

Unit Title:	Plan, allocate and monitor work of a team
OCR Unit No:	48
Sector Unit No:	MSC D6
Level:	3
Credit value:	5
Guided learning hours:	25
Unit accreditation number:	Y/600/9669

Unit purpose and aim

This unit helps learners to plan and allocate the work of a team. It also covers how to support, monitor and improve team performance

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Be able to plan work for a team.	1.1 Agree team objectives with own manager. 1.2 Develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team.	1.1 This may include: <ul style="list-style-type: none"> • Achievable targets • Allocation of work. 1.2 This may include: <ul style="list-style-type: none"> • Health and Safety • Team composition, skills and numbers • Allocation of work, ensuring fairness and detail • Priorities • Significant target dates.
2 Be able to allocate work across a team.	2.1 Discuss team plans with a team. 2.2 Agree work allocation and SMART (Specific, Measureable, Achievable,	2.1 This may include: <ul style="list-style-type: none"> • Team's contribution to organisational objectives • Team plan • How the roles will be allocated • Expected performance of team and individual members • Targets and Key Performance Indicators for team. 2.2 This may include: <ul style="list-style-type: none"> • Team make up

	<p>Realistic and Time-bound) objectives with team members.</p> <p>2.3 Agree standard of work required by team.</p>	<ul style="list-style-type: none"> • Contribution levels • Measured targets. • Time scales • Standards required. <p>2.3 Could include:</p> <ul style="list-style-type: none"> • Organisations or Industry specific. • Team's standards, agreed through objectives. • Targets or performance related.
3 Be able to manage team members to achieve team objectives.	3.1 Support all team members in order to achieve team objectives.	3.1 This may include: <ul style="list-style-type: none"> • Individual training needs. • Resources available. • Other team member's contribution. • One to one discussions.
4 Be able to monitor and evaluate the performance of team members.	<p>4.1 Assess team member's work against agreed standards and objectives.</p> <p>4.2 Identify and monitor conflict within a team.</p> <p>4.3 Identify causes for team members not meeting team objectives.</p>	<p>4.1 This may include:</p> <ul style="list-style-type: none"> • Evaluation of contribution. • Current output / performance of team member. • Effect of others on team member's work. <p>4.2 This may include:</p> <ul style="list-style-type: none"> • Incidents reported. • Effect on personal work related targets by others. • Perceptions of others. • Development needs. <p>4.3 This may include:</p> <ul style="list-style-type: none"> • Unreasonable targets • Training needs • Not suitable for role • Outside influences.
5 Be able to improve the performance of a team.	<p>5.1 Identify ways of improving team performance.</p> <p>5.2 Provide constructive feedback to team members</p>	<p>5.1 This may include:</p> <ul style="list-style-type: none"> • Training. • Team events (inclusion) • One to one discussions • Feedback on overall team performance, team talks and meetings. • Improvement groups within the team. <p>5.2 This may include:</p> <ul style="list-style-type: none"> • Appraisals

	to improve their performance. 5.3 Implement identified ways of improving team performance.	<ul style="list-style-type: none"> • One to one discussions • Meetings 5.3 This may include: <ul style="list-style-type: none"> • Improvement groups • Team champions on team topics. • Team Talks • Presentations.
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This unit needs to be assessed in line with the Training and Development Agency (TDA) QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

MSC D5 Allocate and check work in your team

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop,	✓

				present and communicate information	
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Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850).