EDI Level 2 Certificate in Team Leading Principles

EDI Supporting learning and performance

Candidate Pack

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Contents

Introduction

About EDI

EDI is one of the largest awarders of accredited vocational qualifications in the UK and has been involved in providing qualifications for employment for over 100 years. We work with over 1400 centres and we award over 140,000 vocational qualification certificates every year. Our vocational qualifications are developed in collaboration with industry and are used by students and employers as a benchmark for practical skills and quality. They include National Vocational Qualifications (NVQs), Scottish Vocational Qualifications (SVQs), Vocationally Related Qualifications (VRQs), Technical Certificates, Apprenticeships and Skills for Life qualifications.

EDI qualifications are accredited on the National Qualifications Framework and are eligible for government funding. EDI qualifications are also accredited on the Qualifications and Credit Framework (QCF). EDI offers unrivalled centre support, through online administration, resources and customer care.

In addition, EDI provides a wide range of services for training providers, colleges, employers and schools including customised assessments, bespoke training programmes, innovative interactive online assessments mapped to the national curriculum, an electronic portfolio system, access to high volume printing and broadband facilities. For more details, please visit the EDI website: www.ediplc.com.

What is the QCF?

The Qualifications and Credit Framework (QCF) is a unitised qualification framework underpinned by a system of credit accumulation and transfer. Every unit on the framework will have a level and a credit value which is based on the notional learning hours for that specific unit (for further information see the section: *What is credit?*). The QCF is designed to allow learners to achieve credit for individual units or qualifications, providing learners with the opportunity to accumulate credit at their own pace and use it to claim for a qualification when they are ready.

Qualifications within the QCF

There are three sizes of qualifications in the QCF:

- **Awards** (1-12 credits)
- **Certificates** (13-36 credits)
- **Diplomas** (37 credits or more)

It is possible to have all three of these qualifications at each level, for example, Level 1 Award, Certificate or Diploma in Business Skills. This is because the classification of the qualification as an Award, Certificate or Diploma refers to the size of the qualification, not the level of difficulty.

Each qualification title will contain the **level** of qualification (eg Entry 2), the **size** (award/certificate/diploma) and details indicating the **content** of qualification. For example:

- **EDI Level 2 Award in Business Skills**
- **EDI Level 1 Certificate in IT Users (ITQ)**

What is credit?

Every unit and qualification on the QCF has been given a credit value, which denotes the number of credits that will be awarded to each learner who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours are **not** the same as guided learning hours (GLH). GLH represent the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represent the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

Rules of combination

Every qualification on the QCF is structured through rules of combination. Rules of combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a learner to achieve the qualification. Rules of combination also state what the potential is for learners to transfer credits between qualifications and awarding bodies.

The rules of combination for the Level 2 Certificate in Team Leading Principles are included later in this pack.

Unique Learner Number and Personal Learner Record

You will be provided with a *Unique Learner Number* (ULN), a ten digit number that will enable all units and qualifications that you achieve to be logged online within your *Personal Learner Record* (PLR). Once you have been allocated your ULN this number will be used to log all your future learning achievements. You will have access to your PLR, and you will also able to give training providers and/or employers access to your PLR to enable them to view your records as evidence of which units and qualifications you have achieved.

EDI Level 2 Certificate in Team Leading Principles

Aims

The EDI Level 2 Certificate in Team Leading Principles aims to allow learners to:

- Develop the essential, generic background knowledge and understanding for a range of team leading roles.

- Develop the background knowledge and understanding of the personal and interpersonal skills required for an effective team leader.

- Support the learner in acquiring the knowledge and understanding for the Level 2 NVQ Certificate in Team Leading.

Guided learning hours

We recommend that 55 guided learning hours (GLHs) provide a suitable course length for an 'average' learner at this level.

Guided learning hours include direct contact hours, as well as other time when learners are completing work that has been agreed with teachers or training providers. It is the responsibility of training centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of GLHs can vary significantly from one training centre to another according to learners' needs.

Credit

The EDI Level 2 Certificate in Team Leading Principles has a credit value of 13.

Progression

The Level 2 Certificate in Team Leading Principles has been designed to enable as many progression opportunities as possible. Suggested progression routes include, but are not limited to:

- Occupational qualifications such as the EDI Level 2 NVQ Certificate in Team Leading, the EDI Level 3 NVQ Certificate in Management and EDI Level 3 Certificate in Management Principles.

- The Team Leading Apprenticeship for which this qualification meets the requirements of a technical certificate

Learners with particular requirements

We recognise that some learners will have particular requirements. EDI's policy for learners with particular requirements is stated in the *EDI Guide for Centres,* which is available via www.ediplc.com or by contacting Customer Services.

Further information

Information about EDI qualifications, assessments or other issues can be found on the EDI website www.ediplc.com or by telephoning the EDI Enquiries team on 08707 202 909.

Structure of the Qualification

To achieve the Level 2 Certificate in Team Leading Principles, you must complete a minimum of thirteen credits:

Unit	Unit Title	Credit	Level	GLH
CT219	Communicating Information and Knowledge in the Workplace	3	2	15
CT220	Team Leading Responsibilities	5	2	20
CT221	Managing Yourself and Providing Direction to Your Team	5	2	20

Assessment methods

The assessment for this qualification is through externally set and externally marked multiple choice tests.

The length and duration of the papers varies according to the credit value of the unit. Further details are given in the table below:

Unit	Title	Credit value	Questions	Time Allowed
CT219	Communicating Information and Knowledge in the Workplace	3	20	40 minutes
CT220	Team Leading Responsibilities	5	30	60 minutes
CT221	Managing Yourself and Providing Direction to Your Team	5	30	60 minutes

CT219   Communicating Information and Knowledge in the Workplace

Aim

This unit covers the aspects involved in communicating information and knowledge in the workplace.
These include identifying information and relevant techniques to communicate to colleagues, along with ensuring goals are met and team performance towards these are measured.

Credit value   3

Level   2

Learning outcomes	Assessment criteria
The learner will	The learner can
1 Understand how to identify information required and its reliability for communication	1.1 Identify the types of information and knowledge that need to be communicated 1.2 Identify the target audiences that require information and knowledge
2 Understand communication techniques and how to communicate effectively with colleagues	2.1 Identify different types of communication techniques 2.2 Identify the principles of effective communication. 2.3 Identify how to communicate effectively with colleagues 2.4 Describe how to make sure that the team has received and understood the information being communicated
3 Understand how to adapt communication techniques and methods with teams	3.1 Identify how to adapt communication techniques with team members 3.2 Identify different types of verbal and non-verbal communication 3.3 Describe how to modify communication methods in response to verbal and non-verbal feedback

4	Understand how to plan and allocate work for a team	4.1	Explain how to develop a plan of work for a team
		4.2	Identify how plans of work need to be agreed with a team
		4.3	Explain why it is important to allocate work to team members giving SMART targets
		4.4	Describe why it is important to agree standards of work
5	Understand how to lead team members to achieve team objectives	5.1	Explain why it is important to support team members in order to achieve team objectives
6	Understand how to monitor and evaluate the performance of team members	6.1	Describe why it is important to monitor and evaluate team members' performance
		6.2	Explain how to assess team members' work against agreed standards and objectives
		6.3	Describe how to recognise the achievements of team members
7	Understand how to manage conflict when leading a team	7.1	Identify the types of conflict that may arise within a team
		7.2	Explain how to manage possible conflict within a team

CT220   Team Leading Responsibilities

Aim

This units covers the responsibilities involved in Team Leading.
These include building working relationships, communicating and leading effectively whilst ensuring any conflicts are identified and resolved.

Credit value   5

Level   2

Learning outcomes The learner will	Assessment criteria The learner can
1 Understand how to develop productive working relationships with colleagues	1.1 Describe the benefits of developing productive working relationships with colleagues. 1.2 Identify how to form relationships with colleagues and those in other organisations 1.3 Describe how to behave professionally when working with colleagues
2 Understand how to communicate effectively with colleagues	2.1 Identify the principles of effective communication. 2.2 Identify how to communicate effectively with colleagues 2.3 Describe how to receive and clarify own understanding of information when communicating
3 Understand how to manage conflict with colleagues	3.1 Identify how to recognise conflicts of interests with colleagues 3.2 Identify measures that can be used to manage or resolve conflicts
4 Understand how to manage diversity in working relationships	4.1 Identify how to take account of diversity issues when developing productive working relationships

5	Understand the importance of information exchange and feedback	5.1	Identify the importance of exchanging information and resources with colleagues
		5.2	Identify how to use feedback on your own performance from colleagues
		5.3	Describe how to provide useful feedback to colleagues
6	Understand leadership styles and ways of motivating, supporting and encouraging teams	6.1	Identify different styles of leadership
		6.2	Identify ways to motivate, support and encourage team members
		6.3	Describe how to recognise team achievement
		6.4	Explain why it is important to encourage others to take the lead.
		6.5	Explain what the benefits are of recognising creativity and innovation within a team
7	Understand how to manage conflict when leading a team	7.1	Identify the types of conflict that may arise within a team
		7.2	Explain how to manage possible conflict within a team
8	Understand how to identify work-related difficulties and how to find potential solutions	8.1	Identify types of work-related difficulties and conflicts of interest
		8.2	Explain how to resolve identified and potential work-related difficulties

CT221   Managing Yourself and Providing Direction to Your Team

Aim

This unit covers the aspects of managing yourself and providing direction to people in your team.
Topics covered include resource management, planning and leadership styles.

Credit value   5

Level   2

Learning outcomes	Assessment criteria
The learner will	The learner can
1 Understand the principles of resource management and managing resources	1.1 Identify why managing your own knowledge and understanding is important
	1.2 Identify why managing your own skills and time is important
	1.3 Identify the requirements of a work role
	1.4 Know how to set work objectives which are SMART
	1.5 Identify a range of development activities that contribute to your own performance
2 Understand how to plan and undertake development effectively	2.1 Identify what an effective development plan should contain
	2.2 Identify the different types of development activities that can be undertaken to address identified gaps in knowledge and understanding
	2.3 Identify how development activities contribute to performance

3	Understand how to monitor your own development	3.1	Identify how to update development plans and work objectives in light of your performance.
		3.2	Identify how to update development plans and work objectives in light of feedback received from colleagues and managers.
		3.3	Identify how to record the use of your time and identify possible improvements
4	Understand how to identify team leading qualities	4.1	Describe different ways of communicating effectively with a team
		4.2	Identify how to set work objectives that are SMART
5	Understand the importance of planning within team leading	5.1	Identify how to plan the achievement of team objectives
		5.2	Describe why it is important to involve team members in the planning process
		5.3	Identify why it is important to show team members how personal work objectives contribute to the overall achievement of team objectives
6	Understand leadership styles and ways of motivating, supporting and encouraging teams	6.1	Identify different styles of leadership
		6.2	Identify ways to motivate, support and encourage team members to achieve work objectives
		6.3	Describe how to recognise team achievement
		6.4	Explain why it is important to encourage others to take the lead.
		6.5	Explain what the benefits are of recognising creativity and innovation within a team
7	Understand how to manage conflict and difficulties when leading a team	7.1	Identify the types of conflict and difficulties that may arise within a team
		7.2	Explain how to manage possible conflict and difficulties within a team
		7.3	Explain how support can be given to colleagues to overcome difficulties and conflict

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