



Handbook

TMD3 – VTCT (Skillsfirst) Level 3 Diploma in Team Management (RQF)

603/2236/6

Version 2.0

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, ITEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 3 Diploma in Team Management (RQF)
Qualification number	603/2236/6
Product code	TMD3
Age range	There are age limits attached to learners undertaking this qualification as this qualification is not approved for learners under the age of 16
Total Qualification Time (TQT)	524
Guided Learning (GL) hours	250
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
Entry 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.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 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).

2.2 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.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 3 Diploma in Team Management (RQF) learners must achieve all mandatory units. All **10** mandatory units.

The minimum TQT required to achieve this qualification is **524**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
TM1	Leading people	3	29	H/616/0742
TM2	Managing people	3	36	M/616/0744
TM3	Building relationships	3	15	H/616/0745
TM4	Communication essentials	3	22	A/616/0746
TM5	Operational management	3	30	J/616/0748
TM6	Project management	3	35	L/616/0749
TM7	Budgeting and financial management	3	21	J/616/0751
TM8	Awareness of self and others in the workplace	3	21	R/616/0753
TM9	Management of self	3	17	Y/616/0754
TM10	Decision making	3	24	H/616/0756

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 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

4.3 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.

4.4 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.

4.5 Continuous professional development (CPD)

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.

4.6 Total Qualification Time (TQT)

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.

5 Assessment

5.1 Summary of assessment methods

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

5.2 Assessment principles

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units 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 units 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.

5.3 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 units.

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

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.

5.4 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

5.5 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.

5.6 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.

5.6.1 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 units that can be solely achieved by simulation. In the case of imported units, 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.

5.6.2 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.

5.7 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 skills and knowledge requirements

6 Units

Unit Handbook

TM1 – Leading people

Unit reference number: H/616/0742

Level: 3

Guided Learning (GL) hours: 29

Unit aim

The aim of this unit 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 outcomes to this unit. The learner will:

LO1 Adopt an effective leadership style to achieve positive outcomes

LO2 Support the development of the team and people through coaching, role modelling values and behaviours

LO3 Understand organisational cultures, equality, diversity and inclusion

LO4 Communicate organisation strategy and team purpose

LO5 Manage change effectively

Version 1.0

Unit content

Assessment information

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit 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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to adopt an effective leadership style to achieve positive outcomes	1.1 Explain the benefits of effective leadership for an organisation
	1.2 Describe personal motivational drivers to achieve positive outcomes
	1.3 Describe characteristics of effective leaders
	1.4 Adopt an effective leadership style to achieve positive outcomes
	1.5 Use motivational techniques to achieve organisational targets and team purpose

Learning Outcome	Assessment Criteria
LO2 Be able to support the development of the team and people through coaching, role modelling values and behaviours	2.1 Describe the values, attitude, mindset, behaviours and skills needed to provide effective performance coaching
	2.2 Explain the benefits of successful performance coaching to the organisation
	2.3 Display behaviours and attitudes that show a commitment to the fulfilment of the organisation's vision and the expression of its values
	2.4 Provide coaching to ensure that own team and colleagues understand their role in the achievement of team and organisational objectives
	2.5 Take action to secure the on-going commitment of own team and colleagues to fulfil the organisation's visions and values

Learning Outcome	Assessment Criteria
LO3 Understand organisational cultures, equality, diversity and inclusion	3.1 Explain the difference between equality, diversity and inclusion
	3.2 Explain the impact of equality, diversity and inclusion across aspects of organisational culture
	3.3 Explain the potential consequences of breaches of equality legislation
	3.4 Explain the different forms of discrimination and harassment
	3.5 Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace

Learning Outcome	Assessment Criteria
LO4 Be able to communicate organisation strategy and team purpose	4.1 Agree the allocated goals and targets to be achieved
	4.2 Empower others to take responsibility for their decisions and actions within their own responsibility
	4.3 Adapt plans, priorities and resource allocations to meet changing circumstances and priorities
	4.4 Evaluate the achievement of the goals and targets

Learning Outcome	Assessment Criteria
LO5 Be able to manage change effectively	5.1 Explain the roles and responsibilities of a change management project team
	5.2 Develop a plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources
	5.3 Brief team members on their roles and responsibilities and the objectives of the change
	5.4 Gain acceptance to the need for change from team members and other stakeholders
	5.5 Implement the plan within the agreed timescale
	5.6 Provide support to team members and other stakeholders according to identified needs
	5.7 Monitor the progress of the implementation against the plan
	5.8 Manage problems in accordance with contingency plans
	5.9 Evaluate the effectiveness of the implementation of change plans

TM1 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

TM2 – Managing people

Unit reference number: M/616/0744

Level: 3

Guided Learning (GL) hours: 36

Unit aim

The aim of this unit 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** outcomes to this unit. The learner will:

LO1 Build a high-performing team by supporting and developing individuals

LO2 Motivate team achievement

LO3 Set operational and personal goals and objectives

LO4 Monitor team performance, providing clear guidance and feedback

LO5 Understand performance management techniques

Unit content

Assessment information

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit 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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to build a high-performing team by supporting and developing individuals	1.1 Understand the purpose and benefits of training sessions
	1.2 Explain how the use of questioning techniques can raise an awareness and increase responsibility and ownership in others
	1.3 Explain how a positive attitude can impact on the effective development of others
	1.4 Deliver effective training sessions to team members
	1.5 Give and receive feedback in order to increase the confidence and competence of team members
	1.6 Evaluate the effectiveness of the training session and identify points for future improvements

Learning Outcome	Assessment Criteria
LO2 Be able to motivate team achievement	2.1 Explain the difference between a group and a team
	2.2 Describe types of people and team management models
	2.3 Outline the characteristics and dynamics of an effective team
	2.4 Explain the techniques of building a team
	2.5 Demonstrate techniques to motivate team members

Learning Outcome	Assessment Criteria
LO3 Be able to set operational and personal goals and objectives	3.1 Agree the scope, purpose and outcome of the work
	3.2 Allocate the work on the basis of the strengths, competences and expertise of team members
	3.3 Monitor the work against the agreed scope, purpose and outcome
	3.4 Take remedial measures, as necessary
	3.5 Quality assure the work and use findings to recommend potential changes

Learning Outcome	Assessment Criteria
LO4 Be able to monitor team performance, providing clear guidance and feedback	4.1 Explain organisational policies, procedures, values and expectations to team members
	4.2 Communicate work objectives, priorities and plans in line with operational requirements
	4.3 Explain the benefits of encouraging suggestions for improvements to work practices
	4.4 Provide practical support and constructive feedback to team members facing
	4.5 Demonstrate the use of leadership styles in different circumstances
	4.6 Recognise positive team performance

Learning Outcome	Assessment Criteria
LO5 Understand performance management techniques	5.1 Identify the characteristics of an effective performance management system
	5.2 Describe the role of the hr function within performance management
	5.3 Explain the uses of specific, measurable, achievable, realistic and time-bound (smart) objectives and priorities
	5.4 Describe best practice in conducting appraisals
	5.5 Explain the factors to be taken into account when managing people's wellbeing and performance
	5.6 Explain the importance of following disciplinary and grievance processes
	5.7 Analyse the impact of legal requirements against effective performance management techniques

TM2 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

TM3 – Building relationships

Unit reference number: T/616/0745

Level: 3

Guided Learning (GL) hours: 15

Unit aim

The aim of this unit 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** outcomes to this unit. The learner will:

LO1 Build relationships with customers and manage these effectively

LO2 Build trust with and across the team

LO3 Identify and share good practice across teams

Unit content

Assessment information

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit 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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to build relationships with customers and manage these effectively	1.1 Identify customers with whom relationships should be developed
	1.2 Analyse how great service quality can be delivered
	1.3 Identify potential areas for improvement from the analysis of customer feedback
	1.4 Demonstrate how customer expectations can be continuously exceeded
	1.5 Evaluate the benefits and value of great service quality and customer loyalty
	1.6 Communicate to teams and colleagues their roles, responsibilities and work plans to deliver great service quality

Learning Outcome	Assessment Criteria
LO2 Be able to build trust with and across the team	2.1 Explain how team members' personalities and cultural backgrounds may give rise to conflict
	2.2 Communicate to team members their roles, responsibilities, objectives and expected standards of behaviour
	2.3 Explain to team members the constraints under which their colleagues work
	2.4 Negotiate the allocated work roles with team members and keep promises
	2.5 Analyse systems, processes and situations that are likely to give rise to conflict
	2.6 Take action to minimise the potential for conflict within the limits of their own authority

Learning Outcome	Assessment Criteria
LO3 Be able to identify and share good practice across teams	3.1 Recognise the contribution of others to the achievement of team and organisational objectives
	3.2 Explain the benefits of collaborating with others to achieve team and organisational objectives
	3.3 Demonstrate positive behaviours when dealing with others
	3.4 Fulfil agreements made with others to share good practice
	3.5 Provide support and feedback to others

TM3 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

TM4 – Communication essentials

Unit reference number: A/616/0746

Level: 3

Guided Learning (GL) hours: 22

Unit aim

The aim of this unit 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** outcomes to this unit. The learner will:

LO1 Be able to communicate effectively

LO2 Chair meetings

LO3 Collect and present information on performance to team and others

LO4 Use active listening and the provision of constructive feedback

Unit content

Assessment information

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit 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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to communicate effectively	1.1 Explain how to communicate effectively using an emotional connection
	1.2 Demonstrate how the use of similes, metaphors and anecdotes can be used to communicate effectively
	1.3 Communicate work-related information accurately to individuals and teams
	1.4 Communicate work-related information accurately to achieve tasks
	1.5 Provide feedback to individuals and teams on work-related activities
	1.6 Demonstrate how to communicate work-related information with authenticity, dignity and integrity

Learning Outcome	Assessment Criteria
LO2 Be able to chair meetings	2.1 Explain the purpose and benefits of team meetings
	2.2 Carry out effective team meetings
	2.3 Evaluate the effectiveness of the meeting and identify points for future improvements

Learning Outcome	Assessment Criteria
LO3 Be able to collect and present information on performance to team and others	3.1 Explain the benefits of measuring business performance
	3.2 Obtain information on own area's performance
	3.3 Produce a management report which includes information on own area's performance
	3.4 Distribute the report on performance to others
	3.5 Use the report to identify potential areas of improvement

Learning Outcome	Assessment Criteria
LO4 Be able to use active listening and the provision of constructive feedback	4.1 Use effective questioning and listening to support the provision of constructive feedback
	4.2 Describe the importance of constructive feedback within the organisation
	4.3 Explain how constructive feedback can positively influence the performance of others
	4.4 Describe the techniques used to give constructive feedback
	4.5 Describe the range of blockages to receiving constructive feedback
	4.6 Use effective questioning and listening to support the provision of constructive feedback
	4.7 Provide constructive feedback to positively improve the performance of others
	4.8 Self-assess the delivery of the constructive feedback

TM4 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

TM5 – Operational management

Unit reference number: J/616/0748

Level: 3

Guided Learning (GL) hours: 30

Unit aim

The aim of this unit 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** outcomes to this unit. The learner will:

LO1 Communicate organisational strategy and deliver against operational plans

LO2 Translate goals into deliverable actions for the team

LO3 Organise, prioritise and allocate work

LO4 Collate and analyse data, and create reports

LO5 Adapt to meet challenges and identify solutions

LO6 Effectively use resources

Unit content

Assessment information

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit 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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to communicate organisational strategy and deliver against operational plans	1.1 Identify organisational specific, measurable, achievable, realistic and time-bound (SMART) objectives and key performance indicators (KPIs)
	1.2 Use objectives and KPIs to develop an operational plan
	1.3 Communicate the requirements of the plan to those who will be affected
	1.4 Implement the plan within agreed budgets and timescales
	1.5 Conduct periodic reviews of the progress and effectiveness of the plan, using information from a range of sources
	1.6 Report on the effectiveness of the operational plan in the appropriate format

Learning Outcome	Assessment Criteria
LO2 Be able to translate goals into deliverable actions for the team	2.1 Describe the organisational service provision standards which affect own area of performance
	2.2 Monitor own area's service provision against organisational standards
	2.3 Identify positive and practical solutions to improve departmental quality of service
	2.4 Implement a plan of improvement within own authority

Learning Outcome	Assessment Criteria
LO3 Be able to organise, prioritise and allocate work	3.1 Agree the allocated goals and targets to be achieved
	3.2 Empower others to take responsibility for their decisions and actions within their own responsibility
	3.3 Adapt plans, priorities and resource allocations to meet changing circumstances and priorities
	3.4 Evaluate the achievement of the goals and targets

Learning Outcome	Assessment Criteria
LO4 Be able to collate and analyse data, and create reports	4.1 Explain the benefits of measuring business performance
	4.2 Obtain information on own area's performance
	4.3 Produce a management report which includes information on own area's performance
	4.4 Distribute the report on own area performance to others
	4.5 Use the report to identify potential areas of improvement

Learning Outcome	Assessment Criteria
LO5 Be able to adapt to meet challenges and identify solutions	5.1 Describe the internal and external influences on own business environment
	5.2 Carry out a SWOT analysis on own department
	5.3 Use the findings of the SWOT analysis to identify areas of operational change to own department
	5.4 Implement operational changes within limits of own authority
	5.5 Evaluate impact of changes to operations within own business environment

Learning Outcome	Assessment Criteria
LO6 Be able to effectively use resources	6.1 Make planning and resourcing decisions that optimise the available resources, skills and expertise
	6.2 Use delegation techniques whilst delivering targets
	6.3 Empower individuals to take responsibility for their decisions and actions within agreed parameters
	6.4 Adapt plans, priorities and resource allocations to meet changing circumstances and priorities

TMS Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

TM6 – Project management

Unit reference number: L/616/0749

Level: 3

Guided Learning (GL) hours: 35

Unit aim

The aim of this unit 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** outcomes to this unit. The learner will:

LO1 Understand how to manage a project

LO2 Be able to organise and manage resources and risk

LO3 Be able to monitor progress to deliver against the project plan

LO4 Be able to use relevant project management tools

LO5 Be able to take corrective action to ensure successful project delivery

Unit content

Assessment information

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit 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.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to manage a project	1.1 Explain the features of a project business case
	1.2 Explain the stages of a project lifecycle
	1.3 Explain the roles of people involved in a project
	1.4 Explain the advantages and limitations of different project monitoring techniques
	1.5 Analyse the inter-relationship of project scope, schedule, finance, risk, quality and resources

Learning Outcome	Assessment Criteria
LO2 Be able to organise and manage resources and risk	2.1 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
	2.2 Allocate resources in accordance with the project plan
	2.3 Brief project team members on their roles and responsibilities
	2.4 Implement plans within agreed budgets and timescales

Learning Outcome	Assessment Criteria
LO3 Be able to monitor progress to deliver against the project plan	3.1 Collect project-related information in accordance with project plans
	3.2 Revise plans in the light of changing circumstances in accordance with project objectives and identified risks
	3.3 Keep stakeholders up to date with developments and problems

Learning Outcome	Assessment Criteria
LO4 Be able to use relevant project management tools	4.1 Use appropriate tools to analyse project information
	4.2 Report on information analysis in the agreed format and timescale

Learning Outcome	Assessment Criteria
LO5 Be able to take corrective action to ensure successful project delivery	5.1 conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources
	5.2 manage issues, anomalies and potential problems to ensure successful project delivery
	5.3 complete close-out actions in accordance with project plans

TM6 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

TM7 – Budgeting and financial management

Unit reference number: J/616/0751

Level: 3

Guided Learning (GL) hours: 21

Unit aim

The aim of this unit 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** outcomes to this unit. The learner will:

LO1 Understand organisational budget controls

LO2 Manage a budget

Unit content

Assessment information

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit 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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand organisational budget controls	1.1 Explain how to calculate the estimated costs of activities, resources and overheads needed to achieve objectives
	1.2 Explain the purposes of budget-setting
	1.3 Explain the organisational policies and procedures on budget-setting

Learning Outcome	Assessment Criteria
LO2 Be able to manage a budget	2.1 Use the budget to control performance and expenditure
	2.2 Ensure optimal use of resources to achieve the intended outcomes
	2.3 Identify the cause of variations from budget
	2.4 Explain the actions to be taken to address variations from budget
	2.5 Propose realistic revisions to budget, supporting recommendations with evidence
	2.6 Provide budget-related reports and information within agreed timescales

TM7 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

TM8 – Awareness of self and others in the workplace

Unit reference number: R/616/0753

Level: 3

Guided Learning (GL) hours: 21

Unit aim

The aim of this unit is to provide the learner with the opportunity to gain an understanding of organisational standards and expectations for equality and diversity within in 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** outcomes to this unit. The learner will:

LO1 Understand organisational standards and expectations for equality and diversity within in the context in the workplace

LO2 Identify and fulfil own personal and professional development needs

Unit content

Assessment information

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit 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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand organisational standards and expectations for equality and diversity within in the context in the workplace	1.1 Explain how organisational policies on equality and diversity translate into day-to-day activity in the workplace
	1.2 Describe their own responsibilities for equality and diversity in the workplace
	1.3 Describe behaviours that support equality, diversity and inclusion in the workplace

Learning Outcome	Assessment Criteria
LO2 Be able to identify and fulfil own personal and professional development needs	2.1 Explain the benefits of maintaining a positive attitude to developmental feedback
	2.2 Explain the potential business benefits of personal development
	2.3 Identify own development needs and learning style using self-analysis techniques
	2.4 Use feedback from others to identify own development needs
	2.5 Agree a development plan that includes SMART objectives
	2.6 Make use of formal and informal development opportunities to fulfil the agreed development plan

TM8 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

TM9 – Management of self

Unit reference number: Y/616/0754

Level: 3

Guided Learning (GL) hours: 17

Unit aim

The aim of this unit 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** outcomes to this unit. The learner will:

LO1 Be able to use time management techniques to manage workload and pressure

LO2 Be able to create an effective personal development plan

Unit content

Assessment information

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit 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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to use time management techniques to manage workload and pressure	1.1 Plan and manage workloads and priorities using time management tools and techniques
	1.2 Take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives
	1.3 Explain the benefits of achieving an acceptable “work-life balance

Learning Outcome	Assessment Criteria
LO2 Be able to create an effective personal development plan	2.1 Agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms
	2.2 Make use of formal development opportunities that are consistent with business needs
	2.3 Use informal learning opportunities that contribute to the achievement of personal development objectives
	2.4 Review progress against agreed objectives and amend plans accordingly

TM9 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

TM10 – Decision making

Unit reference number: H/616/0756

Level: 3

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit 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** outcomes to this unit. The learner will:

LO1 Understand problem-solving and decision-making techniques

LO2 Use of effective problem-solving techniques to make decisions relating to delivery

Unit content

Assessment information

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit 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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand problem solving and decision-making techniques	1.1 Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken
	1.2 Assess the importance of analysing the potential impact of decision making
	1.3 Explain the importance of obtaining sufficient valid information to enable effective decision making
	1.4 Explain the importance of aligning decisions with business objectives, values and policies
	1.5 Explain how to validate information used in the decision-making process

Learning Outcome	Assessment Criteria
LO2 Be able to use of effective problem-solving techniques to make decisions relating to delivery	2.1 Identify the nature and cause of the problem
	2.2 Identify workable options for resolving the problem within organisational guidelines
	2.3 Take ownership of the problem within own level of authority, or escalate the issue, as required
	2.4 Use the most appropriate method of communication for dealing with those affected by the problem
	2.5 Take others' viewpoints into account when making decisions
	2.6 Take action to minimise disruption to business activities within their own level of authority
	2.7 Evaluate the resolution to ensure that similar problems are minimised

TM10 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

TMD3 Document History

Version	Issue Date	Changes	Role
v2.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator