



Level 2 Diploma in Utility Mapping and Surveying

Qualification Specification

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Introduction

The ProQual Utility Mapping and Surveying suite of qualifications provides nationally recognised qualifications for those working in a surveying or construction environment. The Level 2 Diploma is appropriate for trainee surveyors and technicians working, or wanting to work, in the surveying profession. Unit certification can be awarded for completed units that are appropriate to the work role if candidates choose not to complete all units.

The awarding body for this qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

This qualification has been accredited onto the Regulated Qualifications Framework, it provides a progression route to further qualifications and unit accreditation in ProQual's Utility Mapping and Surveying qualifications suite (Levels 3, 4, 5 and 6) or other discipline-related qualifications.

Qualification Profile

Level 2 Diploma in Utility Mapping and Surveying

Qualification title	ProQual Level 2 Diploma in Utility Mapping and Surveying
Ofqual qualification number	603/0263/X
Level	Level 2
Total Qualification Time	300 (GLH 270)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	15/8/16
Qualification end date	

Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

Qualification Structure

Candidates must complete all of the Mandatory units and a minimum of 2 Optional units.

Mandatory Units – complete all units		
Unit Reference Number	Unit Title	Unit Level
K/615/1069	Health and safety in a construction environment	1
L/505/7112	Utility location and avoidance in construction	2
D/625/1070	Plan, prepare and operate safely in confined spaces	2
H/615/1071	Working as part of a group	1
K/615/1072	Effective communication for the workplace	1
M/615/1073	Developing time management skills	1
T/615/1074	Business and customer awareness	1
Optional Units – complete a minimum of 2 units		
Unit Reference Number	Unit Title	Unit Level
A/615/1075	Preparing to lead the team	2
F/615/1076	Support development of self and team members	2
J/615/1077	Communication and the team leader	2
L/615/1078	Equality, diversity and the team leader	2
R/615/1079	Motivating the team	2
J/615/1080	Preparation for work	1
R/615/1082	Completing a job application	1
Y/615/1083	Writing a CV	1

Candidates can also receive Unit certification for successfully completed units.

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff

Staff delivering this qualification must be appropriately qualified and/or occupationally competent.

Assessors/Internal Quality Assurance

For each competence-based unit centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or quality assurance verifier qualifications, such as:

- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Award in the Internal Quality Assurance of Assessment Processes and Practices
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

Assessment

Candidates must demonstrate the level of knowledge and/or competence described in the unit. Assessment is the process of measuring a candidate's knowledge, understanding and skills against the standards set in the qualification.

Each candidate is required to produce evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- assignments/projects/reports
- worksheets
- portfolio of evidence
- record of oral and/or written questioning
- candidate test papers

Learning outcomes set out what a candidate is expected to know, understand or be able to do.

Assessment criteria specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria for this qualification can be found from page 8 onwards.

Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Certification

Candidates who achieve the requirements for qualifications will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title -

ProQual Level 2 Diploma in Utility Mapping and Surveying

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the requirements for a qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

Learning Outcomes and Assessment Criteria

Unit K615/1069

Health and Safety in a Construction Environment

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Know the principles of risk assessment for maintaining and improving health and safety at work.</p>	<p>1.1 State the purpose of risk assessments and method statements.</p> <p>1.2 State the legal requirements of risk assessments and method statements.</p> <p>1.3 State common causes of work-related:</p> <ul style="list-style-type: none"> - fatalities - injuries <p>1.4 State the implications of not preventing accidents and ill health at work.</p> <p>1.5 State the meaning of the following in relation to health and safety at work:</p> <ul style="list-style-type: none"> - accident - near miss - hazard - risk - competence <p>1.6 List typical hazards/risks associated with the following:</p> <ul style="list-style-type: none"> - resources - equipment - obstructions - storage - services - wastes - work activities. <p>1.7 State the importance of reporting accidents and near misses.</p> <p>1.8 State typical accident reporting procedures.</p> <p>1.9 State who is responsible for making accident reports.</p>
<p>2 Know the importance of safe manual handling in the workplace.</p>	<p>2.1 State the reasons for ensuring safe manual handling in the workplace.</p> <p>2.2 State potential injuries and ill health that may occur from incorrect manual handling.</p> <p>2.3 State the employee's responsibilities under current legislation and official guidance for:</p> <ul style="list-style-type: none"> - moving and storing materials - manual handling - mechanical lifting <p>2.4 State the procedures for safe lifting in accordance with official guidance.</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	2.5 State the importance of using site safety equipment when handling materials and equipment. 2.6 List aids available to assist manual handling in the workplace. 2.7 State how to apply safe work practices, follow procedures and report problems when carrying out safe manual handling in the workplace.
3 Know the importance of working safely at height in the workplace.	3.1 Define the term 'working at height'. 3.2 State the employee's responsibilities under current legislation and official guidance whilst working at height. 3.3 List hazards/risks associated with the following: - dropping tools and debris - stability of ladders - overhead cables - fragile roofs - scaffolds - internal voids - equipment - the working area - other people 3.4 State how hazards/risks associated with working at height can be controlled. 3.5 State the regulation that controls the use of suitable equipment for working at height.
4 Know risks to health within a construction environment.	4.1 List substances hazardous to health under current regulations. 4.2 List common risks to health within a construction environment. 4.3 State the types of hazards/risks that may occur in the workplace linked with use of drugs and alcohol. 4.4 State the importance of the correct storage of combustibles and chemicals on site. 4.5 State the importance of personal hygiene within a construction environment. 4.6 State the potential hazards/risks to the health of workers exposed to asbestos. 4.7 State types of asbestos waste. 4.8 State types of personal protective equipment (PPE) used when dealing with hazardous materials.
5 Know the importance of working around plant and equipment safely.	5.1 List ways in which moving machinery can cause injuries. 5.2 State hazards/risks relating to the use of plant and equipment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<ul style="list-style-type: none"> 5.3 State the importance of keeping a safe distance away from plant/machinery and equipment until clear contact is made with the operator. 5.4 Outline how method statements can assist in ensuring the safety of workers where moving plant is in use. 5.5 State ways to eliminate or control hazards/risks relating to working around plant and equipment. 5.6 Identify hazard warning signs and symbols used around the use of plant and equipment.

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit L/505/7112
Utility Location and Avoidance in Construction

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand published guidance covering utility avoidance in the location of buried services in construction	1.1 Explain what is meant by a Safe System of Work 1.2 Describe the difference between legislation and guidance 1.3 Explain the reasons why excavations take place 1.4 Describe the consequences of an underground service strike
2 Understand the importance of regulations related to the location of buried services in construction	2.1 Describe client responsibility in terms of buried services 2.2 Describe the responsibility of construction designers in terms of buried services 2.3 Describe how to identify when it is necessary to make alterations to a project due to the presence of buried services
3 Understand the advantages of obtaining accurate information related to the positioning of underground services	3.1 Identify different types of drawings used in services location 3.2 Describe types of inaccuracies that may be found in drawings 3.3 Explain how the data and detail on drawings may have limitations 3.4 Describe how regional differences may exist on drawings
4 Understand the requirements for the maintenance of underground service location equipment	4.1 Describe the calibration requirements of the equipment 4.2 Describe the reasons for the correct storage and carriage of equipment including ancillaries 4.3 Demonstrate equipment functionality including ancillaries 4.4 Demonstrate the use of control measures for faulty equipment including ancillaries
5 Be able to recognise electro-magnetic fields and their relationship to underground service location	5.1 Demonstrate how to apply active signals to services 5.2 Describe the use of passive signals in service location 5.3 Describe how service depth is obtained when using electro-magnetic location methods 5.4 Demonstrate how to accurately position services when using service location equipment 5.5 Describe the limitations of electro-magnetic location in areas of heavy service congestion

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
6 Be able to close out a site	5.6 Describe the effects of metallic structures on electro-magnetic service location 5.7 Describe the types of services, including construction materials, that can be located using electro-magnetic location 6.1 Demonstrate final site sweeping procedures 6.2 Describe site surface marking standards 6.3 Explain site handover requirements

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit D/615/1070
Plan, prepare and operate safely in confined spaces

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to plan and prepare to operate in confined spaces	1.1 Prepare for confined space work in accordance with organisational requirements, current legislation and relevant codes of practice. 1.2 Accurately identify the need for confined space working methods in accordance with organisational requirements, current legislation and relevant codes of practice. 1.3 Assess all of the risks, listed below, of working in the confined space accurately, and use the appropriate working methods:- (i) water levels (ii) atmosphere (iii) water borne pollutants (iv) weather conditions (v) access and egress 1.4 Carry out the correct pre-entry checks and procedures in accordance with organisational requirements, current legislation and relevant codes of practice.
2 Be able to operate safely in confined spaces	2.1 Take the appropriate measures to protect the safety of the public. 2.2 Demonstrate clear communications and determine the correct emergency procedures in accordance with organisational requirements, current legislation and relevant codes of practice. 2.3 Monitor the safety of working conditions continuously in accordance with organisational requirements, current legislation and relevant codes of practice. 2.4 Demonstrate the safety and emergency procedures in accordance with organisational requirements, current legislation and relevant codes of practice for three of the following : (i) changes in water levels (ii) changes in atmosphere (iii) incapacity of team members (iv) water-borne pollutants 2.5 Complete records accurately and legibly.
3 Be able to select, use and maintain equipment for working in confined spaces	3.1 Select the appropriate equipment in accordance with organisational requirements, current legislation and relevant codes of practice. 3.2 Use equipment in accordance with organisational requirements, current legislation and relevant codes of practice covering all the following: (i) gas testing equipment

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<ul style="list-style-type: none"> (ii) communications (iii) protective clothing (iv) escape sets or breathing apparatus (v) lifelines (vi) winch (vii) harness (viii) lights <p>3.3 Prepare, maintain and store equipment in accordance with organisational requirements, current legislation and relevant codes of practice.</p>
<p>4 Be able to work safely and minimise environmental damage</p>	<p>4.1 Work in a way which maintains health and safety in accordance with organisational requirements, current legislation and relevant codes of practice.</p> <p>4.2 Work in a manner which minimises environmental damage in accordance with organisational requirements, current legislation and relevant codes of practice.</p> <p>4.3 Carry out at least two of the following technical operations :</p> <ul style="list-style-type: none"> (i) inspections (ii) maintenance works (iii) repair works (iv) blockage removal (v) desilting works (vi) dealing with pollution <p>4.4 Dispose of waste safely and correctly</p>
<p>5 Understand how to plan and prepare for working in confined spaces</p>	<p>5.1 Explain the principles and methods of confined space work</p> <p>5.2 State the conditions which determine confined space work is required</p> <p>5.3 Explain the entry checks and procedures which are required</p>
<p>6 Know how to operate safety in confined spaces</p>	<p>6.1 Describe the types of risks involved in confined space work covering:</p> <ul style="list-style-type: none"> (i) water levels (ii) atmosphere (iii) water borne pollutants (iv) weather conditions (v) access and egress <p>6.2 State the methods available for protecting the public</p> <p>6.3 Describe the communication and emergency procedures for confined space work covering :</p> <ul style="list-style-type: none"> (i) changes in water levels (ii) changes in atmosphere (iii) incapacity of team members (iv) water-borne pollutants <p>6.4 Explain the methods for monitoring safety during confined space work</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
7 Know the types of equipment required and how to use and maintain them	6.5 Describe the procedures for recording information relating to confined space work 7.1 Describe the types of equipment required for confined space work 7.2 Describe the correct and safe use of equipment in confined spaces covering all the following: (i) gas testing equipment (ii) communications (iii) protective clothing (iv) escape sets or breathing apparatus (v) lifelines (vi) winch (vii) harness (viii) lights 7.3 Describe methods of maintaining the equipment for use
8 Know the current health and safety legislation and environmental good practice	8.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to confined space work. 8.2 Describe how environmental damage can be minimised. 8.3 Describe the correct methods for disposing of waste.

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit H/615/1071
Working as part of a group

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how to contribute to working as part of a group in appropriate ways	1.1 Suggest appropriate ground rules for working with others 1.2 Contribute to the planning of group and individual activities
2 Demonstrate how to work as an effective group member	2.1 Work with others in a positive way to carry out individual and group activities 2.2 Make suggestions appropriately 2.3 Deal with instructions appropriately 2.4 Deal with feedback appropriately 2.5 Support others and ask for support when required
3 Review the group's progress and their contribution to it	3.1 Review the progress the group has made in working together 3.2 Describe how they contributed to the work of the group 3.3 Describe what went well and what went less well 3.4 Suggest how they could improve their skills in working with others

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit K/615/1072 Effective communication for the workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Demonstrate an understanding of effective communication	1.1 Identify forms of communication which are used in the workplace 1.2 Identify examples of effective and ineffective communication 1.3 Demonstrate open and positive body language
2 Understand the importance of the choice of communication method	2.1 Choose appropriate communication methods for different purposes 2.2 State the importance of clear communication
3 Know how to use communication to support the work of others	3.1 State the importance of passing information to relevant people 3.2 Share information with others using an appropriate method of communication
4 Understand the importance of following instructions	4.1 State the importance of following instructions 4.2 Follow a given set of instructions accurately

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit M/615/1073 Developing time management skills

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the importance of good time management and timekeeping	1.1 Describe the benefits of good time management skills 1.2 Describe one or more effects of poor timekeeping 1.3 Explain how home and work life can be balanced by using good time management
2 Know how to manage time	2.1 Prioritise tasks and agree deadlines when working 2.2 Work to deadlines 2.3 Know what to do if going to be late for an appointment or deadline

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit T/615/1074 Business and customer awareness

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the different types of business and organisations, their purposes and customers in their area.	1.1 Identify the main areas of business for 3 different types of organisations in their local area, at least one of which must be a national organisation. 1.2 Identify the types of customer for one local and one national organisation identified.
2 Understand why employers might require particular attitudes from their staff in different situations.	2.1 Give 2 examples of particular attitudes employers might require from their staff in different situations. 2.2 State why these attitudes are important to the employer and the business or organisation.
3 Be able to relate employer expectations to their own activities.	3.1 Identify activities they have undertaken that would meet an employer's expectations. 3.2 Identify the attitudes they have shown within these activities

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit A/615/1075
Preparing to lead the team

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the key leadership roles	1.1 Outline the team leader’s role in motivating the team 1.2 Describe the team leader’s role in setting objectives for the team 1.3 Describe the team leader’s role in supporting development of team members 1.4 Outline the importance of clear communication when dealing with the team and others 1.5 Describe how the team leader can promote the team within the organisation
2 Understand the benefits of working with colleagues	2.1 Describe the benefits of productive working relationships with colleagues 2.2 Identify key colleagues within the working environment and the role of each 2.3 Explain how to display behaviour that shows professionalism when dealing with colleagues 2.4 Provide examples of potential work related difficulties and conflicts of interest with colleagues 2.5 Explain how potential work related difficulties and conflicts of interest can be resolved
3 Understand the team leader’s role in health, safety and security	3.1 Explain the key responsibilities of the Team Leader under Health and Safety legislation 3.2 Outline the responsibilities of the Team Leader with regards to fire safety 3.3 Outline the responsibilities of the Team Leader with regards to first aid precautions in the workplace 3.4 Explain how to carry out a safety inspection in the workplace including documents 3.5 Explain how to maintain security of premises, property and equipment
4 Understand the team leader’s role in procuring resources	4.1 Identify the resources, both physical and personnel, needed by the team 4.2 Explain how resources are acquired by the team leader 4.3 Identify any constraints on the acquisition of resources for the team 4.4 Describe ways a team leader can overcome a lack of resources

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
5 Understand the team leader's role in customer service	5.1 Identify key internal and external customers of the team 5.2 Explain the services the team provides to key internal and external customers 5.3 Explain the customer service standards expected of the team by the organisation 5.4 Explain how to make the team aware of customer service requirements 5.5 Explain how to provide support to the team in order to meet the service standards 5.6 Describe the team leader's role in monitoring customer satisfaction
6 Understand how information is managed	6.1 Identify the main information collected by the team leader and how it is stored 6.2 Explain how the security of information is ensured 6.3 Provide examples of information collected by, and accessible to, the team 6.4 Describe how the team is made aware of security of information 6.5 Outline how the data protection impacts on the role of the team leader and the work of the team

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit F/615/1076
Support development of self and team members

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the performance requirements of the team leader's role	1.1 Outline the requirements of the job role 1.2 Describe the reporting procedure for the job role 1.3 Identify the team members and the roles they play in the team 1.4 Explain the knowledge and skills required for the job role 1.5 Identify gaps in skills and knowledge required for the job role
2 Understand how to measure progress against agreed personal objectives	2.1 Explain how to produce a development plan to address individual and organisation needs 2.2 Identify opportunities and resources available for personal development 2.3 Develop a plan of activities to address identified needs 2.4 Explain how to measure the success of activities undertaken as part of the plan 2.5 Explain the importance of collecting and recording feedback from colleagues and managers on the result of development activities
3 Understand how to communicate the team's purpose and objectives to team members	3.1 Describe the purpose and objectives of the individual's team 3.2 Explain how to communicate the teams purpose and objectives to its members in a way that promotes understanding 3.3 Explain how to agree with the team objectives that are SMART 3.4 Describe how to develop a plan with team members showing how team objectives will be met
4 Understand how to support team members	4.1 Explain how to encourage team members to participate in the planning process and think creatively 4.2 Identify the difficulties and opportunities that may be faced by team members 4.3 Explain how the identified opportunities and difficulties can be addressed with team members 4.4 Describe how advice and support to team members to overcome difficulties and make the most of opportunities may be given

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
5 Understand how to monitor the team's progress against agreed objectives	5.1 Describe how to record the team's progress against agreed objectives and timescales 5.2 Explain how to provide feedback on progress against agreed objectives to the team 5.3 Explain how to recognise and celebrate individual and team achievements 5.4 Identify development opportunities for team members who are under achieving in order to meet agreed objectives 5.5 Identify activities to challenge high performing team members against agreed objectives

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit J/615/1077
Communication and the Team Leader

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the importance of effective communication	1.1 Identify suitable methods of communication that the team leader could use 1.2 Identify the positive and negative factors for each method of communication 1.3 Outline ways in which poor communication can impact on the job role and organisation 1.4 Explain how good communication can improve the work of the team 1.5 Describe how good communication can present a positive image of the team
2 Understand the importance of effective communication with the team and colleagues	2.1 Outline reasons for sharing information with the team and colleagues 2.2 Identify information that can be shared formally with the team and colleagues 2.3 Explain the methods of sharing information and the advantages of each 2.4 Explain how to vary communication methods as a result of feedback from the team and colleagues 2.5 Outline why it is important to ensure the accuracy of information shared 2.6 Explain how to clarify self understanding of information given 2.7 Explain how to minimise or defuse conflict within the team or with colleagues resulting from poor communication
3 Understand how to present information to a team	3.1 Explain how to collect information relevant to an aspect of the team's work 3.2 Indicate what further investigation about the team needs to be done 3.3 Explain how to create a presentation suitable for delivery to the team 3.4 Explain how to record individual and team reflections on the presentation 3.5 Identify individual development activities in order to meet the teams presentation needs
4 Understand how to give clear instructions	4.1 Explain how to prepare a detailed instruction for an activity 4.2 Describe how this could be used to instruct a team member 4.3 Explain how to assess the performance of the team member based on the instruction given

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
5 Understand how to take part in a meeting	4.4 Describe how to record individual reflections and those of the team member 4.5 Identify development points in the quality of instruction that need to be acted upon 5.1 Explain the objectives of the meeting 5.2 Identify individual and others roles at the meeting 5.3 Describe how to prepare the necessary information to support individual participation in the meeting 5.4 Explain how to show respect for the opinions of others 5.5 Explain how to seek clarification of the outcomes of the meeting clarification as necessary 5.6 Describe how the information from the meeting could be passed on to interested parties

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit L/615/1078 Equality, diversity and the Team Leader

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the support disabled team members or colleagues require	1.1 Outline the legislation relating to disability discrimination 1.2 Identify common disabilities encountered in the workplace 1.3 Describe the range of aids available for each disability 1.4 Explain why disabled members of staff should be valued and supported 1.5 Explain how the team leader can support disabled team members or colleagues
2 Understand how the team leader can support ethnic diversity	2.1 Outline the main points of racial discrimination legislation 2.2 Describe ways in which cultural differences can be valued and supported by the team leader
3 Understand how the team leader can support minority groups	3.1 Identify other groups that may be in a minority in the workplace 3.2 Outline legislation relating to discrimination against each group 3.3 Describe how the team leader could support each group in the workplace 3.4 Outline examples of behaviour the team leader could challenge in the workplace
4 Understand how the team leader can promote minority groups	4.1 Describe how the team leader can promote equality and inclusion in the workplace 4.2 Explain the main points of the organisation's equality and diversity policy 4.3 Describe how the team leader can brief the team on the contents of the equality and diversity policy

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit R/615/1079 Motivating the Team

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand motivational theory	1.1 Outline how Maslow's Hierarchy of Needs applies to leading a team 1.2 Identify what motivates each team member 1.3 Outline each team members position on Maslow's pyramid and the impact this may have on the team leader's role 1.4 Describe what motivational factors are present within individual area of responsibility 1.5 Outline sources of assistance for motivational factors outside of immediate control
2 Understand the use of delegation as a motivational tool	2.1 Describe how effective delegation can motivate team members 2.2 Outline ways in which ineffective delegation can demotivate team members 2.3 Examine the team leader's job role, indicating what areas can and can't be delegated 2.4 Identify how these areas can impact on team members and their individual motivation 2.5 Explain why the areas may be reviewed as a result of feedback from team members
3 Understand the importance of development activities in motivation	3.1 Describe how development activities can motivate team members 3.2 Identify the development aspirations of each team member 3.3 Outline which of these are under the control of the team leader 3.4 Identify sources of assistance for activities outside of the team leader's control 3.5 Explain how to draw up a team and individual development action plan with timescales for review 3.6 Explain why not following through a team and individual development action plan may be a demotivator
4 Understand the importance of individual and team recognition in motivation	4.1 Describe how team members can be motivated by recognition of achievement 4.2 Explain how individuals may feel demotivated through exclusion from the recognition process 4.3 Describe how each team member is essential to team success 4.4 Explain how team members can be encouraged to develop ideas to help team and individual recognition

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	4.5 Explain how to collect a range of ideas from the team that could be used in the recognition process 4.6 Explain how the team leader can support team members in making a proposal for a new idea

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit J/615/1080 Preparation for Work

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how own skills and qualities relate to those needed for working life	1.1 Describe personal and employability skills and qualities which employees need 1.2 Describe their own skills, qualities and achievements 1.3 Explain how their own skills, qualities and achievements relate to those needed in the workplace 1.4 Suggest areas for improvement
2 Research personal career opportunities	2.1 Find out about a range of potential job roles which interest them 2.2 Match their skills, qualities and achievements to a potential job role 2.3 Identify and prepare key information needed for an application or interview

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit R/615/1082 Competing a job application

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know the different ways of applying for a job	1.1 Describe different ways of applying for a job
2 Be able to apply for a job	2.1 Identify the information necessary for an application form
	2.2 Complete an application form
	2.3 Write a simple letter to accompany the application form

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit Y/615/1083 Writing a CV

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know the type of information usually included in a CV	1.1 Identify the type of information usually included in a CV 1.2 Collect the information they will need to create a CV ensuring it is accurate and up to date
2 Understand the importance of a reference	2.1 Identify 2 people who would be suitable as referees 2.2 Give examples of people who would not be acceptable as referees
3 Produce a CV	3.1 Choose a suitable layout for a CV 3.2 Produce an accurate and appropriately laid out CV using IT

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.



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