



SME OUTSOURCING

Accountancy | Taxation | Advisory | Training | Lending

Learning Plan

TMD3

VTCT (Skillsfirst)

Diploma in Team
Management

(RQF)

Level 3

Contents

1 Programme Overview	2
2 Qualification Information	3
2.1 Qualification aim and design	3
2.2 Progression opportunities	3
3 Qualification Structure	4
4 Centre requirements	5
4.1 Resources	5
4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments	5
4.3 Occupational expertise of deliveries, assessors, and moderators/internal verifiers	6
4.4 Employer direct model	7
4.5 Continuous professional development (CPD)	7
4.6 Total Qualification Time (TQT)	8
5 Assessment	9
5.1 Summary of assessment methods	9
5.2 Assessment principles	9
5.3 Characteristics of assessment guidance	9
5.4 Types of evidence	10
5.5 Professional discussion	10
5.6 Simulation and witness testimony	11
5.6.1 Simulation	11
5.6.2 Witness testimony	11
5.7 Recognition of prior learning (RPL)	12

1 Programme Overview

Qualification title	VTCT (Skillsfirst) Level 3 Diploma in Team Management (RQF)
Qualification number	603/2236/6
Product code	TMD3
Total Qualification Time (TQT)	524
Guided Learning (GL) hours	250
Assessment	<p>To be awarded this qualification, learners must successfully achieve the following assessments:</p> <ul style="list-style-type: none"> • Portfolio of evidence • Skill-based assessment (if applicable)
Entry requirements	<p>There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.</p>
Support materials	<p>Support materials can be found on the website (if applicable)</p>

2 Qualification Information

2.1 Qualification aim and design

This qualification has been designed to meet both employer and individual demand for learners to meet the knowledge and competences outlined in the Team Leader/Supervisor Apprenticeship standard. These include Leading People, Managing People, Building Relationships, Communication, Project Management and Finance.

The primary target group for this qualification would be all Apprentices who are enrolled on a Team Leader/Supervisor standard. As a 'stand-alone' qualification, however, it would also appeal to learners in any sector that involved management and leadership responsibilities, such as, but not limited to:

- first line managers assistant manager senior supervisors
- and graduates or people looking for CPD utilising advanced learner loans (ALLs).

2.2 Progression opportunities

On completion of the Level 3 Diploma in Team Management (RQF), learners may progress into employment or onto the following Skillsfirst qualifications:

- Level 3 Diploma in Management (RQF)
- Level 4 Diploma in Principles of Business Administration (RQF)

or similar higher-level qualifications.

3 Qualification Structure

To be awarded the VTCT (Skillsfirst) Level 2 Certificate in Computerised Accounting for Business (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **160**.

Product Code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
TM1	Leading people	3	29	H/616/0742
TM2	Managing people	3	36	M/616/0744
TM3	Building relationships	3	15	H/616/0745
TM4	Communication essentials	3	22	A/616/0746
TM5	Operational management	3	30	J/616/0748
TM6	Project management	3	35	L/616/0749
TM7	Budgeting and financial management	3	21	J/616/0751
TM8	Awareness of self and others in the workplace	3	21	R/616/0753
TM9	Management of self	3	17	Y/616/0754
TM10	Decision making	3	24	H/616/0756

4 Centre Requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

This handbook provides details of the assessment strategy, which centres will need to apply in order to assess and quality assure the Level 3 Diploma in Team Management (RQF) and includes the:

- occupational expertise of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

4.3 Deliverers, assessors and internal moderators/verifiers

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent to make assessment judgements about the broad use of computerised payroll techniques either in the workplace or in Realistic Working Environments (RWE); and occupationally competent to make assessment judgements about the quality of assessment and the assessment process
- be occupationally knowledgeable in the area(s) for which they are delivering training. This knowledge must be at least to the same level as the training delivered.
- have credible experience of providing training.

Assessors and internal verifiers must hold the relevant and equivalent qualifications (such as D32, D33, A1, A2 or Level 3 TAQA for assessors and D34, V1 or Level 4 TAQA for internal verifiers), or be working towards an appropriate TAQA or equivalent qualification. Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- records of continuous professional development
- corporate membership of a relevant professional institution

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

4.4 Employer direct model

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst may choose between:

- achieving the appropriate approved qualifications for assessment/verification

or

- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD. Centres are also expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit.

5.2 Assessment principles

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working and remote environments may be used, following agreement from the External Verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner carries out book-keeping activities, they are also demonstrating an understanding of how a range of book-keeping documents are used.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and IVs will be registered with their centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can meet all the learning outcomes of a unit and pass all the skills and knowledge requirements of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.4 Types of evidence

Evidence is not required in any pre-set format and may be of many types and from diverse sources. Examples of types of evidence might include:

- learner statement
- notes
- review and tutorial records report
- diary
- worksheet
- audio/video recorded
- discussion/presentation/interview assessor observation
- witness statement
- product
- workbook

Please note that centres are not restricted to the types of evidence listed above

5.5 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.6 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

5.6.1 Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. There are no units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

5.6.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on learner's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards (NOS), such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

5.7 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL; be sufficient to conclusively
- prove consistency of learner performance in meeting the skills and knowledge requirements