

# **SPECIFICATION**

**IAO LEVEL 2 CERTIFICATE IN TEAM LEADING PRINCIPLES**

**QUALIFICATION NUMBER: 603/6710/6**

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:

<b>Active Leisure</b>	<b>Health and Social Care</b>
<b>Business and Management</b>	<b>Hospitality and Catering</b>
<b>Childcare</b>	<b>IT</b>
<b>Employability</b>	<b>Logistics</b>
<b>Retail</b>	<b>Education and Training</b>

We currently offer over 100 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>	603/6710/6
<b>Qualification review date</b>	31.07.2024
<b>Guided Learning Hours (GLH)</b>	Minimum 57
<b>Total Qualification Time (TQT)</b>	Minimum 180
<b>RQF level</b>	2
<b>Qualification credit value</b>	18 credits
<b>Minimum credits at/above level</b>	18 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 is designed for learners who want the knowledge and understanding required to successfully lead a team.</p> <p>This will focus on the study of leading a team in a business environment.</p> <p>The objectives of this qualification are to help learners to:</p> <ul style="list-style-type: none"> <li>• develop their knowledge of the principles of team leading</li> <li>• develop their understanding of business</li> <li>• develop the knowledge needed to support communication with a range of stakeholders at different levels.</li> </ul>
<b>Entry guidance</b>	<p>There are no formal entry requirements for this qualification.</p> <p>This qualification is suitable for those who are looking to work in a team leading role within a number of industries. It provides learners with an opportunity to develop their knowledge to move into a team leadership role within a range of organisations.</p>
<b>Progression opportunities</b>	Learners who achieve this qualification could progress into further education or employment in a team leadership role.

On completion of this course, Learners may progress to:

IAO Level 2 Diploma in Team Leading

IAO Level 3 Diploma in Leadership and Management

IAO Level 3 Diploma in Operational 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 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.

## Rules of combination

To achieve this qualification, learners must gain 12 credits from the mandatory units and a minimum of 6 credits from units in the optional bank.

The minimum guided learning hours for this qualification is 57.

### Mandatory units:

Unit ref	Unit title	Level	Credit value	GLH
H/615/2043	Principles of team leading	2	6	20
D/615/2042	Principles of business	2	3	15
A/615/2047	Communicate in a business environment	2	3	12

### Optional units:

Unit ref	Unit title	Level	Credit value	GLH
F/506/2131	Understand customers	2	2	17
R/615/2040	Customer service delivery	2	2	14
J/506/1806	Principles of equality, diversity in the workplace	2	2	10
F/615/2048	Develop working relationships with colleagues	2	3	10
Y/615/2038	Health and safety in the workplace	2	3	10
K/506/1913	Develop a presentation	3	3	11
M/506/1914	Deliver a presentation	3	3	17
D/618/5008	Understand the role of coaching in the workplace	2	3	20
T/618/5015	Understand the role of mentoring in the workplace	2	3	20

## Mandatory units

<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>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 4.3 Explain the potential impact on a team of negative responses to change

	4.4 Explain how to implement change within a team
5. Understand team motivation	5.1 Explain the meaning of the term "motivation" 5.2 Explain factors that affect the level of motivation of team members 5.3 Describe techniques that can be used to motivate team members 5.4 Explain how having motivated staff affects an organisation
6. Understand the decision making process	6.1 Explain the decision making processes of the following methods: <ul style="list-style-type: none"> <li>• autocratic</li> <li>• democratic</li> <li>• consensual</li> </ul> 6.2 Give examples of when the following decision making processes would be used: <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>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>Learning Outcomes The learner will:</b>	<b>Assessment Criteria 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 4.2 Explain organisational systems for: <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>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<b>Unit aim (s)</b>	<p>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.</p>

<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>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 3.2 Use language that is appropriate for the recipient's need 3.3 Use body language and tone of voice to reinforce messages

	<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>

## Optional units

<b>Title:</b>	<b>F/506/2131 Understand customers</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>17</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand different types of customers	1.1 Explain the distinctions between internal and external customers 1.2 Explain how <b>cultural factors</b> can affect customers' expectations 1.3 Describe the characteristics of challenging customers 1.4 Explain how to identify dissatisfied customers
2. Understand the value of customers and their loyalty	2.1 Explain how the achievement of the customer <b>service offer</b> contributes to enhancing customer loyalty 2.2 Explain the relationship between customer satisfaction and organisational performance 2.3 Explain how the reputation and image of an organisation affects customers' perceptions of its products and/or services 2.4 Explain the potential consequences of customers' dissatisfaction 2.5 Describe different methods of attracting customers and retaining their loyalty
<b>Additional information about this unit</b>  <b>Cultural factors can include:</b> <ul style="list-style-type: none"> <li>- Stories portrayed in the media</li> <li>- Industry standard setting</li> <li>- Demographics such as age, gender, socio-economic status</li> <li>- Religious and/or moral view</li> </ul> <b>Service offer</b> is defined as the extent and limits of the customer service that an organisation is offering	

<b>Unit aim (s)</b>	This unit aims to develop the underpinning knowledge required to understand customers. Upon completion of this unit, learners will have developed an understanding of different types of customers and will also know the value of customers and their loyalty.
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<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>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	4.1 Describe organisational procedures and systems for dealing with customer service problems

	<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>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<b>Unit aim (s)</b>	<p>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.</p>

<b>Title:</b>	<b>J/506/1806 Principles of equality and diversity in the workplace</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>10</b>
<b>TQT:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand of the implications of equality legislation	1.1 Define the concept 'equality and diversity' 1.2 Describe the legal requirements for equality of opportunity 1.3 Describe the role and powers of organisations responsible for equality 1.4 Explain the benefits of equal opportunities and diversity 1.5 Explain the potential consequences for an organisation of failing to comply with equality legislation
2. Understand organisational standards and expectations for equality and diversity and context in the workplace	2.1 Explain how organisational policies on equality and diversity translate into day to day activity in the workplace 2.2 Describe their own responsibilities for equality and diversity in the workplace 2.3 Describe behaviours that support equality, diversity and inclusion in the workplace
<b>Additional information about this unit</b>	
Benefits include those relating to the employer, employees and customers	
Consequences could include those which are legal, reputational and relating to profits	
Equality Legislation will include but is not exclusive to:	
<ul style="list-style-type: none"> <li>• Equality Act 2010</li> </ul>	
<b>Unit aim (s)</b>	This unit will help learners understand the principles of equality and diversity in the

	<p>workplace. Learners will be able to demonstrate their knowledge and understanding of the implications of equality and diversity and how this relates to the working environment and organisational standards.</p>
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<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>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 4.2 Plan and manage the tasks in relation to: <ul style="list-style-type: none"> <li>• the length of time needed to complete them</li> <li>• priority order and deadlines</li> </ul> 4.3 Create an action plan using effective time management tools and techniques

	4.4 Assess the action plan identifying strengths and areas for improvement
<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 develop and maintain collaborative team working with colleagues. Learners will understand the principles of team working, working collaboratively and managing their own time effectively.

<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>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.
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<b>Title:</b>	<b>K/506/1913 Develop a presentation</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>11</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how to develop a presentation	1.1 Explain best practice in developing presentations 1.2 Explain who needs to be consulted on the development of a presentation 1.3 Explain the factors to be taken into account in developing a presentation 1.4 Analyse the advantages and limitations of different communication media
2. Be able to develop a presentation	2.1 Identify the purpose, content, style, timing and audience for a presentation 2.2 Select a communication media that is appropriate to the nature of a presentation, message and audience 2.3 Tailor a presentation to fit the timescale and audience's needs 2.4 Prepare a presentation that is logically structured, summarises the content and addresses the brief 2.5 Take action to ensure that a presentation adheres to organisational guidelines and policies 2.6 Develop materials that support the content of a presentation
<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 develop a presentation. Upon completion of this unit, learners will understand best practice in developing presentations and will be able to develop a structured presentation.
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<b>Title:</b>	<b>M/506/1914 Deliver a presentation</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>17</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the principles underpinning the delivery of presentations	1.1 Analyse the advantages and limitations of different methods of, and media for, making presentations 1.2 Explain how the type and size of the audience affects the delivery of a presentation 1.3 Explain the factors to be taken into account in developing contingency plans when delivering presentations 1.4 Explain voice projection and timing techniques when delivering presentations 1.5 Explain the factors to be taken into account in responding to questions from an audience 1.6 Explain different methods for evaluating the effectiveness of a presentation
2. Be able to prepare to deliver a presentation	2.1 Confirm the layout of the venue and correct functioning of equipment and resources prior to making a presentation 2.2 Develop contingency plans for potential equipment and resource failure 2.3 Take action to ensure that the presentation fits the time slot available
3. Be able to deliver a presentation	3.1 Speak clearly and confidently, using language that is appropriate for the topic and the audience 3.2 Vary their voice tone, pace and volume appropriately when delivering a presentation

	<p>3.3 Use body language in a way that reinforces messages</p> <p>3.4 Use equipment and resources effectively when delivering a presentation</p> <p>3.5 Deliver a presentation within the agreed timeframe</p> <p>3.6 Respond to questions in a way that meets the audience's needs</p> <p>3.7 Evaluate the effectiveness of a presentation</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<b>Unit aim (s)</b>	<p>This unit aims to develop the knowledge and skills required to deliver a presentation. Upon completion of this unit, learners will be able to prepare for and deliver a presentation.</p>

<b>Title:</b>	<b>D/618/5008 Understand the role of coaching in the workplace</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the context of coaching in the workplace	1.1 Explain the <b>purpose</b> of workplace coaching 1.2 Describe the <b>role and responsibilities</b> of a workplace coach 1.3 Explain why effective communication skills are important to a coach and coachee 1.4 Describe the behaviours and characteristics of a workplace coach 1.5 Explain how coaching can benefit the: <ul style="list-style-type: none"> <li>• organisation</li> <li>• manager</li> <li>• team</li> <li>• individual</li> </ul>
2. Understand the concept of coaching in the workplace	2.1 Explain how a <b>coaching model</b> could be used within the workplace 2.2 Explain strategies which could be used to overcome barriers to workplace coaching 2.3 Explain benefits of using <b>learning styles</b> in workplace coaching 2.4 Identify the <b>key elements</b> in a coaching plan 2.5 Explain the importance to a coachee of agreeing goals 2.6 Explain the importance to a coachee of giving constructive feedback 2.7 Identify <b>documents</b> used in workplace coaching
<b>Additional information about this unit:</b>	
<b>Purpose:</b> refer to the nature of workplace coaching and how this differs from mentoring	
<b>Roles and responsibilities</b> could include; building teams, improving performance, motivating individuals, identifying where improvements are required	
<b>Models of coaching:</b> GROW, OSCAR, FUEL or similar	
<b>Learning Styles:</b> VAK, Belbin, improves self-confidence, identifies strengths and weaknesses	
<b>Key elements:</b> Identify areas of development, SMART targets, progress reviews	

**Documentation:** Coaching schedule, coaching plan, records of individual sessions, reviews and evaluations

**Unit aim (s)**

The aim of this unit is to provide learners with an understanding of coaching and how it can be effectively used in the workplace to improve performance.

<b>Title:</b>	<b>T/618/5015 Understand the role of mentoring in the workplace</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the context of mentoring in the workplace	1.1 Explain the <b>purpose</b> of workplace mentoring 1.2 Describe the <b>role and responsibilities</b> of a workplace mentor 1.3 Explain why effective communication skills are important to mentor and mentee 1.4 Explain how mentoring can benefit the: <ul style="list-style-type: none"> <li>• organisation</li> <li>• manager</li> <li>• team</li> <li>• individual</li> </ul>
2. Understand the techniques of mentoring in the workplace	2.1 Identify differences between formal and informal mentoring agreements 2.2 Explain how a <b>model of mentoring</b> can be used to manage workplace relationships 2.3 Explain different <b>tools and techniques</b> that can be used to support <b>workplace mentoring</b> 2.4 Explain strategies which could be used to overcome barriers to workplace mentoring 2.5 Identify documents used in workplace mentoring
<b>Additional information about this unit:</b>	
<p><b>Purpose:</b> Refer to the nature of the workplace mentoring and how this differs from coaching.</p> <p><b>Roles and responsibilities</b> could include; being a role model, providing support, guidance and knowledge, providing specific information.</p> <p><b>Tools and techniques</b> could include; diagnostic tools such as SMART, Gap Analysis to assess existing knowledge, learning styles, communication, goals and objective setting, use of resources.</p> <p><b>Models of mentoring:</b> GROW, OSCAR.</p> <p><b>Types of workplace mentoring</b> could include; one-to-one, group sessions and remote.</p>	

**Unit aim (s)**

The aim of this unit is to provide learners with an understanding of mentoring and how it can be effectively used in the workplace.