Training Qualifications UK

Qualification Specification

TQUK Level 2 Certificate in Principles of Team Leading (RQF)

Qualification Number: 603/2997/X

Version 3

Contents

Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 3, May 2024	Rebranded

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications.

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our website for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our website.

Qualification specifications can also be found on our website. If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

Introduction to the Qualification

The TQUK Level 2 Certificate in Principles of Team Leading (RQF) is regulated by Ofqual.

Qualification Purpose

The purpose of the qualification is to develop learners' knowledge and understanding of team leading to enable them to progress to other qualifications or employment including apprenticeships in the sector.

Entry Requirements

There are no specific entry requirements, however learners should have a minimum of level one in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

- Level 2 Diploma in Team Leading
- Level 3 Diploma in Management

Learners may find that the knowledge and understanding gained can be applied in a variety of other sectors.

Structure

Learners must achieve 3 mandatory units and at least 5 optional units.

Mandatory Units

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Principles of team leading	T/616/8859	2	37	5
Understand business	H/616/9022	2	32	4
Understand how to communicate work-related information	K/616/9023	2	23	3

Optional Units

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Principles of managing performance and conflict in the workplace	M/616/9024	3	35	4
Understand customers	A/616/9009	2	20	2
Understand how to deliver customer service and resolve problems	T/616/9025	2	30	3
Principles of equality and diversity in the workplace	K/616/8843	2	10	2
Principles of developing working relationships with colleagues	T/616/8862	2	15	2
Health and safety procedures in the workplace	A/616/9026	2	10	1
Principles of handling information and mail	F/616/9027	2	15	4
Understand how to develop and deliver a presentation	J/616/9028	3	11	3

Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 170.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 20 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 190 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to

ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- Office of Qualifications and Examinations Regulation
- Register of Regulated Qualifications

For further details regarding approval and funding eligibility please refer to the following websites:
- Education & Skills Funding Agency for public funding information for 14+ learners in England
- Learning Aim Reference Service (LARS)

Mandatory units

Title:	Principles of team leading T/616/8859	
Level:	2	
Credit value:	5	
Guided learning hours:	37	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand leadership styles in organisations	1.1	Describe characteristics of effective leaders
	1.2	Describe different leadership styles
	1.3	Describe ways in which leaders can motivate their teams
	1.4	Explain the benefits of effective leadership for organisations
2. Understand team dynamics	2.1	Explain the purpose of different types of teams
	2.2	Describe the stages of team development and behaviour
	2.3	Explain the concept of team role theory
	2.4	Explain how the principle of team role theory is used in team building and leadership
	2.5	Explain typical sources of conflict within a team and how they could be managed
3. Understand techniques used to manage the work of teams	3.1	Explain the factors to be taken into account when setting targets
	3.2	Describe a range of techniques to monitor the flow of work of a team
	3.3	Describe techniques to identify and solve problems within a team
4. Understand the impact of change management within a team	4.1	Describe typical reasons for organisational change
	4.2	Explain the importance of accepting change positively
	4.3	Explain the potential impact on a team of negative responses to change
	4.4	Explain how to implement change within a team
5. Understand team motivation	5.1	Explain the meaning of the term "motivation"
	5.2	Explain factors that affect the level of motivation of team members
	5.3	Describe techniques that can be used to motivate team members
	5.4	Explain how having motivated staff affects an organisation

Title:	Understand business H/616/9022	
Level:	2	
Credit value:	4	
Guided learning hours:	32	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand organisational structures	1.1	Explain the differences between the private sector, the public sector and the voluntary sector
	1.2	Explain the features and responsibilities of different business structures
	1.3	Explain the relationship between an organisation's vision, mission, strategy and objectives
2. Understand the business environment	2.1	Describe the internal and external influences on a business
	2.2	Explain the structure and use of a strength, weakness, opportunity and threat (SWOT) analysis
	2.3	Explain why change can be beneficial to business organisations
	2.4	Explain organisations' health and safety responsibilities
	2.5	Describe sustainable ways of working
	2.6	Explain how legislation affects the management and confidentiality of information
3. Understand the principles of business planning and finance within an organisation	3.1	Explain the purpose, content and format of a business plan
	3.2	Explain the business planning cycle
	3.3	Explain the purpose of a budget
	3.4	Explain the concept and importance of business risk management
	3.5	Explain types of constraint that may affect a business plan
	3.6	Define a range of financial terminology
	3.7	Explain the purposes of a range of financial reports
4. Understand business reporting within an organisation	4.1	Explain methods of measuring business performance
	4.2	Explain the uses of management information and reports
	4.3	Explain how personal and team performance data is used to inform management reports
	4.4	Describe a manager's responsibility for reporting to internal stakeholders
5. Understand the principles of management responsibilities and accountabilities within an organisation	5.1	Explain the principle of accountability in an organisation
	5.2	Explain the difference between 'authority' and 'responsibility'
	5.3	Explain the meaning of delegated levels of authority and responsibility

Title:	Understand how to communicate work-related information K/616/9023	
Level:	2	
Credit value:	3	
Guided learning hours:	23	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the principles and techniques of work-related communication	1.1	Describe communication techniques used to gain and maintain the attention and interest of an audience
	1.2	Explain the principles of effective written business communications
	1.3	Explain the principles of effective verbal communications in a business environment
	1.4	Describe the importance of checking the accuracy and currency of information to be communicated
	1.5	Describe the importance of explaining to others the level of confidence that can be placed on the information being communicated
	1.6	Describe the advantages and disadvantages of different methods of communication for different purposes
2. Understand how to prepare for meetings	2.1	Explain the structure and purpose of different types of meetings in a business environment
	2.2	Explain the importance of having a meeting agenda which addresses objectives
	2.3	Explain the range of documents required for different types of meeting
	2.4	Explain why it is important to confirm the objectives to be achieved during the meeting

Optional units

Title:	Principles of managing performance and conflict in the workplace M/616/9024	
Level:	3	
Credit value:	4	
Guided learning hours:	35	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand how to manage team performance	1.1	Explain how benchmarks are used to manage performance
	1.2	Describe quality management techniques that can be used to manage team performance
	1.3	Describe constraints which may affect the amendment of priorities and plans
2. Understand how to manage underperformance in the workplace	2.1	Summarise organisational policies and procedures on discipline, grievance and dealing with underperformance
	2.2	Explain how the causes of underperformance can be identified
	2.3	Explain the importance of making individuals aware of their underperformance clearly and sensitively
	2.4	Explain how to address issues that affect individuals' performance
	2.5	Explain how to agree actions to address underperformance
3. Understand the principles of conflict management	3.1	Evaluate the suitability of different methods of conflict management in different situations
	3.2	Describe the personal skills needed to deal with conflict between other people
	3.3	Analyse the potential consequences of unresolved conflict within a team
	3.4	Explain the role of external arbitration and conciliation in conflict resolution

Title:	Understand customers A/616/9009	
Level:	2	
Credit value:	2	
Guided learning hours:	20	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand different types of customers	1.1	Explain the distinctions between internal and external customers
	1.2	Explain how cultural factors can affect customers' expectations
	1.3	Describe the characteristics of challenging customers
	1.4	Explain how to identify dissatisfied customers
	1.5	Explain how to deal with dissatisfied customers
2. Understand the value of customers and their loyalty	2.1	Explain how the achievement of the customer service offer contributes to enhancing customer loyalty
	2.2	Explain the relationship between customer satisfaction and organisational performance
	2.3	Explain how the reputation and image of an organisation affects customers' perceptions of its products and/or services
	2.4	Explain the potential consequences of customers' dissatisfaction
	2.5	Describe different methods of attracting customers and retaining their loyalty

Title:	Understand how to deliver customer service and resolve problems T/616/9025	
Level:	2	
Credit value:	3	
Guided learning hours:	30	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the delivery of customer service	1.1	Explain customers' needs and expectations and customer satisfaction are related
	1.2	Describe an organisation's products and/or services including features and benefits
	1.3	Explain why it is the important to treat customers as individuals
	1.4	Explain why promises made to customers must be balanced against needs of an organisation
	1.5	Explain when and to whom problems should be escalated
	1.6	Describe how to measure own effectiveness in the delivery of customer service
2. Understand how customer service and a brand are related	2.1	Explain why a brand is important to an organisation
	2.2	Explain the effect of a brand on an organisation's customer service
	2.3	Explain why it is important that customer service language supports a brand promise
	2.4	Explain own role in the delivery of a brand promise
3. Understand how to resolve customer service problems	3.1	Describe the customer service and complaints procedures of an organisation
	3.2	Describe how to identify customer service problems and their causes
	3.3	Describe how to deal with agitated or angry customers
	3.4	Explain limits of own authority relevant to resolving customers' problems and making promises
	3.5	Describe how to encourage customers to provide feedback

Title:	Principles of equality and diversity in the workplace K/616/8843	
Level:	2	
Credit value:	2	
Guided learning hours:	10	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the implications of equality legislation	1.1	Define the concept 'equality and diversity'
	1.2	Describe the legal requirements for equality of opportunity
	1.3	Describe the role and powers of organisations responsible for equality
	1.4	Explain the benefits of equal opportunities and diversity
	1.5	Explain the potential consequences for an organisation of failing to comply with equality legislation
2. Understand organisational standards and expectations for equality and diversity and context in the workplace	2.1	Explain how organisational policies on equality and diversity translate into day-to-day activity in the workplace
	2.2	Describe their own responsibilities for equality and diversity in the workplace
	2.3	Describe behaviours that support equality, diversity, and inclusion in the workplace

Title:	Principles of developing working relationships with colleagues T/616/8862	
Level:	2	
Credit value:	2	
Guided learning hours:	15	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the principles of effective team working	1.1	Outline the benefits of effective team working
	1.2	Describe how to give feedback constructively
	1.3	Explain conflict management techniques that may be used to resolve team conflicts
	1.4	Explain the importance of giving team members the opportunity to discuss work progress and any issues arising
	1.5	Explain the importance of warning colleagues of problems and changes that may affect them
2. Understand how to be a buddy to a colleague	2.1	Describe the role of a buddy
	2.2	Explain how to give positive feedback and constructive criticism
	2.3	Explain how to establish rapport with a buddy

Title:	Health and safety procedures in the workplace A/616/9026	
Level:	2	
Credit value:	1	
Guided learning hours:	10	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Know health and safety procedures in the workplace	1.1	Define the main responsibilities for health and safety in the workplace of the following: • employers • employees
	1.2	Describe two health and safety laws affecting the workplace
	1.3	Define the importance of following health and safety procedures in the workplace
	1.4	Define the types of information or support available in relation to a specified aspect of health and safety in the workplace

Title:	Principles of handling information and mail F/616/9027	
Level:	2	
Credit value:	4	
Guided learning hours:	15	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand information storage and retrieval	1.1	Describe systems and procedures for storing and retrieving information
	1.2	Outline legal and organisational requirements for information security and retention
	1.3	Explain how to create filing systems to facilitate information identification and retrieval
	1.4	Explain how to use different search techniques to locate and retrieve information
	1.5	Describe what to do when problems arise when storing or retrieving information
2. Understand how to deal with mail	2..1	Explain how to deal with "junk" mail
	2.2	Describe what to do in the event of problems arising when dealing with incoming or outgoing mail
	2.3	Describe how to operate a franking machine
	2.4	Explain how to prepare packages for distribution
	2.5	State organisational policies and procedures on mail handling, security, and the use of courier services
	2.6	Explain the process for reporting suspicious or damaged items in accordance with organisational procedures

Title:	Understand how to develop and deliver a presentation J/616/9028	
Level:	3	
Credit value:	3	
Guided learning hours:	11	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand how to develop a presentation	1.1	Explain best practice in developing presentations
	1.2	Explain who needs to be consulted on the development of a presentation
	1.3	Explain the factors to be taken into account in developing a presentation
	1.4	Analyse the advantages and limitations of different communication media
2. Understand the principles underpinning the delivery of presentations	2.1	Analyse the advantages and limitations of different methods of, and media for, making presentations
	2.2	Explain how the type and size of the audience affects the delivery of a presentation
	2.3	Explain the factors to be taken into account in developing contingency plans when delivering presentations
	2.4	Explain the use of voice projection and timing techniques when delivering presentations
	2.5	Explain the factors to be taken into account in responding to questions from an audience
	2.6	Explain different methods for evaluating the effectiveness of a presentation