



www.highfieldabc.com

# Qualification Specification

## Highfield Level 3 Diploma in Team Leading and Supervision (RQF)

Qualification Number: 603/4305/9

Version 1.2 September 2019

## Contents

Introduction .....	3
Qualification regulation and support.....	3
Key facts .....	3
Qualification overview and objective .....	3
Entry requirements.....	3
Centre requirements .....	4
Guidance on delivery .....	4
Guidance on assessment.....	4
Guidance on quality assurance.....	4
Recognition of prior learning (RPL).....	5
Assessor requirements .....	5
Internal quality assurance (IQA) requirements .....	5
Reasonable adjustments and special considerations.....	6
ID requirements .....	6
Progression opportunities.....	6
Useful websites .....	6
Appendix 1: Qualification structure.....	8
Appendix 2: Qualification content.....	9
Appendix 3: Sample Assessment Material .....	26

## Highfield Level 3 Diploma in Team Leading and Supervision (RQF)

### Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

---

### Qualification regulation and support

The Highfield Level 3 Diploma in Team Leading and Supervision (RQF) has been developed and is awarded by Highfield Qualifications, and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual. It is also regulated by Qualification Wales.

---

### Key facts

<b>Qualification number:</b>	
<b>Learning aim reference:</b>	
<b>Credit value:</b>	40
<b>Assessment method:</b>	Portfolio of Evidence
<b>Guided learning hours (GLH):</b>	223
<b>Total qualification time (TQT):</b>	400

---

### Qualification overview and objective

This qualification has been developed to support learners completing the Team Leader/Supervisor Apprenticeship Standard and can be used to assess their readiness for end-point assessment. It covers the knowledge, skills and behaviour criteria of the standard, as described in the Assessment Plan .

It is also designed as a stand-alone qualification for those learners wishing to gain a nationally recognised qualification in team leading and supervision.

The objective of the qualification is to support a role in the workplace, giving learners the opportunity to learn and evidence their knowledge and competency either as part of an apprenticeship or as a stand-alone qualification.

The qualification provides learners with the knowledge and skills in leadership and management such as:

- Leading people
- Building relationships
- Project management
- Communication

---

### Entry requirements

To register on to this qualification, learners are required to meet the following entry requirements:

- be 16 years of age or above
- have a basic level of literacy and numeracy

## Centre requirements

There are no specific requirements for the centre as long as each learner's workplace is suitably equipped for the chosen units to be delivered and assessed.

---

## Guidance on delivery

The total qualification time for this qualification is 400 hours and of this 223 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

---

## Guidance on assessment

The qualification is a combined knowledge and competence qualification. It is assessed through the completion of a portfolio of evidence, which must be internally assessed and quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed. Additional guidance is included at the bottom of each unit suggesting how assessment criteria can be assessed.

Learners must achieve all of the pass criteria across all units, in order to be awarded a Pass. Examples of evidence for the portfolio could include:

Knowledge criteria:

- worksheets
- record of oral and written questioning
- assignments/projects/reports
- candidate and peer reports
- record of professional discussion or interview
- case studies

Skills and behaviour criteria:

- assessor observation – completed observational checklists
- witness testimony
- record of professional discussion
- candidate and peer reports
- appraisals or performance reviews

Assessors can use other methods of assessment as long as they are valid and reliable

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

---

## Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and

---

that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

---

### Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing a learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) Policy in the members' area of Highfield Qualifications' website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

---

### Assessor requirements

Highfield Qualifications strongly recommends nominated assessors for this qualification to meet the following:

- have current, relevant occupational expertise and knowledge that has been gained through 'hands-on' experience in the industry and could include qualifications such as:
    - Level 3 Diploma in Management
    - Level 5 Diploma in Leadership and Management
    - Level 7 Diploma in Leadership and Management
  - hold or be working towards a recognised assessing qualification, which could include any of the following:
    - Level 3 Award in Assessing Competence in the Work Environment
    - Level 3 Certificate in Assessing Vocational Achievement
    - A1 Assess Learner Performance Using a Range of Methods
    - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
  - maintain appropriate continued professional development for the subject area
- 

### Internal quality assurance (IQA) requirements

Highfield Qualifications strongly recommends internal quality assurers for this qualification to meet the following:

- have current, relevant occupational expertise and knowledge that has been gained through 'hands-on' experience in the industry and could include qualifications such as:
    - Level 3 Diploma in Management
    - Level 5 Diploma in Leadership and Management
    - Level 7 Diploma in Leadership and Management
  - hold or be working towards a recognised internal quality assurance qualification, which could include any of the following:
    - 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
    - D34 or V1 verifier awards
  - maintain appropriate continued professional development for the subject area
-

## Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

---

## ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card or travel card

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

**For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.**

---

## Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 5 Diploma in Leadership and Management
  - Operations/Departmental Manager apprenticeship
  - Qualifications in coaching and mentoring
- 

## Useful websites

- <https://www.gov.uk/government/collections/apprenticeship-standards>
- 

## Additional Support/Training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:

<https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

As an apprentice, you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

---

To access the course:

- follow the link: <http://ct.highfieldlearning.com/org/TheHighfieldGroup>
  - answer the questions
  - click start
-

## Appendix 1: Qualification structure

To complete the Highfield **Level 3 Diploma in Team Leading and Supervision (RQF)**, learners must complete **all units** contained within the mandatory group

### Mandatory group

Learners must achieve **all units** in this group.

Unit reference	Unit title	Level	GLH	Credit
H/617/5242	Leading people	3	20	4
L/617/5249	Managing people	3	20	4
J/617/5251	Building relationships	3	20	4
R/617/5253	Communication	3	20	3
Y/617/5254	Operational management	3	28	5
D/617/5255	Project management	3	20	4
K/617/5257	Finance	3	15	2
M/617/5258	Awareness of self	3	20	3
A/617/5263	Management of self	3	20	3
J/617/5265	Decision making	3	15	2
L/617/5266	Behaviours of a team leader or supervisor	3	15	4
R/617/5267	Maintaining continuous professional development	3	10	2

## Appendix 2: Qualification content

Unit 1: Leading People	
Unit Ref: H/617/5242	GLH: 20
Credit: 4	
Learning Outcome	Assessment Criteria
K1 Understand different leadership styles and the benefits of coaching to support people and improve performance. Understand organisational cultures, equality, diversity and inclusion.	K1.1 Compare and evaluate different <b>leadership styles</b> K1.2 Explain the benefits of coaching to support people and improve performance K1.3 Explain different <b>organisation cultures</b> K1.4 Explain the importance of equality and diversity and inclusion within an organisation
S1 Able to communicate organisation strategy and team purpose, and adapt style to suit the audience. Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.	S1.1 Communicate <b>organisation strategy</b> and <b>team purpose</b> S1.2 Adapt <b>communication styles</b> to suit audience S1.3 Support the development of a team and individuals through coaching and role modelling values and behaviours S1.4 Manage <b>change</b> effectively

Amplification and Guidance
<ul style="list-style-type: none"> <li>• <b>Leadership styles</b> <ul style="list-style-type: none"> <li>○ Leadership styles are the ways in which a team leader or supervisor can provide guidance, direction and motivation to their staff and teams. Leadership styles could include democratic leadership, autocratic leadership, laissez-faire leadership (Lewin).</li> <li>○ Other leadership styles that might be mentioned are emotional leadership styles. Visionary, coaching, affiliate, pace-setting and commanding.</li> </ul> </li>   <li>• <b>Organisation Culture</b> <ul style="list-style-type: none"> <li>○ Different ways to categorise types of culture e.g. Charles Handy: power culture, role culture, task culture, person culture; or Kim Cameron and Robert Quinn: clan culture, adhocracy culture, market culture, hierarchy culture</li> </ul> </li> </ul>

- Influences on organisational culture and the relationship between culture and organisational values.
- **Organisation strategy**
  - This sets out the actions a company plans to take to achieve their long-term goals.
- **Team purpose**
  - Includes team planning, decision making, defining and distributing responsibilities and tasks. Establishing shared goals and a shared vision of how outcomes could be achieved and understanding why the outcomes are required/necessary.
- **Communication style**
  - Can include different methods of written and verbal communication. Being assertive. Body language.
- **Change**
  - Consider organizational change - culture, needs and drivers.
  - Team changes - employees, job roles and structure.
  - Potential external influences for change – regulatory, political, legislative, social change, consumer behaviour and competitor analysis
  - Resistance to change

## Unit 2: Managing People

Unit Ref: L/617/5249

GLH: 20

Credit: 4

Learning Outcome	Assessment Criteria
K2 Understand people and team management models, including team dynamics and motivation techniques. Understand HR systems and legal requirements, and performance management techniques including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviour	<p>K2.1 Compare and evaluate <b>people management</b> and <b>team management</b> models, including team dynamics and <b>motivation techniques</b></p> <p>K2.2 Explain different <b>HR systems</b> and <b>legal requirements</b></p> <p>K2.3 Evaluate <b>performance management techniques</b></p>
S2 Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve. Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback	<p>S2.1 Support and develop individuals and motivate them to achieve</p> <p>S2.2 Identify effective ways to set operational goals</p> <p>S2.3 Set short and long-term personal goals</p> <p>S2.4 <b>Monitor individual's progress</b>, providing clear guidance and feedback</p>

### Amplification and Guidance

- **People management**
  - Can include some HR functions such as organizing annual leave, managing sickness, pay reviews, appraisals, time management. Also, includes setting individual goals, CPD, career aspirations, succession planning and managing poor performance effectively.
- **Team management**
  - Can include setting team objectives, goals and priorities. Reviewing team performance and managing decision making processes. Consider models of team management such as Frederick Taylor's scientific management theory, Tuckman's theory, as well as awareness of employee (team) satisfaction.
- **Motivation Techniques**

- This can include setting goals and SMART objectives, offering CPD opportunities, providing staff incentives, recognising individual and team achievements.
- Models include: Maslow's hierarchy of needs, Herzberg's hygiene factors, McGregor's theory X and theory Y, Vroom's Expectancy Theory
- **HR systems**
  - HR policies and procedures relating to pay, annual leave, sickness, job descriptions, working hours, time management, disciplinary processes, CPD, promotions, interviewing and hiring new staff, staff benefits.
- **Legal requirements**
  - Can include reference to employment law, living wage, pensions, statutory sick pay, maternity leave, pay, equality and diversity.
- **Performance management techniques**
  - Including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviour. As well as, handling below performance work.
- **Monitor individual's progress**
  - This can be don't through appraisal, one to ones, monitoring key performance indicators, performance management.

## Unit 3: Building Relationships

Unit Ref: J/617/5251

GLH: 20

Credit: 4

Learning Outcome	Assessment Criteria
<p>K3 Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict. Know how to facilitate cross team working to support delivery of organisational objectives</p>	<p>K3.1 Explain and evaluate approaches to customer and <b>stakeholder</b> relationship management, including <b>emotional intelligence</b> and managing conflict</p> <p>K3.2 Explain how to facilitate working across different teams to support the delivery of organisational objectives</p>
<p>S3 Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts. Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams. Building relationships with customers and managing these effectively</p>	<p>S3.1 Build trust with and across the team, using effective negotiation and influencing skills</p> <p>S3.2 Manage <b>conflicts</b> within a team</p> <p>S3.3 Engage in discussions and provide feedback</p> <p>S3.4 Identify and share good practice across teams</p> <p>S3.5 Build relationships with customers</p> <p>S3.6 Manage relationships with customers effectively</p>

### Amplification and Guidance

- **Stakeholder**
  - A stakeholder can be a person or a company/organisation who have an interest in your business or business activity. These may be internal or external to the business.
  
- **Emotional intelligence (sometimes known as E.Q.)**
  - The capacity to be aware of, control, and express one's own emotions.
  - The ability to show empathy and build rapport with your team and in so doing be a more effective manager.
  
- **Conflicts**

- This could include conflicts and disagreements between individual team members, or between the team/team members and the wider business, leadership, customers, stakeholders, suppliers, regulators.
- **Feedback**
  - This includes feedback to the team, wider business, customers, stakeholders and one's line manager. Whether it is about a product, promotion, etc. or something that they have personally undertaken.

## Unit 4: Communication

Unit Ref: R/617/5253

GLH: 20

Credit: 3

Learning Outcome	Assessment Criteria
K4 Understand different forms of communication and their application. Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns	K4.1 Explain different forms of communication and their application K4.2 Explain how to: <ul style="list-style-type: none"> <li>• chair meetings</li> <li>• hold <b>challenging conversations</b></li> <li>• provide <b>constructive feedback</b></li> <li>• understand how to raise concerns</li> </ul>
S4 Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management. Use of active listening and provision of constructive feedback	S4.1 Demonstrate effective <b>communication</b> S4.2 Demonstrate the use of <b>active listening</b> S4.3 Provide <b>constructive feedback</b>

### Amplification and Guidance

- **Challenging conversations**
  - Unhappy customers
  - Disciplining staff
  - Addressing sensitive issues
  
- **Constructive feedback**
  - This involves providing feedback to individuals, teams or wider business to let them know what is going well, and recognizing some areas for improvement. It may also involve providing options for how improvements could be made.
  
- **Communication**
  - Verbal, written, digital
  - Have an understanding of nonverbal communications and its implications.
  - Chairing meetings

- Presenting information to teams and management
- **Active listening**
  - Really listening to what a person is saying to allow you to build a whole picture of what it is that they are trying to communicate. Full attention should be given, therefore maintaining good eye contact and nodding your head to make the person feel at ease can be important.
  - Don't interrupt or simply wait to speak next, your focus should be on truly understanding the point and the overall substance that the speaker is communicating.

## Unit 5: Operational Management

Unit Ref: Y/617/5254

GLH: 28

Credit: 5

Learning Outcome	Assessment Criteria
<p>K5 Understand how organisational strategy is developed. Know how to implement operational/team plans and manage resources and approaches to managing change within the team. Understand data management, and the use of different technologies in business</p>	<p>K5.1 Explain the purpose of an <b>organisational strategy</b>                      K5.2 Explain how an <b>organisational strategy</b> is developed                      K5.3 Explain how to implement operational/team plans                      K5.4 Explain how to manage resources and how to manage <b>change</b> within the team                      K5.5 Explain your understanding of <b>data management</b> and the use of different technologies in business</p>
<p>S5 Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes. Able to adapt to change, identifying challenges and solutions. Ability to organise, prioritise and allocate work, and effectively use resources. Able to collate and analyse data, and create reports</p>	<p>S5.1 Communicate the <b>organisational strategy</b> to individuals and teams                      S5.2 Deliver <b>organisational strategy</b> against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes                      S5.3 Adapt to change, identifying challenges and solutions                      S5.4 Organise, prioritise and allocate work by effectively using resources                      S5.5 Collate and analyse data                      S5.6 Create reports</p>

### Amplification and Guidance

- **Change**
  - Kotter’s 8-stage change model
  - Identifying and overcoming barriers to change
- **Organisation strategy**
  - This sets out the actions a company plans to take to achieve their long-term goals
- **Data management**

We *listen* and *respond*



View data from all relevant reports, including KPI ones and form an overall opinion/ action plan from diverse reports.

## Unit 6: Project Management

Unit Ref: D/617/5255

GLH: 20

Credit: 4

Learning Outcome	Assessment Criteria
K6 Understand the project lifecycle and roles. Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools	K6.1 Understand and explain the project lifecycle K6.2 Identify typical <b>project roles</b> K6.3 Illustrate how to deliver a project including: <ul style="list-style-type: none"> <li>• managing resources</li> <li>• identifying risks and issues</li> <li>• using relevant <b>project management tools</b></li> </ul>
S6 Able to organise, manage resources and risk, and monitor progress to deliver against the project plan. Ability to use relevant project management tools, and take corrective action to ensure successful project delivery	S6.1 Organise and manage resources and risk S6.2 Monitor progress to deliver against the project plan S6.3 Use relevant <b>project management tools</b> , and take corrective action to ensure successful project delivery

### Amplification and Guidance

- **Project roles**
  - the roles of different individuals within the project team. This could include specific roles within your business and reference theories such as Belbin.
- **Project management tools**
  - This could include Gantt charts, PERT charts, process flow charts, work break down structure, product breakdown structure, critical path analysis.

## Unit 7: Finance

Unit Ref: K/617/5257

GLH: 15

Credit: 2

Learning Outcome	Assessment Criteria
K7 Understand organisational governance and compliance, and how to deliver Value for Money. Know how to monitor budgets to ensure efficiencies and that costs do not overrun	K7.1 Understand <b>organisational governance</b> and compliance K7.2 Explain how to deliver Value for Money K7.3 Explain how to <b>monitor budgets</b>
S7 Applying organisational governance and compliance requirements to ensure effective budget controls	S7.1 Apply organisational governance and compliance requirements to ensure effective control of budgets

### Amplification and Guidance

- **Organisational governance**
  - Set of policies, regulations, functions, processes, procedures and responsibilities by which a company is directed and controlled. These include checks and balances which ensure that not too much power is concentrated in the hands of one person.
- **Value for Money**
  - Value for money is determined by the customer over the life time of the product/ service and may not be the cheapest initial purchase cost.
- **Monitor budgets**
  - Review actual costs to budgets and state reasons for any overage, with action plan to address. Likewise, for sales budgets address any shortfalls with pro-active plans.

## Unit 8: Awareness of Self

Unit Ref: M/617/5258

GLH: 20

Credit: 3

Learning Outcome	Assessment Criteria
K8 Know how to be self-aware and understand unconscious bias and inclusivity. Understand learning styles, feedback mechanisms and how to use emotional intelligence.	K8.1 Explain how to be self-aware K8.2 Explain the terms <b>unconscious bias</b> and inclusivity K8.3 Describe and analyse different <b>learning styles</b> K8.4 Identify own <b>learning style</b> and how this affects personal development K8.5 Identify feedback mechanisms and how to use <b>emotional intelligence</b>
S8 Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received.	S8.1 Reflect on own performance S8.2 Seek feedback on own performance S8.3 Understand cause and effect in relation to own action, and make timely changes by applying learning from feedback received

### Amplification and Guidance

- **Unconscious bias**
  - Bias that we are unaware of, and which can therefore happen unknowingly.
- **Learning styles**
  - These can include: Fleming and Mills - VARK – Visual, Aural, Read/Write and Kinaesthetic. Kolb – the converger, the diverger, the assimilator and the accommodator.
- **Emotional intelligence**
  - This is the ability of observing, understanding and controlling the emotions of yourself, whilst being able to empathise and build rapport with others. It is being aware of what you say, do and don't do, as well as, recognizing how this could be perceived by others. It is also recognizing and reacting appropriately to the feelings and emotions of others.

## Unit 9: Management of Self

Unit Ref: A/617/5263

GLH: 20

Credit: 3

Learning Outcome	Assessment Criteria
K9 Understand time management techniques and tools, and how to prioritise activities and approaches to planning	K9.1 Describe and evaluate <b>time management techniques</b> and tools K9.2 Explain how to prioritise activities K9.3 Describe effective approaches to planning
S9 Able to create an effective personal development plan, and use time management techniques to manage workload and pressure	S9.1 Create an effective personal development plan S9.2 Use <b>time management techniques</b> to manage workload and pressure

### Amplification and Guidance

- **Time management techniques**

- Include: planning your time each day through diary management or to do lists, avoiding distractions, setting achievable deadlines and prioritizing workload, and effectively delegating tasks when appropriate.
- Compare and contrasting the pros and cons of paper based and electronic systems for diary and to do lists, re. cloud based (multi device), ease of use, repeating events and electronic reminders etc.

## Unit 10: Decision Making

Unit Ref: J/617/5265

GLH: 15

Credit: 2

Knowledge	Skills
K10 Understand problem solving and decision-making techniques, and how to analyse data to support decision making	K10.1 Explain <b>problem solving</b> and decision-making techniques K10.2 Explain how to analyse data to support decision making
S10 Use of effective problem-solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required	S10.1 Use effective <b>problem-solving techniques</b> to make decisions using information from the team and others S10.2 Escalate issues when required

### Amplification and Guidance

- **Problem solving techniques**
  - Can include: brainstorming, fishbone diagram, SWOT analysis, PEST analysis.

## Unit 11: Behaviours of a Team Leader or Supervisor

Unit Ref: L/617/5266

GLH: 15

Credit: 4

Learning Outcome	Assessment Criteria
B11 Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations	B11.1 Takes responsibility in all aspects of work B11.2 Demonstrates resilience, determination and accountability
B12 Open, approachable, authentic, and able to build trust with others. Seeks views of others	B12.1 Be open, approachable and authentic B12.2 Build trust with others B12.3 Seek views of others
B13 Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responds well to feedback and need for change	B13.1 Be flexible to the needs of the organisation B13.2 Demonstrate creativity, innovation and enterprise when seeking solutions to business needs B13.3 Demonstrate a positive and adaptable attitude B13.4 Respond well to feedback and need for change
B14 Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values	B14.1 Lead by example B14.2 Be fair, consistent and impartial B14.3 Demonstrate openness and honesty B14.4 Operate within organisational values

## Unit 12: Maintaining Continuous Professional Development

Unit Ref: R/617/5267

GLH: 10

Credit: 2

Learning Outcome	Assessment Criteria
CPD15 Be able to maintain continuous professional development	CPD15..1 Keep and maintain a <b>CPD log</b> CPD15..2 Outline the objectives of the CPD activity(s) they have undertaken CPD15..3 Explain what they undertook as part of this CPD activity CPD15..4 Reflect on how CPD improves their ability, performance or confidence in their job role

### Amplification and Guidance

- **CPD log**
  - To include:
    - Formal learning/training
    - Informal learning/training
    - Professional discussions with mentors/supervisors concerning career development
    - Assignments or projects undertaken

### Appendix 3: Sample Assessment Material

The following pages include sample paperwork which can be used for setting and recording actions and tracking progress and can be found in the qualification assessment pack. This is available to download from the Members' Area.

We *listen* and *respond*

**Unit Achievement Summary Sheet**  
**Highfield Level 3 Diploma in Team Leading and Supervision (RQF)**

**Qualification Structure**  
 The qualification consists of 12 mandatory units.

**Mandatory Group:** All units in this group must be achieved

Tick box	Unit reference	Unit title	Level	GLH	Credit	Date of completion
<input type="checkbox"/>	H/617/5242	1. Leading people	3	20	4	<input type="checkbox"/>
<input type="checkbox"/>	L/617/5249	2. Managing people	3	20	4	<input type="checkbox"/>
<input type="checkbox"/>	J/617/5251	3. Building relationships	3	20	4	<input type="checkbox"/>
<input type="checkbox"/>	R/617/5253	4. Communication	3	20	3	<input type="checkbox"/>
<input type="checkbox"/>	Y/617/5254	5. Operational management	3	28	5	<input type="checkbox"/>
<input type="checkbox"/>	D/617/5255	6. Project management	3	20	4	<input type="checkbox"/>
<input type="checkbox"/>	K/617/5257	7. Finance	3	15	2	<input type="checkbox"/>
<input type="checkbox"/>	M/617/5258	8. Awareness of self	3	20	3	<input type="checkbox"/>
<input type="checkbox"/>	A/617/5263	9. Management of self	3	20	3	<input type="checkbox"/>
<input type="checkbox"/>	J/617/5265	10. Decision making	3	15	2	<input type="checkbox"/>
<input type="checkbox"/>	L/617/5266	11. Behaviours of a team leader or supervisor	3	15	4	<input type="checkbox"/>
<input type="checkbox"/>	R/617/5267	12. Maintaining continuous professional development	3	10	2	<input type="checkbox"/>

Highfield Level 3 Diploma in Team Leading and Supervision (RQF) 5

We *listen* and *respond*

**Evidence Tracking Sheet**

**Mandatory Units**

Learner Name <input style="width: 50px;" type="text"/>				
Centre Name <input style="width: 50px;" type="text"/>				
<b>Mandatory Unit 1: Leading people (H/617/5242)</b>				
Assessment Criteria				
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date
K1 Understand different leadership styles and the benefits of coaching to support people and improve performance. Understand organisational cultures, equality, diversity and inclusion	K1.1 Compare and evaluate different leadership styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	K1.2 Explain the benefits of coaching to support people and improve performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	K1.3 Explain different organisation cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	K1.4 Explain the importance of equality and diversity and inclusion within an organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S1 Able to communicate organisation strategy and team purpose, and adapt style to suit the audience. Support the development of the team and people through	S1.1 Communicate organisation strategy and team purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	S1.2 Adapt communication styles to suit audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	S1.3 Support the development of a team and individuals through coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Highfield Level 3 Diploma in Team Leading and Supervision (RQF) 11