justice and Community Safety sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the Learner they are assessing. However, Centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal quality assurance process to minimise the possibility of collusion between learners and assessors
3. be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager
4. be familiar with the qualification units; and must be able to interpret and make judgements on current working practices and technologies within the area of work
5. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice and Community Safety sector and their impact on team leading activities. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector
6. Assessors must be appropriately qualified or be able to prove equivalent competence as specified in Section 4.1, which is taken from Skills CFA's Assessment Strategy<sup>3</sup>
7. Approved Centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements; for example certificates of achievement, testimonials, references or any other relevant records.

## **4.3 Internal Quality Assurance**

All Internal Quality Assurers must:

1. be occupationally competent to make team leading moderation and verification judgements about the quality of assessment and the assessment process

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<sup>3</sup> Skills CFA Assessment Strategy, 2011 Management and Leadership Standards

2. be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their Learners. This means that they must have worked closely with staff that carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units. Those conducting internal quality assurance must also sample the assessment process and resolve differences and conflicts on assessment decisions
3. understand the content, structure and assessment requirements for the qualification(s) they are quality assuring
4. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice and Community Safety sector and their impact on team leading activities. These activities may include those offered by the SFJ Awards, Skills for Justice or other relevant providers in the sector
5. be appropriately qualified or be able to prove equivalent competence as specified in Section 4.1, which is taken from Skills CFA's Assessment Strategy<sup>4</sup>
6. occupy a position in the organisation that gives them the authority and resources to coordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of internal quality assurance
7. have an appropriate induction to the team leading qualifications that they are quality assuring, provided to them by the Centre, and have access to ongoing training and updates on current issues relevant to these qualifications. Information on the induction and continuing professional development of carrying out internal quality assurance must be made available to SFJ Awards through its external quality assurance process

#### **4.4 Workplace Assessment**

SFJ Awards believes that direct observation by a competent assessor (as outlined above) or testimony from an Expert Witness or Manager, is always preferable.

Expert Witness testimony has parity with assessor observation unless otherwise stated in unit evidence requirements. The assessor is responsible for making the final judgement in terms of the Learner meeting the evidence requirements for the unit.

SFJ Awards recognise that there are alternative evidence sources which may be used where direct observation is not possible or practical, e.g. work products, records, reflective accounts, professional discussion etc.

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<sup>4</sup> Skills CFA Assessment Strategy, 2011 Management and Leadership Standards

In order to ensure that the evidence used to assess Learners is valid, all Centres must demonstrate that Learners have access to the types of resources commonly in use in the sector and that the pressures and constraints of the workplace are reflected.

It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

#### **4.5 The Expert Witnesses**

When using Expert Witnesses as a source of evidence, Expert Witnesses must:

1. be occupationally competent. This means that each Expert Witness must, according to current sector practice, be competent in the functions covered by the units to which they are contributing. They will have gained their occupational competence working within the Justice and Community Safety sector or within an appropriate occupational sector
2. be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager
3. be familiar with the qualification unit; and must be able to interpret current working practices and technologies within the area of work.

#### **4.6 Simulations**

Assessment of all units at any level of the team leading NVQ may be based on either learner performance at work or through simulation, as necessary.<sup>5</sup>

However simulation must only be used in exceptional circumstances. If simulation is used, it should be used sparingly and should only form a small part of the evidence for the qualification.

Assessment in a simulated environment should only be used in the following circumstances:

1. where natural work evidence is unlikely to occur
2. where the nature of the work activity presents high risk or danger to the Learner and others, for example, personal safety.

Agreement must be gained from SFJ Awards for the use of any simulation.

All simulations should follow these basic principles:

1. a Centre's overall strategy for simulation must be agreed and approved by SFJ Awards

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<sup>5</sup> Skills CFA Assessment Strategy, 2011

2. the nature of the contingency and the physical environment for the simulation must be realistic and Learners should be given no indication as to exactly what contingencies they may come across
3. where simulations are used they must reflect the requirements of the qualification units
4. the location and environment of simulation must be agreed between SFJ Awards and the Centre contact prior to it taking place
5. all simulations must be planned, developed and documented by the Centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
6. There should be a range of simulations to cover the same aspect of a unit so that the risk of Learners successfully colluding is reduced.

#### **4.7 External Quality Assurance**

The monitoring and standardisation of assessment decisions will be achieved by robust and strong Centre monitoring and quality assurance according to SFJ Awards requirements.

The mechanisms required to achieve these requirements are outlined in Ofqual's 'General Conditions of Recognition'.<sup>6</sup> In addition to the Regulator's requirements, SFJ Awards will evaluate all external quality assurance reports and other data relating to the Centre and any risks relating to quality control will be identified and addressed.

External quality assurers (EQA) will be appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that there is validity, reliability and good practice in centres. To carry out their quality assurance role, quality assurance staff must have appropriate occupational and verifying knowledge and expertise. EQAs must be occupationally competent to make team leading moderation and verification judgements about the quality of assessment and the assessment process. SFJ Awards quality assurance staff will attend training and development designed to keep them up-to-date, to facilitate standardisation between staff and share good practice.

EQAs must be appropriately qualified or be able to prove equivalent competence as specified in Section 4.1, which is taken from Skills CFA's Assessment Strategy.

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<sup>6</sup> <https://www.gov.uk/government/publications/general-conditions-of-recognition>

# 5 Qualification Units

## Mandatory Units

<b>Title:</b>	Manage personal development	
<b>Level:</b>	2	
<b>Credit value:</b>	4	
<b>GLH:</b>	20	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Be able to identify and agree performance requirements of own work role	1.1	Outline work role performance requirements with those they report to
2. Be able to measure and progress against objectives	2.1	Identify ways that progress will be measured against own work objectives
3. Be able to identify gaps in skills and knowledge in own performance	3.1	Explain knowledge and skills required for own work role
	3.2	Identify opportunities and resources available for personal development
	3.3	Produce a development plan to address own needs and agree with line manager
4. Be able to carry out and assess activities within own development plan	4.1	Plan activities in own development plan that address identified needs
	4.2	Collect feedback from colleagues on the result of development activities on own performance
	4.3	Assess the success of activities carried out as part of own development plan

<b>Title:</b>	Develop working relationships with colleagues	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>GLH:</b>	15	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Understand the benefits of working with colleagues	1.1	Describe the benefits of productive working relationships
2. Be able to establish working relationships with colleagues	2.1	Identify colleagues within own and other organisations
	2.2	Agree the roles and responsibilities for colleagues
3. Be able to act in a professional and respectful manner when working with colleagues	3.1	Explain how to display behaviour that shows professionalism
4. Be able to communicate with colleagues	4.1	Identify, information to others clearly and concisely
	4.2	Explain how to receive and clarify own understanding of information
5. Be able to identify potential work-related difficulties and explore solutions	5.1	Identify potential work-related difficulties and conflicts of interest
	5.2	Explain how to resolve identified potential difficulties



<b>Title:</b>	Communicate information and knowledge	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>GLH:</b>	10	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Be able to identify the information required, and its reliability, for communication	1.1	Explain the information and knowledge that needs communicating
	1.2	Identify the target audience requiring the information and knowledge
2. Be able to understand communication techniques and methods	2.1	Identify what techniques and methods can be used to communicate information and knowledge
	2.2	Explain how to select the most appropriate technique and method
3. Be able to communicate information and knowledge using appropriate techniques and methods	3.1	Communicate to target audience using the appropriate techniques and methods
	3.2	Explain how the target audience has received and understood the information communicated
4. Be able to adapt communication techniques and methods according to target audience response	4.1	Explain how to modify communication techniques and methods in response to verbal and non-verbal feedback

## Optional Group A

<b>Title:</b>	Plan, allocate and monitor work of a team	
<b>Level:</b>	3	
<b>Credit value:</b>	5	
<b>GLH:</b>	25	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Be able to plan work for a team	1.1	Agree team objectives with own manager
	1.2	Develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team
2. Be able to allocate work across a team	2.1	Discuss team plans with a team
	2.2	Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members
	2.3	Agree standard of work required by team
3. Be able to manage team members to achieve team objectives	3.1	Support all team members in order to achieve team objectives
4. Be able to monitor and evaluate the performance of team members	4.1	Assess team members' work against agreed standards and objectives
	4.2	Identify and monitor conflict within a team
	4.3	Identify causes for team members not meeting team objectives
5. Be able to improve the performance of a team	5.1	Identify ways of improving team performance
	5.2	Provide constructive feedback to team members to improve their performance
	5.3	Implement identified ways of improving team performance

<b>Title:</b>	Set objectives and provide support for team members	
<b>Level:</b>	3	
<b>Credit value:</b>	5	
<b>GLH:</b>	35	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Be able to communicate a team's purpose and objectives to the team members	1.1 Describe the purpose of a team	1.2 Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
	1.3 Communicate the team's purpose and objectives to its members	
2. Be able to develop a plan with team members showing how team objectives will be met	2.1 Discuss with team members how team objectives will be met	2.2 Ensure team members participate in the planning process and think creatively
	2.3 Develop plans to meet team objectives	2.4 Set SMART personal work objectives with team members
3. Be able to support team members identifying opportunities and providing support	3.1 Identify opportunities and difficulties faced by team members	3.2 Discuss identified opportunities and difficulties with team members
	3.3 Provide advice and support to team members to overcome identified difficulties and challenges	3.4 Provide advice and support to team members to make the most of identified opportunities
4. Be able to monitor and evaluate progress and recognise individual and team achievement	4.1 Monitor and evaluate individual and team activities and progress	4.2 Provide recognition when individual and team objectives have been achieved

## Optional Group B

<b>Title:</b>	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	
<b>Level:</b>	3	
<b>Credit value:</b>	4	
<b>GLH:</b>	20	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Understand own responsibilities under equality legislation, relevant codes of practice and own organisational policies	1.1	Explain how equality of opportunity, diversity and inclusion relate to legal, industry requirements and organisational policies
	1.2	Describe how equality of opportunity, diversity and inclusion are considered in planning in own area of responsibility
2. Be able to communicate an organisation's written equality, diversity and inclusion policy and procedures in own area of responsibility	2.1	Outline an organisation's equality, diversity and inclusion policy and procedures
3. Be able to monitor equality, diversity and inclusion within own area of responsibility	3.1	Monitor how equality, diversity and inclusion activities in own area of responsibility are in line with own organisation

<b>Title:</b>	Support team members in identifying, developing and implementing new ideas	
<b>Level:</b>	3	
<b>Credit value:</b>	4	
<b>GLH:</b>	20	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Be able to develop team ideas and develop the creativity of team members	1.1	Encourage team members to identify ideas
	1.2	Record team members' ideas
2. Be able to assess the viability of team members' ideas	2.1	Assess with team members the potential benefits and risks associated with an idea, and the resources required
3. Be able to support team members to implement ideas	3.1	Explain how to support team members in submitting formal proposals for approval
	3.2	Explain to team members how to identify and overcome barriers to implementing an idea
4. Be able to implement team ideas	4.1	Monitor the implementation of ideas by own team
	4.2	Communicate the progress of implementation to relevant others own organisation

<b>Title:</b>	Manage conflict in a team	
<b>Level:</b>	3	
<b>Credit value:</b>	3	
<b>GLH:</b>	20	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Be able to support team members' understanding of their role and position within a team	1.1	Communicate to team members the standards of work and behaviour expected of them
	1.2	Explain how team members can work together and support each other
2. Be able to take measures to minimise conflict within a team	2.1	Identify issues with organisational structures, systems or procedures that are likely to give rise to conflict
	2.2	Identify potential conflict between team members
	2.3	Explain action required to avoid potential conflict and agree strategies for conflict resolution
3. Be able to understand how to encourage team members to resolve their own conflicts	3.1	Explain how team members can be encouraged to identify and resolve their own problems and conflicts
	3.2	Explain how respect can be developed and maintained between team members
4. Be able to understand legal and organisational requirements concerning conflict	4.1	Explain legal and organisational requirements concerning conflict in own team
	4.2	Explain how to maintain complete, accurate and confidential records of conflicts and their outcomes

<b>Title:</b>	Lead and manage meetings	
<b>Level:</b>	3	
<b>Credit value:</b>	4	
<b>GLH:</b>	20	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Be able to prepare to lead a meeting	1.1	Perform activities needed to be carried out in preparation for leading a meeting
	1.2	Produce documentation in support of activities
2. Be able to manage meeting procedures	2.1	Identify any formal procedures that apply in own organisation
3. Be able to chair a meeting	3.1	Manage the agenda in co-operation with participants to ensure meeting objectives are met
	3.2	Produce minutes of the meeting and allocate action points after discussions
4. Be able to undertake post-meeting tasks	4.1	Explain that the minutes of the meeting provide an accurate record of proceedings
	4.2	Communicate and follow up meeting outcomes to relevant individuals
	4.3	Evaluate whether the meeting's objectives were met and identify potential improvements

<b>Title:</b>	Participate in meetings	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>GLH:</b>	10	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Be able to prepare for a meeting	1.1	Explain meeting objectives prior to the meeting
	1.2	Identify own role and prepare as necessary
2. Be able to participate in a meeting	2.1	Contribute to meeting discussions using evidence to support own opinions
	2.2	Acknowledge other viewpoints presented at a meeting
	2.3	Seek clarification or confirmation of own understanding of outcomes
3. Be able to communicate information to relevant stakeholders	3.1	Communicate information from the meeting to those who have an interest, in line with any organisational protocol



<b>Title:</b>	Make effective decisions
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	10
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1. Be able to identify circumstances that require a decision to be made	1.1 Explain the circumstances requiring a decision to be made 1.2 State the desired objective(s) for making a decision 1.3 Establish criteria on which to base the decision, in line with own organisation
2. Be able to collect information to inform decision-making	2.1 Identify information needed to inform the decision-making process 2.2 Communicate with stakeholders affected by the decision 2.3 Explain how to inform stakeholders about the decision-making process
3. Be able to analyse information to inform decision-making	3.1 Identify information for validity and relevance to the decision-making process 3.2 Analyse information and against established criteria
4. Be able to make a decision	4.1 Apply decision-making technique(s) to determine a decision 4.2 Explain the decision made in line with desired objectives 4.3 Communicate the decision taken to relevant stakeholders

<b>Title:</b>	Manage knowledge in own area of responsibility	
<b>Level:</b>	3	
<b>Credit value:</b>	4	
<b>GLH:</b>	15	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Be able to understand existing knowledge management in own area of responsibility	1.1	Describe how knowledge is gained and applied in own area of responsibility
	1.2	Explain how knowledge is shared in own area of responsibility
	1.3	Outline how intellectual property is protected in own area of responsibility
2. Be able to develop knowledge	2.1	Identify established processes and procedures which can develop knowledge
	2.2	Explain how to support individuals to ensure knowledge development processes are followed
3. Be able to share knowledge	3.1	Communicate established processes and procedures which share knowledge across own area of responsibility
	3.2	Explain how to support individuals to ensure knowledge-sharing processes are followed
4. Be able to monitor and evaluate knowledge management in own area of responsibility	4.1	Assess the knowledge development process in own area of responsibility
	4.2	Implement any changes to improve knowledge management
	4.3	Monitor change and development in the knowledge development process

<b>Title:</b>	Procure supplies	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>GLH:</b>	20	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Be able to identify requirements for supplies	1.1	Select colleagues to agree requirements for supplies
	1.2	Produce a specification for supply requirements
2. Be able to evaluate suppliers that meet identified requirements	2.1	Identify suppliers that meet resource, organisational and legal requirements
	2.2	Evaluate suppliers against requirements
3. Be able to select suppliers and obtain supplies	3.1	Select supplier(s) that best meet requirements
	3.2	Explain how to agree with the contractual terms with selected supplier(s)
4. Be able to monitor supplier performance	4.1	Identify how to monitor supplier performance and delivery against agreed contractual terms
	4.2	Explain the procedure for dealing with breaches of contract

<b>Title:</b>	Manage customer service in own area of responsibility	
<b>Level:</b>	3	
<b>Credit value:</b>	4	
<b>GLH:</b>	25	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Be able to establish and communicate measurable customer service standards for own area of responsibility	1.1	State organisational, legal and regulatory requirements for customer service standards
	1.2	Explain expected standards for customer service performance to employees in own area of responsibility
	1.3	Describe measurement criteria to monitor customer service performance
2. Be able to support staff in meeting customer service standards	2.1	Identify staff and other resources to meet customer service standards
	2.2	Communicate roles and responsibilities to employees and provide support
	2.3	Describe how to resolve customer service queries within own organisation's policy
3. Be able to monitor and evaluate customer service performance, systems and processes	3.1	Monitor customer service performance against established criteria
	3.2	Analyse feedback from staff and customers on the quality of customer service
	3.3	Evaluate customer feedback and identify areas for improvement
	3.4	Recommend changes to customer service processes or standards based on performance evaluation

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