CMI Level 2 Qualifications in Team Leading (QCF)
Syllabus
December 2013 – Version 1

Contents

Qualification objective

These qualifications are designed for team leaders, to support the development of their skills in leading a team, making sure that the team's work achieves organisational objectives, and contributing to planning, problem solving and decision making.

Titles and reference numbers

The titles given below are the titles as they will appear on the qualification when awarded to the Learner. The qualification reference number is the number allocated to the qualification by the Regulator at the time of accreditation, which confirms that this is a fundable qualification on the QCF and on the Register. The CMI code is the code which should be used when registering Learners with CMI. Each unit also has a unique QCF unit number – this appears with the content of each unit at the end of this document.

In accordance with Ofqual Condition E2, an awarding organisation must ensure that each qualification which it makes available, or proposes to make available, has a title which it uses consistently in its advertising and in its communications with users of qualifications. This includes:
- The name of the awarding organisation
- The level of the qualification
- The type of qualification (where the qualification has a type)
- A concise indication of the content of the qualification
- Any endorsement known at the time the qualification is submitted to the Register

Therefore all CMI Centres must use the full qualification title as per below when advertising or making reference to the qualifications.

CMI Code	Title	Qualification reference number
2A1V1	CMI Level 2 Award in Team Leading (QCF)	601/0498/3
2C1V1	CMI Level 2 Certificate in Team Leading (QCF)	601/0499/5
2D1V1	CMI Level 2 Diploma in Team Leading (QCF)	601/0500/8

Accreditation dates

These qualifications are accredited from 1st September 2013, and the operational start date in CMI Centres is 1st January 2014. The accreditation ends on 31st August 2018.

Progression

CMI would recommend the below qualifications as a possible progression route, once completing the Team Leading qualifications:

- CMI Level 3 Qualifications in First Line Management (QCF)
- CMI Level 3 Qualifications in Coaching and Mentoring (QCF)

Please see also the CMI Website for further information on CMI's portfolio of Level 3 qualifications.

Entry and recruitment requirements

These qualifications can be offered to Learners from age 14. CMI does not specify entry requirements for these qualifications, but Centres are required to ensure that Learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

CMI Centres must ensure Learners are recruited with integrity onto appropriate qualifications that will:
- meet their needs
- enable and facilitate learning and achievement
- enable progression

In order to achieve this, the CMI Centre will need to:
- Provide relevant programme information, guidance and advice, to enable informed Learner choice
- Publish entry and selection criteria
- Demonstrate that Learners are recruited with integrity
- Carry out a comprehensive Learner induction that:
  - addresses programme and organisational requirements
  - explains Learner facilities
  - identifies Learners' development needs
  - develops an Individual Learning Plan

The qualification is offered in the medium of the English Language.

Equivalences

CMI qualifications at QCF Level 2 portray practical team leading skills and competences that are rated in academic terms as being comparable to GCSEs at A*-C grade.

About CMI Units

Credit value is defined as being *the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit*.

The QCF credit value of the unit will remain constant in all contexts, regardless of the assessment method used or the qualification(s) to which it contributes. Learners will only be awarded credits for the successful completion of whole units. (One credit is awarded for those learning outcomes achievable in 10 hours of learning time).

Learning time is defined as *the amount of time a Learner at the level of the unit if expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria*.

Guided Learning Hours is defined as *the number of hours of teacher-supervised or directed study time required to teach a qualification or unit of a qualification*.

Rules of combination

Rules of combination are defined as being *a description of the credit accumulation requirements for the achievement of a named qualification*. The rules of combination must be adhered to in order to achieve the qualification.

CMI Level 2 Award in Team Leading (QCF)
Learners need to complete any combination of units to a minimum of 5 credits to achieve this qualification.

Unit Number	Unit Name	Credits	GLH
Unit 2001V1	Personal development as a team leader	6	20
Unit 2002V1	Communicating with a team	5	20
Unit 2003V1	Monitoring team performance	5	20
Unit 2004V1	Controlling resources	6	20
Unit 2005V1	Building work relationships	5	15
Unit 2006V1	Developing team needs	6	20
Unit 2007V1	Providing customer service	5	15
Unit 2008V1	Being a team leader	5	25
Unit 2009V1	Introduction to team leading	6	25
Unit 2010V1	Understanding corporate social responsibility	5	20

CMI Level 2 Certificate in Team Leading (QCF)
Learners need to complete any combination of units to a minimum of 15 credits to achieve this qualification.

Unit Number	Unit Name	Credits	GLH
Unit 2001V1	Personal development as a team leader	6	20
Unit 2002V1	Communicating with a team	5	20
Unit 2003V1	Monitoring team performance	5	20
Unit 2004V1	Controlling resources	6	20
Unit 2005V1	Building work relationships	5	15
Unit 2006V1	Developing team needs	6	20
Unit 2007V1	Providing customer service	5	15
Unit 2008V1	Being a team leader	5	25
Unit 2009V1	Introduction to team leading	6	25
Unit 2010V1	Understanding corporate social responsibility	5	20

CMI Level 2 Diploma in Team Leading (QCF)
Learners need to complete all Group A units and any combination of units to a minimum of 5 credits from Group B. Learners need to complete a total of 38 credits to achieve this qualification.

Group A			
Unit Number	**Unit Name**	**Credits**	**GLH**
Unit 2001V1	Personal development as a team leader	6	20
Unit 2002V1	Communicating with a team	5	20
Unit 2004V1	Controlling resources	6	20
Unit 2005V1	Building work relationships	5	15
Unit 2006V1	Developing team needs	6	20
Unit 2007V1	Providing customer service	5	15

<div style="border: 1px solid pink;">

Group B

Unit Number	Unit Name	Credits	GLH
Unit 2003V1	Monitoring team performance	5	20
Unit 2008V1	Being a team leader	5	25
Unit 2009V1	Introduction to team leading	6	25
Unit 2010V1	Understanding corporate social responsibility	5	20

</div>

Relationship to National Occupational Standards (NOS) for Management and Leadership

Units	Unit Title	NOS Units
Unit 2001V1	Personal development as a team leader	LAA1; LAA2; LEB1; LBA7; LDB9
Unit 2002V1	Communicating with a team	LEC3; LEC4; LDB5; LDD6
Unit 2003V1	Monitoring team performance	LDB1; LDB2; LDB4; LDB9
Unit 2004V1	Controlling resources	LEB2; LEB3
Unit 2005V1	Building work relationships	LDD1; LDD3; LEC4
Unit 2006V1	Developing team needs	LDB1; LDB3; LDB4; LDA3; LDC1; LDC2; LDC4
Unit 2007V1	Providing customer service	LFD2; LFD3; LFB1; LFC3
Unit 2008V1	Being a team leader	LBA2; LBA3; LDB1; LDB4; LDB8
Unit 2009V1	Introduction to team leading	LBA2; LBA3; LDB1; LDB4; LDB8:LBA9; LAA1; LAA2; LDA1; LDC4; LDB5; LDD1; LDD3; LDB3
Unit 2010V1	Understanding corporate social responsibility	LBB3; LEB4

Delivery of CMI qualifications

CMI do not specify the mode of delivery for its qualifications at Level 2, therefore CMI Centres are free to deliver the Level 2 qualifications using any mode of delivery that meets the needs of their Learners. However Centres should consider the Learners' complete learning experience when designing the learning programmes.

CMI Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether direct or indirect and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided learning hours (GLH) which are listed on the CMI unit gives the Centres the number of hours of teacher-supervised or direct study time required to teach a unit of a qualification.

Please ensure that the content of the Centre Delivery plan are approved by the CMI Quality Manager/Auditor.

For CMI requirements regarding Tutor/Deliverers of CMI qualifications please refer to the CMI Approved Centre Handbook for more information.

Assessment and verification

The criteria of the assessment of a CMI Level 2 qualification (QCF) will be to meet the assessment criteria detailed within each individual unit.

The primary interface with the Learner is the Assessor; whose job it is to assess the evidence presented by the Learner. The Assessor should provide an audit trail showing how the judgement of the Learner's overall achievement has been arrived at.

The Approved Centre's assessment plan, to be agreed with the Quality Manager/Auditor, should include a matrix for each qualification showing how each unit is to be assessed against the relevant criteria and which specific piece or pieces of work will be identified in relation to each unit. It should also show how assessment is scheduled into the delivery programme.

In designing the individual tasks and activities, Centres must ensure that:

- The selected assessment task/activity is relevant to the content of the unit
- There are clear instructions given to Learners as to what is expected
- Learners are clearly told how long the assessment will take (if it is a timed activity), and what reference or other material they may use (if any) to complete it
- The language used in the assessment is free from any bias
- The language and technical terms used are at the appropriate level for the Learners

In addition to the specific assessment criteria in each unit, the Learner's work must be:

- Accurate, current and authentic
- Relevant in depth and breadth

and must also show the Learner's:

- Clear grasp of concepts
- Ability to link theory to practice
- Ability to communicate clearly in the relevant discipline at the expected level for the qualification

There is no grading system for CMI qualifications, and external moderation of Learners' work only confirms that the required criteria for achievement have been met. CMI Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the CMI qualification.

It is important to ensure consistency of assessment, and that demands made on Learners are comparable within and between CMI Centres. A number of assessment methods can be used.

CMI Centres are encouraged to use a range of methods to ensure that all the learning outcomes and assessment criteria are met, and to enhance Learners' development. Assessment methods can include:

- Case studies
- Role play
- Time constrained tests
- Examinations
- Assignments
- Reports

- Integrated work activities
- Viva voce
- Projects
- Presentations

In some instances, as well as written work, use can be made of technology. It is important, however, to ensure sufficient traceability for assessment and verification.

For CMI requirements regarding Assessors and Internal Verifiers of CMI qualifications please refer to the CMI Approved Centre Handbook for more information.

For further information on preferred methods of assessment, please refer to the qualification syllabus.

Word Count and Appendices

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 2. The amount and volume of work for each unit at this level should be broadly comparable to a word count of 1500 - 2000 words.

Learner work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learners work in order to meet the learning outcomes and assessment criteria should be included within the main body of the report. However, CMI understands that from time to time a Learner may need to include additional supporting information which enhances the overall work and it is recommended that it is kept to a minimum and does not over-exceed.

External Assessment

As part of our dedicated service, Chartered Management Institute (CMI) Awarding Body offers the opportunity for all Centres to have their Learner's assignments externally assessed.

Some CMI Approved Centres choose to send one assignment of the qualification to be externally assessed, as it gives the Learner a CMI quality stamp, as it is marked and assessed by the Awarding Body.

This service provides CMI Centres with a simplistic, professional and cost effective way to get their CMI Learner's work assessed and certificated within a six week period, for £30 per assignment (excluding VAT).

Further information on this service and the units for which it is available appears on the CMI website.

Recognition of Prior Learning and Achievement

The Qualifications Credit Framework (QCF) is based on the principle of credit accumulation and transfer. Within this suite of qualifications, Learners have the opportunity to build their achievements from a single unit into a full Diploma. CMI will publish on its website which units and qualifications from other Awarding Bodies can be recognised for credit transfer and exemption. Credit transfer in the QCF will be based on confirmation of achievement of QCF numbered units. Click here for the Progressions and Exemptions list.

There will of course still be instances where Learners will wish to claim recognition of prior learning which has not been formally assessed and accredited. In those instances, CMI Centres are free, after discussion and agreement with their Quality Manager, to allow these

Learners direct access to the relevant assessment for the unit, without unnecessary repetition of learning.

Accessibility of CMI qualifications

There may be incidents where Learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Centres should notify their allocated Quality Manager and CMI.

Chartered Manager

Chartered Managers are consistent high performers, committed to current best practice and ethical standards.

A unique designation, exclusively awarded by the Chartered Management Institute, Chartered Manager embodies a professional approach to management through knowledge, competence, professional standards and commitment to continuing professional development (CPD).

To find out more about how to become a Chartered Manager please click here.

CMI Learner membership

If an individual is not already in membership at the time of registering on a CMI qualification then he/she can be registered for Learner membership in two ways. Option 1, is for Centre's that have chosen to pay for the Learner membership, in this case membership will be activated automatically upon Learner registration. Option 2, is if you wish your Learners to fund their own membership. This can be done online by the Learner via the membership activation page using this link http://www.managers.org.uk/studentmembership.

Activation of Learner membership is at a cost of £25.00, for a period of 12 months or the duration of the qualification (whichever is longer) and as an Affiliate of CMI, although there may be the opportunity to upgrade during this time dependant on successfully completing an assessment with CMI.

Study resources

Take advantage of the CMI's management knowledge through ManagementDirect. Our resources, which are unequalled in scope, variety and accessibility, are available to members and are designed to give you the support you need to succeed throughout your studies and management career.

Study Support
www.managers.org.uk/study

Study Support is organised by qualification and unit. It brings together a range of materials and resources to assist members in their research and studies. These resources include Management Checklists on key skills and techniques, suggested further reading and links to e-journals. Click on the link 'Current Learners' to view your course and study materials.

A series of **Study Guides** will help you to cope with the stresses and demands of study, while our expanding **Management Models** series provide a one-page overview of some of the more widely used techniques. View all our exciting resources by category in our updated **Management Direct**.

Management Direct
www.managers.org.uk/mgtdirect
It's fast, accurate and free to members

Management Direct is an effortless retrieval facility which delivers the full range of CMI resources on management skills and practice.

- Multimedia resources – 60 Leader Videos, CMI podcasts and e-learning modules
- Authoritative definitions of management terms
- 225 Management Checklists and 60 Management Thinker profiles
- Downloadable articles and research
- Lists of books and articles which are available from our management library

All these resources are freely available to members from one source where you can search by subject. Definitions give you a headline understanding of topic; Checklists and Models provide the essentials; and books and articles enable you to research further. Depending on your need you choose how far you want to go.

For in depth research try our e-journals service
www.managers.org.uk/ejournals

The Chartered Management Institute has joined forces with EBSCO Information Services to offer members access to Business Source: Corporate, a database providing direct access to articles on management and business from a range of academic journals and business magazines. Members also have access to country, company and industry reports from leading providers.

CMI Library
www.managers.org.uk/library

The CMI Library database offers members access to CMI's database of books, reports and documents on management techniques and practice. The database provides abstracted references to help you identify appropriate resources.

You can search by a wide range of criteria; download content and export lists of resources. Members (within the UK) can submit requests to borrow books and pamphlets from the library.

E-books
www.managers.org.uk/ebooks

Our collection of e-books provides you with 24 hour access to a selection of general management and consulting textbooks. Search through each book for specific content or use the chapter index to browse. E-books are available when you need them – no more waiting for a book to be returned to the library.

Management Community
www.managers.org.uk/community

Network with other students or managers through our new community. Go online and share ideas, discuss problems, find solutions and build your online profile.

Contact CMI's Information Services
Enquiry line: **01536 207400** or email: **ask@managers.org.uk**
The Information Centre is open to visitors
Monday - Friday 9am - 5pm

Title:	Personal development as a team leader					CMI's Unique Selling Point (USP) is that our Centres can deliver and assess our qualifications in a variety of ways, provided the Learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our Centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from Learners.
Unit aim:	This unit is about the development of the skills and knowledge of the team leader, and the responsibilities for team welfare.					
Level:	2	Unit Number:	2001V1	QCF Unit Number	R/504/8993	
Credit value:	6	Guided Learning Hours	20			When assessing this unit please be aware that the Learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 2 level of difficulty.

Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Good Practice
1. Be able to identify work objectives and the skills and knowledge required to meet them	1.1 Identify the work objectives to be achieved by a team leader	This is a very broad subject but you could describe the work objectives of your team and how you achieve them using SMART objectives or linking to your organisation's KPIs.
	1.2 Identify the skills required of a team leader to meet the work objectives	Here it might be useful to start with identifying the skills required of a team leader to meet the work objectives in terms of the key tasks needed to carry out their job or role as described in your job role or person specification. If available you might also refer to any competency framework that you use within your organisation.
	1.3 Identify the knowledge required of a team leader to meet the work objectives	Here you are asked to identify the knowledge required of a team leader to meet the work objectives. You might find it useful to link to criterion 1.2 and again link to any skill profile or job requirements specification. If these do not exist then you might review your job description and self-review against the requirements.
	1.4 Compare existing and required skills	Here you are asked to compare and you might find it useful to

	1.5 Compare existing and required knowledge	use a table format in which you list the existing and required skills in terms of job or role tasks and then compare your own skills against them giving the strengths and weaknesses.
		Building on your response to assessment criteria 1.4, you could now compare again in table format the existing and required knowledge in terms of job or role, identifying any gaps.
	1.6 Construct a development plan to improve skills and knowledge	This brings together all of your work above and your plan should set out your own personal development plan with achievable but challenging goals to address the gaps you identified in your comparisons. As a minimum you should include the following; the area for development, and the objective of the development, key dates for development and completion and review, the resources that you might require including time and finance and those that might also be affected or be called upon to help your development.
2. Be able to agree, implement and review the development plan to meet work objectives	2.1 Explain methods of agreeing the development plan	There are several methods which can be used to agree a development with your immediate line manager and/or if relevant the Learning and Development coordinator. This could include informal face to face meetings to establish the scope and content followed by a more formal meeting to confirm SMART objectives, review periods, and any suitable performance measures. You will here be able to explain what happens in your organisation or what you plan to do to agree your plan.
	2.2 Implement the development plan	Building on your answer to assessment criterion 2.1, your answer could include a chart setting out the key activities of your development plan with key dates showing when your key activities will be completed. You could also support this with narrative about some of the issues around implementation e.g. arranging cover for your job if you need to attend a training course.
		Here you are required to describe how and when your

	2.3 Review the development plan against objectives	development plan is reviewed against the agreed SMART objectives. A very good answer would include reference to how the development plan is reviewed in conjunction with their line manager and team and departmental SMART objectives and not just be a brief description of the organisation's processes. If you have completed elements of your development plan at 1.6, then you could conduct a review and update the plan.
3. Understand team leader's responsibility for welfare in the work area	3.1 Identify the team leader's responsibility for team welfare	For this criterion you are asked to identify the team leader's responsibility for team welfare. For your response you might make reference to some of the following: • How staff welfare is managed and promoted within the team • The role of occupational health • Dealing with stress at work and a team leader's role in identifying and limiting stress • How sickness and absence is managed by a team leader • How health and safety issues can be managed
	3.2 Describe factors that can affect the welfare of a team member	This is a very wide area and a good answer would describe in more detail some of the factors shown in 3.1 as well as further factors listed below that can affect the welfare of a team member and give some work place examples to support the discussion • Health and Safety at Work (HASAWA) • Control of Substances Hazardous to Health (COSHH) Regulations 2002 • Analyse the premises and working practices and identify potential problems • Developing health and safety policies and procedures • Communication and staff welfare

		• Organising health and safety personnel and allocating individual responsibilities
		• Arranging appropriate training
	3.3 Identify how to review the work area in support of team welfare	Here you are asked to show how a team leader's responsibility for welfare in the work area is reviewed. You might support your answer with examples from your workplace and show how you have used them when discussing team welfare with your line manager and team members. If possible you might further include the use of staff surveys and employee satisfaction questionnaires.
	3.4 Explain actions of the team leader when identifying factors that could affect team or individual welfare	Building upon answers elsewhere in this unit you could make reference to some of the following factors:
		• How to manage team welfare
		• Promoting team welfare as a team leader
		• The role of occupational health in supporting a team leader
		• Dealing with stress at work and being able to have open discussions about it
		• Managing sickness absence
		• Promoting health and safety working practices
4. Understand the team leader's responsibilities in relation to discrimination, harassment and diversity	4.1 Identify the team leader's role in preventing and dealing with discrimination	At this level your answer could identify your role in preventing and dealing with discrimination and harassment. In providing your answer you could cover some of the following:
	4.2 Identify the team leader's role in preventing and dealing with harassment	• How you work with, lead and manage your team
		• Your formal and informal ways of dealing with harassment for example leading by example and communication
		• How you might escalate incidents of discrimination to line

		managers and or the HR function
		The level of intervention that you should take before escalation to others
	4.3 Describe methods of supporting diversity in the work area	You might find it useful to combine assessment criteria 4.3 and 4.4 to describe your methods to support diversity and inclusion in your work area. Here you might include reference to:
		• Team briefings that include diversity and inclusion issues
	4.4 Describe methods of supporting inclusion in the work area	• Organisational/company policy on diversity and inclusion
		• Diversity and inclusion legislation and what this means in practice

Title:	Communicating with a team					CMI's Unique Selling Point (USP) is that our Centres can deliver and assess our qualifications in a variety of ways, provided the Learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our Centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from Learners.
Unit aim:	This unit is about organising and leading a team briefing to communicate within the team.					
Level:	2	Original Unit Number:	2002V1	QCF Unit Number	H/504/9002	
Credit value:	5	Guided Learning Hours	20			When assessing this unit please be aware that the Learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 2 level of difficulty.

Learning outcomes	Assessment criteria	Good Practice
The Learner will:	*The Learner can:*	
1. Understand the role of communication in leading a team	1.1 Explain the principles of effective communication	Communication is crucial in any setting. You should introduce this section with an explanation of key approaches to effective communication. It would be helpful to show that you understand the importance of cultural differences, the use of positive and negative language, knowing your audience, the purpose of the communication, and the importance of active listening skills and checking understanding. You could mention Mehrabian's research into verbal and non-verbal communications here.
	1.2 Describe methods that can be used to communicate with a team	It would be beneficial here to describe how you ensure team communication is effective. For example the approaches you use, such as being clear, taking time to explain issues, encouraging and responding to questions

		and using appropriate terminology and language. It might be useful to draw up a chart to illustrate different methods of communication e.g. emails, letters, briefing, meetings, presentations, reports etc. Describing when you might use each of these in the role of team leader.
	1.3 Explain potential barriers when communicating with a team	There are many barriers to communication and these can take place at any stage in the communication process. Barriers can lead to the message becoming distorted and you risk wasting both time and money by causing confusion and misunderstanding. You should include in this section the barriers you may come across when communicating with a team. For example the environment, lack of interest or attention, expectations and language differences. It might be helpful to demonstrate your understanding of communications theory – e.g. the Shannon and Weaver model and to explain the barriers that the model identifies.
	1.4 Describe methods of reducing potential barriers to communication	This section requires you to describe ways of lessening the impact potential barriers can have on communication. You could utilise the examples you gave in 1.3 and explain methods of reducing the impact of these. For example making sure sound levels are low, that there is seating and space for team members. You could even consider using a table to describe examples of barriers and ways of reducing those barriers, to cover ACs 1.3 and 1.4.
	1.5 Describe methods of removing potential barriers to communication	Having explained how to reduce barriers you are now required to describe how to remove potential barriers to communication. The examples given for 1.3 can again be used and you should provide examples demonstrating removal. For example keeping messages as short as possible to remove misunderstandings; asking for feedback to ensure messages are understood, holding a meeting in a private room to ensure no distractions. If you

		have used a chart or table, for your earlier answers at 1.3 and 1.4, then this could be extended further with an additional column.
2. Understand how to organise team briefings	2.1 Discuss the links between team briefings and work objectives	Team briefing brings teams together so that information, for example work objectives, can be discussed. Team briefings provide a forum for communicating information like updates on team performance or reasons why objectives might need to be amended, and for eliciting and responding to feedback. The use of examples from the workplace would add value in demonstrating your understanding.
	2.2 Identify methods of team briefings available to the team leader	Team briefings do not have to be carried out using the traditional face to face meeting approach, although this is one popular method. Here you are asked to identify several ways of carrying out team meetings. These could include using Skype, Face Time, telephone or video conferences for those not able to attend in person. The use of workplace examples could help, and you are only asked to identify, not to provide detailed content.
	2.3 Explain how to plan for a team briefing	Planning for team briefings is vital in ensuring team members are fully aware of what is required of them and feel involved in decision making. You should explain the planning involved, for example when and where the briefing will be carried out, times, an agenda and encourage team input if they have issues to raise. The use of a workplace example would again be beneficial.
3. Understand how to lead team briefings	3.1 Identify the objectives of a team briefing	Team briefings are one of the most effective ways to develop a flow of information but objectives must be clear and unambiguous to ensure the team are fully aware of roles and responsibilities. In this section you are required to identify the objectives of a team briefing. Objectives will relate to the briefing and organisation specifically but

		there may be generic objectives which could include identifying progress towards goals, key organisational issues to be addressed and identifying and agreeing future plans. Again it would be useful to use a practical example here.
	3.2 Explain the structure of a team briefing	This section requires you to explain the possible structure of a team briefing. You could include the format of the briefing, e.g. agenda (formal or informal) whether you start with local issues or wider organisational issues, an explanation of who will you brief and how, whether there are any individuals or small groups reporting to you who have been left out that you need to brief after the event. In addition, you could explain how you prioritise items for discussion to ensure they are given sufficient time. An example from the workplace would bring this to life.
	3.3 Describe methods of involving team members in the team briefing	Team briefings provide an opportunity for two-way dialogue and as such they enable the involvement of team members and team communication. Here you are asked to describe ways of involving team members in the briefing. Consider how you can do this, for example by asking team members for input into the briefing agenda, by allocating sufficient time to encourage team members to ask questions and to comprehend the information being given, or by using the briefing to gather suggestions on issues affecting the work of the team. This is a further area where practical examples would be beneficial.
	3.4 Evaluate the outcome of the team briefing against its objective(s)	In 3.1 you were asked to identify the objectives of a team briefing, this final section requires you to evaluate the team briefing outcome against its objectives. An evaluation reviews the outcome of a briefing with the aim of informing the planning and design of future briefings. You should evaluate the outcome of the briefing in relation to its objectives; this will enable you to identify aspects which were not met and areas which have been fulfilled. It

		might be helpful to obtain feedback from your team after a particular briefing to identify how it felt from their perspective. You could also include identification of the opportunities for improvement.

Title:	Monitoring team performance					CMI's Unique Selling Point (USP) is that our Centres can deliver and assess our qualifications in a variety of ways, provided the Learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our Centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from Learners.
Unit aim:	This unit is about leading the team in planning, reviewing and achieving the work to meet required objectives.					
Level:	2	Original Unit Number:	2003V1	QCF Unit Number	Y/504/8994	
Credit value:	5	Guided Learning Hours	20			When assessing this unit please be aware that the Learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 2 level of difficulty.

Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Good Practice
1. Understand the team objective(s) and plan for achievement	1.1 Explain how to develop directions into clear objectives	Starting an activity or project without clear directions and a prepared plan of action can lead to confusion and wasted time and resources. You are required to explain how to avoid such pitfalls by developing directions into clear, workable objectives. Consider how directions can be made into very clear objectives. The use of SMART objectives would be beneficial here. A SMART objective is Specific, Measurable, Achievable, Realistic and Time bound. A practical example would help to show your understanding of using SMART.
	1.2 Explain to the team the objectives and responsibilities for achieving the objectives	You should introduce this section with a link to 1.1 where you explained how to develop objectives. You are now asked to explain to the team their objectives and responsibilities for achievement. You could explain how

		you will present this information. You could use a live example to outline the core objectives that you may have presented to your team. Explain how to ensure that team members are aware of what needs to be done and by whom.
2. Be able to plan to achieve team objective(s)	2.1. Plan and allocate the work of the team to meet objectives	This section requires you to demonstrate that you are able to plan and allocate work in order to meet objectives. You could use a work plan you have produced showing key tasks, who will be responsible, and when tasks need to be completed. The plan should identify any priorities or critical activities. It could be supported by a narrative explaining how you would make best use of the available resources allocating work to team members by taking account of their skills, knowledge, understanding and experience.
3. Be able to monitor and review the team's performance	3.1 Monitor the progress of the team against objectives	The work of the team was identified in 2.1; you are now required to show how you would monitor team progress. It is important to check the progress and quality of the work of the team on a regular basis against the standard or level of expected performance or objectives and provide constructive feedback. An agreed reporting format is often used to ensure consistency and clarity of feedback, and this can be in the form of supervisions or 1 to 1 performance reviews. You could include here examples of monitoring activities carried out, including any results provided to you by the organisation's systems e.g. number of customers served, productivity, sales made.
	3.2 Identify actions to be taken if work deviates from agreed standards	You could open this section by identifying providing an example of an agreed standard. This might be a protocol, service level agreement or specification. You then need to go on and identify what action you take if your monitoring shows that work has not met the agreed standards. This could range from allocating additional time for task

		completion to providing additional training or taking disciplinary action and reporting to your line manager.
	3.3 Encourage team members to make work improvement suggestions	It is important to consider each team member's ideas as valuable and you are asked to say how you could encourage team members to make suggestions. This could include emphasising the importance of each team member's contribution by means of feedback and recognition and highlighting how all tasks operate together to move the entire team closer to their goal. You might include examples of how you encourage the team to contribute – for instance at team briefings, or individually at supervision meetings, or less formally on a day to day basis. You could also include a mention of the relevance of motivational theories like Maslow's hierarchy of needs.
4. Understand how to evaluate work performance	4.1 Explain how to give feedback on work performance, to an individual or team	Feedback on work performance should be given constructively. In this section you are required to explain how to give feedback to individual team members and a team. To ensure that your feedback is seen as helpful and meaningful, you could focus on specific work-related results, and teamwork. It might be useful to include reference to the preparation you would make before giving feedback, the evidence you might use to show the team or individual achievement, and any records you might keep or share with team or individuals of the feedback session.
	4.2 Describe how to review any changes to original work objectives	This links to 1.1, when you identified how to agree objectives. This section asks you to describe how to review any necessary changes to the original work objectives. Work objectives provide a clear structure for all of the various activities that an organisation carries out but often need to be reviewed. It would be helpful to introduce this section with reasons why work objectives might need reviewing. By measuring how well an objective has or has not been achieved, you can make changes to

		activities to ensure progress and achievement of the work objectives are made within the allocated time. The inclusion of workplace examples would add value here.
	4.3 Describe how to give performance improvement feedback	Feedback is not just about addressing unsatisfactory performance; it should be balanced and should identify positive aspects of performance as well as areas for development. Ensuring feedback is given in a constructive, timely, sensitive way is key. You are asked to describe how to give feedback to enable performance improvement. Examples from work practice would be helpful here.
	4.4 Explain how to propose and agree work improvement suggestions with higher management	Throughout the unit you have discussed how to agree and review work objectives with teams. You are now required to recommend improvements to managers, or your seniors. You may be seeking approval for a range of suggestions: process improvements, safety measures, profit generation schemes or money-saving ideas. It is important to be prepared and to be able to explain your suggestions in full, with confidence. It is also valuable to consider any objections there may be so you can respond to these too. You might find it useful to prepare a brief example from your workplace which shows how you would present the business case or justification for the change. It would help to explain the issue that requires improvement, what your suggested improvements would be, and why and how the organisation would benefit from the change.

Title:	Controlling resources				CMI's Unique Selling Point (USP) is that our Centres can deliver and assess our qualifications in a variety of ways, provided the Learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our Centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from Learners.
Unit aim:	This unit is about identifying, sourcing, managing and maximising resources to achieve team objectives.				
Level:	2	Unit Number:	2004V1	QCF Unit Number	D/504/8995
Credit value:	6	Guided Learning Hours	20		When assessing this unit please be aware that the Learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 2 level of difficulty.

Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Good Practice
1. Be able to identify and source resources needed to achieve team objectives	1.1 Describe the process of identifying the resources needed to achieve team objectives	Objectives set out what a team wants to achieve. It would be beneficial to start here with identifying the range of resources which might be needed for the team to achieve their objectives. For example financial resources e.g. funding, physical resources e.g. people, materials, products, equipment, vehicles, or a specific skill set. Describe how you identify what is needed to support achievement. Using a practical example from the workplace would help to demonstrate your ability.
	1.2. Produce a plan identifying how the resources will be sourced and utilised to achieve team objectives	You are now asked to produce a plan stating how you will obtain and use the identified resources. You could build on the example provided at 1.1 and go on to show where the resources will come from – e.g. are they existing

		resources or do you need additional resources? The plan could identify the team objectives and how the resources will be allocated and utilised to meet these objectives. This could involve team members taking on a particular role or additional time being allocated to a specific task.
	1.3 Assess the appropriateness of the resources in achieving team objectives	This requires you to make a judgement regarding the usefulness or appropriateness of the resources identified in 1.1 and planned for in 1.2. For example, you could look at whether the tools and equipment are 'fit for purpose'? If not, in what way are they inadequate; are the team members sufficiently trained and experienced to perform the task without the need of guidance?
2. Be able to manage the resources effectively and efficiently to achieve team objectives	2.1 Identify methods of communicating the use of resource to the team	You could list different ways in which you can inform the team about the use of resources. For example a team meeting, by group e-mail or through training.
	2.2 Monitor the team's use of resource in achieving their objectives	You could explain how you check the resources are being used efficiently and effectively. Monitoring the use of resources involves regular reviews at stipulated points and confirming the timescales and resource implications of the remainder of the plan. It is helpful to use transparent, pre-agreed measurements when monitoring team performance. Examples used in the workplace would be helpful here, and might include use of raw materials in manufacturing processes, or supplies in a service sector, or use of financial budgets e.g. for local purchases or overtime worked.
	2.3 Explain methods of dealing with variances in planned resource use	Variance is the difference between the planned allocation of resources and the actual use of resources. Variance can occur for many reasons, for example poor planning, increased costs, additional sales, unexpected events. You are required to explain how to deal with identified variances. This could involve identifying resources savings in other areas, redefining the team objectives,

		increasing or reducing the amount of hours, people, or materials, or making changes to the process. It might help to provide an example from the workplace of at least one variance from a planned use of resources and to explain how you dealt with the situation.
3. Be able to identify and reduce resource wastage	3.1 Discuss the effects of resource wastage	It would be helpful to start this final section by identifying what resource wastage is. Resources are often scarce and hard to come by so wastage is to be avoided as much as possible. Wastage can be caused by misunderstandings leading to the wrong use of resources or by team members not carrying out their role fully or not pooling resources. You are required to talk about the impact resource wastage can have, for example having to draw on other resources to make up for the shortfall, not achieving team objectives, or delivering a less than satisfactory product or service to customers.
	3.2 Explain methods of identifying resource wastage	Here you could explain how resource wastage can be monitored. Approaches could include auditing hours and productivity rates, checking stock, monitoring use of the telephone or checking accuracy of work or monitoring the use of equipment in relation to outputs. Examples of methods used in your workplace would be useful here.
	3.3 Identify actions to be taken to reduce resource wastage whilst meeting team objectives	Lean management principles identify how teams can work more efficiently by looking at non-essential work tasks to eliminate duplication and surplus and improve productivity. You are required to list what you would do to reduce wastage but still ensure team objective were met. This could include using Lean management techniques, identifying bottlenecks, increasing security or checks on staff hours and productivity, conducting a full project review and obtaining team feedback.

Title:	Building work relationships				CMI's Unique Selling Point (USP) is that our Centres can deliver and assess our qualifications in a variety of ways, provided the Learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our Centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from Learners.
Unit aim:	This unit is about understanding how to communicate and develop work relationships with the manager, team and those outside the team.				
Level:	2	Unit Number:	2005V1	**QCF Unit Number** H/504/8996	
Credit value:	5	**Guided Learning Hours**	15		When assessing this unit please be aware that the Learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 2 level of difficulty.

Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Good Practice
1. Understand how to communicate and maintain working relationships with the manager	1.1 Identify communication methods available to communicate with the manager	This section requires you to identify the ways you can communicate with your manager. This could include a range methods of both formal and informal communication and you may want to very briefly link the methods of communication to examples of situations when you might use them. You could present this work in the form of a table.
	1.2. Describe the need for working relationships with the manager	Here you could include a description of why you think it is important to have a good working relationship with the manager that you report to. This response could include an example of the benefits to you, the team, and customers of good working relationships with line managers.
	1.3 Identify issues that need to be communicated to the manager	This asks you to demonstrate the reasons and subjects you need to communicate with a manager about. The list could include personnel issues, resourcing matters, progress reports, and customer issues.

2. Understand how to communicate and maintain working relationships with the team	2.1 Identify communication methods available to communicate with the team	It would be useful here to list the communication approaches used with the team. As with 1.1 this could include both formal and informal methods of communication, which again could be presented in the form of a table with columns for method and situation when it would be appropriate to use the method.
	2.2 Describe the need(s) for good relationships with the team	This section requires you to describe why it is important to have good relationships with the team. Similarly to 1.2 you could include a description of why you think it is important to have a good working relationship with your team. This response could include an example of the benefits to you, the organisation, and customers of good working relationships with teams.
	2.3 Identify the need to maintain confidentiality when communicating with the team	You could open this section with a brief discussion on confidentiality and what it is. You are asked to list why it is important to maintain confidentiality when communicating with the team. Your answer might include reference to the Data Protection Act 1998 and to the sensitivities when colleagues share personal information.
	2.4 Describe the need for the team leader to support management decisions that are communicated to the team	Here you need describe the importance of supporting management decisions. Team leaders are the link between the team and the rest of the organisation so you could include reference to ownership of management decisions and the links to ensuring everyone is pulling in the same direction towards achievement of team and organisational objectives. An example from the workplace would help to illustrate your understanding.
3. Understand how to develop work relationships outside the team	3.1 Identify individuals outside the team with whom work relationships could be developed	You could introduce this section by listing the people you liaise with in the course of your work aside from your immediate team. This could include. For example other departments, suppliers or purchasers. Again this information could be presented in the form of a table giving an indication of the contacts and brief examples of when you have dealings with

		these people.
	3.2 Describe the reasons for developing work relationships with individuals outside the team	In describing the reasons why work relationships with people outside the immediate team are developed, you could include factors like ensuring information is shared, good practice is demonstrated and business needs are addressed. Examples from the workplace would help demonstrate your understanding.
	3.3 Compare the communication methods used with individuals outside the team to those used within the team	At 2.1 you identified communications methods used within the team. You could now build on this work by comparing three or four examples from 2.1 with the different types of communications you might use when dealing with people outside the immediate team – this could include other departments or customers or suppliers and formal and informal communication methods.

Title:	Developing team needs					CMI's Unique Selling Point (USP) is that our Centres can deliver and assess our qualifications in a variety of ways, provided the Learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our Centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from Learners.
Unit aim:	This unit is about inducting a new team member and identifying, planning and implementing team training.					
Level:	2	Unit Number:	2006V1	QCF Unit Number	K/504/8997	
Credit value:	6	Guided Learning Hours	20			When assessing this unit please be aware that the Learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 2 level of difficulty.

Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Good Practice
1. Understand how to plan and implement induction for a new team member	1.1 Identify the need to induct a new team member	Induction is training provided for new employees to enable them to adjust to their new role and become familiar with their work environment and the people working around them. You could open this section with a brief outline of what induction is. You could then provide a list showing reasons why induction needs to be carried out for new staff.
	1.2. Describe the content of an induction for a new team member	Some of the content of an induction will be specific to the organisation, and there are also some generic aspects which must be covered. For example, health and safety and roles and responsibilities. You could look at the induction programme developed and used by your own organisation and describe the content of this programme,

		or you could describe what you would include if developing and delivering the programme yourself.
	1.3 Describe how to implement the induction plan	You are asked to describe how the induction plan is carried out. It might be worth acknowledging which people other than you are likely to be involved in delivering the induction plan. These may include the manager, team leaders and human resources personnel. If using a practical example from the workplace, then you could include the timescales and methods of delivery for the induction plan.
2. Understand how to identify and plan the training needs of team members	2.1 Explain the need to identify team training	In this section you need to explain why team training needs to be identified. You might consider the need to ensure all of the team are up to date with legal or organisational changes, and that individuals need to be given sufficient training to ensure they are able to complete their job roles competently.
	2.2 Describe the process of identifying a training need	Here you could describe the process of conducting a team training needs analysis. This might be formal or informal and could include informal observation, and feedback from others as well as the use of formal appraisal and development processes. There might also be links to new work requirements for the future.
	2.3 Produce a training plan for a team member, obtaining agreement for the plan	This criterion asks you to prepare a training plan, in agreement with the team member and any others within the organisation who have to approve budgets for training courses or coverage of time away from the workplace. The use of a real life example could be beneficial.
3. Be able to train a team member to carry out a task	3.1 Explain the process of training a team member to carry out a task	This section follows on from 2.2 and 2.3, where training needs were identified and agreed. You could include the task identified and explain how the training would be

		conducted.
	3.2 Explain how to review the progress of the team member during the training	Training needs constant review to ensure it is meeting the needs of the Learner and of the organisation. It may need to be amended or adapted as a result. You are asked to explain how to carry out this review. This might be by checking understanding, testing whether the team member is able to complete the task without support, or measuring results.
	3.3 Train a team member to carry out a task, ensuring that training provided meets legal and organisational requirements	Many tasks require training prior to a team member carrying them out, particularly tasks with a risk attached to them. You could use the training plan produced for 2.3, and build on this highlighting where you had to ensure the training met legal requirements like e.g. health and safety, and organisational requirements like e.g. employment policies and procedures relating to staff conduct and attendance.

Title:	Providing customer service					CMI's Unique Selling Point (USP) is that our Centres can deliver and assess our qualifications in a variety of ways, provided the Learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our Centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from Learners.
Unit aim:	This unit is about identifying the customer, providing the level of service and resolving customer issues.					
Level:	2	Unit Number:	2007V1	QCF Unit Number	M/504/8998	
Credit value:	5	Guided Learning Hours	15			When assessing this unit please be aware that the Learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 2 level of difficulty.

Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Good Practice
1. Be able to identify the team's customers and the level of service required	1.1 Describe the team's internal and external customers	Customers don't only include people who enter the service or place orders by telephone or the Internet but include those who work every day to make the business a success: employees. While external and internal customers may fulfil different roles, both are critical to the viability of a business. You may wish to conduct an analysis of internal and external customers related to your work area in response to this criterion and present it in the form of a table, ensuring that you describe rather than just simply list the customers – this could be achieved by providing some context around the importance and value of the different customers identified.
	1.2. Identify the required level of service to be provided to the customers	This links to 1.1 as you are asked to list the level of support and service customers might need, so you could

		build on your analysis by adding an extra column to list the service levels required by each group of customers.
	1.3 Describe the role of the team leader in providing the service to the customer	You are required here to explain how team leaders support and guide the team in the provision of services to customers. A practical example describing how you do this in the workplace might be helpful.
2. Be able to identify and resolve customer service issues	2.1 Identify the organisation's procedures for resolving customer service issues	Teams are generally required to adhere to the practices and procedures of the organisation for dealing with customer queries and complaints. Here you could summarise the policies and procedures that operate within your own organisation by describing, for instance, how complaints are handled – e.g. what is the process and timescales, and who is responsible for responding.
	2.2 Describe the team leader's level of authority in resolving customer service issues	This links with AC 2.1 and you could answer both together by including a description of your own levels of authority for handling customer queries and complaints. Again, this links very closely with 2.1 and 2.2. Here you are asked to list ways of communicating information with customers. You might consider including when telephone, emails and formal letters are used within the process, and whether there is a role for face to face contact. Using a real life example could help you to show how this works in practice.
	2.3 Identify methods of communicating with customers to resolve customer service issues	This leads on from 2.2 where you identified the level of authority of a team leader. This final section requires you to explain the support a team leader can access when responding to customer service issues. Again the use of a real life example might help. For instance, there may be occasions when the team leader has to consult with others in order to investigate or resolve a query or complaint. There may be a role for the team leader's line manager to provide support or guidance.
	2.4 Describe sources of support available to the team leader in resolving customer service issues	

Title:	Being a team leader					CMI's Unique Selling Point (USP) is that our Centres can deliver and assess our qualifications in a variety of ways, provided the Learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our Centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from Learners.
Unit aim:	This unit is about the responsibilities of a team leader and the impact of leadership style and motivational techniques on team performance.					
Level:	2	Unit Number:	2008V1	QCF Unit Number	T/504/8999	
Credit value:	5	Guided Learning Hours	25			When assessing this unit please be aware that the Learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 2 level of difficulty.

Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Good Practice
1. Understand the organisational requirements for a team leader	1.1 Identify the organisational requirements for respecting the cultures and views of others	You could start this section with a brief description of what is meant by the terms: culture, values and ethics. List the organisation requirements for respecting the cultures and views of others, this can often be found in a written policy. Try to use real-life examples.
	1.2 Describe the levels of authority and responsibility of the team leader in the organisation	You may wish to draw a diagram to show the organisational structure to help you describe responsibilities of the team leader within an organisation. It would be best if you could use a real-life organisation, preferably one of which you have personal experience.
	1.3 Explain the impact of team leadership on task achievement	Use real-life examples if you can, otherwise you could use different scenarios to explain how a leader's style impacts on the team's achievement of their goals. You could mention positive and negative impacts.
		You could use different scenarios to list how a leader deals with

	1.4 Identify the role of the team leader in maintaining integrity, fairness and consistency in actions and decision making	maintaining integrity, fairness and consistency in actions and decision making. It would also be useful if you were able to draw on real-life examples.
2. Understand a range of leadership styles applicable to different situations	2.1 Identify leadership styles	List a range of different leadership styles and identify their key features. You might find it useful to present this as a table. You could add an extra column to give examples of when it would be appropriate to use this particular leadership style.
	2.2 Identify opportunities for the team leader to develop leadership style	List the characteristics of your own style of leadership and think about the advantages and disadvantages of this leadership style. You may wish to put this information into a table. Which styles do you use most often? And least often? Why do you think this may be? What do you need to do become a more effective leader, and how might this be achieved? Listing some potential leadership development activities would be beneficial.
	2.3 Describe action-Centred leadership	Here you need to show that you understand John Adair's Action-Centred Leadership Model, and the relationship between the three interlocking circles. The use of short examples from your own workplace when describing the model might help to demonstrate to your understanding.
	2.4 Explain how and why leadership styles are adapted in different situations	You might want to start this part by saying why effective leaders need a range of leadership styles. List the factors which might influence the choice of leadership style adopted, again, this could be in a table format. You could then describe a situation which would be appropriate for the use of each leadership style. Here the use of workplace examples to show how you have used different styles and the outcomes achieved, could be helpful. You could add extra columns to your table to do this. If you do not work as a leader, then you need to describe what you think might happen if you used different styles in specified situations, or use your own experiences as a team member on the receiving end of a range of leadership styles from managers within the organisation.

3. Understand how the team leader builds a shared sense of purpose with a team	3.1 Identify how to establish a culture of mutual trust and respect with the team	You may wish to begin this section by answering this question: Why do you think it is important to establish a culture of mutual trust and respect with a team? Your organisation's Code of Conduct for staff, or staff handbook, might be a helpful source of reference as a start point for you to list ways in which a leader can establish a culture of mutual trust and respect with the team. It would be good if you could use workplace examples.
	3.2 Identify what motivates team members	You may wish to use a list identifying different things that motivate different people. You might want to relate these to a management model like Maslow's Hierarchy of Needs, or Herzberg's Hygiene Factors.
	3.3 Describe how the team leader develops the team's understanding of its shared purpose	You may wish to start this section with a statement of your team's purpose. You should describe how you could share this with your team, so they understand their own goals how they fit with the goals of the team. Using the process of objectives cascade might be helpful.

Title:	Introduction to team leading					CMI's Unique Selling Point (USP) is that our Centres can deliver and assess our qualifications in a variety of ways, provided the Learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our Centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from Learners.
Unit aim:	This unit is about the foundation skills and knowledge of a team leader					
Level:	2	Unit Number:	2009V1	QCF Unit Number:	Y/504/9000	
Credit value:	6	Guided Learning Hours:	25			When assessing this unit please be aware that the Learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 2 level of difficulty.
Learning outcomes *The Learner will:*		**Assessment criteria** *The Learner can:*				
1. Understand the role of the team leader		1.1 Describe the role and responsibilities of the team leader				This is a very wide area and could start by answering within the context of your job role. You could start with your job description and person specification. Your job or role responsibilities could also include the following but this is not an exhaustive list: • Staff welfare • Diversity and inclusion • Being a role model • Team communication and briefing • Team leadership

		• Managing and leading work instructions
		• Dealing with new team members
		• Developing a cohesive team
	1.2 Explain the knowledge and skills required of the team leader	You might complete this section with reference to the roles and responsibilities outlined above and could support your explanation with specific examples from your workplace.
		• The job knowledge and skills specifically associated with your job role or job description/person specification
		• The knowledge and skills needed for the role including a brief indication of any specific technical knowledge required
		• Any specific behaviours required of the job role, for example, customer service, initiative, motivation
	1.3 Compare own knowledge and skills against those required	In making a comparison at this level a simple gap analysis is required laid out in table form illustrating own knowledge and skills against those required for the job role. It is expected the answer would build on the response to assessment criteria 1.1 and 1.2.
2. Be able to construct a personal development plan	2.1 Construct a personal development plan that supports and develops existing skills and knowledge	In constructing a personal development plan, there is no specific format but as a minimum this should include reference to:
		• What you plan to achieve
		• How you plan to achieve the objectives (i.e. What development activities you will undertake)
		• How you will know when you have succeeded

		• Any resource implications e.g. finance and time • How you will measure your progress and success • The target dates for completion
3. Understand and communicate instructions and plans	3.1 Explain methods used to check and confirm instructions from the line manager	There are several methods which can used to check and confirm instructions from the line manager. These methods can be formal or informal. Verbal confirmation may be taken as informal whilst written confirmation in the form of a letter, email or even text could be both formal and informal. In case of any disputes this could include circulation to a third party, for example, the HR department or a line manager
	3.2 List those with whom the team leader communicates and the reasons for those communications	The answer to this criterion should be a list and not a long narrative. At this level it is expected that the answer would be set out in table format showing: • To whom you wish to communicate • The reason for the communication • Timing of the communication The reasons could include: • Staff welfare and health and safety issues • Operational reporting • Customer service issues • Team building and development • Objective setting
4. Understand how to develop and maintain working relationships	4.1 Describe methods for maintaining and developing relationships with those whom the team leader communicates	Here you are required to describe methods. At this level it is possible that you might set out in table format illustrating some of the methods and the associated

		reasons but a narrative would also be acceptable. Some of the methods include:
		• Formal and informal briefing on team and individual performance
		• Presentations on current or new ways of working
		• Presentations on new procedures and methods adopted to improve performance
		• Emails, memos, letters and texts
		• Taking part in Management meetings
		• Writing management reports and presenting data
5. Understand how to construct and monitor a work plan	5.1 Describe a work plan constructed by the team leader	At this level it would be expected that you might include a Gantt chart, or other diagrammatic form, illustrating the key activities and associated dates and milestones to be achieved. This criterion might refer to one of your specific plans or one that has been developed by others within your organisation.
	5.2 Identify how work plan progress would be monitored and evaluated	The answer to this criterion will refer to 5.1 and describe the ways in which these plans might be monitored and evaluated within your organisation. Your answer might include:
		• Activity completion dates
		• Milestone review processes
		• Work done in terms of days or weeks completed against the activity durations planned
		• Over or under-spend – an indication by how much the planned activity times have been exceeded
		• The plan review period in weeks or months

		• Meeting success criteria
		• Meeting client and customer expectations
	5.3 Explain the role of the team leader in coaching team members to support their performance	Here you are asked to explain your role as a coach of team members. You might explain the role with examples from your workplace. You could explore the role of a team leader in some of the following: • Coaching on the use of tools or methods/procedures used within your team • Coaching on the behaviours and attitude required in context of your team role, for example, delivering customer service There could be some mention of coaching models for example the GROW model although there are others that could be used.
6.Understand how to give feedback to the team	6.1 Describe methods of giving feedback to the team on progress and performance	At this level it would be expected some of the methods of giving feedback to the team on progress and performance might include: • Informal feedback in terms of breakout and fun sessions • Team reviews and feedback • Weekly/monthly performance reviews and one to one sessions • Supervision within a care setting • Formal feedback in terms of performance and progress reviews against targets which could include the use of charts, tables and the use of simple statistics e.g. pie charts and histograms

Title:	Understanding corporate social responsibility					CMI's Unique Selling Point (USP) is that our Centres can deliver and assess our qualifications in a variety of ways, provided the Learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our Centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from Learners.
Unit Aim:	This unit is about understanding the meaning of Corporate Social Responsibility, its influence on the organisation, department or team, and the team leader's responsibilities for Corporate Social Responsibility					
Level:	2	Unit Number:	2010V1	QCF Unit Number:	D/504/9001	When assessing this unit please be aware that the Learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 2 level of difficulty.
Credit value:	5	Guided Learning Hours:	20			

Learning Outcomes *The Learner will:*	Assessment Criteria *The Learner can:*	Good Practice
1. Understand the meaning of Corporate Social Responsibility	1.1 Identify the essential components of a Corporate Social Responsibility plan or policy	Potentially this area is extremely wide. At this level it would be expected that you briefly make reference to some of the following: • The rights of, and relationships with, shareholders; the role of stakeholders • Disclosure and transparency • The responsibilities and key functions of the board • Auditing and accountability • Internal control and risk management • Governance and legislation
	1.2 Describe the environmental aspect of Corporate Social Responsibility	Again the answer to these criteria is very wide. At this level an answer would briefly address issues of environmental, social, governance aspect of Corporate Social Responsibility. It might be useful to address 1.2, 1.3 and 1.4 together and consider

	1.3 Describe the social aspect of Corporate Social Responsibility 1.4 Describe the corporate governance aspect of Corporate Social Responsibility	some of the following: • Governance and policy • Stakeholder expectations • Management and leadership responsibilities • Energy consumption • Environmental issues • Local, national and international social perspectives • Local community issues relating to issues such as recruitment • Sustainability • Waste management • Sustainable development • Ecology
2. Understand the team leader's and the team's responsibilities for Corporate Social Responsibility	2.1 Identify the team leader's responsibilities for Corporate Social Responsibility 2.2 Identify the team's responsibilities for Corporate Social Responsibility	Potentially the answer to these criteria is very wide. At this level a good practice answer would briefly address the team leaders' and the teams' Corporate Social Responsibilities. Again it might be useful to group the two criteria together. Your answer could include reference to the following and be supported by examples from the workplace. • Job and/or role descriptions • Company policy and procedures • Any external stakeholder requirements and legislation • Team and individual CSR objectives • How individuals and teams can support organisational CSR

		• The benefits of team and individual CSR activities
	2.3 Explain how to communicate Corporate Social Responsibilities to the team members	This section requires that you focus on communication of responsibilities for CSR and not merely the CSR policy or procedures. You could, using examples, explain how different methods of communication can be used. You could include some of the following methods of communication with your team members:
		• Formal and informal team briefings
		• Being a role model
		• Agreeing individual and team responsibilities
		• Newsletters
		• Electronic communications and media, e.g. Company intranet
3. Understand the influence of Corporate Social Responsibility inside and outside an organisation	3.1 Provide an example of how Corporate Social Responsibility could influence the team in the work task	Here you are required to provide an example from the workplace along with a brief explanation of how Corporate Social Responsibility could influence the team in the work tasks
	3.2 Produce an example of how Corporate Social Responsibility could influence persons or organisations external to the team	A good answer might have examples from the workplace along with a brief explanation of how Corporate Social Responsibility could influence persons or organisations external to the team including stakeholders, customers and clients.
	3.3 Summarise how Corporate Social Responsibility could affect the future prospects of an organisation department and team	Potentially the answer to this criterion is very wide. At this level, as a minimum, a good practice answer would summarise how Corporate Social Responsibility could affect the future prospects of an organisation department and team mentioning:
		• Legislation
		• Supplier, customer and partners requirements for CSR
		A full answer might also summarise some of the STEEPV factors