

ICTQual AB



Qualification Specification

ICTQual AB Level 3 Diploma in Business & Leadership-Team leader



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ICTQual AB’s

Level 3 Diploma in Business & Leadership-Team leader

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Qualification Specification about

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About ICTQual AB's

ICTQual AB is a distinguished awarding body based in the United Kingdom, dedicated to fostering excellence in education, training, and skills development. Committed to global standards, ICTQual AB's provides internationally recognized qualifications that empower individuals and organizations to thrive in an increasingly competitive world. Their offerings span diverse industries, including technical fields, health and safety, management, and more, ensuring relevance and adaptability to modern workforce needs.

ICTQual AB's delivers high-quality educational solutions through a network of Approved Training Centres worldwide. Their robust standards and innovative teaching methodologies equip learners with practical knowledge and skills for personal and professional growth. With a mission to inspire lifelong learning and drive positive change, ICTQual AB's continuously evolves its programs to stay ahead of industry trends and technological advancements.

Course Overview

This Level 3 Diploma in Business & Leadership is designed to provide learners with the essential knowledge, skills, and understanding required to excel as a team leader. The course focuses on the practical application of business and leadership principles, preparing individuals for a supervisory role. It covers a range of topics from team management and communication to operational planning and problem-solving, equipping learners to effectively lead and motivate a team in a professional environment. The qualification is suitable for those with some existing experience in a work setting who are looking to formalize their knowledge and advance their careers. Learners will gain a deep understanding of the factual, procedural, and theoretical knowledge needed to complete complex and non-routine tasks.

Aims & Objectives

The overall aim of this qualification is to develop competent and confident team leaders who can contribute to the success of an organization. This is achieved by enabling learners to:

- Understand the key responsibilities of a team leader and the different leadership styles.
- Develop effective communication and interpersonal skills to manage team dynamics and resolve conflicts.
- Learn how to plan, organize, and monitor team activities to achieve business objectives.
- Apply problem-solving techniques and decision-making skills in a business context.
- Gain a solid foundation in business principles and operational management.

Target Audience

This diploma is ideal for individuals who are:

- New or aspiring team leaders looking to gain a formal qualification and develop their leadership skills.
- Current team members who have been identified for promotion to a supervisory role.
- Individuals seeking to formalize their existing leadership experience with a recognized qualification.
- Those looking to progress to higher-level qualifications in management and leadership.

Certification Framework

Qualification title	ICTQual AB Level 3 Diploma in Business & Leadership-Team leader
Course ID	B&L0001
Grading Type	Pass / Fail
Competency Evaluation	Coursework / Assignments / Verifiable Experience
Assessment	<p>The assessment and verification process for ICTQual AB's qualifications involves two key stages:</p> <p>Internal Assessment and Verification:</p> <ul style="list-style-type: none">✓ Conducted by the staff at the Approved Training Centre (ATC) to ensure learners meet the required standards through continuous assessments.✓ Internal Quality Assurance (IQA) is carried out by the centre's IQA staff to validate the assessment process. <p>External Quality Assurance:</p> <ul style="list-style-type: none">✓ Managed by ICTQual AB's verifiers, who periodically review the centre's assessment and IQA processes. <p>Verifies that assessments are conducted to the required standards and ensures consistency across centres</p>

Entry Requirements

To enrol in ICTQual AB Level 3 Diploma in Business & Leadership-Team leader, learner must meet the following entry requirements:

- ✓ **Age Requirement:** Learners must be at least 18 years old at the time of registration.
- ✓ **Educational Background:** A Level 2 qualification (or equivalent) in any subject is typically required.
- ✓ **Industry Exposure:** While not mandatory, some prior experience in a team or business environment is advantageous. It supports the learner's ability to apply concepts to real-world scenarios.
- ✓ **English Language Proficiency:** Learners must demonstrate a basic to intermediate level of English, sufficient to understand business terminology and complete written assignments effectively.

Qualification Structure

This qualification comprises 6 mandatory units. Candidates must successfully complete all mandatory units to achieve the qualification.

Mandatory Units	
Unit Ref#	Unit Title
B&L0001-01	Principles of Leadership and Team Management
B&L0001-02	Effective Communication in Business
B&L0001-03	Managing Workplace Performance and Motivation
B&L0001-04	Problem Solving and Decision Making for Team Leaders
B&L0001-05	Understanding Business Operations and Organisational Structures
B&L0001-06	Planning and Delivering Team Projects

Centre Requirements

To ensure quality training delivery, centres must adhere to the following standards:

1. Centre Approval

- ✓ Centres must be formally approved by ICTQual AB’s before delivering this qualification.
- ✓ Approval involves a review of facilities, policies, and staff qualifications.

2. Qualified Staff

- ✓ **Tutors:** Must hold a minimum of a (Level 5 or higher) Qualification in a relevant field such as Business Administration, Strategic Management, Leadership, or a related discipline.
- ✓ **Assessors:** Must hold a recognized assessor qualification (e.g., CAVA, AVRA) or equivalent)
- ✓ **Internal Quality Assurers (IQAs):** Must hold a recognized IQA qualification (e.g. Level 4 Award in the IQA and Level 4 Certificate in Leading the IQA) and experience to oversee assessment standards.

3. Learning Facilities

Centre must offer:

- ✓ Private study areas and internet-enabled workspaces (for blended or physical delivery)
- ✓ Academic and pastoral support for learners
- ✓ Administrative support must be available to manage enrolment, tracking, and learner queries efficiently

4. Health and Safety Compliance

- ✓ All training facilities must comply with health and safety regulations.
- ✓ Centres must conduct regular risk assessments for practical activities.

5. Learning Resources

- ✓ **Course Materials:** Approved textbooks, study guides, and digital content must align with the qualification standards.
- ✓ **Assessment Tools:** Templates and guidelines must be provided to ensure standardized evaluation processes.
- ✓ **E-Learning Support:** Centres offering online or blended learning must implement an effective Learning Management System (LMS).

6. Assessment and Quality Assurance

- ✓ Centres must ensure assessments meet ICTQual AB's competency standards.
- ✓ Internal quality assurance (IQA) must be conducted to maintain consistency.
- ✓ External verifiers from ICTQual AB's will review assessment and training practices.

7. Learning Support

- ✓ **Qualification Guidance:** Support for coursework and assignments.
- ✓ **Career Pathway Assistance:** Information on progression opportunities in sustainability and energy sectors.
- ✓ **Accessibility Support:** Accommodations for learners with disabilities or language barriers.

8. Policies and Compliance

Centres must uphold the following policies in accordance with ICTQual AB's standards:

- ✓ Equality, Diversity, and Inclusion Policy.
- ✓ Health and Safety Policy.
- ✓ Safeguarding and Learner Protection Policy.
- ✓ Complaints and Appeals Procedure.
- ✓ Data Protection and Confidentiality Policy.

9. Reporting Requirements

- Centres must provide ICTQual AB's with regular reports on learner registrations, progress, and certification outcomes.
- Assessment records must be maintained for external auditing and quality assurance purposes.

Support for Candidates

Centres should ensure that materials developed to support candidates:

- ✓ Facilitate tracking of achievements as candidate's progress through the learning outcomes and assessment criteria.
- ✓ Include information on how and where ICTQual AB's policies and procedures can be accessed.
- ✓ Provide mechanisms for Internal and External Quality Assurance staff to verify and authenticate evidence effectively.

This approach ensures transparency, supports candidates' learning journeys, and upholds quality assurance standards.

Assessment

This qualification is competence-based, requiring candidates to demonstrate proficiency as defined in the qualification units. The assessment evaluates the candidate's skills, knowledge, and understanding against the set standards. Key details include:

1. Assessment Process:

- ✓ Must be conducted by an experienced and qualified assessor.
- ✓ Candidates compile a portfolio of evidence that satisfies all learning outcomes and assessment criteria for each unit.

2. Types of Evidence:

- ✓ Observation reports by the assessor.
- ✓ Assignments, projects, or reports.
- ✓ Professional discussions.
- ✓ Witness testimonies.
- ✓ Candidate-produced work.
- ✓ Worksheets.
- ✓ Records of oral and written questioning.
- ✓ Recognition of Prior Learning (RPL).

3. Learning Outcomes and Assessment Criteria:

- ✓ **Learning Outcomes:** Define what candidates should know, understand, or accomplish upon completing the unit.
- ✓ **Assessment Criteria:** Detail the standards candidates must meet to demonstrate that the learning outcomes have been achieved.

This framework ensures rigorous and consistent evaluation of candidates' competence in line with the qualification's objectives.

Unit Descriptors

B&L0001-01- Principles of Leadership and Team Management

This unit provides an in-depth exploration of various leadership theories and styles, and their application in a team setting. Learners will gain a deep understanding of the key responsibilities of a team leader, including setting goals, delegating tasks, and fostering a positive team culture. The unit covers the essential skills required to motivate and guide a team towards achieving organizational objectives, and how to adapt leadership approaches to different situations and individual needs.

Learning Outcome:	Assessment Criteria:
1. Identify different leadership styles and their impact on team performance.	1.1 Describe at least three different leadership styles. 1.2 Explain the characteristics of each leadership style. 1.3 Analyse the potential effects of each leadership style on team performance and morale. 1.4 Select an appropriate leadership style for a given scenario and justify the choice.
2. Demonstrate the ability to lead and manage individuals and teams effectively.	2.1 Lead a small group to complete a specific task. 2.2 Delegate tasks and responsibilities clearly. 2.3 Provide clear direction and support to team members. 2.4 Facilitate team meetings and discussions effectively.
3. Apply core leadership principles to motivate and guide team members.	3.1 Explain the importance of motivation in a team setting. 3.2 Identify methods to motivate individual team members. 3.3 Implement a motivational technique to achieve a team goal. 3.4 Explain how to provide guidance without micro-managing.
4. Recognise the importance of accountability and ethical leadership in the workplace.	4.1 Define the term accountability in a workplace context. 4.2 Describe the responsibilities of a team leader in ensuring accountability. 4.3 Explain the concept of ethical leadership. 4.4 Identify at least three ethical dilemmas a team leader might face. 4.5 Propose an ethical solution to a given workplace problem.

B&L0001-02- Effective Communication in Business

This unit focuses on developing the communication skills essential for effective leadership. It covers both verbal and non-verbal communication, including active listening, providing constructive feedback, and presenting information clearly. Learners will learn how to manage difficult conversations, resolve conflicts, and use different communication channels to build strong relationships with team members, stakeholders, and clients. The unit emphasizes the importance of clear and concise communication for successful business operations.

Learning Outcome:	Assessment Criteria:
1. Communicate clearly and confidently using verbal and written methods.	<div>1.1 Prepare and deliver a short verbal presentation to a small group.</div> <div>1.2 Write a clear and well-structured professional email.</div> <div>1.3 Use appropriate tone and language for professional communication.</div> <div>1.4 Ensure messages are free from jargon and easy to understand.</div>
2. Adapt communication style to suit different audiences and situations.	<div>2.1 Explain the difference between formal and informal communication styles.</div> <div>2.2 Choose an appropriate communication style for communicating with senior management.</div> <div>2.3 Adapt a message to be understood by a new team member.</div> <div>2.4 Use different communication channels (e.g., email, instant message, face-to-face) appropriately.</div>
3. Apply active listening techniques to improve team interaction.	<div>3.1 Define active listening and explain its importance.</div> <div>3.2 Demonstrate at least two active listening techniques in a role-play scenario.</div> <div>3.3 Summarise a colleague’s viewpoint accurately to confirm understanding.</div> <div>3.4 Ask clarifying questions to gather more information.</div>

4. Overcome common barriers to effective workplace communication.

- 4.1 Identify at least four common barriers to communication (e.g., noise, lack of clarity, emotional state).
- 4.2 Explain how each barrier can negatively affect a team.
- 4.3 Propose strategies to overcome identified communication barriers.
- 4.4 Implement a strategy to resolve a communication breakdown in a scenario.
- 4.5 Evaluate the effectiveness of the strategy used.

B&L0001-03- Managing Workplace Performance and Motivation

This unit explores the principles of performance management and its role in improving team productivity. Learners will discover strategies for setting performance standards, conducting performance reviews, and providing ongoing support and coaching. The unit also delves into different motivational theories and techniques to inspire and engage team members, ensuring high morale and sustained effort. It focuses on creating a supportive environment where individuals can thrive and contribute their best work.

Learning Outcome:	Assessment Criteria:
1. Set clear objectives and performance standards for team members.	<div>1.1 Explain the purpose of setting performance objectives.</div> <div>1.2 Create at least two SMART goals for a team member (Specific, Measurable, Achievable, Relevant, Time-bound).</div> <div>1.3 Define clear performance standards for a specific task.</div> <div>1.4 Communicate new objectives to a team member effectively.</div>
2. Monitor and evaluate individual and team performance.	<div>2.1 Identify different methods for monitoring team performance.</div> <div>2.2 Collect and record data on team performance using a simple tool (e.g., a spreadsheet).</div> <div>2.3 Analyse performance data to identify trends and patterns.</div> <div>2.4 Conduct a performance review meeting with a team member in a role-play.</div> <div>2.5 Document the outcome of a performance review.</div>
3. Apply motivational techniques to improve productivity and morale.	<div>3.1 Describe at least three different motivational theories (e.g., Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory).</div> <div>3.2 Propose a motivational plan for a team with low morale.</div> <div>3.3 Implement a chosen motivational technique and assess its impact on productivity.</div> <div>3.4 Explain the difference between intrinsic and extrinsic motivation.</div>

4. Provide constructive feedback and manage underperformance.

- 4.1 Explain the difference between constructive and critical feedback.
- 4.2 Use a structured model (e.g., SBI - Situation, Behaviour, Impact) to deliver constructive feedback in a role-play.
- 4.3 Create a simple action plan for a team member who is underperforming.
- 4.4 Follow up with a team member after a feedback session to review progress.

B&L0001-04- Problem Solving and Decision Making for Team Leaders

This unit equips learners with the skills to effectively identify, analyse, and solve problems within a team or organizational context. It introduces various problem-solving models and decision-making frameworks. Learners will practice critical thinking and creative approaches to address challenges. The unit emphasizes the importance of making informed and timely decisions, considering potential risks and outcomes, to ensure smooth operations and continuous improvement.

Learning Outcome:	Assessment Criteria:
1. Use structured approaches to analyse workplace problems.	<div>1.1 Define a problem clearly in a workplace context.</div> <div>1.2 Gather relevant information and data about the problem.</div> <div>1.3 Apply a simple problem-solving model (e.g., PDCA - Plan, Do, Check, Act).</div> <div>1.4 Break down a complex problem into smaller, manageable parts.</div>
2. Generate practical solutions to address team challenges.	<div>2.1 Lead a brainstorming session to generate multiple solutions.</div> <div>2.2 Evaluate potential solutions based on their feasibility and impact.</div> <div>2.3 Select the most appropriate solution for a given problem.</div> <div>2.4 Justify the chosen solution based on specific criteria.</div>
3. Make informed decisions using available data and resources.	<div>3.1 Identify what data and resources are needed to make a specific decision.</div> <div>3.2 Analyse data to support a decision-making process.</div> <div>3.3 Describe the potential risks and benefits of a decision.</div> <div>3.4 Explain how to communicate a difficult decision to a team.</div>

4. Evaluate the outcomes of decisions and reflect on improvements.

- 4.1 Explain the importance of reviewing decisions.
- 4.2 Establish clear measures to track the success of a decision.
- 4.3 Reflect on the outcomes of a past decision, noting both successes and failures.
- 4.4 Propose an alternative approach that could have led to a better outcome.
- 4.5 Document lessons learned from the decision-making process.

B&L0001-05- Understanding Business Operations and Organisational Structures

This unit provides a foundational understanding of how businesses operate and are structured. Learners will explore different organizational models and their impact on team dynamics and performance. The unit covers key business functions such as finance, marketing, and human resources, and how they interrelate. It highlights the team leader's role within the larger organizational context, enabling them to align team goals with broader business objectives and navigate company structures.

Learning Outcome:	Assessment Criteria:
1. Describe key business functions and how they interrelate.	<div>1.1 Identify at least five key business functions (e.g., marketing, finance, HR, operations).</div> <div>1.2 Explain the purpose of each function.</div> <div>1.3 Describe how two different functions work together to achieve a business goal.</div> <div>1.4 Create a simple diagram illustrating the flow of a business process (e.g., from order to delivery).</div>
2. Explain different organisational structures and reporting lines.	<div>2.1 Describe at least two types of organisational structures (e.g., functional, flat, matrix).</div> <div>2.2 Draw an organisational chart for a simple business.</div> <div>2.3 Explain the concept of chain of command and its importance.</div> <div>2.4 Identify the reporting lines in a given scenario.</div>
3. Recognise how team roles contribute to operational success.	<div>3.1 Define the term team role.</div> <div>3.2 Describe the different roles a team leader might need to take on (e.g., facilitator, problem-solver, motivator).</div> <div>3.3 Explain how individual roles combine to create a successful team.</div> <div>3.4 Analyse a scenario to identify how a lack of a specific team role could affect an outcome.</div>

4. Identify factors that influence business performance and efficiency.

- 4.1 List at least five factors that influence business performance (e.g., technology, competition, employee skills).
- 4.2 Explain how two external factors can impact a business.
- 4.3 Propose a strategy to improve a business's efficiency.
- 4.4 Evaluate the potential impact of the proposed strategy.

B&L0001-06- Planning and Delivering Team Projects

This unit focuses on the practical aspects of managing projects within a team. Learners will acquire skills in project planning, including defining scope, setting milestones, and allocating resources. The unit covers project execution, monitoring progress, and managing risks. It also emphasizes the importance of effective collaboration and communication throughout the project lifecycle to ensure timely and successful delivery of project outcomes.

Learning Outcome:	Assessment Criteria:
1. Define project goals, deliverables, and timelines.	1.1 Define a project goal and break it down into smaller objectives. 1.2 Identify and list the key deliverables for a project. 1.3 Create a simple timeline or project schedule. 1.4 Explain the importance of setting realistic timelines.
2. Allocate resources and assign responsibilities effectively.	2.1 Identify the human, physical, and financial resources needed for a project. 2.2 Allocate resources based on the project requirements. 2.3 Assign specific tasks to team members based on their skills. 2.4 Create a simple task list with assigned responsibilities.
3. Monitor project progress and address issues as they arise.	3.1 Establish a method for tracking project progress (e.g., a progress report). 3.2 Identify potential risks or issues in a project plan. 3.3 Propose a solution for a project problem in a given scenario. 3.4 Communicate a project update to stakeholders.

4. Evaluate project outcomes and report on team achievements.

- 4.1 Evaluate a completed project against its original goals and deliverables.
- 4.2 Identify the project's successes and areas for improvement.
- 4.3 Prepare a short project completion report.
- 4.4 Present the team's achievements to a relevant audience.

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