



Level 3

Certificate in Principles of Team Leadership

(610/7952/2)

nqual.

SPECIFICATION
PACK

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ABOUT NQUAL

NQual provides high-quality vocational and occupational qualifications designed to meet the needs of learners and employers.

At NQual we are committed to certifying current and relevant qualifications that meet the demands of today's ever-changing industries. Our dedication to staying at the forefront of knowledge ensures that our qualifications reflect the latest trends in your field of interest.

QUALIFICATION SPECIFICATION

Qualification Specifications are used to inform and guide centres to deliver the qualification set out within this document. Information within this specification includes a qualification overview, unit breakdowns, assessment guidance and learning outcomes.

Alongside the specification, you will also find a qualification 'Fact Sheet'. These are used as handy tools to provide an overview of the qualifications.

QUALIFICATION INFORMATION

The NQual Level 3 Certificate in Principles of Team Leadership is regulated by Ofqual.

- Qualification Number: 610/7952/2

Overview

The NQual Level 3 Certificate in Principles of Team Leadership is designed to provide learners with the knowledge and understanding of the principles and practices required to lead and manage teams in the workplace.

This is a knowledge-based qualification. It is suitable for aspiring team leaders, learners preparing to enter employment, newly appointed team leaders and those changing careers. Because achievement does not depend on the learner holding a current team leadership role, the qualification can be delivered through a training provider or workplace setting, and through online, blended or face-to-face delivery.

The units specified within this document cover a variety of areas relevant to the sector, including the characteristics and skills of an effective leader, communication methods and active listening, people and team management models, professional development planning, and the principles of leadership, management, motivation and decision-making.

Entry Requirements

- Minimum age: 16
- Learners should have or be working towards a minimum of Level 2 in literacy and numeracy or equivalent.

There is no requirement for learners to be employed in, or to have previously held, a team leadership role.

Centres delivering this qualification to learners aged 16 to 18 must ensure that their safeguarding, welfare and duty of care arrangements are appropriate to the age of the learner group, in line with NQual's centre approval criteria.

Progression Opportunities

- NQual Level 3 Diploma in Team Leadership
- NQual Level 5 Diploma in Leadership & Management
- NQual Level 5 Certificate in Leadership & Management

Unit Guidance

Learners must achieve all mandatory units. The total credit value for this qualification is 19.

All learning outcomes within this qualification are assessed as knowledge outcomes. Assessment does not require the learner to demonstrate occupational competence in the workplace.

A number of assessment criteria refer to 'your role', 'your team' or 'your organisation'. Learners who are not currently employed in a team leadership role may respond in relation to:

- A current or previous role, including part-time, voluntary or work placement experience;
- An organisation with which the learner is familiar; or
- A case study organisation provided by the centre.

Where a case study organisation is used, centres must ensure that it provides sufficient scope for the learner to meet the assessment criteria in full. Centres must also ensure that each learner produces their own individual response, and that the use of a shared case study does not result in identical evidence across a learner cohort. Centres must be able to authenticate all evidence submitted as the learner's own work.

Mandatory Units

Unit Reference	Title	Level	GLH	Credit Value
J/651/4040	Developing Team Leadership Skills	3	32	4
K/651/4041	Professional Development	3	24	3
L/651/4042	Effective Communication in the Workplace	3	48	6
A/651/4047	Principles of Leadership and Management	3	48	6

Guided Learning Hours

These hours are made up of contact time, guidance or supervision from course tutors, trainers, or training providers. The Guided Learning Hours for this qualification is 152.

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 understanding required for the award of this qualification. This includes the Guided Learning Hours and time spent completing independent study.

The Total Qualification Time for this qualification is 190.

Delivery Options

NQual allows qualifications to be delivered both online and face-to-face. Please check the additional requirements with your Centre EQA if delivering qualifications online.

Grading and Assessment

Assessment is used to measure a learner's skill or knowledge against the standards set in this qualification. This qualification is internally assessed and externally quality assured.

All learning outcomes within this qualification are knowledge-based. Assessment is by an internally assessed Portfolio of Evidence; the observation of workplace practice is not required.

The assessment consists of:

- An internally assessed Portfolio of Evidence and externally quality assured by NQual.

A Portfolio of Evidence can contain:

- Written answers and assignments
- Professional Discussion and/or Q&A records
- Case study responses
- Reflective Accounts
- Professional Development Plan
- PowerPoint or other presentations
- Story Boards
- Witness Testimony, where the learner is in employment or on a work placement

Please note this is not an exhaustive list.

Approved Centre

To deliver any NQual qualification, each centre must be approved by NQual and meet the qualification approval criteria. The recognition process requires centres to implement policies and procedures to protect learners when undergoing NQual qualifications.

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

The approval process requires centres to demonstrate that they have the resources, including staff, and processes in place to deliver and assess the qualification.

Once approved to offer this qualification, centres must register learners before any assessment takes place. Centres must follow NQual's procedures for registering learners.

Support From NQual

NQual support all new and existing approved centres. We respond to all communication within 48 hours and hold regular information webinars. If you would like to book our next webinar, please visit the 'News & Events' section on our website.

Initial Assessment

It is part of the enrolment process by the approved centre to complete an initial assessment. Approved centres must ensure everyone undertaking an NQual qualification complete some form of initial assessment. This will be used to inform the tutor/trainer of current knowledge and understanding.

Reasonable Adjustment

NQual is committed to providing fair and reasonable adjustments for learners to help reduce the effect of a disability or difficulty that places the learners at a disadvantage during an assessment. For more information on Reasonable Adjustments, please see our Reasonable Adjustments and Fair Access Policy.

Responsibilities

Assessor

It is important to note, that to assess qualification content, the assessor must be occupationally competent to assess skills-based competence and/or occupationally knowledgeable to assess knowledge-based content.

Assessors who deliver NQual qualifications must possess a qualification appropriate for the level they are delivering. Examples of these can include at least one of the following:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- HEI Certificate in Education
- Qualified Teacher Status Certificate in Education in Post Compulsory Education (PCE)
- Post Graduate Certificate in Education
- Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Learning and Skills Assessor Apprenticeship
- Level 5 Learning and Skills Teacher Apprenticeship

Examples of evidence for subject knowledge can include:

- Qualification at the same level or above, the qualification you are delivering
- Extensive experience at the same level or above, the qualification you are delivering

Internal Quality Assurer

Centre staff who complete Internal Quality Assurance for NQual qualification must possess or be working towards a relevant qualification. Examples of these can include at least one of the following:

- D34 Unit Internally verify the assessment process

- V1 Verifiers Award
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Examples of evidence for subject knowledge must include at least one of the following:

- Qualification at the same level or above, the qualification you are quality assuring
- Extensive experience at the same level or above, the qualification you are quality assuring

MANDATORY UNITS

Unit Breakdown: NQual Level 3 Certificate in Principles of Team Leadership

Learners must complete all mandatory units for this qualification.

Unit: Developing Team Leadership Skills

Unit Code: J/651/4040

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the key characteristics of an effective leader	1.1 Identify and explain the key characteristics of effective leaders 1.2 Compare the different leadership styles and their effectiveness in various situations
2. Understand the skills involved in being an effective leader	2.1 Identify four skills applied by an effective leader 2.2 Assess your own leadership skills
3. Understand the relationship between the leader and team member	3.1 Describe the relationship between a leader and team member 3.2 Explain three ways in which a leader and team member can develop effective working patterns 3.3 Describe four ways in which a leader motivates and organises a team
4. Understand how to develop as a leader	4.1 Describe coaching 4.2 Describe mentoring 4.3 Explain how coaching and mentoring can support your development and the development of others

Guidance Notes

LO1

Leadership Styles: Different leadership styles such as Autocratic, Democratic, Laissez-Faire and Transformational; *this is not an exhaustive list.*

LO2

Assessing your own leadership skills: Learners who are not currently in a leadership role may assess their skills in relation to a placement, voluntary, part-time or team-based role, or against the requirements of a team leader role they are working towards.

LO4

Coaching: A structured, task-focused process used to develop a specific skill or improve performance over a defined period.

Mentoring: A longer-term developmental relationship in which a more experienced individual supports the wider professional growth of another.

Unit: Professional Development

Unit Code: K/651/4041

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the professional development requirements in your role	1.1 Identify the knowledge and skills required for your role 1.2 Assess your current knowledge and skills 1.3 Evaluate your current and future professional development needs relating to the role, the team and the organisation 1.4 Explain the benefits of the professional development plan
2. Be able to Fulfil a professional development plan	2.1 Create a professional development plan 2.2 Review your professional development plan 2.3 Agree a professional development plan that is consistent with business needs and objectives

Guidance Notes**LO1**

Professional Development Plan (PDP): A personalised roadmap that outlines a learner's goals and how these will be achieved. A tool that helps individuals grow professionally.

Your role: Where the learner is not employed in a team leadership role, 'your role' should be interpreted as the team leader role the learner is working towards, or a role held within a placement, voluntary or part-time capacity.

LO2

Agreeing the plan (AC 2.3): Learners who are not in employment may agree their professional development plan with their tutor, trainer, mentor or work placement supervisor. The plan must still be referenced to the business needs and objectives of a real or case study organisation.

Unit: Effective Communication in the Workplace

Unit Code: L/651/4042

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand different Forms of communication and their application	1.1 Explain the different Forms of communication and their application 1.2 Explain how to communicate effectively (verbal, written, digital) 1.3 Discuss how to effectively chair meetings
2. Understand the skills required to actively listen	2.1 Describe the meaning of active listening 2.2 Explain the skills required to actively listen 2.3 Evaluate your skills to be able to actively listen
3. Understand people and team management models, including team dynamics and motivation techniques	3.1 Describe different team management techniques 3.2 Describe ways in which to motivate different teams 3.3 Explain what is meant by team dynamics

Guidance Notes**LO1**

Forms of communication: May include verbal, non-verbal, written and digital communication; *this is not an exhaustive list.*

LO2

Active Listening: Listening with full attention in order to understand the speaker's meaning, and demonstrating that understanding through response and clarification.

LO3

Team management models and team dynamics: May include Tuckman's stages of group development, Belbin's team roles and Adair's Action Centred Leadership; *this is not an exhaustive list.*

Motivation techniques: May include Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory and the use of SMART targets; *this is not an exhaustive list.*

Unit: Principles of Leadership and Management

Unit Code: A/651/4047

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the principles of effective decision making	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 1.6 Explain how to address issues that hamper the achievement of targets and quality standards
2. Understand leadership styles and models	2.1 Explain the difference in the influence of managers and leaders on their teams 2.2 Evaluate the suitability and impact of different leadership styles in different contexts 2.3 Analyse theories and models of motivation and their application in the workplace
3. Understand the role, Functions and processes of management	3.1 Analyse a manager's responsibilities for planning, coordinating and controlling work 3.2 Explain how managers ensure that team objectives are met 3.3 Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives 3.4 Analyse theories and models of management 3.5 Explain the operational constraints imposed by budgets
4. Understand leadership within your organisation	4.1 Explain social and environmental factors that may affect your organisation and team 4.2 Explain how the application of management theories impacts actions in your organisation 4.3 Explain the governance and compliance in your organisation 4.4 Explain the tools, processes and timetable for monitoring and reporting on performance within your organisation

Guidance Notes

LO2

Leadership Styles: Different leadership styles such as Autocratic, Democratic, Laissez-Faire and Transformational; *this is not an exhaustive list.*

Theories and Models of Motivation: Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, use of SMART Targets; *this is not an exhaustive list.*

LO3

Theories and Models of Management: Total Quality Management, Lean Management, Maslow's Hierarchy of Needs; *this is not an exhaustive list.*

LO4

Your organisation: Learners who are not currently employed may respond in relation to a placement or voluntary organisation, an organisation with which they are familiar, or a case study organisation provided by the centre. Centres must ensure the chosen organisation provides sufficient scope for the learner to address governance, compliance and performance reporting.

Governance and compliance: May include organisational policies and procedures, delegated authority and reporting lines, and relevant statutory and regulatory requirements such as health and safety, equality and data protection; *this is not an exhaustive list.*



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