



**Skillsfirst**  
**AWARDS**

**Level 3 Diploma in Team  
Management (RQF)**

**TMD3**

**603/2236/6**



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## 1.0 Introduction

- 1.1 Skillsfirst Awards is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.
- 1.2 Skillsfirst Awards recognises the need for industry to have fully trained and qualified staff – reliably qualified to recognised industry standards.
- 1.3 The following handbook provides the learning outcomes and assessment strategy for the delivery of the Level 3 Diploma in Team Management (RQF). The handbook is a live document and will be updated should there be any incremental change made.

Centres will be informed electronically when changes are made and it will be the responsibility of any recognised centre to ensure the most up to date version of the handbook is used. The document also provides details of the administrative procedures, requirements and responsibilities that are associated with the delivery of vocational qualifications.

The handbook is available on the Skillsfirst Awards website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

- 1.4 This document is copyright but can be copied by any of our recognised centres for the purpose of assessing learners and may also be copied by learners for their own use.
- 1.5 All learners should be provided with a copy of the Skillsfirst qualification handbook together with the Skillsfirst learner guide. This document can be found on our web-site at [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

### 1.1 What is the Regulated Qualifications Framework (RQF)?

The RQF provides a single, simple system for cataloguing all qualifications regulated by Ofqual.

Qualifications will be indexed by their 'level', type and size. Qualifications within the framework will have a level (ranging from entry level to level 8) to indicate the level of difficulty. They will also have a Total Qualification Time (TQT) value to indicate the size of the qualification which will be either an Award, Certificate or Diploma.

The RQF will also:

- allow Awarding Organisations to design more flexible programmes, suited to the needs of a wider range of learners and employers
- describe qualifications to employers, providers and learners in a way that is easy to understand
- allow learners to achieve skills and knowledge at their own pace

### 1.2 RQF Qualifications

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

## **2.0 Skillsfirst Awards**

### **2.1 Data protection**

Skillsfirst Awards takes the protection of data seriously and to this end has developed a data protection statement outlining how Skillsfirst and our centres, comply with the current legislation on data protection. It is important for centres to read our statement and ensure that our requirements are put in place. It is particularly important that centres make learners aware that data is shared with Skillsfirst Awards. Our policy statement on this and data requirements can be found in our centre handbook on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

### **2.2 Equality and accessibility**

#### **Equality and accessibility**

Skillsfirst is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation and EU directives including the Equality Act 2010 (Amendment) Order 2012 and to ensure this occurs, has in place a policy on equality and accessibility which can be found on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook.

Skillsfirst will ensure that centres use a equality and accessibility policy that works together with ours and that they maintain an effective appeals procedure which along with the equality and accessibility policy, will be monitored by the external verifier. We expect centres to tell learners how to find and use their own equality and accessibility and appeals procedures.

#### **Access to assessment**

Skillsfirst Awards is committed to guaranteeing all learners are treated fairly and equally and to ensure this occurs, has in place a policy on reasonable adjustments and special considerations. This policy states clearly what centres can and, in some cases must, put in place to assist learners who may have particular requirements.

We expect centres to tell learners how to find and use their own reasonable adjustments and special considerations policy and will monitor implementation through the external verification process. This policy can be accessed at [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook. Further advice on this policy and its application can be obtained from our customer services team at [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk)

### **2.3 Enquiries and information sources**

Skillsfirst aims to provide accurate information in a variety of formats and media. Recognised centres are encouraged to make enquiries to the customer services team, or seek clarification from our website. Learners wishing to enquire about qualifications, aspects of qualifications or quality assurance policies and procedures are encouraged, in the first instance, to seek information from the recognised centre or their tutor/assessor. Where a satisfactory answer is unavailable, learners are encouraged to seek clarification from our website, or from the Skillsfirst customer services team.

As a guide, the majority of frequently requested information is available on our website or on request via the electronic helpline listed below.

Website: [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)  
email: [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk)

Tel: 0121 270 5100

In writing to:

Customer Services  
Skillsfirst Awards Limited  
Suite 416  
Fort Dunlop  
Fort Parkway  
Birmingham  
B24 9FD

## **2.4 Complaints and appeals**

### **Complaints**

Skillsfirst Awards will endeavour at all times to satisfy our customer's needs and ensure a quality service. There may be times when our centres do not feel we have met these needs. Should they wish, centres may complain in writing to the Skillsfirst Awards customer services manager. We will attempt to resolve all complaints within the published timescales and will record and review all complaints as part of our ongoing customer service commitment.

### **Appeals**

Skillsfirst Awards aims to ensure that at all times its decisions are fair, consistent and based on valid judgements. However, it is recognised that there may be occasions when a centre or a learner may wish to question a decision made. Skillsfirst Awards therefore has an appeals policy and process which clearly indicates the rights of the centre and the learner to appeal against a range of decisions taken by Skillsfirst.

The Skillsfirst Awards appeals policy and process can be accessed on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook. Centres are required to have a documented policy and procedure which allows learners to question decisions made by the centre. The final stage of such a procedure may be to appeal to the Skillsfirst Awards external verifier. This policy would form part of the original centre recognition process and its implementation will be monitored by the external verifier.

## **2.5 Malpractice and maladministration**

Skillsfirst Awards has a responsibility to ensure that malpractice and maladministration is addressed effectively and to publish procedures to centres for dealing with malpractice on the part of learners, centre staff and any others involved in providing the qualification. To meet this requirement, Skillsfirst Awards has a malpractice policy and process, the details of which can be accessed on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

## **3.0 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments**

This handbook provides details of the assessment strategy, which centres will need to apply in order to assess and quality assure the Level 3 Diploma in Team Management (RQF) and includes the:

- occupational expertise of those who assess performance, and moderate and verify assessments

- continuous professional development
- summary of assessment methods

### 3.1 Occupational expertise of deliverers, assessors, and moderators/internal verifiers

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent to make assessment judgements about the broad use of computerised payroll and accounting techniques either in the workplace or in Realistic Working Environments (RWE); and occupationally competent to make assessment judgements about the quality of assessment and the assessment process
- be occupationally knowledgeable in the area(s) for which they are delivering training. This knowledge must be at least to the same level as the training delivered.
- have credible experience of providing training.

Assessors and internal verifiers must hold the relevant and equivalent qualifications (such as D32, D33, A1, A2 or Level 3 TAQA for assessors and D34, V1 or Level 4 TAQA for internal verifiers), or be working towards an appropriate TAQA or equivalent qualification. Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- records of continuous professional development
- corporate membership of a relevant professional institution

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

### 3.2 Employer direct model

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst may choose between:

- achieving the appropriate approved qualifications for assessment/verification
- **or**
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process **must** be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the

sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

### **3.3 Continuous professional development**

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD. Centres are also expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

## **4.0 Summary of assessment methods**

For this qualification, learners will be required to provide a portfolio of evidence for **each** module.

### **4.1 Assessment principles**

Modules will be achieved through the acquisition of evidence by the learner and submission to their assessor. Modules may be assessed through a number of different sources and forms, which must meet the requirements of the skills and knowledge requirements.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the External Verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner is allocating work to their team, their communication skills and leadership style can also be assessed against both the modules covering communication and leading people.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and IVs will be registered with their centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

### **4.2 Characteristics of assessment guidance**

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the modules.

The assessor will need to be assured that the learner can meet all the learning outcomes of a module and pass all the skills and knowledge requirements of a module.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

### **4.3 Types of evidence**

Evidence is not required in any pre-set format and may be of many types and from diverse sources. Examples of types of evidence might include:

- learner statement
- notes
- review and tutorial records
- report
- diary
- worksheet
- audio/video recorded
- discussion/presentation/interview
- assessor observation
- witness statement
- product
- workbook

Please note that centres are not restricted to the types of evidence listed above.

### **4.4 Professional discussion**

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

### **4.5 Simulation and witness testimony**

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

#### **Simulation**

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. There are no modules that can be solely achieved by simulation. In the case of imported modules, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

#### **Witness testimony**

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on learner's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards (NOS), such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

### **4.6 Recognition of prior learning (RPL)**

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the the skills and knowledge requirements.

## **5.0 Qualification information**

### **5.1 Qualification aim and design**

This qualification has been designed to meet both employer and individual demand for learners to meet the knowledge and competences outlined in the Team Leader/Supervisor Apprenticeship standard. These include Leading People, Managing People, Building Relationships, Communication, Project Management and Finance.

The primary target group for this qualification would be all Apprentices who are enrolled on a Team Leader/Supervisor standard. As a 'stand-alone' qualification, however, it would also appeal to learners in any sector that involved management and leadership responsibilities, such as, but not limited to:

- first line managers
- assistant manager
- senior supervisors

and graduates or people looking for CPD utilising advanced learner loans (ALLs).

## 6.0 Qualification information

### 6.1 Qualification requirements

Qual no.	Level	Qualification title	Number of modules
TMD3	3	Level 3 Diploma in Team Management (RQF)	10 modules

Learners must achieve all 10 modules from Group M to achieve the qualification.

### 6.2 Total qualification time (TQT)

TQT is formulated by looking at the total Notional Hours of Learning for the qualification.

The TQT for the Level 3 Diploma in Team Management (RQF) is **524**.

The minimum guided learning hours (GLH) are **250**

### 6.3 List of available modules and their GLH value

The list below gives the module titles, their level and the GLH value of each module.

#### Group M - mandatory modules

RQF mod. no.	Skillsfirst mod. no.	Level	Modules title	GLH value
H/616/0742	TM1	3	Leading people	29
M/616/0744	TM2	3	Managing people	36
H/616/0745	TM3	3	Building relationships	15
A/616/0746	TM4	3	Communication essentials	22
J/616/0748	TM5	3	Operational management	30
L/616/0749	TM6	3	Project management	35
J/616/0751	TM7	3	Budgeting and financial management	21
R/616/0753	TM8	3	Awareness of self and others in the workplace	21
Y/616/0754	TM9	3	Management of self	17
H/616/0756	TM10	3	Decision making	24

### 6.4 Learner entry requirements

#### Formal requirements

There are no formal entry requirements for learners undertaking this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.

## **Age restrictions**

There are age limits attached to learners undertaking this qualification as this qualification is not approved for learners under the age of 16.

## **6.5 Progression opportunities**

On completion of the Level 3 Diploma in Team Management (RQF), learners may progress into employment or onto the following Skillsfirst qualifications:

- Level 3 Diploma in Management (RQF)
- Level 4 Diploma in Principles of Business Administration (RQF)

or similar higher-level qualifications.

## **7.0 The Modules of Learning**

### **7.1 Structure of the modules**

The modules that make up these qualifications are written in a standard format and comprise of:

- Skillsfirst reference number
- module title
- level
- module aim
- learning outcomes
- guided learning hours
- information on assessment
- learning outcomes and the skills and knowledge requirements

## 7.2 Group M - mandatory modules

**TM1**

**Leading people**

## **TM1            Leading people**

**Level: 3**

### **Module aims**

The aim of this module is to provide the learner with the opportunity to gain an understanding of organisational cultures, equality, diversity and inclusion and to utilise this knowledge to adopt an effective leadership style, to support the development of the team and people and to manage change effectively, as well as effectively communicating organisation strategy and team purpose.

### **Learning outcomes**

There are **five** learning outcomes to this module. The learner will be able to:

1. Adopt an effective leadership style to achieve positive outcomes
2. Support the development of the team and people through coaching, role modelling values and behaviours
3. Understand organisational cultures, equality, diversity and inclusion
4. Communicate organisation strategy and team purpose
5. Manage change effectively

### **Guided learning hours**

It is recommended that **29** hours should be allocated for this module. This may be on a full-time or part-time basis.

### **Assessment information**

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

### **Assessment guidance**

**Leadership techniques** may include:

- supporting
- empowering
- directing
- leading
- motivating
- promoting creativity

**Motivational techniques** could include:

- consulting and involving staff in decision-making
- empowering staff to be more accountable
- providing opportunities for development
- recognising/rewarding achievement
- inspiring staff to meet targets/goals

**Changing circumstances and priorities** could include:

- movement of timescales
- unavailability of staff members
- resource reduction
- amended process or procedure
- external influences

## **TM1            Leading people**

Learning outcomes and the skills and knowledge requirements

### **Outcome 1    Be able to adopt an effective leadership style to achieve positive outcomes**

The learner can:

- 1 explain the benefits of effective leadership for an organisation
- 2 describe personal motivational drivers to achieve positive outcomes.
- 3 describe characteristics of effective leaders
- 4 adopt an effective leadership style to achieve positive outcomes
- 5 use motivational techniques to achieve organisational targets and team purpose

### **Outcome 2    Be able to support the development of the team and people through coaching, role modelling values and behaviours**

The learner can:

- 1 describe the values, attitude, mindset, behaviours and skills needed to provide effective performance coaching
- 2 explain the benefits of successful performance coaching to the organisation
- 3 display behaviours and attitudes that show a commitment to the fulfilment of the organisation's vision and the expression of its values
- 4 provide coaching to ensure that own team and colleagues understand their role in the achievement of team and organisational objectives
- 5 take action to secure the on-going commitment of own team and colleagues to fulfil the organisation's visions and values

### **Outcome 3    Understand organisational cultures, equality, diversity and inclusion**

The learner can:

- 1 explain the difference between equality, diversity and inclusion
- 2 explain the impact of equality, diversity and inclusion across aspects of organisational culture
- 3 explain the potential consequences of breaches of equality legislation
- 4 explain the different forms of discrimination and harassment
- 5 describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace

### **Outcome 4    Be able to communicate organisation strategy and team purpose**

The learner can:

- 1 agree the allocated goals and targets to be achieved
- 2 empower others to take responsibility for their decisions and actions within their own responsibility
- 3 adapt plans, priorities and resource allocations to meet changing circumstances and priorities
- 4 evaluate the achievement of the goals and targets

## **Outcome 5 Be able to manage change effectively**

The learner can:

- 1 explain the roles and responsibilities of a change management project team
- 2 develop a plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources
- 3 brief team members on their roles and responsibilities and the objectives of the change
- 4 gain acceptance to the need for change from team members and other stakeholders
- 5 implement the plan within the agreed timescale
- 6 provide support to team members and other stakeholders according to identified needs
- 7 monitor the progress of the implementation against the plan
- 8 manage problems in accordance with contingency plans
- 9 evaluate the effectiveness of the implementation of change plans

# **TM2**

## **Managing people**

## **TM2            Managing people**

**Level: 3**

### **Module aims**

The aim of this module is to provide the learner with the opportunity to gain an understanding of performance management techniques and to utilise this knowledge to build a high-performing team, to motivate team achievement and to set operational and personal goals and objectives, as well as effectively monitoring team performance, providing clear guidance and feedback.

### **Learning outcomes**

There are **five** learning outcomes to this module. The learner will be able to:

1. Build a high-performing team by supporting and developing individuals
2. Motivate team achievement
3. Set operational and personal goals and objectives
4. Monitor team performance, providing clear guidance and feedback
5. Understand performance management techniques

### **Guided learning hours**

It is recommended that **36** hours should be allocated for this module. This may be on a full-time or part-time basis.

### **Assessment information**

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

### **Assessment guidance**

**Questioning techniques** could include:

- open
- closed
- limited
- leading

**Motivational techniques** could include:

- consulting and involving staff in decision-making
- empowering staff to be more accountable
- providing opportunities for development
- recognising/rewarding achievement
- inspiring staff to meet targets/goals

**Remedial measures** could include:

- increase in resources
- decrease in resources
- adaption of leadership style

## **TM2            Managing people**

Learning outcomes and the skills and knowledge requirements

### **Outcome 1    Be able to build a high-performing team by supporting and developing individuals**

The learner can:

- 1 understand the purpose and benefits of training sessions
- 2 explain how the use of questioning techniques can raise an awareness and increase responsibility and ownership in others
- 3 explain how a positive attitude can impact on the effective development of others
- 4 deliver effective training sessions to team members
- 5 give and receive feedback in order to increase the confidence and competence of team members
- 6 evaluate the effectiveness of the training session and identify points for future improvements

### **Outcome 2    Be able to motivate team achievement**

The learner can:

- 1 explain the difference between a group and a team
- 2 describe types of people and team management models
- 3 outline the characteristics and dynamics of an effective team
- 4 explain the techniques of building a team
- 5 demonstrate techniques to motivate team members

### **Outcome 3    Be able to set operational and personal goals and objectives**

The learner can:

- 1 agree the scope, purpose and outcome of the work
- 2 allocate the work on the basis of the strengths, competences and expertise of team members
- 3 monitor the work against the agreed scope, purpose and outcome
- 4 take remedial measures, as necessary
- 5 quality assure the work and use findings to recommend potential changes

### **Outcome 4    Be able to monitor team performance, providing clear guidance and feedback**

The learner can:

- 1 explain organisational policies, procedures, values and expectations to team members
- 2 communicate work objectives, priorities and plans in line with operational requirements
- 3 explain the benefits of encouraging suggestions for improvements to work practices
- 4 provide practical support and constructive feedback to team members facing difficulties
- 5 demonstrate the use of leadership styles in different circumstances
- 6 recognise positive team performance

## **Outcome 5 Understand performance management techniques**

The learner can:

- 1 identify the characteristics of an effective performance management system
- 2 describe the role of the hr function within performance management
- 3 explain the uses of specific, measurable, achievable, realistic and time-bound (smart) objectives and priorities
- 4 describe best practice in conducting appraisals
- 5 explain the factors to be taken into account when managing people's wellbeing and performance
- 6 explain the importance of following disciplinary and grievance processes
- 7 analyse the impact of legal requirements against effective performance management techniques

# **TM3**

## **Building relationships**

## **TM3 Building relationships**

**Level: 3**

### **Module aims**

The aim of this module is to provide the learner with the opportunity to build relationships with customers and manage these effectively, to identify and to share good practice and build trust with and across teams.

### **Learning outcomes**

There are **three** learning outcomes to this module. The learner will be able to:

1. Build relationships with customers and manage these effectively
2. Build trust with and across the team
3. Identify and share good practice across teams

### **Guided learning hours**

It is recommended that **15** hours should be allocated for this module. This may be on a full-time or part-time basis.

### **Assessment information**

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

### **Assessment guidance**

**Techniques to minimise conflict** may include:

- accommodating – this entails giving the opposing side what it wants.
- avoiding – this strategy seeks to put off conflict indefinitely.
- collaborating - the objective is to find a creative solution acceptable to everyone.
- compromising – this strategy typically calls for both sides of a conflict to give up elements of their position in order to establish an acceptable, if not agreeable, solution.
- competing – this results in a situation which one side wins and other loses.

**Positive behaviours** could include:

- being clear and up-to-date about what needs to be achieved at all times and clearly communicating expectations to others
- remaining focused, resilient, and optimistic, even during challenging times and always displaying a “Can Do” attitude
- regularly giving positive recognition to others for the right thing
- encouraging the team to share ideas and best practice within the team as well as across teams
- displaying genuine passion and energy for the organisation and to its customers
- taking a personal interest and showing genuine respect and concern for others

### **TM3 Building relationships**

Learning outcomes and the skills and knowledge requirements

#### **Outcome 1 Be able to build relationships with customers and managing these effectively**

The learner can:

- 1 identify customers with whom relationships should be developed
- 2 analyse how great service quality can be delivered
- 3 identify potential areas for improvement from the analysis of customer feedback
- 4 demonstrate how customer expectations can be continuously exceeded
- 5 evaluate the benefits and value of great service quality and customer loyalty
- 6 communicate to teams and colleagues their roles, responsibilities and work plans to deliver great service quality

#### **Outcome 2 Be able to build trust with and across the team**

The learner can:

- 1 explain how team members' personalities and cultural backgrounds may give rise to conflict
- 2 communicate to team members their roles, responsibilities, objectives and expected standards of behaviour
- 3 explain to team members the constraints under which their colleagues work
- 4 negotiate the allocated work roles with team members and keep promises
- 5 analyse systems, processes and situations that are likely to give rise to conflict
- 6 take action to minimise the potential for conflict within the limits of their own authority

#### **Outcome 3 Be able to identify and share good practice across teams**

The learner can:

- 1 recognise the contribution of others to the achievement of team and organisational objectives
- 2 explain the benefits of collaborating with others to achieve team and organisational objectives
- 3 demonstrate positive behaviours when dealing with others
- 4 fulfil agreements made with others to share good practice
- 5 provide support and feedback to others

**TM4**

## **Communication essentials**

## **TM4            Communication essentials**

**Level: 3**

### **Module aims**

The aim of this module is to provide the learner with the opportunity to communicate effectively by chairing meetings, collecting and presenting information on performance to team and others and using active listening and the provision of constructive feedback.

### **Learning outcomes**

There are **four** learning outcomes to this module. The learner will be able to:

1. Be able to communicate effectively
2. Chair meetings
3. Collect and present information on performance to team and others
4. Use active listening and the provision of constructive feedback

### **Guided learning hours**

It is recommended that **22** hours should be allocated for this module. This may be on a full-time or part-time basis.

### **Assessment information**

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

### **Assessment guidance**

**Communication** could include:

- listening skills
- questioning – open, closed, limited, leading
- verbal, non-verbal, digital and written

**Work-related information** could include:

- briefings
- training sessions
- team talks
- one-to-ones
- presentations
- schedules
- reports

**Business performance** could include:

- key performance indicators (KPIs, service provision, etc.)
- financial indicators (cost, waste, etc.)
- people indicators (level of skills, availability to work, etc.)
- physical resource indicators (equipment, machinery, etc.)

**Feedback** could include:

- motivational
- developmental

## **TM4            Communication essentials**

Learning outcomes and the skills and knowledge requirements

### **Outcome 1    Be able to communicate effectively**

The learner can:

- 1 explain how to communicate effectively using an emotional connection
- 2 demonstrate how the use of similes, metaphors and anecdotes can be used to communicate effectively.
- 3 communicate work-related information accurately to individuals and teams
- 4 communicate work-related information accurately to achieve tasks
- 5 provide feedback to individuals and teams on work-related activities
- 6 demonstrate how to communicate work-related information with authenticity, dignity and integrity

### **Outcome 2    Be able to chair meetings**

The learner can:

- 1 explain the purpose and benefits of team meetings
- 2 carry out effective team meetings
- 3 evaluate the effectiveness of the meeting and identify points for future improvements

### **Outcome 3    Be able to collect and present information on performance to team and others**

The learner can:

- 1 explain the benefits of measuring business performance
- 2 obtain information on own area's performance
- 3 produce a management report which includes information on own area's performance
- 4 distribute the report on performance to others
- 5 use the report to identify potential areas of improvement.

### **Outcome 4    Be able to use active listening and the provision of constructive feedback**

The learner can:

- 1 use effective questioning and listening to support the provision of constructive feedback
- 2 describe the importance of constructive feedback within the organisation
- 3 explain how constructive feedback can positively influence the performance of others
- 4 describe the techniques used to give constructive feedback
- 5 describe the range of blockages to receiving constructive feedback
- 6 provide constructive feedback to positively improve the performance of others
- 7 self-assess the delivery of the constructive feedback

# **TM5**

## **Operational management**

## TM5            Operational management

### Level: 3

#### Module aims

The aim of this module is to provide the learner with the opportunity to communicate organisational strategy, to translate those goals into deliverable actions, to organise, prioritise and allocate work to teams and others and to adapt their behaviour and attitude to meet challenges and identify solutions by effectively using resources and by collating and analysing data creating reports.

#### Learning outcomes

There are **six** learning outcomes to this module. The learner will be able to:

1. Communicate organisational strategy and deliver against operational plans
2. Translate goals into deliverable actions for the team
3. Organise, prioritise and allocate work
4. Collate and analyse data, and create reports
5. Adapt to meet challenges and identify solutions
6. Effectively use resources

#### Guided learning hours

It is recommended that **30** hours should be allocated for this module. This may be on a full-time or part-time basis.

#### Assessment information

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

#### Assessment guidance

**Periodic reviews** could include milestone reviews with teams or individuals and will be in relation to the timescales and deadlines of the plan.

The **appropriate format** of a report could be verbal, written, paper-based, electronic, or a combination of any of the four

**Service provision standards** are what a customer can expect from a service and how it should be delivered by the service provider, e.g. in terms of timeliness, accuracy and suitability.

**Changing circumstances and priorities** could include:

- movement of timescales
- unavailability of staff members
- resource reduction
- amended process or procedure
- external influences

In this instance, a **SWOT analysis** will be used to examine the strengths, weaknesses, opportunities and threats that affect the department and allow the identification of possible solutions.

## **TM5            Operational management**

Learning outcomes and the skills and knowledge requirements

### **Outcome 1    Be able to communicate organisational strategy and deliver against operational plans**

The learner can:

- 1 identify organisational specific, measurable, achievable, realistic and time-bound (SMART) objectives and key performance indicators (KPIs)
- 2 use objectives and KPIs to develop an operational plan
- 3 communicate the requirements of the plan to those who will be affected
- 4 implement the plan within agreed budgets and timescales
- 5 conduct periodic reviews of the progress and effectiveness of the plan, using information from a range of sources
- 6 report on the effectiveness of the operational plan in the appropriate format

### **Outcome 2    Be able to translate goals into deliverable actions for the team**

The learner can:

- 1 describe the organisational service provision standards which affect own area of performance
- 2 monitor own area's service provision against organisational standards
- 3 identify positive and practical solutions to improve departmental quality of service
- 4 implement a plan of improvement within own authority

### **Outcome 3    Be able to organise, prioritise and allocate work**

The learner can:

- 1 agree the allocated goals and targets to be achieved
- 2 empower others to take responsibility for their decisions and actions within their own responsibility
- 3 adapt plans, priorities and resource allocations to meet changing circumstances and priorities
- 4 evaluate the achievement of the goals and targets

### **Outcome 4    Be able to collate and analyse data, and create reports**

The learner can:

- 1 explain the benefits of measuring business performance
- 2 obtain information on own area's performance
- 3 produce a management report which includes information on own area's performance
- 4 distribute the report on own area performance to others
- 5 use the report to identify potential areas of improvement.

### **Outcome 5    Be able to adapt to meet challenges and identify solutions**

The learner can:

- 1 describe the internal and external influences on own business environment
- 2 carry out a SWOT analysis on own department
- 3 use the findings of the SWOT analysis to identify areas of operational change to own department
- 4 implement operational changes within limits of own authority
- 5 evaluate impact of changes to operations within own business environment

## **Outcome 6 Be able to effectively use resources**

The learner can:

- 1 make planning and resourcing decisions that optimise the available resources, skills and expertise
- 2 use delegation techniques whilst delivering targets
- 3 empower individuals to take responsibility for their decisions and actions within agreed parameters
- 4 adapt plans, priorities and resource allocations to meet changing circumstances and priorities

# **TM6**

## **Project management**

## TM6 Project management

### Level: 3

#### Module aims

The aim of this module is to provide the learner with the opportunity to gain an understanding of how to manage a project and to utilise this knowledge by using relevant project management tools to organise and manage resources and risk, to monitor progress to deliver against the project plan and to take corrective action to ensure successful project delivery.

#### Learning outcomes

There are **five** learning outcomes to this module. The learner will be able to:

1. Understand how to manage a project
2. Be able to organise and manage resources and risk
3. Be able to monitor progress to deliver against the project plan
4. Be able to use relevant project management tools
5. Be able to take corrective action to ensure successful project delivery

#### Guided learning hours

It is recommended that **35** hours should be allocated for this module. This may be on a full-time or part-time basis.

#### Assessment information

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

#### Assessment guidance

A **project plan** should contain:

- nature of the project
- background to the project
- aims and objectives of the project
- resources required
- deliverables
- measurement of outcomes/progress and quality control
- schedule of work and methodology
- time scales and schedules
- project costings

**Project management tools** could include:

- Gantt chart – this is used to track both time and interdependencies between tasks
- Logic Network – this indicates the sequence of activities in a project over time. It shows which activity logically precedes or follows another activity.
- PERT (Program Evaluation and Review Technique) chart – this analyses the tasks involved in completing a given project, especially the time needed to complete each task and identifying the minimum time required to complete the total project.

**Periodic reviews** could include milestone reviews with teams or individuals and will be in relation to the length of the project plan

**Issues, anomalies and potential problems** could include operational, financial, staffing or logistical.

## **TM6 Project management**

Learning outcomes and the skills and knowledge requirements

### **Outcome 1 Understand how to manage a project**

The learner can:

- 1 explain the features of a project business case
- 2 explain the stages of a project lifecycle
- 3 explain the roles of people involved in a project
- 4 explain the advantages and limitations of different project monitoring techniques
- 5 analyse the inter-relationship of project scope, schedule, finance, risk, quality and resources

### **Outcome 2 Be able to organise and manage resources and risk**

The learner can:

- 1 develop a project plan with specific, measurable, achievable, realistic and time-bound (SMART) objectives, key performance indicators (KPIs) and evaluations mechanisms appropriate to the plan
- 2 allocate resources in accordance with the project plan
- 3 brief project team members on their roles and responsibilities
- 4 implement plans within agreed budgets and timescales

### **Outcome 3 Be able to monitor progress to deliver against the project plan**

The learner can:

- 1 collect project-related information in accordance with project plans
- 2 revise plans in the light of changing circumstances in accordance with project objectives and identified risks
- 3 keep stakeholders up to date with developments and problems

### **Outcome 4 Be able to use relevant project management tools**

The learner can:

- 1 use appropriate tools to analyse project information
- 2 report on information analysis in the agreed format and timescale

### **Outcome 5 Be able to take corrective action to ensure successful project delivery**

The learner can:

- 1 conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources
- 2 manage issues, anomalies and potential problems to ensure successful project delivery
- 3 complete close-out actions in accordance with project plans

# **TM7**

## **Budgeting and financial management**

## **TM7            Budgeting and financial management**

**Level: 3**

### **Module aims**

The aim of this module is to provide the learner with the opportunity to gain an understanding of organisational budget controls and utilise this knowledge to demonstrate how to manage a budget.

### **Learning outcomes**

There are **two** learning outcomes to this module. The learner will be able to:

1. Understand organisational budget controls
2. Manage a budget

### **Guided learning hours**

It is recommended that **21** hours should be allocated for this module. This may be on a full-time or part-time basis.

### **Assessment information**

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

### **Assessment guidance**

A **budget variance** is the difference between the budgeted or expected amount of expense or revenue, and the actual amount. Factors contributing to a budget variance might include:

- original budgeting errors
- changing business conditions
- unmet expectations

**Budget-related reports and information** could be provided:

- verbally
- written
- paper-based
- electronic

or a combination of any of the four

## **TM7            Budgeting and financial management**

Learning outcomes and the skills and knowledge requirements

### **Outcome 1    Understand organisational budget controls**

The learner can:

- 1    explain how to calculate the estimated costs of activities, resources and overheads needed to achieve objectives
- 2    explain the purposes of budget-setting
- 3    explain the organisational policies and procedures on budget-setting

### **Outcome 2    Be able to manage a budget**

The learner can:

- 1    use the budget to control performance and expenditure
- 2    ensure optimal use of resources to achieve the intended outcomes
- 3    identify the cause of variations from budget
- 4    explain the actions to be taken to address variations from budget
- 5    propose realistic revisions to budget, supporting recommendations with evidence
- 6    provide budget-related reports and information within agreed timescales

# **TM8**

## **Awareness of self and others in the workplace**

## **TM8 Awareness of self and others in the workplace**

**Level: 3**

### **Module aims**

The aim of this module is to provide the learner with the opportunity to gain an understanding of organisational standards and expectations for equality and diversity within the context in the workplace and utilise this knowledge to demonstrate how to identify and fulfil own personal and professional development needs.

### **Learning outcomes**

There are **two** learning outcomes to this module. The learner will be able to:

1. Understand organisational standards and expectations for equality and diversity within the context in the workplace
2. Identify and fulfil own personal and professional development needs

### **Guided learning hours**

It is recommended that **21** hours should be allocated for this module. This may be on a full-time or part-time basis.

### **Assessment information**

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

### **Assessment guidance**

**SMART objectives** are:

- specific
- measurable
- achievable
- realistic
- timely (or time bound)

A **development plan** should include:

- identification of development needs
- identification of possible learning opportunities
- the formulation of an action plan
- a record of the outcome of the development undertaken
- an evaluation and review of the plan

## **TM8 Awareness of self and others in the workplace**

Learning outcomes and the skills and knowledge requirements

### **Outcome 1 Understand organisational standards and expectations for equality and diversity within in the context in the workplace**

The learner can:

- 1 explain how organisational policies on equality and diversity translate into day-to-day activity in the workplace
- 2 describe their own responsibilities for equality and diversity in the workplace
- 3 describe behaviours that support equality, diversity and inclusion in the workplace

### **Outcome 2 Be able to identify and fulfil own personal and professional development needs**

The learner can:

- 1 explain the benefits of maintaining a positive attitude to developmental feedback
- 2 explain the potential business benefits of personal development
- 3 identify own development needs and learning style using self-analysis techniques
- 4 use feedback from others to identify own development needs
- 5 agree a development plan that includes SMART objectives
- 6 make use of formal and informal development opportunities to fulfil the agreed development plan

# **TM9**

## **Management of self**

## **TM9            Management of self**

**Level: 3**

### **Module aims**

The aim of this module is to provide the learner with the opportunity to demonstrate the use time management techniques to manage workload and pressure and to demonstrate how to create an effective personal development plan

### **Learning outcomes**

There are **two** learning outcomes to this module. The learner will be able to:

1. Be able to use time management techniques to manage workload and pressure
2. Be able to create an effective personal development plan

### **Guided learning hours**

It is recommended that **17** hours should be allocated for this module. This may be on a full-time or part-time basis.

### **Assessment information**

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

### **Assessment guidance**

**Distractions** could include:

- e-mails (personal and work)
- text messages
- social media and other websites not related to work
- personal calls,
- spontaneous interruptions by others
- informal unscheduled meetings
- last minute requests

## **TM9 Management of self**

Learning outcomes and the skills and knowledge requirements

### **Outcome 1 Be able to use time management techniques to manage workload and pressure**

The learner can:

- 1 plan and manage workloads and priorities using time management tools and techniques
- 2 take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives
- 3 explain the benefits of achieving an acceptable “work-life balance”

### **Outcome 2 Be able to create an effective personal development plan**

The learner can:

- 1 agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms
- 2 make use of formal development opportunities that are consistent with business needs
- 3 use informal learning opportunities that contribute to the achievement of personal development objectives
- 4 review progress against agreed objectives and amend plans accordingly

# **TM10**

## **Decision making**

## **TM10          Decision making**

**Level: 3**

### **Module aims**

The aim of this module is to provide the learner with the opportunity to gain an understanding of problem solving and decision-making techniques and use them to demonstrate the use of effective problem-solving techniques to make decisions relating to delivery.

### **Learning outcomes**

There are **two** learning outcomes to this module. The learner will be able to:

1. Understand problem-solving and decision-making techniques
2. Use of effective problem-solving techniques to make decisions relating to delivery

### **Guided learning hours**

It is recommended that **24** hours should be allocated for this module. This may be on a full-time or part-time basis.

### **Assessment information**

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

### **Assessment guidance**

**The potential impact of decision making** could include:

- ways of working
- productivity
- staff morale
- wastage

**Problems** may include:

- operational
- financial
- staffing
- logistical

## **TM10          Decision making**

Learning outcomes and the skills and knowledge requirements

### **Outcome 1    Understand problem solving and decision-making techniques**

The learner can:

- 1    explain the importance of defining the objectives, scope and success criteria of the decisions to be taken
- 2    assess the importance of analysing the potential impact of decision making
- 3    explain the importance of obtaining sufficient valid information to enable effective decision making
- 4    explain the importance of aligning decisions with business objectives, values and policies
- 5    explain how to validate information used in the decision-making process

### **Outcome 2    Be able to use effective problem-solving techniques to make decisions relating to delivery**

- 1    identify the nature and cause of the problem
- 2    identify workable options for resolving the problem within organisational guidelines
- 3    take ownership of the problem within own level of authority, or escalate the issue, as required
- 4    use the most appropriate method of communication for dealing with those affected by the problem
- 5    take others' viewpoints into account when making decisions
- 6    take action to minimise disruption to business activities within their own level of authority
- 7    evaluate the resolution to ensure that similar problems are minimised

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