EDI Level 2 Certificate in Team Leading Principles

EDI Supporting learning and performance

Support Pack

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Version 1

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.

The Support Pack

This support pack has been developed to provide additional guidance for training providers, who will be helping learners to achieve the EDI Level 2 Certificate in Team Leading Principles.

It has two purposes:

(a)   To provide, in one place, all of the additional information that may be needed to prepare for, and then support the successful delivery of this qualification.

(b)   By collecting this information together, to provide a resource that can be updated easily and quickly when it becomes necessary, and made available to all users.

This support pack has a version number and date on the front cover. An up to date copy of this support pack is always downloadable from our website www.ediplc.com in pdf format.

If this pack is updated we will let you know in EDI Qualifications Update – our monthly newsletter to approved centres. This is available to download from our News section on our website www.ediplc.com alternatively if you would like to receive an electronic copy of the EDI Qualifications Update each month, please contact our enquiries team on enquiries@ediplc.com.

Note – use of terms

Note that throughout this support pack, the term 'learner' is used to refer to the person seeking to gain this qualification.

EDI support services

Our Enquiries or Centre Support teams can be contacted between the hours of 0830 and 1700 Monday to Friday by using the contact details below or outside those hours by leaving a message on our voicemail service. **All messages will be returned the next working day**.

Enquiries team (general enquiries)

Telephone helpline: 08707 202 909
Fax: 02476 516559
Email: enquiries@ediplc.com

Our Enquiries team will be happy to assist you with any general enquiries that you may have. For example:

- information relating to new or existing products and services, including launch dates, award content and links with existing products;

- enquiries regarding qualification structures and content;

- pricing enquiries including price lists requests;

- support on the use of EDI's websites, eg www.ediplc.com;

- general information requests, including address, fax number etc;

- initial enquires from new centres interested in working with EDI;

- maintaining accurate contact details for centres.

Centre support team (Campus and administration enquiries)

Telephone helpline: 08700 818 008
Fax: 02476 516566
Email: centresupport@ediplc.com

Our centre support team will be happy to assist with any administration related enquiries you may have. For example:

- enquiries relating to EDI centre approval;

- centre induction and training;

- Campus user guidance;

- Campus technical support, including IT support for online and offline examinations;

- the progress of an order or a query relating to a learner registration;

- the progress of results, issues with claims including manual claims and certification;

- invoice queries.

EDI logs and monitors response times to all queries to Customer Services in order to achieve ongoing customer service standard improvements.

EDI complaints and appeals procedure

Details relating to all aspects of complaints and appeals for centres, including circumstances under which a centre or learner is entitled to appeal can be found by contacting our enquiries team on 08707 202 909.

All complaints will be responded to within 3 working days.

EDI equal opportunities policy

EDI operates an Equal Opportunities Policy, further details of which can be found on our website www.ediplc.com.

What is the QCF?

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 candidate 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.

Personal Learner Record and Unique Learner Number

Units and qualifications achieved will be logged online within the learner's Personal Learner Record (PLR). In order to enable their achievement to be recorded, each learner will be provided with a ten digit Unique Learner Number (ULN). Learners will have access to their PLR and will also be able to give access to training providers and/or employers to enable them to view their records as evidence of achievement.
If you would like further information regarding the QCF IT system, including the Unique Learner Number, Personal Learning Record and Learning Provider Register please contact the Learning Records Service, either through their website: www.learningrecordsservice.org.uk or email: lrssupport@learningrecordsservice.org.uk.

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

Multiple-choice tests

The multiple-choice tests are set and marked by EDI. We will send the tests to the centre with learner answer sheets after the centre has registered the learners with EDI. The tests must be stored in a secure location until the date of the tests.
At the end of the paper-based tests, all materials must be collected and returned to EDI. The learner answer sheets are then scored and moderated by EDI.

All multiple-choice tests must be carried out in accordance with the EDI Rules for the Conduct of External Assessment - Multiple Choice Tests which are sent to registered examination centres.

Preparing candidates for the tests

The content of each test version is strictly controlled by a 'test specification' to ensure that each test version covers the same topics with the same degree of emphasis. The test specification is summarised in this support pack.

The best preparation for candidates taking the tests is to ensure that all of the elements in the Specification and the related learning outcomes have been covered in your teaching and training programme. In this way candidates will be appropriately prepared for the test and will have covered all of the underpinning knowledge and understanding that will be needed for progression into employment or to other qualifications.

Do not prepare candidates by attempting to guess the content of the test.

The tests are only based on the content of the Specification and not any text book or other external source of information or the workbook. Where clarification is thought appropriate, the learning outcomes in the Specification have been amplified by bullet points. Questions may be set on any of the bullet points.

Before the test

It will be helpful to candidates to have the opportunity to see what a test paper and answer sheet will look like, and to spend time familiarising candidates with what they need to do.

To enable this, we have provided specimen questions presented in the format of a test paper and also an example of the Candidate Answer Sheet that will need to be correctly completed by each candidate taking the test. The test Supervisors will be able to provide further guidance to candidates before each test begins. It is also possible to obtain a practice test for the online versions.

Each paper-based EDI multiple-choice test paper is presented in the same way. It has a cover sheet with instructions to the candidates. This is then followed by the questions. Candidates must read each question and then select which one of the 4 options given is the correct answer. Online tests are presented in a similar format on screen.

In every question there is always one clearly correct answer. Well prepared candidates will quickly identify the correct answer. There are also three incorrect answers. These answers may appear to be correct – or plausible – but careful reading of the exact wording of the question will show that they are incorrect.

During the test

Candidates are strongly recommended to take time to read each question carefully before selecting their answers. The time allowance for each test is given to enable careful reading. Candidates who complete early should review their answers carefully. Candidates who are unsure of an answer should leave the question and then return to it later – taking care to ensure that they complete the correct row of the Candidate Answer Sheet as they do so.

Administering the tests

The following information relates specifically to paper-based tests, although general arrangements for paper-based and online tests are similar. Specific information about the online tests is available on the EDI website: www.ediplc.com.

Each multiple-choice test is administered in the same way as a traditional examination. EDI provides full guidance on the administration of its multiple-choice tests. All multiple-choice tests must be carried out in accordance with the EDI *Rules for the Conduct of External Assessment – Multiple-Choice Tests* which are sent to registered Examination Centres.

Candidates must be seated in a room or hall that is set out for an examination. Candidates must be seated sufficiently far apart from each other to prevent collusion. There must also be a clock in the room so each candidate can clearly see how much time remains. Training providers who do not have a suitable room must ensure that candidates can go to a location where appropriate facilities exist.

It is recommended that you explain the following procedures to candidates making reference to the example of a completed answer sheet.

Completing the Candidate Answer Sheet

When completing the Candidate Answer Sheet, candidates must use an HB pencil only. If they use a pen, the results will not be recorded. They will also need an eraser to correct any mistakes.

Before the examination begins

Examination supervisors should ask the candidates to complete the following sections on the OMR sheet, and check that each candidate has completed the details correctly as illustrated.

- Centre code – candidate should enter the Examination Centre code. Write this on a board before the examination begins.

- Test number – this number is given at the foot of each question paper and can be checked without opening the envelope containing question papers. Write this on a board before the examination begins.

- Candidate name – remind candidates to write their first name and family name clearly.

- Exam title - this is given on each question paper and can be checked without opening the envelope containing question papers. Write this on a board before the examination begins.

- Candidate number – ensure you have the list of candidate registration numbers from Education Development International plc (EDI). Candidates should enter their own candidate number.

- Order number - candidate should enter the order number. Write this on a board before the examination begins.

Remind candidates to leave a space between words in the Centre Name and Candidate Name sections and remind them to use a Pencil.

Examination supervisors should inform candidates that they should:

- read the questions carefully and choose the correct answer A, B, C, or D;

- carefully enter each answer against the correct question number in the Answers area;

- only use an HB pencil;

- mark only one answer;

- make sure they fill the circles completely;

- only complete the answers to the questions;

- not make marks on the Candidate Answer Sheet except in the places provided;

- if they make a mistake, make sure they erase it completely.

When all the candidates are ready, tell them:

- the time allowed for the test;

- to start work.

EDI

Supporting learning and performance

Candidate Answer Sheet

Mark your responses like this: ●
Do NOT mark your responses like this: ⊘ ⊗ ✓ ⊖ ◯
Use an HB or No. 2 pencil only. Erase mistakes thoroughly.

Centre Code **HS10894**

Test Number **ASE0706**

Candidate Name **CHARLES BROWN**

Exam Title **CUSTOMER SERVICE**

CANDIDATE NUMBER

10013572

ORDER NUMBER

3747

ANSWERS

1 A B C D	16 A B C D	31 A B C D	46 A B C D
2 A B C D	17 A B C D	32 A B C D	47 A B C D
3 A B C D	18 A B C D	33 A B C D	48 A B C D
4 A B C D	19 A B C D	34 A B C D	49 A B C D
5 A B C D	20 A B C D	35 A B C D	50 A B C D
6 A B C D	21 A B C D	36 A B C D	51 A B C D
7 A B C D	22 A B C D	37 A B C D	52 A B C D
8 A B C D	23 A B C D	38 A B C D	53 A B C D
9 A B C D	24 A B C D	39 A B C D	54 A B C D
10 A B C D	25 A B C D	40 A B C D	55 A B C D
11 A B C D	26 A B C D	41 A B C D	56 A B C D
12 A B C D	27 A B C D	42 A B C D	57 A B C D
13 A B C D	28 A B C D	43 A B C D	58 A B C D
14 A B C D	29 A B C D	44 A B C D	59 A B C D
15 A B C D	30 A B C D	45 A B C D	60 A B C D

ASNX0998

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Online Testing

The EDI online testing system is a user-friendly system for both candidates and centre staff which enable candidates to take online tests at a time which is convenient to them and the Centre. During the development of the system, priority was given to security, robustness and, above all, simplicity of use.

The EDI online system has a number of advantages over traditional paper-based tests:

- Candidates can take the tests on any date and out of 'normal' office hours, although it must be noted that support from EDI out of hours will be limited and that normal invigilation procedures are required;
- Results turnaround within 24 hours – in the form of a pass/fail statement;
- Unsuccessful candidates can re-sit the test after 24 hours;
- All candidates will receive a performance report identifying areas for further attention.

The EDI online system makes it easy for centres to administer the tests:

- An online examination administration training tool provides step by step instructions on how to schedule a test, search candidate information and view test result;
- A diagnostic tool automatically checks a Centre's hardware, diagnoses any configuration problems and helps to resolve them this can be found at www.ediplc.com;
- Simple, easy to follow instructions for candidates ensuring that operational IT knowledge required is minimal;
- Constant monitoring of the system which guards against potential problems that may be encountered during a test and can recover candidates' responses if such a problem arises;
- The EDI Online Examination Admin Options – through which tests are assigned to candidates and the relevant test documentation is printed out;
- A summary performance report on all candidates which identifies group and candidate strengths and weaknesses.

The following instructions cover the operation of the system as well as the examination/invigilation procedures to be followed. These procedures need to be considered in the context of the EDI Guide to Examinations and to the Rules for the Conduct of Multiple-Choice Tests.

The centre coordinator is responsible to the Awarding Body for the proper conduct of these tests by observance of these instructions. If a situation arises which is not covered by these instructions, the advice of the Awarding Body must be sought.

Preparation for the tests

Accommodation

Any room in which a test is conducted must provide candidates with appropriate conditions in which to take the examination.

Due attention must be paid to such matters as heating, lighting, ventilation and the level of extraneous noise.

No display material (eg diagrams, wall charts) that might be helpful to candidates must be visible in the test room.

A board or flip chart must be visible to all candidates showing the centre number.

Candidates must also be notified by the Centre of their Candidate Number and Order Number to enable them to access their test.

The seating arrangements must be such as to prevent candidates from overlooking – intentionally or otherwise – the work of others. Candidates must be seated at least 1.25 metres apart. If partitions are available, workstations may be closer together – if in doubt, please refer to EDI. To provide backup in case of technical problems, one spare workstation should be allocated for every 5 candidates taking the test.

Candidate access

Candidates with special assessment requirements should be advised to contact the test centre well in advance to ensure that adequate provision is made for their needs and EDI should be contacted as soon as possible to allow any necessary arrangements to be made.

Centres will have to consider the needs of candidates and the related provisions of The Special Educational Needs and Disability Act. Relevant issues include but are not limited to:

- need for some workstations to have additional space or facilities to cater for candidates with disabilities (eg wheelchair access);
- need for a range of assistive technology (eg large monitors, coloured filters);
- in appropriate circumstances, a reader or amanuensis may need to be provided;
- note that this is permissible only for certain subjects;
- in some instances, the centre may need to consider whether a non-IT alternative should be provided;
- where candidates are unfamiliar with hardware, keyboards etc, the centre must give adequate time for candidates to gain familiarity prior to a test session taking place;
- All centres should arrange mock testing sessions prior to live tests being taken.

Diagnostic tool

Each computer to be used to run a Level EDI online test, on-line tests must first be run through a number of automated verification routines to check and diagnose any configuration problems. This tool is fully automatic.

Machines that have not successfully completed diagnostics are not authorised for online testing.

If any problems are encountered relating to the use of the Diagnostic Tool or you have any queries regarding the requirements of the online programme, please contact **Centre Support 08707202909 (please note that out of hours support may be limited).**

Information to be given to candidates prior to the test

Candidates should be informed of the following in advance of any test (see general EDI examination regulations and regulations for individual tests for further details):

1   The rules and regulations of the test process, including what information or aids may be accessed.

2   The penalties or disciplinary measures that may be applied.

3   The Appeals Procedure

4   What evidence of identity is required?

5   What provision is made in case of technical problems?

6   The procedures for dealing with emergencies – if a fire alarm sounds, candidates should wait for instructions.

7   The test coverage.

8   The number and type of items in the test.

9   How the items will be scored.

10   How and when the results will be received.

11   Any provision for candidates using assistive technology.

Invigilation arrangements

Permitted numbers of candidates

The maximum number of candidates at each test will depend on the number of workstations available, allowing one spare workstation for every 5 candidates up to a maximum of 15 candidates. For example, 8 candidates require a minimum of 10 workstations; 11 candidates require a minimum of 14 workstations. Where centres feel they have the capacity to offer in excess of 15, they will need to provide evidence that this can be done whilst maintaining the robust nature of the supervision.

Supervision teams

The Centre Co-ordinator is responsible for ensuring that suitably qualified and experienced staff carries out invigilation.

At the start of the test a supervision team of 2 invigilators will be required for up to 15 candidates. If numbers exceed 15, one extra invigilator is required for each extra 15 candidates or a fraction of 15 candidates. If workstations are very close together, or the room is unusually shaped, 2 invigilators should remain in the room throughout the assessment session.

One invigilator must be available – but not necessarily in the assessment room – throughout the test session.

Additional invigilators may be changed during the test session providing the number present in the test room does not fall below the number prescribed. When only one invigilator is present he/she must be able to summon assistance easily without leaving the room and without disturbing the candidates.

A Technician may remain in the room for the duration of the test. The Technician may not act as an invigilator but is simply there to deal with any technical problems that may arise. The presence of a Technician must be noted on the Supervision Report.

At the beginning of the test

Persons present

Only candidates, invigilators, technicians and representatives of EDI may remain in the room during a test. If a technician or an EDI representative is present, this must be noted on the Supervision Report form. In the event of an emergency or a technical problem where another person must enter the room, this must be noted on the Supervision Report as a disturbance and the reason given.

Candidate attendance register

The invigilator must be satisfied as to the identity of every candidate attending each test (the Co-ordinator must ensure that appropriate arrangements are in place to enable all invigilators to carry out adequate checks on the identity of all candidates).

Only those candidates whose names appear on the Candidate Attendance Register will be allowed to enter the room.

All candidates must sign the Candidate Attendance Register before they take their places at least 15 minutes before the time for the test to start. In exceptional circumstances a candidate may enter the room after the start of the test but no entry will be permitted after the test has been in progress for 20 minutes.

N.B. Exceptional circumstances must be able to be verified later and be detailed on the Supervision Report.

The invigilator must complete the Attendance Register fully in accordance with Awarding Body instructions ensuring that any candidate who has been entered but is not present for the test is marked as 'Absent'.

Starting the test

Candidate login

Instruct your candidates to log on to www.ediplc.com/examsonline/candidates.

The candidates should then enter their Centre Code, Candidate Number and Order Number.

Last minute instructions to candidates

Please tell your candidates that:

1   It may be useful to take 'micro-breaks' (to relax muscles and look away from
        the screen) in order to reduce the effects of prolonged VDU use.

2   They are forbidden to communicate in any way with, seek assistance from or give
        assistance to another candidate whilst they are in the room.

3   If they have any problems with the programme or their computer they must put up their
        hands.

4   They can move backwards and forwards through the questions.

5   They should try each question but, if there is one they cannot do, they should go on to the
        next and come back to it later.

6   The time allowed for the test should be ample.

7   Any rough working must be done on scrap paper provided by the Centre and this is to be
        collected in after the test.

8   When they have finished, they should go back and check all their answers before
        submitting their responses.

9   When they have checked all their answers and feel they have completed the test they
        should click on the **submit** button.

10   Before the test starts, the candidates will have the opportunity to look at and answer
        some practice questions to familiarise them with how to operate the program.

11   Answer any questions concerning procedure and how to use the program at this point.

Once all candidates feel they have had ample time to familiarise themselves with the testing
interface and feel confident to go ahead, the invigilator must clearly announce that candidates
may now **start the test.**

During the test

The role of the invigilator(s)

The invigilator must supervise the candidates throughout the whole time the test is in progress
and give complete attention at all times to this duty. No other work should be undertaken
during this time. In walking around the room, invigilators should not lean over the candidates'
shoulders or in any way make contact with them.

Inform the candidates when they have 5 minutes remaining.

The role of the second invigilator

The second invigilator must remain in the vicinity of the test room and should check the room quietly at regular intervals.

Unfair practices

Where any instance of a candidate using unfair means is discovered the candidate should be asked quietly to leave the room and report to the second invigilator. At the end of the assessment session, both invigilators will report on the Supervision Report and both will add their signatures. The invigilators will then further investigate what steps should be taken. The final report should be sent to the Quality Manager at EDI within 24 hours.

Candidates finishing the test early

No candidate may leave the room during the first 30 minutes of the test.

Emergency procedures

The online testing system has a number of features that constantly monitor and guard against potential problems that may be encountered during a test. Once a test has been started, the system will monitor and store all information entered by the candidate so that if a problem does arise, the test can be recovered.

At the end of the test

Check that all candidates have submitted their responses.

Collect in any scrap paper candidates may have used for making notes.

Both invigilators must check and sign the Attendance Register.

Complete – not forgetting to include all disturbances, problems etc. – and sign the Supervision Report.

Level 2 Certificate in Team Leading Principles

SAMPLE QUESTIONS

UNIT – Managing Yourself and Providing Direction to Your Team

The following shows the instructions as they will appear to candidates on an actual paper.

You need:

- this test paper;
- an answer sheet;
- an HB pencil;
- an eraser.

You may NOT use a dictionary.

Do NOT open this paper until you are told to do so by the invigilator.

Try to answer ALL the questions.

Instructions

- Make sure your personal details are entered correctly on the candidate answer sheet.
- Read each question carefully and choose the correct answer – A, B, C or D.
- Enter your answers on the candidate answer sheet using an HB pencil.
- Make sure you only mark **one** answer for each question and that you completely fill the circle.
- If you make a mistake, make sure you erase it completely.
- Only complete as many answers as there are questions.
- At the end of the test hand the question paper, your answer sheet and all notes to the invigilator.

1. By keeping your knowledge up to date it enables…………within your team. Which **one** of the following **best** completes the sentence?

   A. competition and de-motivation

   B. isolation and de-motivation

   C. isolation and development

   D. growth and development

2. Which **one** of the following forms part of a SMART target and an important factor to setting work objectives?

   A. Setting targets that are measurable.

   B. Setting targets that are team driven.

   C. Setting targets that are adequate.

   D. Setting targets that are sizeable.

3. Which **one** of the following would be the **best** way to measure progress against work objectives?

   A. By watching every team member complete every task that is set for them.

   B. By only ever reviewing progress on a yearly basis with the whole team.

   C. By having regular team briefings and 1:1 meetings with your manager.

   D. By asking other people to monitor the progress and hope for the best.

4. A team leader would like to improve their computer skills. Which **one** of the following would be the **best** way to do this in their **own time**?

   A. An online distance learning course.

   B. Coaching from the IT department.

   C. Coaching from a team member.

   D. An extended training course.

5. Which **one** of the following is a tool that enables you to analyse how you spend your time?

   A. An action plan

   B. An activity log

   C. A learning log

   D. A to do list

6. A team leader likes to monitor the team's progress against team objectives. Which **one** of the following is the **best** way to communicate with the team?

    A. By emailing the team every week to check up on them.

    B. By holding meetings with each member of staff daily.

    C. By watching every member of the team work.

    D. By holding a weekly team meeting.

7. How can team members be involved in planning the achievement of team objectives?

    A. By discussing the objectives and encouraging the team to make suggestions and contributions.

    B. By planning with some of the team what needs to be achieved form the work objectives.

    C. By getting the team to decide which part of the objective they want to work on first.

    D. By telling each team member what they have to do in order achieve the objective.

8. Which **one** of the following is a leadership style?

    A. The consultative democrat

    B. The destructive democrat

    C. The consultative autocrat

    D. The destructive autocrat

9. Why is it important to encourage team members to take the lead?

    A. It increases confidence and responsibility of the team members

    B. It reduces confidence and responsibility of the team members

    C. It decreases interpersonal conflict within the team as a whole

    D. It increase interpersonal conflict within the team as a whole

10. Two team members have a conflict with one another over workload and who works the hardest. Which **one** of the following is the **best** way to deal with this?

    A. Use a direct approach with each person individually and if necessary together to resolve the issues.

    B. Ask your manager to resolve the problem as it could lead to a grievance and it is not your problem.

    C. Talk to the team and reinforce that they have to work together even if they do not get on.

    D. Ignore it as both members of the team are old enough to resolve the problem together.

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LEVEL 2 CERTIFICATE IN TEAM LEADING PRINCIPLES
SAMPLE QUESTIONS UNIT – Managing Yourself and Providing Direction to Your Team
MARKING SCHEME
_____

Question	Key
1	D
2	A
3	C
4	A
5	B
6	D
7	A
8	A
9	A
10	A

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 The learner will	Assessment criteria 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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