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Qualification Specification

Highfield Level 3

Diploma in Team Leader

(RQF)

Qualification Number: 610/5161/5

Version 1.1 January 2025

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Highfield Level 3 Diploma in Team Leader (RQF)

Introduction

This Qualification Specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 3 Diploma in Team leader (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual. It is also regulated by Qualification Wales.

Key facts

Qualification number:	610/5161/5
Learning aim reference:	61051615
Credit value:	40
Assessment method:	Portfolio of evidence
Guided learning hours (GLH):	228
Total qualification time (TQT):	400

Qualification overview and objective

This qualification has been developed to support learners completing the Team Leader apprenticeship standard and can be used to assess their readiness for end-point assessment. It covers the knowledge, skills and behaviour criteria of the standard, as described in the Assessment Plan version IfATE v1.3 and IfATE v1.4.

It is also designed as a stand-alone qualification for those learners wishing to gain a nationally recognised qualification in team leading.

The objective of the qualification is to support a role in the workplace, giving learners the opportunity to learn and evidence their knowledge and competency either as part of an apprenticeship or as a stand-alone qualification.

The qualification provides learners with the knowledge and skills in team leadership such as:

- data collection and benchmarking
 - problem analysis and conclusion
 - people and relationships
 - future plans and opportunities
 - building a high performing team
 - communication and implementing operational plans
 - managing change and continuous improvement
 - using technology
 - contributing to a project
-

Entry requirements

To register on to this qualification, learners are required to meet the following entry requirements:

- be 16 years of age or above
 - have a basic level of literacy and numeracy
-

Geographical coverage

This qualification is suitable for delivery in England and Wales.

Centre requirements

There are no specific requirements for the centre as long as each learner's workplace is suitably equipped for the chosen units to be delivered and assessed.

Guidance on delivery

The total qualification time for this qualification is 400 hours and of this 228 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

The qualification is a combined knowledge and competence qualification. It is assessed through the completion of a portfolio of evidence, which must be internally assessed and quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed. Additional guidance is included at the bottom of each unit suggesting how assessment criteria can be assessed.

Learners must achieve all of the pass criteria across all units, in order to be awarded a pass. Examples of evidence for the portfolio could include:

Knowledge criteria:

- worksheets
- record of oral and written questioning
- assignments/projects/reports
- candidate and peer reports
- record of professional discussion or interview
- case studies

Skills and behaviour criteria:

- assessor observation – completed observational checklists
 - witness testimony
 - record of professional discussion
 - candidate and peer reports
 - appraisals or performance reviews
-

Assessors can use other methods of assessment as long as they are valid and reliable.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing a learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) Policy in the members' area of Highfield Qualifications' website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Assessor requirements

Highfield Qualifications requires nominated assessors for this qualification to meet the following:

Assessors **must** possess or be working towards relevant qualifications including a recognised assessor qualification.

This can be evidenced by:

- a current CV detailing sector experience
- an up-to-date record of ongoing professional development
- holding the same, or equivalent qualification at the same level, or above as the training being delivered
- holding or be working towards a recognised educational, teaching or training qualification, or have similar relevant experience
- holding or be working towards a recognised assessor qualification. For example:
 - Level 3 Award in Assessing Competence in the Work Environment, or
 - A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation, or
 - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence

Where assessors are working towards relevant qualifications, they **must** have their assessment decisions countersigned by a qualified assessor.

Internal quality assurance (IQA) requirements

Internal quality assurers **must** possess or be working towards relevant qualifications including a recognised internal quality assurance qualification.

This can be evidenced by:

- a current CV detailing sector experience
- an up-to-date record of ongoing professional development
- holding the same, or equivalent qualification at the same level, or above as the training being delivered
- holding or be working towards a recognised educational, teaching or training qualification, or have similar relevant experience
- holding or be working towards a recognised internal quality assurance qualification. For example:
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF), or
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF), or
 - D34 or V1 Verifier Awards

Where internal quality assurers are working towards relevant qualifications, they **must** have their quality decisions countersigned by a qualified internal quality assurer.

It is **recommended** that IQAs hold an assessing qualification.

Continuing Professional Development (CPD)

It is **recommended** that Highfield centres support their personnel in maintaining current knowledge and skills in the sector area to include best practices in delivery, monitoring, assessment and verification, incorporating any relevant national or legislative updates.

It is recommended that centres hold records of this.

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, for example, an employee ID card, student ID card or travel card

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 3 Diploma in Management
- Highfield Level 5 Diploma for Operations or Departmental Managers
- Highfield Level 3 End-Point Assessment Team Leader
- Highfield Level 3 End-Point Assessment for ST0384 Team Leader (IfATE v1.3 and IfATE v1.4)
- Highfield Level 5 End-Point Assessment for ST0809 Coaching professional (IfATE v1.0/AP01)

Useful websites

- <https://www.highfieldqualifications.com/products/qualifications/leadership-management>
- <https://www.highfieldassessment.com/apprenticeship-standards/business-administration-and-management/team-leader-supervisor>

Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:

<https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

As an apprentice you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: <http://ct.highfieldelearning.com/org/TheHighfieldGroup>
- answer the questions
- click start

Recommended training materials

- <https://www.highfieldassessment.com/apprenticeship-standards/business-administration-and-management/team-leader-supervisor>
-

Appendix 1: Qualification structure

To complete the Highfield **Level 3 Diploma in Team Leader**, learners must complete the following:

- **all units** contained in the mandatory group

Mandatory group

Learners must achieve **all units** in this group.

Unit reference	Unit title	Level	GLH	Credit
H/651/4383	Data collection and benchmarking	3	15	2
J/651/4384	Problem analysis and conclusions	3	30	6
K/651/4385	People and relationships	3	20	4
L/651/4386	Future plans and opportunities	3	28	5
M/651/4387	Building a high performing team	3	40	8
R/651/4388	Communication and implementing operational plans	3	20	3
T/651/4389	Managing change and continuous improvement	3	40	6
D/651/4390	Using technology	3	15	2
F/651/4391	Contributing to a project	3	20	4

Appendix 2: Qualification content

Unit 1: Data collection and benchmarking

Unit number: H/651/4383

Credit: 2

GLH: 15

Level: 3

Unit introduction

This unit provides learners with the skills and knowledge to verify their competence in data collection and benchmarking.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1 Processes and policies which support the delivery of operational requirements	Outlines the processes and policies supporting the delivery (of the chosen topic) and the regulation, legislation and compliance which impacts their role and the organisation
2 Relevant regulation, legislation and compliance that impacts their role and the organisation	
3 External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed	Explains how (the chosen topic) considers external factors affecting the workplace, how they are managed, and the influence of the wider social and economic environment in which the organisation operates
4 The wider social and economic environment in which the organisation operates	
5 How to collate, interpret and communicate data and information to meet the needs of different audiences	Collates and interprets data and information to create reports tailored to the needs of different audiences
6 Able to collate and interpret data and information and create reports	

Amplification and Unit guidance
<p>Processes and policies Describe the step-by-step procedures that are necessary to meet the operational objectives of the team:</p> <ul style="list-style-type: none"> • workflow management • resource allocation • quality control processes • performance monitoring <p>Highlight the internal rules and guidelines that ensure consistency and efficiency in operations</p>
<p>Regulation, legislation and compliance</p>

Define the key laws and regulations that impact the organisation, for example:

- industry-specific regulations
- employment laws
- health and safety legislation
- data protection laws

External factors

Explain concepts such as:

- sustainable practices
- carbon footprint reduction
- the move toward net zero emissions

Unit 2: Problem analysis and conclusions

Unit number: J/651/4384
 Credit: 6
 GLH: 30
 Level: 3

Unit introduction

This unit provides learners with the skills and knowledge to verify their competence in problem analysis and conclusions.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1 Organisational strategy and objectives and how their role impacts on them	Explains how their role impacts on the organisation's strategy and objectives and the impact that cross-team working has on delivering them
2 The impact that cross-team working has in the delivery of organisational objectives	
3 Communication techniques including presentation skills, negotiation and influencing skills	Applies communication techniques, problem-solving and decision-making principles to provide solutions and influence the decision-making process
4 Problem-solving and decision-making principles	
5 Use information and problem-solving techniques to provide solutions and influence the decision-making process	

Amplification and Unit guidance
<p>Organisational strategy Sets out the actions a company plans to take to achieve their long-term goals</p> <p>Cross-team working Define cross-team working as collaboration between different departments or teams to achieve common goals</p> <p>Communication techniques Communication methods:</p> <ul style="list-style-type: none"> • verbal • non-verbal • written • digital

Emphasising on the importance of:

- clarity
- active listening
- adapting to the audience

Problem-solving

Can include:

- mind-mapping
- fishbone diagram
- strengths, weaknesses, opportunities and threats (SWOT) analysis
- political, economic, social, technological, legal and environmental (PESTLE) analysis

Unit 3: People and relationships

Unit number: K/651/4385
 Credit: 4
 GLH: 20
 Level: 3

Unit introduction

This unit provides learners with the skills and knowledge to verify their competence in people and relationships.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1 Stakeholder management	Explains how they manage and maintain relationships with a diverse workforce and stakeholders , set objectives, monitor progress and provide guidance and feedback for individual and team performances
2 Manage individual or team performance by setting objectives, monitoring progress, and providing clear guidance and feedback	
3 Manage and maintain relationships with a diverse workforce and stakeholders	
4 Interpret policy and support the delivery of equity, diversity and inclusion in the workplace and monitor their impact on their team	Explains how they proactively support the delivery of equity, diversity and inclusion in the workplace and monitor the impact on their team
5 Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect	

Amplification and Unit guidance
<p>Feedback Includes feedback to the team, wider business, customers, stakeholders and one’s line manager Can relate to a product, promotion or something that they have personally undertaken</p> <p>Stakeholders A stakeholder can be a person or a company/organisation who has an interest in your business or business activity These may be internal or external to the business Stakeholder mapping and analysis of interest/power in a project</p>

Unit 4: Future plans and opportunities

Unit number: L/651/4386

Credit: 5

GLH: 28

Level: 3

Unit introduction

This unit provides learners with the skills and knowledge to verify their competence in future plans and opportunities.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1 The impact that internal and external factors, such as environmental impacts, have on their role	Describes the impact of internal and external factors on their role, identifying how they will work flexibly to adapt to future changes in the sector that may affect their organisation
2 Identify future changes in the sector, such as technology advances, that may impact their organisation	
3 Works flexibly and adapts to circumstances	

Amplification and Unit guidance
<p>Technology How current and future technological improvements and/or changes can influence their organisation:</p> <ul style="list-style-type: none"> • future technology • artificial intelligence (AI) • competitors' use of technology <p>Works flexibly How to adapt to change quickly Identifying and overcoming barriers to change</p>

Unit 5: Building a high performing team

Unit number: M/651/4387

Credit: 8

GLH: 40

Level: 3

Unit introduction

This unit provides learners with the skills and knowledge to verify their competence in building a high performing team.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1 How to identify the learning needs of others and solutions to address them	Describes their approach to identifying and supporting the learning and development needs of team members, as well as seeking out opportunities to develop their own learning and professional development
2 Identify and support the development of the team through informal coaching and continuous professional development	
3 Seeks learning opportunities and continuous professional development	
4 Performance management techniques	Describes the leadership , management and performance management techniques and tools they use to organise, prioritise and allocate work activities
5 Leadership and management approaches	
6 Use tools to organise, prioritise and allocate daily and weekly work activities	
7 Interpret and apply regulation and legislation, share best practices, and advise stakeholders on their application	Explains their approach to sharing best practice and advising stakeholders on the practical application of regulation and legislation relevant to their work within the organisation
8 Policy and procedure relating to people and organisational culture	Explains how they have ethically and inclusively applied policies and procedures relating to people and organisational culture to support equity, diversity and inclusion in the workplace
9 Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and the team	
10 Acts professionally, ethically and with integrity	

Amplification and Unit guidance

Professional development

Includes taking onboard feedback from others that has informed a personal development plan and subsequent actions they took to address this feedback

Leadership

Styles of leadership:

- the ways in which a team leader or supervisor can provide guidance, direction and motivation to their staff and teams
- leadership styles include:
 - democratic leadership
 - autocratic leadership
 - laissez-faire leadership
 - transformational leadership
- other leadership styles that might be mentioned are emotional leadership styles, for example:
 - visionary
 - coaching
 - affiliate
 - pacesetter
 - commanding

Motivation techniques:

- benefits of having a motivated workforce
- setting goals and SMART objectives
- offering continuous professional development (CPD) opportunities
- providing staff incentives
- recognising individual and team achievements

Prioritise

Time management:

- planning time each day through diary management or to-do lists
- avoiding distractions
- setting achievable deadlines
- prioritising workload
- red, amber, green (RAG) rating
- effectively delegating tasks (when appropriate)

Compare and contrast the pros and cons of paper-based and electronic systems for diary and to-do lists:

- ease of use
- repeating events
- electronic/paper-based reminders

Organisational culture

Different ways to categorise types of culture:

- Charles Handy:
 - power culture
 - role culture
 - task culture
 - person culture
- Kim Cameron and Robert Quinn:
 - clan culture
 - adhocracy culture
 - market culture
 - hierarchy culture

Influences on organisational culture and the relationship between culture and organisational values

Unit 6: Communication and implementing operational plans

Unit number: R/651/4388

Credit: 3

GLH: 20

Level: 3

Unit introduction

This unit provides learners with the skills and knowledge to verify their competence in communication and implementing operational plans.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1 How to manage resources to implement operational and team plans	Explains how they use and manage resources and collaborate with stakeholders to implement and deliver operational goals and team plans within their level of responsibility and accountability
2 The purpose of their role within the organisation, including their level of responsibility and accountability	
3 Use resources to implement operational and team plans	
4 Collaborate with stakeholders in the organisation to ensure the delivery of operational goals	
5 Interpret organisational strategy and communicate how this impacts others	Explains how they communicated the impact of organisational strategy on different stakeholders using different types of media to ensure understanding
6 Communicate information through different media, such as face-to-face meetings, emails, reports and presentations to enable key stakeholders to understand what is required	

Amplification and Unit guidance
<p>Resources</p> <ul style="list-style-type: none"> • People • Funding • Equipment • Facilities • Technology/technological support • Human resources (HR) systems/processes

Unit 7: Managing change and continuous improvement

Unit number: T/651/4389

Credit: 6

GLH: 40

Level: 3

Unit introduction

This unit provides learners with the skills and knowledge to verify their competence in managing change and continuous improvement.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1 Principles of change management and continuous improvement	Explains how they apply the principles of change management and continuous improvement to work processes to identify areas where performance can be enhanced
2 Review work processes to identify opportunities to improve performance and for continuous improvement	
3 Manage others through change by identifying challenges and the activities to resolve them	Describes how they negotiate with and challenge stakeholders and others, when managing change , and the activities used to resolve and reduce conflict
4 Negotiate with and challenge stakeholders to manage change and reduce conflict	
5 Approaches to managing budgets , and options and choices to maximise efficient use of resources	Describes their approach to managing budgets and maximising the use of resources

Amplification and Unit guidance
<p>Change</p> <p>Resistance to change</p> <p>Identifying and overcoming barriers to change</p> <p>Kotter's 8-stage change model</p> <p>Consider organisational change:</p> <ul style="list-style-type: none"> • culture • needs • drivers <p>Team changes:</p> <ul style="list-style-type: none"> • employees • job roles • structure <p>Potential external influences for change:</p> <ul style="list-style-type: none"> • regulatory

- political
- legislative
- social change
- consumer behaviour
- competitor analysis

Conflict

Include conflicts and disagreements between individual team members, or between the team/team members and the wider business, leadership, customers, stakeholders, suppliers or regulators

Managing budgets

Review actual costs to budgets and state reasons for any overage, with an action plan to address
Address any shortfalls in sales budgets with pro-active plans
Review budgets on a regular basis

Unit 8: Using technology

Unit number: D/651/4390

Credit: 2

GLH: 15

Level: 3

Unit introduction

This unit provides learners with the skills and knowledge to verify their competence in using technology.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1 IT and software used to support the activities of the business	Describes the technology, software and methods they use to produce documentation and support activities for the business, and how they monitor their use to reduce energy consumption when not in use
2 Use technology and software to produce documentation, such as spreadsheets and presentation packages to communicate information	
3 Monitor the use of technology and the potential to reduce energy consumption through their optimisation in day-to-day tasks, such as reducing the use of paper and switching off items when not in use	

Amplification and Unit guidance
<p>Software</p> <p>Types of software used in the role How software is used to produce documentation How software usage is monitored</p> <p>Technology</p> <p>Linked to the sustainability targets of the organisation:</p> <ul style="list-style-type: none"> • screen timer • power-saver mode <p>How to act as a role model to reduce the carbon footprint of the brand or organisation</p>

Unit 9: Contributing to a project

Unit number: F/651/4391

Credit: 4

GLH: 20

Level: 3

Unit introduction

This unit provides learners with the skills and knowledge to verify their competence in contributing to a project.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1 Project management tools and techniques	Explains how they utilise project management tools and techniques to plan a project, prioritise activities, monitor progress, and take corrective action to deliver against the project plan on time while taking ownership of the tasks
2 Time management and prioritisation tools	
3 Use digital tools for planning and project management to monitor project progress, taking corrective action to deliver against the project plan	
4 Takes accountability and ownership of their tasks and workload	

Amplification and Unit guidance
<p>Project management tools</p> <ul style="list-style-type: none"> • Gantt charts • Program evaluation review technique (PERT) charts • Process flow charts • Work breakdown structure (WBS) • Product breakdown structure (PBS) • Critical path analysis (CPA) <p>Time management</p> <p>Planning time each day through:</p> <ul style="list-style-type: none"> • diary management or to-do lists • avoiding distractions • setting achievable deadlines and prioritising workload • red, amber, green (RAG) rating • effectively delegating tasks when appropriate <p>Compare and contrast the pros and cons of paper-based and electronic systems for diary and to-do lists:</p> <ul style="list-style-type: none"> • cloud-based (multi-device) • ease of use

- repeating events and electronic reminders

Appendix 3 Sample Assessment Material

The following pages include sample paperwork which can be used for setting and recording actions and tracking progress and can be found in the qualification assessment pack. This is available to download from the Members' Area.

We listen and respond

Evidence Tracking Sheet
Mandatory unit

Learner Name				
Centre Name				
Mandatory Unit 1: Data collection and benchmarking				
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date
1 Processes and policies which support the delivery of operational requirements	Outlines the processes and policies supporting the delivery (of the chosen topic) and the regulation, legislation and compliance which impacts their role and the organisation			
2 Relevant regulation, legislation and compliance that impacts their role and the organisation				
3 External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed	Explains how (the chosen topic) considers external factors affecting the workplace, how they are managed, and the influence of the wider social and economic environment in which the organisation operates			

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