

# SPECIFICATION

**IAO Level 2 Certificate in the Principles of Team Leading and  
Operational Management  
Qualification Number: 603/0387/6**



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

**Active Leisure**  
**Business and Management**  
**Childcare**  
**Employability**  
**Retail**

**Health and Social Care**  
**Hospitality and Catering**  
**IT**  
**Logistics**  
**Education and Training**

We currently offer over 120 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date [www.innovateawarding.org](http://www.innovateawarding.org).

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800  
Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

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*“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”*

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## Qualification summary

<b>Qualification Accreditation Number (QAN)</b>	603/0387/6
<b>Qualification review date</b>	31.08.2021
<b>Guided Learning Hours (GLH)</b>	Minimum 103 hours
<b>Total Qualification Time (TQT)</b>	Minimum 240 hours
<b>RQF level</b>	2
<b>Qualification credit value</b>	26 credits
<b>Minimum credits at/above level</b>	26 credits
<b>Assessment requirements</b>	<p>Portfolio of Evidence</p> <p>This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).</p>
<b>Aims and objectives of the qualification</b>	<p>This qualification provides the skills and knowledge necessary for aspiring managers in the health and fitness industry.</p> <p>This RQF qualification focuses on key team leading and operational management theory which enables the learner to understand operational roles within the active leisure sector. This qualification covers a wide range of introductory team leading and operational management skills, including the principles of sales and marketing, health and safety in the workplace, developing working relationships with colleagues and the delivery of customer service.</p>
<b>Entry guidance</b>	<p>There are no formal entry requirements for this qualification.</p> <p>This qualification is suitable for those who work within the Sport, Leisure and Recreation sector.</p>
<b>Progression opportunities</b>	<p>Learners will be qualified to work in any health club chain or fitness centre in roles including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Team leader</li> <li>• Supervisor</li> </ul> <p>Progression could be to further training or education including work based qualifications in areas such as leisure and facilities. Further qualifications may include:</p>

- Level 3 Diploma in Operational Management and Leadership
- Level 5 Diploma in Strategic Management and Leadership

## **Funding**

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

## **Innovate Awarding**

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org).

### **Feedback**

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

### **Complaints**

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

### **Fees**

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

### **Enquiries and Appeals**

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

### **Data Protection**

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

### **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

## **Recognition of Prior Learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

**Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**

## **The Regulated Qualifications Framework (RQF)**

### **What is the RQF?**

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

### **Qualification Level**

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

### **Qualification Size**

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

## Qualification Structure

Learners must complete all eight of the mandatory units with a total value of 26 credits to achieve the IAO Level 2 Certificate in the Principles of Team Leading and Operational Management (RQF).

The total amount of Guided Learning (GL) for this qualification is 103 hours.

The Total Qualification Time (TQT) is 260 hours.

## Unit Structures

All mandatory units are included in this specification pack.

## Equivalence exemptions

The following units have equivalent units identified against them.

If a learner has achieved the identified equivalent unit then they can use that towards the achievement of this qualification.

Unit	Equivalent
A/615/2047 Communication in a business environment	H/506/1893 Communication in a business environment



### Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
L/615/2036	Principles of sales and marketing	2	3	15
Y/615/2038	Health and safety in the workplace	2	3	10
R/615/2040	Customer service delivery	2	2	14
D/615/2042	Principles of business	2	4	14
H/615/2043	Principles of team leading	2	6	20
M/615/2045	Understand the recruitment process and review of staff performance	2	2	8
A/615/2047	Communication in a business environment	2	3	12
F/615/2048	Develop working relationships with colleagues	2	3	10

<b>Title:</b>	<b>L/615/2036 Principles of sales and marketing</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>15</b>
<b>Total Qualification Time (TQT):</b>	<b>29</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand business issues in the sales environment	1.1 Describe different approaches to business awareness in different types of organisations 1.2 Describe the relationship of the sales function with other business functions in an organisation
2. Understand how external influences affect the sales environment	2.1 Describe how news items affect business 2.2 Describe who should receive sales-related business news in an organisation 2.3 Describe internal and external sources of information on business news
3. Understand the use of networking in sales	3.1 Describe the purpose of networking 3.2 Explain the advantages and disadvantages of different types of networking 3.3 Explain how to use networks to build business awareness 3.4 Explain the importance of mutual benefits and integrity in conducting your business through networking
4. Understand the principles of marketing	4.1 Describe the role of marketing in enhancing the sale of products and/or services 4.2 Describe the use of Customer Relationship Management (CRM) activities and systems 4.3 Explain the significance of customer loyalty to the achievement of marketing objectives

	<p>4.4 Explain the significance of brand and reputation to sales performance</p> <p>4.5 Explain the role of performance indicators and evaluation in determining the value of marketing activities</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit provides the learner with the knowledge and understanding of business issues and the effect of external influences on the sales environment. Learners will also gain an understanding of the use of networking in sales and the principles of marketing.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	

<b>Title:</b>	<b>Y/615/2038 Health and safety in the workplace</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>10</b>
<b>Total Qualification Time (TQT):</b>	<b>30</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the requirements for health and safety legislation in the workplace	1.1 Describe the main aims of the Health and Safety at Work Act as they apply to the work environment 1.2 Identify health and safety regulations which apply to the work environment 1.3 Identify duties and obligations for employers under the Health and Safety at Work Act 1.4 Identify duties and obligations for employees under the Health and Safety at Work Act
2. Know how to manage hazards and risks in own area of responsibility	2.1 Describe ways of managing a safe working environment 2.2 Explain the reporting procedures for maintaining health and safety 2.3 Describe the organisation's procedures for assessing and managing risk
3. Understand how to manage security in own area of responsibility	3.1 Describe own responsibilities in providing a safe and secure working environment 3.2 Explain the term 'duty of care'
4. Understand the guidance and procedures to safeguard children and vulnerable adults	4.1 Explain what is meant by the term 'safeguarding children and vulnerable adults' 4.2 Describe the importance of procedures to safeguard children and vulnerable adults 4.3 Explain the organisation's responsibility for safeguarding and protecting children and vulnerable adults

	4.4 Explain the procedures within the organisation for reporting and recording suspected abuse
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit provides learners with an understanding of health and safety within the workplace. It also covers managing risks and hazards and provides learners with an understanding of the procedures and guidance around safeguarding children and vulnerable adults.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	
<b>Details of the relationship of the unit and relevant national occupational standards</b>	

<b>Title:</b>	<b>R/615/2040 Customer service delivery</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>14</b>
<b>Total Qualification Time (TQT):</b>	<b>19</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand customer service delivery	1.1 Explain the relationship between customers' needs, expectations and customer satisfaction 1.2 Explain the importance of treating customers as individuals 1.3 Explain the importance of balancing promises made to customers with the needs of an organisation 1.4 Explain when and whom to escalate problems
2. Be able to provide customer service	2.1 Manage and maintain organisational standards of presentation and behaviour when providing customer service 2.2 Adapt own behaviour to meet customers' needs or expectations 2.3 Respond to customers' requests in line with organisational guidelines 2.4 Contribute to continuous customer service improvements 2.5 Adhere to organisational policies and procedures, legal and ethical requirements when providing customer service
3. Understand the relationship between service providers, customers and consumers	3.1 Describe a typical customer in own area of responsibility 3.2 Identify the differences between customers and consumers 3.3 Explain the importance of establishing and maintaining professional relationships with service providers, customers and consumers

	3.4 Identify typical services providers, customers and consumers within the organisation's delivery model
4. Know how to resolve customer service problems	<p>4.1 Describe organisational procedures and systems for dealing with customer service problems</p> <p>4.2 Explain how to defuse stressful situations</p> <p>4.3 Describe how to negotiate</p> <p>4.4 Identify the limitations of what can be offered to the customer as recompense</p> <p>4.5 Describe types of actions that may make a customer problem worse and should be avoided</p>
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit aims to develop the knowledge and skills required to deliver effective customer service. Learners will be able to understand customer relationships, provide customer service and understand how to resolve customer problems.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	
<b>Details of the relationship of the unit and relevant national occupational standards</b>	

<b>Title:</b>	<b>D/615/2042 Principles of business</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>14</b>
<b>Total Qualification Time (TQT):</b>	<b>36</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the business environment	1.1 Explain the differences between: <ul style="list-style-type: none"> <li>• the private sector</li> <li>• the public sector</li> <li>• the voluntary sector</li> </ul> 1.2 Describe the organisation's ethos, culture and values 1.3 Explain the relationship between an organisation's vision, mission, strategy and objectives 1.4 Explain how legislation affects the management and confidentiality of information
2. Understand the principles of business planning and finance within an organisation	2.1 Explain the purpose, content and format of a business plan 2.2 Explain the business planning cycle 2.3 Explain the purpose of a budget 2.4 Define a range of financial terminology 2.5 Explain the purposes of a range of financial reports
3. Understand business reporting within an organisation	3.1 Explain methods of measuring business performance 3.2 Explain the structure and use of a strength, weakness, opportunity and threat (SWOT) analysis 3.3 Explain the uses of management information and reports 3.4 Explain how personal and team performance data is used to inform management reports
4. Understand financial procedures	4.1 Describe organisational hierarchy and levels of authority for financial transactions



	<p>4.2 Explain organisational systems for:</p> <ul style="list-style-type: none"> <li>• sales invoicing</li> <li>• purchasing</li> <li>• payments</li> <li>• receipts</li> </ul> <p>4.3 Explain when to use:</p> <ul style="list-style-type: none"> <li>• a purchase order</li> <li>• an invoice</li> <li>• receipts</li> <li>• expenses</li> </ul> <p>4.4 Explain how to record income and expenditure in accordance with organisational policies and procedures</p> <p>4.5 Explain how to accept and process incoming payments in accordance with organisational policies</p>
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit provides the learner with the knowledge and understanding of all aspects of the business environment. It covers business planning and reporting as well as an understanding of financial procedures and budgeting.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	
<b>Details of the relationship of the unit and relevant national occupational standards</b>	

<b>Title:</b>	<b>H/615/2043 Principles of team leading</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>6</b>
<b>GLH:</b>	<b>20</b>
<b>Total Qualification Time (TQT):</b>	<b>56</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand management and leadership styles in organisations	1.1 Describe characteristics of effective leaders 1.2 Describe different leadership styles 1.3 Describe ways in which leaders can motivate their teams 1.4 Explain the benefits of effective leadership for organisations 1.5 Explain the meaning and purpose of senior management, middle management and junior management 1.6 Describe the different styles of management
2. Understand team dynamics	2.1 Explain the purpose of different types of teams 2.2 Describe the stages of team development and behaviour 2.3 Explain the concept of team role theory 2.4 Explain how the principle of team role theory is used in team building and leadership 2.5 Explain typical sources of conflict within a team and how they could be managed
3. Understand techniques used to manage the work of teams	3.1 Explain the factors to be taken into account when setting targets 3.2 Describe a range of techniques to monitor the flow of work of a team 3.3 Describe techniques to identify and solve problems within a team
4. Understand the impact of change management within a team	4.1 Describe typical reasons for organisational change 4.2 Explain the importance of accepting change positively

	<p>4.3 Explain the potential impact on a team of negative responses to change</p> <p>4.4 Explain how to implement change within a team</p>
5. Understand team motivation	<p>5.1 Explain the meaning of the term “motivation”</p> <p>5.2 Explain factors that affect the level of motivation of team members</p> <p>5.3 Describe techniques that can be used to motivate team members</p> <p>5.4 Explain how having motivated staff affects an organisation</p>
6. Understand the decision making process	<p>6.1 Explain the decision making processes of the following methods:</p> <ul style="list-style-type: none"> <li>• autocratic</li> <li>• democratic</li> <li>• consensual</li> </ul> <p>6.2 Give examples of when the following decision making processes would be used:</p> <ul style="list-style-type: none"> <li>• autocratic</li> <li>• democratic</li> <li>• consensual</li> </ul>
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit aims to develop learners’ understanding of team leading and will introduce learners to the key principles of managing teams. Upon completion of this unit, learners will understand team dynamics, motivation techniques and the decision making process.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	
<b>Details of the relationship of the unit and relevant national occupational standards</b>	

<b>Title:</b>	<b>M/615/2045 Understand the recruitment process and review of staff performance</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>8</b>
<b>Total Qualification Time (TQT):</b>	<b>17</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the recruitment process	1.1 Explain the different stages in the recruitment and selection process 1.2 Describe the purpose and structure of a job description and person specification 1.3 Describe different recruitment and selection methods 1.4 Evaluate the advantages and disadvantages of a range of recruitment and selection methods 1.5 Describe how to judge whether applicants meet the stated requirements of the vacancy 1.6 Identify appropriate legislation and relevant codes of practice when recruiting and selecting people 1.7 Explain the induction process and its importance to a new team member
2. Understand how to implement a performance review	2.1 Explain the importance of performance reviews 2.2 Describe the main aims of a performance review 2.3 Describe a range of methods used to assess performance 2.4 Describe how to take account of equality legislation and relevant codes of practice when implementing a performance review
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit aims to develop learners' knowledge and understanding of recruitment processes and performance reviews. Upon completion learners will understand relevant legislation, codes of practice and how to implement performance reviews.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	
<b>Details of the relationship of the unit and relevant national occupational standards</b>	

<b>Title:</b>	<b>A/615/2047 Communication in a business environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>12</b>
<b>Total Qualification Time (TQT):</b>	<b>26</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the requirements of written and verbal business communication	1.1 Explain why different methods of communication are used in the business environment 1.2 Describe the communication requirements of different audiences 1.3 Explain the importance of using correct grammar, sentence structure, punctuation, spelling and conventions in business communications 1.4 Explain the importance of using appropriate body language and tone of voice when communicating verbally
2. Be able to produce written business communications	2.1 Identify the nature, purpose, audience and use of the information to be communicated 2.2 Use communication channels that are appropriate to the information to be communicated and the audience 2.3 Present information in the format that meets the business brief 2.4 Adhere to agreed business communication conventions and degree of formality of expression when producing documents 2.5 Produce business communications that are clear, accurate and correct 2.6 Meet agreed deadlines in communicating with others
3. Be able to communicate verbally in business environments	3.1 Identify the nature, purpose, recipient/s and intended use of the information to be communicated

	<p>3.2 Use language that is appropriate for the recipient's need</p> <p>3.3 Use body language and tone of voice to reinforce messages</p> <p>3.4 Identify the meaning and implications of information that is communicated verbally</p> <p>3.5 Confirm that a recipient has understood correctly what has been communicated</p> <p>3.6 Respond in a way that is appropriate to the situation and in accordance with organisational policies and standards</p>
<p><b>Additional information about this unit</b></p> <p>This unit is exempted if learners have already achieved the following unit: H/506/1893 Communication in a business environment</p>	
<b>Unit aim (s)</b>	<p>This unit aims to develop the knowledge and skills required to communicate effectively in a business environment. Learners will understand the requirements of business communication methods and how to communicate using written and verbal communications in a business environment</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	
<b>Details of the relationship of the unit and relevant national occupational standards</b>	

<b>Title:</b>	<b>F/615/2048 Develop working relationships with colleagues</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>10</b>
<b>Total Qualification Time (TQT):</b>	<b>27</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the principles of effective team working	1.1 Explain how to develop and maintain new working relationships with colleagues after role or responsibility changes 1.2 Outline the benefits of collaborative team working 1.3 Describe how to give feedback constructively to colleagues 1.4 Explain conflict management techniques 1.5 Explain the importance of giving colleagues the opportunity to discuss work progress and any issues arising 1.6 Explain the importance of warning colleagues about changes that may affect them
2. Be able to establish and maintain working relationships with colleagues	2.1 Treat colleagues with respect, fairness and courtesy 2.2 Fulfil agreements made with colleagues 2.3 Provide support and constructive feedback to colleagues
3. Be able to collaborate with colleagues	3.1 Recognise the contribution of colleagues to the achievement of team objectives 3.2 Take colleagues' viewpoints into account when making decisions 3.3 Take ownership of problems within own level of responsibility 3.4 Work with colleagues to resolve problems and minimise disruption to business activities
4. Be able to effectively manage own time	4.1 Identify a range of tasks for completion



	<p>4.2 Plan and manage the tasks in relation to:</p> <ul style="list-style-type: none"> <li>• the length of time needed to complete them</li> <li>• priority order and deadlines</li> </ul> <p>4.3 Create an action plan using effective time management tools and techniques</p> <p>4.4 Assess the action plan identifying strengths and areas for improvement</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit aims to develop the knowledge and skills required to develop and maintain collaborative team working with colleagues. Learners will understand the principles of team working, working collaboratively and managing their own time effectively.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	