NVQ
B A R B A D O S

Occupational Standards
of Competence

Management

Level 3

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Qualification Overview

NVQ

In

Management Level 3

NVQ in Management – Level 3

Qualification Overview

Management NVQs are aimed at people in management roles across all occupations and sectors of employment.

Like all NVQs this qualification 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. Candidates plan a programme of development and assessment with their assessor and compile a portfolio of evidence to prove that they are competent in their work role.

Who is this qualification for:

The Management Level 3 qualification is broadly aimed at those who are responsible for the control of activities and work output of a team who have the ability and the opportunity to demonstrate recognisable management and leadership skills, for example, providing leadership, planning and implementing change, managing a budget, managing a project.

To achieve the full award, candidates must complete seven units, including four mandatory units and three optional units. Candidates choose the optional units which best suit their work situation and job role.

APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

MANAGEMENT LEVEL 3

To achieve a full award, candidates must complete seven units, including **five** mandatory units and **two** optional units. Candidates choose the optional units which best suit their work situation and job role.

Mandatory Units (All must be completed)	**TVETC CODES**
Manage your own resources and professional development	**U28203**
Provide leadership in your area of responsibility	**U28303**
Allocate and monitor the progress and quality of work in your area	**U28403**
Ensure health and safety requirements are met in your area of responsibility	**U28503**
Manage a project	**U29403**

Optional Units (Select two)	
Promote equality of opportunity and diversity in your area of responsibility	**U28603**
Encourage innovation in your area of responsibility	**U28703**
Plan change	**U28803**
Implement change	**U28903**
Develop productive working relationships with colleagues	**U29003**
Recruit, select and keep colleagues	**U29103**
Provide learning opportunities for colleagues	**U29203**
Manage a budget	**U29303**

NVQ in Management – Level 3 (continued)

Evidence requirements:

The following guidance applies to the evidence requirements of each unit and should be read in conjunction with the unit specification.

In order to achieve any unit you must demonstrate that you meet all of its requirements. This means all of the performance criteria and behaviours and every item of knowledge and understanding. Your assessor must be able to observe you in the workplace and you must provide tangible evidence to your assessor.

To help you identify relevant, tangible evidence the *evidence requirements* for each unit list a wide range of possible items of evidence. Please note, you are not expected to produce each item of evidence listed – the evidence requirements identify examples of the evidence that you might be able to produce. Similarly, the references to *Behaviours* and to *Knowledge and Understanding* suggest what the evidence **may** demonstrate. It is your responsibility to collect appropriate evidence, make sure that it demonstrates the *performance criteria* required, and show which *Behaviours* and *Knowledge* and *Understanding* are also apparent.

A personal statement may accompany the evidence for each unit. The *Evidence requirements* identify certain performance criteria where this is more likely to be of value. A personal statement is not real work evidence, but it can be useful in explaining and reflecting on your behaviour in achieving certain outcomes and why you behaved as you did, thus helping to link evidence of *performance criteria* to *Behaviours* and *Knowledge* and *Understanding*. Witness statements should be made both by those who report to you and those to whom you report (except if you do not report to anyone – for example, if you own the organization).

Your assessor must be given sufficient time to become familiar with the evidence. The physical evidence will provide the basis for a dialogue between you and your assessor. This discussion will provide you with an opportunity to show how the physical evidence you have presented covers the performance criteria, behaviours and items of knowledge and understanding.

You must appreciate that your assessor may feel that further evidence is required and the discussion could be used to identify the type of further evidence required and where this can be obtained.

Simulation

Simulation is not allowed. However, wherever access to assessment is jeopardized by this guidance is to be sought from the TVET Council.

U28203:   Manage your own resources and professional development

Unit Descriptor:

This unit is about managing your personal resources (particularly knowledge, understanding, skills, experience and time) and your professional development in order to achieve your work objectives and your career and personal goals.

You need to understand your work role and how it fits into the overall vision and objectives of the organisation whilst also understanding what is driving you in terms of your values and your career and wider personal aspirations.

Identifying and addressing gaps in your skills and knowledge and understanding is an essential aspect of this unit.

PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Evaluate, at appropriate intervals, the current and future requirements of your work-role taking account of the vision and objectives of your organisation.

2. Consider your values and your career and personal goals and identify information which is relevant to your work role and professional development.

3. Discuss and agree on personal work objectives with those you report to and how you will measure progress.

4. Identify the learning styles which work best for you and ensure that you take these into account in identifying and undertaking development activities.

5. Identify any gaps between the current and future requirements of your work-role and your current knowledge, understanding and skills.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

This element requires that you:

a Address multiple demands with the required amount of energy focus or energy.

b Recognise changes in circumstances promptly and adjust plans and activities accordingly.

c Prioritise objectives and plan work to make best use of time and resources.

d Take personal responsibility for making things happen.

e Take pride in delivering high quality work.

f Show an awareness of your own values, motivations and emotions.

g Agree achievable objectives for yourself and give a consistent and reliable performance.

6. Discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills and support your own career and personal goals.

h. Recgonise your own strengths and limitations, play to your strengths and use alternative strategies to minimise the impact of your limitations.

7. Undertake the activities identified in your development plan and evaluate their contribution to your performance.

i. Make best use of available resources and proactively seek new sources of support when necessary.

8. Review and update your personal work objectives and development plan in the light of performance, any development activities undertaken and any wider changes.

j. Reflect regularly on your own experiences and use these to inform future action.

9. Get regular and useful feedback on your performance from those who are in a good position to judge it and provide objective and valid feedback.

10. Ensure that your performance consistently meets or goes beyond agreed requirements.

UNDERPINNING KNOWLEDGE

General knowledge and understanding

You need to understand:

1. The principles which underpin professional development.

2. The importance of considering your values and career and personal goals and how to relate them to your job role and professional development.

3. How to evaluate the current requirements of a work role and how the requirements may evolve in the future.

4. How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).

5. How to identify development needs to address any identified gaps between the requirements of your work-role and your current knowledge, understanding and skills.

6. What an effective development plan should contain and the length of time that it should cover.

7. The range of different learning style(s) and how to identify the style (s) which work (s) best for you.

8. The type of development activities which can be undertaken to address identified gaps in your knowledge, understanding and skills.

9. How to identify whether/how development activities have contributed to your performance.

10. How to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes.

11. Monitoring the quality of your work and your progress against requirements and plans.

12. How to evaluate your performance against the requirements of your work-role.

13. How to identify and use appropriate and reliable sources of feedback on your performance.

Industry/sector specific knowledge and understanding

14. Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and continuing professional development.

Context specific knowledge and understanding

15. The requirements of your work–role including the limits of your responsibilities.

16. The vision and objectives of your organisation.

17. Your own values and career and personal goals.

18. Your personal work objectives.

19. Your preferred learning style (s).

UNDERPINNING KNOWLEDGE (continued)

Context specific knowledge and understanding (continued)

20. Your current knowledge, understanding and skills.

21. Identified gaps in your current knowledge, understanding and skills.

22. Your personal development plan.

23. Available development opportunities and resources in your organisation.

24. Your organisation's policy and procedures in terms of personal development.

25. Reporting lines in your organisation.

26. Possible sources of feedback in your organisation.

EVIDENCE REQUIREMENTS

1. **Critical Aspects of Evidence**

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	**Industry specific**	**Context specific**
O1 O2 O3	**Your evaluation of the current and future requirements of your work role, and your career and personal work objectives and your reflections on your values:**				
	• job descriptions, records of appraisal or performance review meetings, work plans and objectives	b, c, d, f, g, h	1, 2, 3, 5	-	15, 25
	• notes of conversations with managers and colleagues about their expectations	a, b, c, e, g, h, i	1, 3, 5, 13	-	23, 26
	• personal statement (reflections on your role and responsibilities, work objectives and values)	a, b, c, e, g, h, i	2, 5, 7	-	15, 17, 18
O4	**Assessment of your personal learning style and its implications:**				
	• reports from providers of assessment instrument	f, h, j	1, 7, 13	-	19
	• personal statement (reflection on implications of learning style for development activities)	f, h, i, j	1, 7, 8	-	19, 23, 24
O5 O6	**Assessment of your current knowledge, understanding and skills, and an analysis of how well these reflect the current and future requirements of your work role:**				
	• qualification certificates and transcripts	-	1	1	20
	• personality and skill inventory reports	h	1, 5	1	20, 21
	• records of appraisal or performance review meetings, and personal development plans and objectives	h	1, 5, 9, 10, 11, 12, 13	1	20, 21, 23, 24, 25, 26
	• personal statement (reflections on the relationship between knowledge, understanding and skills and the requirements of your work role)	h, j	1, 5, 8, 12	1	20, 21, 23
	• witness statements from managers and other work colleagues	h, i	-	-	-

EVIDENCE REQUIREMENTS

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O7	**Evidence of having undertaken training and development activity to meet identified development needs and reflect preferred learning style:**				
	• attendance certificates	i	1, 7, 8	1	23
	• post-course evaluation reports that you have written	j	1, 9	1	-
	• personal statement (reflections on your learning and application of your learning to your work role)	i, j	1, 7, 8, 9	1	23
O8 O9 O10	**Records of feedback (both formal and informal) you have received on your performance and achievement of your objectives:**				
	• records of appraisal or performance review meetings	d, e, g	1, 10, 12, 13	-	15, 17, 18, 22, 25, 26
	• emails, memos, notes or other records of informal feedback from others on your performance	d, e, g	1, 13	-	15, 18, 25, 26
	• work schedules or plans, outputs of proprietary or self-designed time planner systems (paper or electronic)	a, b, c, d, g	3, 4, 10, 11	-	15, 18
	• witness statements (comments on your work performance and achievement of objectives)	a, b, c, d, g, j	-	-	-

2. **Method of Assessment**

   A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussion and questioning.

3. **Context of Assessment**

   The unit should be assessed using evidence from the workplace. Simulation is **not** allowed.

4. **Links to other units**

   This unit is linked to the unit **Manage Self** in the overall suite of National Occupational Standards for management.

U28303:   **Provide leadership in your area of responsibility**

Unit Descriptor:

The unit is about providing direction to people in a clearly and formally defined area or part of an organisation and motivating and supporting them to achieve the vision and objectives for the area.

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation

PERFORMANCE CRITERIA	BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

To be competent you must achieve the following:

This element requires that you:

1. Create a vision of where your area is going and clearly and enthusiastically communicate it, together with supportive objectives and operational plans, to the people working within your area.

   a Articulate a vision that generates excitement, enthusiasm and commitment.

2. Ensure that people working within your area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the overall organisation.

   b Create a sense of common purpose.

3. Steer your area successfully through difficulties and challenges, including conflict within the area.

   c Take personal responsibility for making things happen.

4. Create and maintain a culture within your area which encourages and recognises continuous improvement.

   d Make complex things simple for the benefit of others.

5. Develop a range of leadership styles and select and apply them to appropriate situations and people.

   e Encourage and support others to take decisions autonomously.

6. Communicate regularly, making effective use of a range of different communication methods, with all the people working within your area and show that you listen to what they say.

   f Act within the limits of your authority.

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7. Give people in your area support and advice when they need it especially during periods of setback and change.

    g   Make time available to support others.

8. Motivate and support people in your area to achieve their work and development objectives and provide recognition when they are successful.

    h   Show integrity, fairness and consistency in decision-making.

9. Empower people in your area to develop their own ways of working and take their own decisions within agreed boundaries.

    i   Seek to understand people's needs and motivations.

10. Encourage people to give a lead in their own areas of expertise and show willingness to follow this lead.

    j   Model behaviour that shows respect, helpfulness and co-operation.

11. Win, through your performance, the trust and support of people within your area for your leadership and get regular feedback on your performance.

    k   Encourage and support others to make the best use of their abilities.

UNDERPINNING KNOWLEDGE

General knowledge and understanding

You need to understand:

1. The fundamental differences between management and leadership.

2. How to create a compelling vision for an area of responsibility.

3. How to select and successfully apply different methods for communicating with people across and area of responsibility.

4. A range of different leadership styles and how to select and apply these to different situations and people.

5. How to get and make use of feedback from people on your leadership performance.

6. Types of difficulties and challenges that may arise, including conflict within the area, and ways of identifying and overcoming them.

7. The benefits of and how to create and maintain a culture which encourages continuous improvement.

8. The importance of encouraging others to take the lead and ways in which this can be achieved.

9. How to empower people effectively.

10. How to select and successfully apply different methods for encouraging, motivating and supporting people and recognising achievement.

Industry/sector specific knowledge and understanding

11. Leadership styles common in the industry/sector.

12. Legal, regulatory and ethical requirements in the industry/sector.

Context specific knowledge and understanding

13. Your own values, motivations and emotions.

14. Your own strengths and limitations in the leadership role.

15. The strengths, limitations and potential of people that you lead.

16. Your own role, responsibilities and level of power.

UNDERPINNING KNOWLEDGE (continued)

Context specific knowledge and understanding (continued)

17. The vision and objectives of the overall organisation.

18. The vision, objectives, culture and operation plans for your area of responsibility.

19. Types of support and advice that people are likely to need and how to respond to these.

20. Leadership styles used across the organisation.

EVIDENCE REQUIREMENTS

1. Critical Aspects of Evidence

Performance Criteria	Evidence of Performance Criteria • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O1 O2 O5 O6 O7 O8 O9 O10	**Plans, procedures, records of meetings and other communications you have prepared that clearly articulate your vision and show how it is to be translated into action:**				
	• vision statement, policy statements, operational objectives plans and procedures	a, b, c, f	1,2,3,7	11,12	13,14,15 16,17,18 19,20
	• notes, presentations and materials from team briefings and other meetings and discussions, newsletters, notices, intranet and internet pages.	a, b, c, d, e f, g, h, j, k	1,2,3,4 7,8,9 10	11,12	13,14,15 16,17,18 19,20
	• personal statements (how you ensured that your vision was understood and used by others to shape their behaviour)	a, b, c, d, e f, g, h, i, j, k	1,2,3,4 7,8,9 10	11,12	13,14,15 16,17,18 19,20
	• witness statements (by those using your vision to shape their behaviour)	a, b, c, d, e f, g, h, i, j, k	-	-	-
O2 O3 O4 O5 O6 O7 O8 O9 O10	**Records of critical incidents that show decisions you have made and how you have delegated responsibility to others, and have authorized activities designed to address significant problems and seized opportunities:**				
	• contemporaneous notes, diary entries or memoranda to record significant difficulties or problems (eg those with possible disciplinary, business or legal consequences)	b, c, e, f, k	1, 3, 4, 6 7, 8, 9,10	11,12	13,14,15, 16,19,20
	• letters, memoranda, emails, reports and other communications to inform appropriate people and make a formal records of your decisions and actions (eg to resolve problems and delegate responsibility for future actions)	b, c, d, e, f h, j, k	1, 3, 4, 6 8, 9, 10	11,12	13,14,15, 16,19,20
	• minutes or notes of progress report meetings	b, c, e, f, g, h, i, j, k	1, 4, 5, 6, 8, 9, 10	11,12	13,14,15, 16,19,20
	• personal statements (how you made significant decisions and delegated responsibility to others)	c, e, f, g, h, i j, k	1, 4, 6, 7 8, 9, 10	11,12	13,14,15, 16,19,20
	• witness statements (how you made significant decisions and delegated responsibility to others)	c, e, f, g, h i, j, k	-	-	-

EVIDENCE REQUIREMENTS (continued)

Performance Criteria	Evidence of Performance Criteria • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O1 O3 O4 O5 O9 O10	**Proposals you have made, parameters you have set, plans you have made and records you kept of development meetings and projects designed to encourage creative ideas-generation and innovation:**				
	• proposals for, and agenda and reports and of meetings	a, b, c, e, f k	4, 6, 7, 8 9, 10	12	14,15,16 17,18,19
	• criteria used to sort and evaluate creative ideas	f, h	4, 7	12	16,17,18
	• proposals to develop new and innovative products, production systems or operational procedures	a, c, d, f	2, 3, 7	12	16,17,18
O1 O2 O11	**Records of feedback you have received from managers, peers, those you manage and other colleagues, about your management and leadership performance:**				
	• records of appraisal or performance review interviews with your line manager	a, b, c, d, e f, g, h, i, j	1, 2, 4, 5	11,12	13,14,16 19,20
	• records of 360°appraisals by colleagues	a, b, c, d, e f, g, h, i, j	1, 2, 4, 5	11,12	13,14,16 19,20
	• notes of informal feedback, reflective logs or Continuous Professional Development (CPD) records	a, b, c, d, e f, g, h, i, j	1, 2, 4, 5	11,12	13,14,16 19,20
	• critical incident personal reports	a, b, c, d, e f, g, h, i, j	1, 2, 4, 5	11,12	13,14,16 19,20
	• witness statements (experiences of your leadership and management performance)	a, b, c, d, e f, g, h, i, j	-	-	-

EVIDENCE REQUIREMENTS (continued)

2. **Methods of Assessment**

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussion and questioning.

3. **Context of Assessments**

The unit should be assessed using evidence from the workplace. Simulations are **not** allowed.

4. **Links to other units**

This unit is linked to the units **Provide leadership for your team** and **Allocate and monitor the progress and quality of work in your area of responsibility** in the overall suite of National Occupational Standards for management.

U28403:   **Allocate and monitor the progress and quality of work in your area of responsibility**

Unit Descriptor:

This unit is about ensuring that the work required in your area of responsibility is effectively planned and fairly allocated to individuals and/or teams. It also involves monitoring the progress and quality of the work of individuals and/or teams to ensure that the required level or standard of performance is being met and reviewing and updating plans of work in the light of developments. The 'area of responsibility' may be, for example, a branch or department or functional area or any operating site within an organisation.

PERFORMANCE CRITERIA	BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

To be competent you must achieve the following:

This element requires that you:

1. Confirm the work required in your area of responsibility with your manager and seek clarification, where necessary, on any outstanding points and issues.

   a   Recognise changes in circumstances promptly and adjust plans and activities accordingly.

2. Plan how the work will be undertaken, seeking views from people in your area of responsibility, identifying any priorities or critical activities and making best use of the available resources.

   b   Prioritise objectives and plan to work to make best use of time and resources.

3. Ensure that work is allocated to individuals and/or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development.

   c   Make time available to support others.

4. Ensure that individuals and/or teams are briefed on allocated work, showing how it fits with the vision and objectives for the area and the overall organisation, and the standard or level or expected performance.

   d   Take personal responsibility for making things happen.

5. Encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relations to allocated work.

e Show an awareness of your own values, motivations and emotions.

6. Monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.

f Show integrity, fairness and consistency in decision-making.

7. Support individuals and/or teams in identifying and dealing with problems and unforeseen events.

g Clearly agree what is expected of others and hold them to account.

8. Motivate individual and/or teams to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.

h Seek to understand people's needs and motivations.

9. Monitor your area for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.

i Take pride in delivering high quality work.

10. Identify unacceptable or poor performance, discuss the cause (s) and agree ways of improving performance with individuals and/or teams.

j Are vigilant for possible risks and hazards.

11. Recognise successful completion of significant pieces of work or work activities by individuals and/or teams.

k Encourage and support others to make the best use of their abilities.

12. Use information collected on the performance of individuals and/or teams in any formal appraisals of performance.

13. Review and update plans of work for your area, clearly communicating any changes to those affected.

l. Use a range of leadership styles appropriate to different people and situations.

UNDERPINNING KNOWLEDGE

General knowledge and understanding

You need to understand:

1. How to select and successfully apply different methods for communicating with people across an area of responsibility.

2. The importance of confirming/clarifying the work required in your area of responsibility with your manager and how to do this effectively.

3. How to identify and take due account of health and safety issues in the planning, allocation and monitoring of work.

4. How to produce a plan of work for your area of responsibility, including how to identify any priorities or critical activities and the available resources.

5. The importance of seeking views from people working in your area and how to take account of their views in producing the plan of work.

6. Why it is important to allocate work to individuals and/or teams on a fair basis and how to do so effectively.

7. Why it is important that individuals and/or teams are briefed on allocated work and the standard or level of expected performance and how to do so effectively.

8. The importance of showing individuals and/or teams how their work fits with the vision and objectives of the area and those of the organisation.

9. Ways of encouraging individuals and/or teams to ask questions and/or seek clarification in relation to the work which they have been allocated.

10. Effective ways of regularly and fairly monitoring the progress and quality of work of individuals and/or teams against the standards or level of expected performance.

11. How to provide prompt and constructive feedback to individuals and/or teams.

12. Why it is important to monitor your area for conflict and how to identify the cause (s) of conflict when it occurs and deal with it promptly and effectively.

13. Why it is important to identify unacceptable or poor performance by individuals and/or teams and how to discuss the cause (s) and agree ways of improving performance with them.

14. The type of problems and unforeseen events that may occur and how to support individuals and/or teams in dealing with them.

15. The additional support and/or resources which individuals and/or teams might require to help them complete their work and how to assist in providing this.

UNDERPINNING KNOWLEDGE (continued)

General knowledge and understanding (continued)

16. How to select and successfully apply different methods for encouraging, motivating and supporting individuals and/or teams to complete the work they have been allocated, improve their performance and for recognising their achievements.

17. How to log information on the ongoing performance of individuals and/or teams and use this information for formal performance appraisal purposes.

18. The importance of reviewing and updating plans of work for your area in the light of developments, how to reallocate work and resources and clearly communicate the changes to those affected.

19. Labour laws of the country.

Industry/sector specific knowledge and understanding

20. Industry/sector requirements for the development or maintenance of knowledge, understanding and skills.

21. Industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work.

Context specific knowledge and understanding

22. The individuals and/or teams in your area of responsibility.

23. The vision and objectives for your area of responsibility.

24. The vision and objectives of the overall organisation.

25. The work required in your area of responsibility.

26. The available resources for undertaking the required work.

27. The plan of work for your area of responsibility.

28. The organisation's written health and safety policy statement and associated information and requirements.

29. Your organisation's policy and procedures in terms of personal development.

30. Organisational standards or level of expected performance.

31. Organisational policies and procedures for dealing with poor performance.

32. Organisational grievance and disciplinary policies and procedures.

33. Organisational performance appraisal systems.

EVIDENCE REQUIREMENTS

1. **Critical Aspects of Evidence**

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Records of work allocation to people and teams in your area of responsibility;				
	• notes or minutes of meetings with your manager regarding the work required from your team, and any priorities	a, b, d, i, j	1, 2, 3 18	19,20	21,22,23 24,25,27
	• business, operational or production plans or schedules and other documents identifying the work required from your area of responsibility that you have agreed, and any priorities you have identified	a, b, d, g, i, j	1, 2, 3 18	19,20	21,22,23 24,25,27
O1 O2 O3	• detailed work plans or schedules, timetables and other plans for individuals' and teams' work activities, tasks, production targets or other ways of defining workloads	a, b, d, g, i j, k	3, 4, 5 6, 18	19,20	21,22,23 24,25,26 27
O4 O5	• notes of meetings and briefings to discuss work plans or schedules, timetables and allocate individual and team work activities, tasks, production targets etc	a, b, c, d, e f, g, h, i, j k, l	3, 4, 5 6, 7, 8, 9	19,20	21,22,23 24,25,26 27
	• personal statements (reflections on the process and reasoning behind work planning and allocation, including work priorities, availability of resources, and the relative abilities and development needs of team members)	a, b, c, d, e f, h, i, j, k, l	2, 3, 4 5, 6, 7, 8	19,20	21,22,23 24,25,26 27
	• witness statements (comments on the process of work planning and allocation and perceptions of its fairness, appropriateness and clarity	c, f, g, h, k, l	-	-	-

EVIDENCE REQUIREMENTS (continued)

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Records of the quality and quantity of the work people and teams in your area of responsibility:				
O5 O6 O7 O8 O9 O10 O11 O12	• records of the monitoring or work output/production for quality, consistency with specifications, etc (eg quality control sampling records, control charts, etc) that you have collected or commissioned	g, l, j	10, 13 14, 17 18	19,20	21,22,23 24,25,26 27,29
	• records of individual and team work output or production records, production/operational reports that you have prepared, etc	a, g, l, j	13, 14 15, 17 18	19,20	21,22,23 24,25,26 27,29
	• records of any changes to work plans or schedules that you have initiated	a, d, f, g, i, j, l	14, 15 16, 17 18	19,20	21,22,23 24,25,26 27,29
	• notes, reports, recommendations to managers or other records of problems or critical incidents and action you have taken in relation to supplied materials; equipment, vehicles or facilities, products/service quality; health, safety or security; customers; or team members' work performance (including issues requiring disciplinary action, and training or coaching activity you have organised or undertaken)	a, d, e, f, g, i, j, l	12, 13 14, 15 16, 17 18	19,20	21,22,23 24,25,26 27,28,29 30,31,32
	• notes, emails, memos or other records of formal or informal feedback or performance appraisal of team members	c, e, f, g, h j, k, l	10, 11 12, 13 14, 15 16, 17, 18	19,20	21,24,25,26 27,28,29 30,31,32
	• personal statement (reflections on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services)	a, c, e, f, j, k, l	10, 11 12, 13 14, 15 16, 17 18	19,20	21,22,23 24,25,26 27,28,29 30,31,32

EVIDENCE REQUIREMENTS (continued)

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	• witness statements (comments on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services)	c, f, g, h, k, l	-	-	-

2. **Method of Assessment**

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony, personal statement, professional discussion and questioning.

3. **Context of Assessment**

The unit should be assessed using evidence from the workplace. Simulation is **not** allowed.

4. **Links to other units**

This unit is linked to the units **Develop productive working relationships with colleagues,** and **Provide leadership in your area of responsibility** in the overall suite of National Occupational Standards for management.

U28503:   **Ensure health and safety requirements are met in your area of responsibility**

Unit Descriptor:

> This unit is concerned with managing the overall health and safety process in your area of responsibility. It is intended to go beyond meeting health and safety legislation and move towards a situation where health and safety considerations are firmly embedded in the planning and decision making processes and the 'culture' of your area of responsibility.
>
> The 'area of responsibility' may be, for example, a branch or department or functional area or and operating site within an organisation.

PERFORMANCE CRITERIA	BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE
To be competent you must achieve the following:	*This element requires that you:*
1. Identify your personal responsibilities and liabilities under health and safety legislation and legal obligations and regulations.	a Respond quickly to crises and problems with a proposed course of action.
2. Ensure that the organisation's written health and safety policy statement is clearly communicated to all people in your area of responsibility and other relevant parties.	b Identify people's information needs.
3. Ensure that the health and safety policy statement is put into a practice in your area of responsibility and is subject to review as situations change and at regular intervals and the findings passed to the appropriate people for consideration.	c Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
4. Ensure regular consultation with people in your area of responsibility or their representatives on health and safety issues.	d Are vigilant for possible risks and hazards.
5. Seek and make use of specialist expertise in relation to health and safety issues.	e Take personal responsibility for making things happen.

6. Ensure that a system is in place for identifying hazards and assessing risks in your area of responsibility and that prompt and effective action is taken to eliminate or control identified hazards and risks.

f   Identify the implications or consequences of a situation.

7. Ensure that systems are in place for effective monitoring, measuring and reporting of health and safety performance in your area of responsibility.

g   Act within the limits of your authority.

8. Show continuous improvement in your area of responsibility in relation to health and safety performance.

9. Make health and safety a priority area in terms of informing planning, training and decision-making in your area of responsibility.

h.   Constantly seek to improve performance.

10. Demonstrate that your own actions reinforce the messages in the organisation's health and safety policy statement.

i.   Treat individuals with respect and act to uphold their rights.

11. Ensure that sufficient resources are allocated across your area of responsibility to deal with health and safety issues.

12. Develop a culture within your area of responsibility which puts health, safety and wellness first.

UNDERPINNING KNOWLEDGE

General knowledge and understanding

You need to understand:

1. Why health and safety in the workplace is important.

2. How and where to identify your personal responsibilities and liabilities under health and safety legislation, legal obligations and regulations.

3. How to keep up with legislative and other developments relating to health and safety and wellness.

4. The requirements for organisations to have a written health and safety policy statement.

5. How to communicate the written health and safety policy statement to people who work in your area of responsibility and other relevant parties.

6. How and when to review the application of the written health and safety policy statement in your area of responsibility and produce/provide findings to inform development.

7. How and when to consult with people in your area of responsibility or their representatives on health and safety issues.

8. Sources of specialist expertise in relation to health and safety and wellness.

9. Ways of developing a culture in your area of responsibility which puts health, safety and wellness first.

10. The type of hazards and risks that may arise in relation to health and safety – how to establish and use systems for identifying hazards and assessing risks and the type of actions that should be taken to control or eliminate them.

11. How to establish systems for monitoring, measuring and reporting on health and safety performance in your area of responsibility.

12. Why and how health and safety should inform planning, training and decision-making.

13. The importance of setting a good example to others in relation to health and safety.

14. The type of resources required to deal with health, safety and wellness issues.

Industry/sector specific knowledge and understanding

15. Sector-specific legislation, regulations, guidelines and codes of practice relating to health and safety.

16. Health and safety risks, issues and developments which are particular to the industry or sector.

UNDERPINNING KNOWLEDGE (continued)

Context specific knowledge and understanding

17. Other relevant parties with an interest in health and safety in your area of responsibility.

18. The organisation's written health and safety policy statement and how it is communicated to people who work for the organisation, people in your area and to other relevant parties.

19. Sources of specialist health and safety expertise used in your area of responsibility.

20. The operational plans for your area of responsibility.

21. The resources allocated to and across your area of responsibility for health and safety.

22. Allocated responsibilities for health and safety in your area and the organisation in general.

23. Systems in place in your area of responsibility for identifying hazards and assessing risks and taking action.

24. Systems in place for monitoring, measuring and reporting of health and safety performance in your area of responsibility.

EVIDENCE REQUIREMENTS

1. **Critical Aspects of Evidence**

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
O1 O2 O3 O4 O5	**Records of actions you have taken to ensure health and safety policies are implemented appropriately:**				
	• notes or minutes of meetings you have organised with people in your area of responsibility, or their representatives, and those with specialist expertise, to discuss, review and agree the implementation of workplace policies on health and safety.	b, c, e, g, i	1, 2, 3 4, 5, 6 7, 8, 9	15,16	17,18,19 20,22,23 24
	• notes of briefings or presentations you have made or commissioned to people in your area or responsibility on the implementation of workplace policies on health and safety	b, c, e, g, i	1, 2, 3 4, 5, 6 7, 8, 9	15,16	17,18,21 22
	• records of training activity you have organised for people in your area of responsibility on the implementation of workplace policies on health and safety	c, e, g, h	1, 5, 8 14	15,16	17,18,21 22
	• personal statement (reflection on your role in ensuring that health and safety policies are implemented and reviewed in your area of responsibility)	c, e, h	1, 2, 4 6, 7, 8, 9	15,16	18,20,21 23
O6 O7 O8	**Records of risk assessments you have organised, monitoring systems you have introduced or improved, and actions you have taken to reduce risks in your area of responsibility:**				
	• notes of minutes of meetings with colleagues and those with specialist expertise that you have organised, to identify and assess risks in your area of responsibility, review and improve procedures and behaviour to reduce risks, and review and develop systems to record accidents and incidents that present a risk to health and safety	b, c, d, e, f g, h, i	1, 2, 7 8, 10 11, 12 14	15,16	17,19,20 21,22,23 24

EVIDENCE REQUIREMENTS (continued)

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
O9 O10 O11 O12	Records of risk assessments you have organised, monitoring systems you have introduced or improved, and actions you have taken to reduce risks in your area of responsibility (continued): • risk assessment you have prepared and reports on hazards, risks and accidents have been submitted to appropriate people in your organisation	c, d, e, f, g h	1, 2, 7 8, 10 13, 14	15,16	19,23
O6 O7 O8 O9 O10 O11 O12	• procedure specifications and instructions you have prepared and emails, memos and other communications you have sent to people in your area of responsibility, to improve systems and operations, and to encourage behaviour that reduce risks to health and safety	a, b, c, d, e f, g, h, i	1, 2, 9 10, 12, 14	15,16	20,21,22 23,24
	• systems specifications and instructions you have prepared and emails, memos and other communications you have sent to people in your area of responsibility, to monitor accidents and incidents that present a risk to health and safety	b, c, e, g, h i	1, 2, 9 10, 11	15,16	20,21,22 23,24
	• analyses of data on accidents and incidents that present a risk to health and safety	c, d, f	1, 2, 9 10, 11, 12	15,16	24
	• personal statement (reflections on your own actions to identify, monitor and reduce risks to health and safety in your area of responsibility)	a, c, d, e, f g, h	1, 2, 9 10, 11 12, 13	15,16	20,21,22 23,24
	• witness statements (comments on your actions and behaviour in modeling best practice and encouraging others to minimise the risks to health and safety)	a, b, d, i	-	-	-

2. **Methods of Assessment**

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussion and questioning.

3. **Context of Assessment**

The unit should be assessed using evidence form the workplace. Simulation is **not** allowed.

4. **Links to other units**

This unit is linked to the units **Allocate and monitor the progress and quality of work in your area of responsibility** and **Ensure your own actions reduce risks to health and safety** in the overall suite of National Occupational Standards for management.

U28603:   Promote equality of opportunity and diversity in your area of responsibility

Unit Descriptor:

This unit is about actively promoting equality of opportunity and diversity in your area of responsibility. It is intended to go beyond compliance with equality legislation and move towards a situation where there is awareness in your area of and active commitment to the need to ensure equality of opportunity and the benefits of diversity. The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

PERFORMANCE CRITERIA	BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

To be competent you must achieve the following:

This element requires that you:

1. Promote equality of opportunity and diversity, including making it a priority area in terms of informing the vision and objectives for your area and planning and decision-making, within your area of responsibility.

   a Use communication styles that are appropriate to different people and situations.

2. Ensure that your behaviour, words and actions and those of people working in your area of responsibility support a commitment to equality of opportunity and diversity.

   b Understand individuals' needs, feelings and motivations and take an active interest in their concerns.

3. Identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice.

   c Encourage and support others to make the best use of their abilities.

4. Identify the diversity and needs of your area's current customers and potential customers and identify areas where needs could be better satisfied and where the diversity of customers could be improved.

   d Use a range of leadership styles appropriate to different people and situations.

5. Ensure that the organisation's policies and practices on equality and diversity are clearly communicated to all people in your area of responsibility and other relevant parties.

   e Show a clear understanding of different customers and their needs.

6. Implement the organisation's policies and practices on equality and diversity policy in your area, including relevant parts of any accompanying organisation-wide action plan, seeking and making the required resources available.

f   Treat individuals with respect and act to uphold their rights.

7. Ensure regular consultation with people in your area of responsibility or their representatives on equality and diversity issues.

g   Show integrity, fairness and consistency in decision making.

8. Seek and make use of specialist expertise in relation to equality and diversity issues.

h   Make time available to support others.

9. Ensure that working arrangements, resources and business processes in your area of responsibility respond to different needs, abilities, values and ways of working.

i   Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

10. Monitor, review and report to the relevant people on progress in relation to equality of opportunity and diversity within your area of responsibility, identifying required actions and changes to practice.

UNDERPINNING KNOWLEDGE

General knowledge and understanding

You need to understand:

1. Different definitions of diversity.

2. The different forms which discrimination and harassment might take.

3. The business case for ensuring equality of opportunity and promoting diversity.

4. The probable effects of not promoting equality of opportunity and diversity within your area of responsibility.

5. How commitment within your area of responsibility to promoting equality of opportunity and diversity might be demonstrated.

6. Why it is important to make equality and diversity a priority area and how to do so effectively.

7. Why it is important to lead by example in terms of your behaviour, word and actions supporting a commitment to equality of opportunity and diversity.

8. How to recognise when the behaviour, words and actions of others does <u>and</u> does not support a commitment to equality of opportunity and diversity.

9. How and where to identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice.

10. The importance of identifying the diversity and needs of your area's current and potential customers in order to identify areas for improvement and how to do so effectively.

11. How to communicate the organisation's equality and diversity, policies and practices to people who work in your area of responsibility and other relevant parties.

12. The important of implementing an organsiation's equality and diversity, policies and practices, and any supporting action plan.

13. The type of resources which might be required to support implementation of an equality and diversity policy and any supporting action plan.

14. How and when to consult with people in your area of responsibility or their representatives on equality and diversity issues.

15. Sources of specialist expertise in relation to equality and diversity.

16. How to provide working arrangements, resources and businesses processes in your area of responsibility that respond to different needs, abilities, values and ways of working.

17. How to monitor, review and report on progress in relation to equality of opportunity and diversity within your area of responsibility.

UNDERPINNING KNOWLEDGE (continued)

Industry/sector specific knowledge and understanding

18. Any relevant sector-specific legislation, regulations, guidelines and codes of practice relating to equality and diversity.

19. Equality and diversity issues and developments that are particular to the industry or sector.

20. Information sources on equality in the industry or sector.

Context specific knowledge and understanding

21. The vision, objectives and operational plans for your area of responsibility.

22. The planning and decision-making processes within your area of responsibility.

23. The overall vision, values, objectives, plans and culture of the organisation.

24. The diversity of the people working in your area of responsibility.

25. Your area's current and potential customers and their needs.

26. Other relevant parties with an interest in diversity in your area of responsibility.

27. The organisation's policies and practices, equality and diversity policy and any accompanying action plan and how they are communicated to people who work for the organisation, people in your area and to other relevant parties.

28. Sources of specialist expertise in relation to equality and diversity used in your area of responsibility.

29. The support and resources allocated to and across your area of responsibility to promote equality of opportunity and diversity.

30. Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.

31. Working arrangements, resources and business processes in your area of responsibility.

32. Systems in place in your are of responsibility for monitoring, reviewing and reporting on progress in relation to equality of opportunity and diversity.

33. Allocated responsibilities for promoting equality of opportunity and diversity in your area of responsibility and the organisation in general.

EVIDENCE REQUIREMENTS

1. **Critical Aspects of Evidence**

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Polices, systems, procedures and reports you have originated or instigated in relation to equality of opportunity and diversity:				
O1 O2 O3 O5	• records of training, consultations, working groups, project teams, committees and other forums you have organised and/or participated in to raise awareness of and review legal obligations, and to develop, review and implement policies in relations to equality of opportunity and diversity relating to your area of responsibility	a, b, d, e, f g, i	1, 2, 3, 4 5, 6, 7, 9 11, 12 14, 15	18,19,20	21,22,23 26,27,28 29,33
O7 O8 O9	• equality of opportunity and diversity values and policy statements you have developed, initiated and/or agreed relating to your area of responsibility	a, b, d, e, f g, i	1, 2, 3, 4 5, 6, 7, 9 11, 12 14, 15	18,19,20	21,22,23 27,28,29 33
	Records of actions you have taken to implement policy and address any problems identified:				
O1 O2 O3 O4	• monitoring systems you have designed or introduced, reviews of equality of opportunity and diversity in the practices and outcomes in your area of responsibility that you have undertaken or initiated (eg recruitment practices, employment or service use levels relative to the relevant population), and reports you have prepared and proposals you have made or agreed as a result	a, b, c, d, e f, g, h, i	1, 2, 3, 4 5, 7, 8, 9 10, 12 17	18,19,20	22,24,25 26,27,28 29,30,31 32
O5 O6 O8 O9 O10	• systems and procedures, roles and responsibilities you have developed, consultations and training you have organised and other actions you have initiated or taken to implement policy and bring about changes in behaviour and working practices	a, b, c, d, e f, g, h, i	1, 2, 3, 4 5, 6, 7, 8 9, 11, 12 13, 14, 15, 16	18,19,20	21,22,23 24,25,26 27,28,29 30,31,33
	• personal statements (reflections on your own attitudes and behaviours and actions you have taken in relation to equality of opportunity and diversity in the workplace)	b, d, e, f, g, i	1, 2, 3, 4 5, 6, 7, 9	18,19,20	21,22,23, 24,27,28 29,30,31 32

EVIDENCE REQUIREMENST (continued)

2. **Methods of Assessment**

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussion and questioning.

3. **Context of Assessment**

The unit should be assessed using evidence from the workplace. Simulations is **not** allowed.

4. **Links to other units**

This unit links to a number of units in the overall suite of National Occupational Standards for management and leadership which involve managing or working with people.

U28703:   **Encourage innovation in your area of responsibility**

Unit Descriptor:

This unit is about encouraging and supporting the identification and practical implementation of ideas in your area of responsibility. The initial ideas will primarily come from people who work in your area of responsibility, including yourself, and will focus on

- New products and/or services
- Improvements to existing products and/or services
- Improvements to existing practices, procedures, systems, ways of working etc. within the team or those of the wider organisation or customers or suppliers

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

PERFORMANCE CRITERIA	BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

To be competent you must achieve the following:

This element requires that you:

1. Identify and, periodically, review the approach to and level of innovation within your area of responsibility.

   a   Find practical ways to overcome barriers.

2. Motivate all the people working in your area to identify ideas for new products and/or services and improvements and other potential sources of ideas and encourage the sharing of this information.

   b   Encourage and support others to make the best use of their abilities.

3. Respond enthusiastically to ideas from individuals or teams and provide constructive feedback.

   c   Encourage and support others to take decisions autonomously.

4. Establish and operate a fair and open method for considering and selecting initial ideas for further development.

   d   Show integrity, fairness and consistency in decision making.

5. Discuss and agree ways in which selected ideas can be further developed and tested by individuals or teams.

   e   Inspire others, championing work to achieve common goals.

6. Provide ongoing support, encouragement and resources to individuals and teams engaged in the further development and testing of ideas and help to remove any identified obstacles.

f   Make time available to support others.

7. Identify, in discussion with the relevant individuals and teams, those ideas which could be practically implemented, providing help in drawing up and submitting business cases and plans in support of ideas.

g   Balance risks against the benefits that may arise from taking risks.

8. Approve the practical implementation of ideas, based on the identified benefits, risks and required resources, when you have the authority to do so and monitor and review their progress.

h   Constructively challenge the status quo and seek better alternatives.

9. Champion business cases and plans for ideas submitted by individuals and teams from your area to other people in the organisation and communicate progress and decisions.

i   Act within the limits of your authority.

10. Contribute to recruiting and selecting creative and innovative people and encourage and develop the creativity of other people in your area of responsibility.

11. Encourage individuals and teams in your area to take acceptable risks in pursuing innovation and to make and learn from mistakes.

12. Ensure that the originators and developers of any ideas which are successfully implemented receive recognition for their achievement.

General knowledge and understanding

You need to understand:

1. The benefits of innovation to the organisation, customers and other stakeholders.

2. The difference between creativity and innovation.

3. How to identify the current approach to and level of innovation in a particular area, including any strengths that can be built upon, any weaknesses that need to be addressed and any obstacles to innovation that need to be removed.

4. How to select and apply different methods for motivating people to generate and develop ideas.

5. The different potential sources of ideas for new products and/or services and improvements.

6. The importance of communication in innovation and how to encourage communication across your area of responsibility.

7. The potential obstacles to creativity and innovation and whether and, if so, how they can be removed.

8. Key stages in the creative process.

9. Key stages in the innovation process.

10. How to provide constructive feedback on ideas to teams and individuals.

11. How to establish and operate fair and open methods for selecting initial ideas for further development including providing reasons why particular ideas are not being taken forward.

12. The range of ways in which initial ideas can be further developed and tested including setting guidelines or parameters for the use of resources, the level of acceptable risk and the reporting of progress.

13. How to organize and manage risk in innovation.

14. How to develop a business case and plans for the practical implementation of an idea and how to support others in doing this.

15. The characteristics/traits/competencies of creative people and how to recognise these.

16. How to unlock creativity in yourself and others.

17. The resources required for creativity and innovation, particularly time.

18. How to learn from mistakes.

19. How to recognise the achievements of the originators/developers of ideas which have been successfully implemented.

UNDERPINNING KNOWLEDGE (continued)

Industry/sector specific knowledge and understanding

20. The sector(s) in which your organisation works.

21. Information sources on innovation in your sector(s).

22. Current and emerging political, economic, social, technological, environmental and legal developments in the sector(s) and in related sectors.

Context specific knowledge and understanding

23. Your organisation's strategy, if it has one, for innovation.

24. The approach to and level of innovation in your area of responsibility.

25. The role of innovation in your organisation's culture.

26. Organisational guidelines and procedures for developing and implementing ideas.

27. The limits of your authority.

28. The needs of your customers.

EVIDENCE REQUIREMENTS

1. **Critical Aspects of Evidence**

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O1 O2 O3 O4 O10 O11 O12	**Policies, practices, people, roles and responsibilities you have developed to encourage the development of creative ideas and innovative products, services and processes in your area of responsibility:**				
	• suggestions or proposals you have made to review or develop systems and procedures, roles and practices to encourage creativity and innovation in your area of responsibility	a, b, d	1, 2, 3, 4 5, 6, 7, 8, 9, 10 11, 12, 13	20,21,22	23,24,25 26,27,28
	• policy statements you have developed, training activities and procedures you have organised to encourage creativity and innovation in your area of responsibility	a, b, d, f, k	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	20,21,22	23,24,25 26,27,28
	• records of the promotion, recruitment or selection of people you have been involved in showing how you have sought evidence of candidates' creativity and openness to innovation	a, j	4, 7, 15, 16	-	27
	• systems you have introduced or used to encourage, recognise and reward creativity and innovation within your area of responsibility	a, b, l	6, 7, 10, 11, 16, 19	-	23,24,25 26,27,28
	• personal statement (reflection on your role in encouraging creativity and innovation in your area of responsibility	a, c, d, j, l	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 16, 18	20,21,22	23,24,25 26,27,28
	• witness statements (describing your role in encouraging creativity and innovation in your area of responsibility	a, c, d, j, l	-	-	-
O1 O2 O4	**Examples of creativity and innovation that you have encouraged and implemented in your area of responsibility**				
	• creative ideas and proposals for innovative products, services or processes from individuals and teams that you have encouraged, supported, agreed and developed	b, c, d, e, f, g	2, 3, 4, 5, 8, 9, 10, 11, 12, 19	20,21,22	23,24,25 26,27,28

EVIDENCE REQUIREMENTS (continued)

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Examples of creativity and innovation that you have encouraged and implemented in your area of responsibility (continued):				
O5 O6 O7 O8 O9 O11 O12	• cost/benefit analyses, business proposals, action plans and project briefs that you have prepared for the implementation of creative ideas and innovative products, services and processes in your area of responsibility	e, f, g, h, i, k, l	11, 12, 13, 14, 17, 18	20,21,22	23,24,25 26,27,28
	• specifications for innovative products, services and processes in your area of responsibility that you have developed or instigated	g, h, i, k	9, 12, 13, 17, 18	20,21,22	23,24,25 26,27,28
	• notes and records of meetings you have led or contributed to, relating to the introduction of innovative products, services and processes in your area of responsibility	h, i , k	9, 12, 13, 17, 18	20,21,22	23,24,25 26,27,28
	• records of rewards or recognition you have given to people for creative ideas and innovative products, services and processes in your area of responsibility	b, k , l	4, 15, 16, 19	20,21,22	23,24,25 26,27,28
	• personal statement (reflection on your role in introducing innovative products, services and processes in your area of responsibility)	f, g, h, i	9, 10, 11, 12, 13, 14, 16, 18	20,21,22	23,24,25 26,27,28
	• witness statement (describing your role in introducing innovative products, services and processes in your area of responsibility)	h, i, k, l	-	-	-

2. **Methods of Assessment**

   A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussion and questioning.

3. **Context of Assessment**

   The unit should be assessed using evidence from the workplace. Simulation is **not** allowed.

4. **Links to other units**

   This unit is linked to the units **Provide leadership for your team** and **Encourage innovation in your team** in the overall suite of National Occupational Standards for management.

U28803:   Plan change

Unit Descriptor :

> This unit is about the planning that is needed to make a specific change or put into practice a programme of change. It involves developing a strategy to make the change that is needed, taking note of barriers, risks and the need to put appropriate monitoring and communication systems in place.

PERFORMANCE CRITERIA	BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE
To be competent you must achieve the following:	*This element requires that you:*
1. Identify the procedures, systems, structures and roles that need to be changed, and assess the gap between their current and required future state.	a. Find practical ways to overcome barriers.
2. Identify and assess barriers to change.	b. Present information clearly, concisely, accurately, and in ways that promote understanding.
3. Develop strategies and plans that set out the way forward.	c. Are vigilant for potential risks.
4. Assess the risks and benefits associated with the strategies and plans and develop contingency arrangements.	d. Give people opportunities to provide feedback and you respond appropriately.
5. Make sure your plans include short-terms 'wins' as well as longer-term deliverables.	e. Set demanding but achievable objectives for yourself and others.
6. Develop systems for monitoring and assessing progress.	f. Work towards a clearly defined vision of the future.
7. Develop a communication strategy for the change process that keeps people informed and allows people to give feedback.	g. Identify the implications of consequences of a situation.
8. Identify training and support needs and plan how to met these.	

Technical and Vocational Education and Training (TVET) Council
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UNDERPINNING KNOWLEDGE

General knowledge and understanding

You need to understand:

1. The main models and methods for managing change effectively, and their strengths and weaknesses.

2. Effective planning techniques.

3. Theory and application of the change/performance curve.

4. Theory and understanding of teams, including an understanding of team-building techniques and how to apply them.

5. How to assess the risks and benefits associated with strategies and plans.

6. The importance of contingency planning and how to do so effectively.

7. How to make critical decisions.

8. The political, bureaucratic and resource barriers to change, and the techniques that deal with these.

9. Stakeholder expectations and how they influence the process.

Industry/sector specific knowledge and understanding

10. Your organisation's current position in the sector and market in which it works, compared with its main competitors, relevant to the change programme.

11. The range of information sources that are relevant to the sector, and related sectors, in which your organisation operates.

12. Current and emerging political, economic, social, technological, environmental and legal developments in the sector and in related sectors.

Context specific knowledge and understanding

13. Your vision for the future, the reasons for change, the risks and expected benefits.

14. Business critical activities and interdependencies.

15. Those factors (for example, strategy, procedures, policies and structure) that need to be changed, and the associated priorities and reasons.

16. Your organisation's communication channels, both formal and informal.

EVIDENCE REQUIREMENTS

1. Critical Aspects of Evidence

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Reviews of current procedures, systems, structures or roles you have undertaken and proposals for change you have made:				
	• information you have collected and analysed about the effectiveness, efficiency and economy of current procedures, systems, structures or roles.	a, b, c, d	1, 9	10,11,12	13,14,15
O1 O2 O4	• meetings you have led to identify problems with current procedures, systems, structures or roles and possible solutions or changes that need to be made.	a, b, d	1, 4, 8, 9	10,11,12	13,14,15 16
	• reports or proposals you have prepared or presentations you have made, to argue for changes in procedures, systems, structures or roles, based on your analysis.	b, f, g	1, 2, 5 6, 8, 9	10,11,12	13,14,15 16
	• feasibility studies, cost-benefit analyses, decision tables and other financial and risk assessments you have made, and potential barriers to change that you have identified, to determine the likely success of proposals for change.	b, c, g	1, 2, 5 6, 7, 8	-	13,14,15
	• personal statement (reflections on your reasons for initiating a change review).	c, e, f, g	1, 7, 9	10,11,12	13,14,15
	Plans for changes that you have been responsible for producing:				
O1 O3 O4 O5	• objectives, project and action plans, descriptions of role and responsibilities, Gantt charts, network diagrams, and other plans for the implementation of changes that you have proposed.	a, b, c, e, f g	1,2, 6, 7, 8	-	13,14,15
	• training, coaching, mentoring, counseling and other development and support services you have proposed for the people affected by the change.	a, g	1, 4, 8	12	13,14,15

EVIDENCE REQUIREMENTS (continued)

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Plans for changes that you have been responsible for producing (continued):				
O6 O8	• targets, milestones, critical success factors, key performance indicators and other techniques you have proposed to establish metrics against which to monitor progress.	e, f	2, 3	-	13,14,15
	• specifications of systems and procedures you have proposed to monitor performance against these metrics.	d, g	2	-	14,15
	Plans for ensuring effective communication during the change process:				
O3 O6	• your proposals and plans for team briefings, newsletter, displays, bulletin boards, intranet pages, email lists and other methods for communicating the need for and change and the progress of the change process.	b, d	1, 9	-	16
O7	• systems you have designed to monitor the effect of the change process on those people affected and collect feedback on its effectiveness in achieving its goals.	d	1	-	16

2. **Method of Assessment**

   A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussion and questioning.

3. **Context of Assessment**

   The unit should be assessed using evidence from the workplace. Simulation is **not** allowed.

4. **Links to other units**

   This unit is closely linked to the units **Implement change** and **Provide leadership in your area of responsibility** in the overall suite of National Occupational Standards for management.

U28903:   Implement change

Unit Descriptor:

> This unit is about putting into practice the strategy and associated plans for a specific change or programme of change. This involves putting in place the necessary resources and supporting systems, including monitoring and communications, to turn the 'vision' into a practical reality.

PERFORMANCE CRITERIA	BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE
To be competent you must achieve the following:	*This element requires that you:*
1. Put into practice the strategies and plans for change in line with the available resources.	a. Recognise changes in circumstances promptly and adjust plans and activities accordingly.
2. Design new work processes, procedures, systems, structures and roles to achieve the vision behind the change.	b. Find practical ways to overcome barriers.
3. Identify, assess and resolve problems and barriers to change.	c. Present information clearly, concisely, accurately and in ways that promote understanding.
4. Monitor, document and communicate progress to all involved.	d. Make time available to support others.
5. Recognise and reward people and teams who achieve results.	e. Clearly agree what is expected of others and hold them to account.
6. Maintain the momentum for change.	f. Recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal.
7. Make sure change is effective and meets the requirements of the organisation.	g. Work towards a clearly defined vision of the future.
	h. Recognise the achievements and the success of others.

UNDEPINNING KNOWLEDGE

General knowledge and understanding

You need to understand:

1. The main models and methods for managing change effectively, and their strengths and weaknesses.

2. Theory and application of the change/performance curve.

3. Theory and understanding of teams, including an understanding of team-building techniques and how to apply them.

4. How to manage reward systems.

5. Problem solving techniques.

6. The political, bureaucratic and resource barriers to change, and the techniques that deals with these.

7. How to identify development and other support needs and ways in which these needs can be met.

8. How to manage expectations during change.

Industry/sector specific knowledge and understanding

9. Your organisation's current position in the market in which it works, compared with its main competitors, relevant to the change programme.

10. The range of information sources that are relevant to the sector, and related sectors, in which your organisation operates.

Context specific knowledge and understanding

11. Your vision for the future, the reasons for change, the risks and expected benefits.

12. Business critical activities and interdependencies.

13. Those factors (for example, strategy, procedures, policies and structure) that need to be changed, and the associated priorities and reasons.

14. Your organisations' communication channels, both formal and informal.

EVIDENCE REQUIREMENTS

1. **Critical Aspects of Evidence**

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	**Industry specific**	**Context specific**
O2 O3 O7	**Designs or specifications for new work processes, procedures, systems, structures and roles that you have developed and implemented:**				
	• notes of meetings you have led and discussions you have had to develop new work processes, procedures, systems, structures and roles.	b, c, f, g	3, 5, 6	9,10	11,12,13
	• new work processes, procedures, systems, structures and roles designs or specifications you have produced.	a, b, c, e	1, 2, 3, 4	9,10	11,12,13
	• action plans, timetables or schedules for introducing and implementing new work processes, procedures, systems, structures and roles that you have produced.	a, b, c, e, g	1, 2, 3, 6 7, 8	-	11,12,13 14
	• risk assessments and contingency plans for the introduction and implementation of new work processes, procedures, systems, structures and roles.	b, c	1, 2, 6	9,10	11,12,13
	• records of meetings you have led to plan the introduction and implementation of new work processes, procedures, systems, structures and roles.	b, c, e, f, g h	1, 2, 3, 6 7, 8	-	11,12,13
	• personal statement (reflections on the process of , and your role in, developing, introducing and implementing new work processes, procedures, systems, structures and roles)	a, f, g	1, 2, 3, 5 6, 7, 8	9,10	11,12,13
	Records of actions you have taken, decisions you have made and meetings you have held to facilitate the change:				
	• records of development and support activity you have provided for the people affected by the change.	a, b, d, e, g	1, 2, 3, 7 8	-	11,13

EVIDENCE REQUIREMENTS (continued):

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Records of actions you have taken, decisions you have made and meetings you have held to facilitate the change (continued):				
O1 O3 O4 O5 O6	• notes or records of meetings you have had with people directly affected by the change, to explain the implications for them and their work, and records of agreements you have made with them to take action to address potential barriers or problems they identify.	a, b, c, d, e f, g, h	1, 2, 5, 6 8	9	11,12,13
	• records of decisions you have made and actions you have taken in response to feedback you have received from people affected by change.	a, b, e, f, g	1, 2, 3, 5 6	-	11,12,13
	• records of personal (letters or emails, notes of briefings or other face-to-face meetings) and public recognition (newsletters, notice boards, awards, etc) and recommendations or awards of rewards (bonuses, prizes, promotion, etc) for people and teams for achieving results, that you have organised	a, d, h	1, 2, 3, 4	-	14
	• personal statements (reflections on your own actions and behaviour to facilitate the change process)	a, b, d, e, f g, h	1, 2, 3, 4 5, 6, 7, 8	9,10	11,12,13
	• witness statements (comment on your actions and behaviour to facilitate the change process)	b, c, d, e, h	-	-	-

EVIDENCE REQUIREMENTS (continued)

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Records and communications to others on the progress of the planned change:				
O4	• records on performance and notes of meetings to discuss progress and identify any barriers to progress, and action plans and other records of action you have agreed to address these barriers	a, b, c e, f g,	1, 2, 5, 6	9	11,12,13
	• project reports you have prepared for those to whom you are accountable, on the progress of the project	c, h	1, 2, 8	9	14
	• newsletters, emails, intranet pages, presentations and briefings you have made and other communications you have prepared to ensure that all the people involved are kept informed about progress towards achieving the change project goals	c, i	1, 2, 8	9	14

2. **Method of Assessment**

A combination of direct performance evidence (e. g. observation of performance and products of work) and supplementary evidence such as witness testimony, personal statement, professional discussion and questioning.

3. **Context of Assessment**

The unit should be assessed using evidence from the workplace. Simulation is **not** allowed.

4. **Links to other units**

This unit is closely linked to the units **Plan change** and **Provide leadership in your area of responsibility** in the overall suite of National Occupational Standards for management.

U29003:   **Develop productive working relationships with colleagues**

Unit Descriptor:

> This unit is about developing working relationships with colleagues, within your own organisation and within other organisations, that are productive in terms of supporting and delivering your work and that of the overall organisation.
>
> 'Colleagues' are any people you are expected to work with, whether they are set a similar position or in other positions.

PERFORMANCE CRITERIA	BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

To be competent you must achieve the following:

1. Establish working relationships with all colleagues who are relevant to the work being carried out.

2. Recognise, agree and respect the roles and responsibilities of colleagues.

3. Understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions.

4. Fulfill agreements made with colleagues and let them know.

5. Advise colleagues promptly of any difficulties or where it will be impossible to fulfill agreements.

6. Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out.

7. Exchange information and resources with colleagues to make sure that all parties can work effectively.

This element requires that you:

a. Present information clearly, concisely, accurately and in ways that promote understanding.

b. Seek to understand people's needs and motivations.

c. Make time available to support others.

d. Clearly agree what is expected of others and hold them to account.

e. Work to develop an atmosphere of professionalism and mutual support.

f. Model behaviour that shows respect, helpfulness and co-operation.

g. Keep promises and honour commitments.

8. Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement.

h. Consider the impact of your own actions on others.

i. Say no to unreasonable requests.

j. Show respect for the views and actions of others.

k. Communicate in a timely manner.

UNDERPINNING KNOWLEDGE

General knowledge and understanding

You need to understand:

1. The benefits of developing productive working relationships with colleagues.

2. Principles of effective communication and how to apply them in order to communicate effectively with colleagues.

3. How to identify disagreements with colleagues and the techniques for sorting them out.

4. How to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them.

5. How to take account of diversity issues when developing working relationships with colleagues.

6. The importance of exchanging information and resources with colleagues.

7. How to get and make use of feedback on your performance on their performance from colleagues.

8. How to provide colleagues with useful feedback on their performance.

Industry/sector specific knowledge and understanding

9. Regulations and codes of practice that apply in the industry or sector.

10. Standards of behaviour and performance in the industry or sector.

11. Working culture of the industry of sector.

UNDERPINNING KNOWLELDGE (continued)

Context specific knowledge and understanding

12. Current and future work being carried out.

13. Colleagues who are relevant to the work being carried out, their work roles and responsibilities.

14. Processes within the organisation for making decisions.

15. Line management responsibilities and relationships within the organisation.

16. The organisation's values and culture.

17. Power, influence and politics within the organisation.

18. Standards of behaviour and performance expected in the organisation.

19. Information and resources that different colleagues might need.

20. Agreements with colleagues.

EVIDENCE REQUIREMENTS

1. **Critical Aspects of Evidence**

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O1 O2 O3 O4 O5 O8	**Records of activities and agreements with work colleagues that you have completed successfully:**				
	• notes, minutes or other records of formal and informal meetings with colleagues relating to agreements for action by you and your performance in relation to these agreements	a, b, c, d, e f, g, h, i, j, k	1, 2, 3 4, 5, 6 7, 8	9,10,11	12, 13, 14, 15, 16, 17, 18, 19, 20
	• emails, memos and other correspondence with colleagues relating to actions you have agreed to undertake and your performance in relation to these agreements	a, b, c, d, e f, g, h, i, j, k	1, 2, 3 4, 5, 6	9,10,11	12, 13, 14, 15, 16, 17, 18, 19, 20
	• personal statements (reflections on the nature and effectiveness of your relationships with work colleagues and your fulfillment of your commitments to them)	e, f, g, h, i, j	1, 2, 3 4, 5, 6, 7	9,10,11	12, 13, 14, 15, 16, 17, 18, 19
	• witness statements (comments by colleagues on the nature and effectiveness of your relationships with them and your fulfillment of your commitments to them)	a, b, c, d, f g, j	-	-	-
O1 O2 O3 O5 O6 O7 O8	**Records of relationship difficulties or conflicts at work that you have successfully addressed and feedback you have given and received:**				
	• notes, minutes or other records of formal or informal meetings with colleagues relating to relationship difficulties or conflicts	a, b, d, e, f g, h, i, j, k	1, 2, 3, 4 5, 6, 7, 8	9,10,11	12, 13, 14, 15, 16, 17, 18, 19, 20
	• emails, memos and other correspondence with colleagues relating to relationship difficulties or conflicts	a, b, d, e, f g, h, i, j, k	1, 2, 3, 4 5, 6	9, 10, 11	12, 13, 14, 15, 16, 17, 18, 19, 20
	• notes or other records of verbal feedback and copies of memos, emails and letters you have sent in which you have given feedback to colleagues	a, b, c, d, e f, h, j	1, 2, 3 4, 5, 6, 8	10,11	16, 17, 18, 19

EVIDENCE REQUIREMENTS (continued)

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O1 O2 O3 O5 O6 O7 O8	**Records of relationship difficulties or conflicts at work that you have successfully addressed and feedback you have given and received (continued):**				
	• notes or other records of verbal feedback and copies of memos, emails and letters you have received in which colleagues have given feedback to you	j	1, 2, 3 4, 5, 6, 7	10,11	16, 17, 18
	• personal statements (reflections on your ability to deal effectively with relationship difficulties or conflicts)	e, f, g, h, i, j	1, 2, 3, 4 5, 6, 7	9,10,11	12, 13, 14, 15, 16, 17, 18, 19
	• witness statements (comments by colleagues on your ability to deal effectively with relationship difficulties or conflicts	a, b, c, d, f g, j	-	-	-

2. **Methods of Assessment**

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence as witness testimony, personal statements, professional discussion and questioning.

3. **Context of Assessment**

The unit should be assessed using evidence from the workplace. Simulation is **not** allowed.

4. **Links to other units**

Nil.

U29103:   **Recruit, select and keep colleagues**

Unit Descriptor:

This unit is mainly about recruiting and selecting people to undertake identified activities or work roles within your area of responsibility. It involves taking a fair and objective approach to recruitment and selection to ensure that individuals with the required skills, knowledge and understanding and who are likely to perform effectively are appointed.

As recruitment and selection can be expensive and time-consuming activities, the unit also involves taking action to understand why colleagues are leaving and taking action to keep colleagues.

Whilst you would be expected to draw on the expertise of personnel specialists, you are not expected to be a personnel specialist yourself.

For the purpose of this unit, 'colleagues' means those people for whom you have line management responsibility.

PERFORMANCE CRITERIA	BEHAVIOUR WHICH UNDERPIN EFFECTIVE PERFORMANCE

To be competent you must achieve the following:

This element requires that you:

1. Talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving.

    a. Recognise the opportunities presented by the diversity of people.

2. Identify ways of addressing staff turnover problems, implementing those which clearly fall within your authority and communicating others to the relevant people for consideration.

    b. Work to turn unexpected events into opportunities rather than threats.

3. Review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience.

    c. Try out new ways of working.

4. Identify and review the options for addressing any identified shortfalls and decide on the best option (s) to follow.

    d. Identify people's information needs.

5. Consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit.

6. Consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved.

7. Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants.

8. Seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues.

9. Participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective.

10. Make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues.

11. Judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvements.

12. Implement measures aimed at staff retention.

e. Seek to understand people's needs and motivations.

f. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

g. Take and implement difficult and/or unpopular decisions, if necessary.

h. Act within the limits of your authority.

i. Show intergrity, fairness and consistency in decision making.

j. Acknowledge and reward people's efforts and outputs.

UNDERPINNING KNOWLEDGE

General knowledge and understanding

You need to understand:

1. Why it is important to identify and understand why colleagues are leaving and how to do so constructively and sensitively.

2. The types of reasons colleagues might give for leaving.

3. How to measure staff turnover.

4. The causes and effects of high **and** low staff turnover.

5. Measures which can be undertaken to address staff turnover problems.

6. How to review the workload in your area in order to identify shortfalls in the number of colleagues and/or the pool of skills, knowledge, understanding and experience.

7. Different options for addressing identified shortfalls and their associated advantages and disadvantages.

8. What job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them.

9. Different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved.

10. Different recruitment and selection methods and their associated advantages and disadvantages.

11. Why it is important to give fair, clear and accurate information on vacancies to potential applicants.

12. How to judge whether applicants meet the stated requirements of the vacancy.

13. Sources of specialist expertise in relation to recruitment, selection and retention.

14. How to take account of equality and diversity issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues.

15. How to review the effectiveness of recruitment and selection in your area.

16. What are the current best practice in recruitment, selection and retention.

17. The organisation's recognition reward systems.

UNDERPINNING KNOWLEDGE (continued)

Industry/sector specific knowledge and understanding

18. Turnover rates within similar organisation in the industry/sector.

19. Recruitment, selection and retention issues and specific initiatives and arrangements within the industry/sector.

20. Working culture and practices of the industry/sector.

Context specific knowledge and understanding

21. Current people resources available to your area, including skills, knowledge, understanding and experience of colleagues.

22. Work requirements in your area.

23. Agreed operational plans and changes in your area.

24. The staff turnover rate in your area.

25. Job descriptions and person specifications for confirmed vacancies.

26. Local employment market conditions.

27. The organisation's structure, values and culture.

28. Employment policies and practices within the organisation and country– including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.

29. Sources of specialist expertise in relation to recruitment, selection and retention used by your organisation.

EVIDENCE REQUIREMENTS

1. Critical Aspects of Evidence

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Data on staff turnover, records of exit interviews and strategies for retaining staff:				
O1 O2	• spreadsheets and other records of staff turnover you have compiled and analyses to identify patterns and trends	b, d	1, 3, 4	18	24
	• notes or records of formal staff exit interviews and informal feedback from staff leaving the organisation, and summaries of analyses of the information collected	b, e	1, 2, 3, 4	18,19	24
	• reports, proposals, action plans and other records of strategies you have developed for reducing staff turnover	b, c, h, j	1, 2, 3, 4, 5, 16, 17	18,19	21,22,24 29
	Reviews of the workforce in your area of responsibility that you have organised or prepared:				
O3 O4	• analyses of business and/or operational plans to identify likely future employment requirements (numbers of people, skills levels, employment patterns, etc)	b, c, f, i	6	20	21,22,23
	• reviews of current workforce profile (numbers, skill levels, age, etc) to identify any potential shortfalls in requirements	a, f, i	6	20	21,22,23
	• notes, emails, memos or other records of discussions with colleagues to identify possible solutions to current or potential workforce requirements	a, f, i	7	20	21,22,23 29
	• reports or proposals you have prepared for addressing current or potential workforce requirements (eg recruitment, transfer or promotion, training, redundancy, early retirement, etc)	a, c, f, g, i	7	20	21,22,23
	• personal statement (reflection on your role in developing strategies to address current or potential workforce requirements)	a, c, f	6, 7	20	21,22,23

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O5 O6 O7 O8 O9 O10	**Records of your role in the recruitment and selection of new staff:**				
	• notes of discussions about, and copies of, job descriptions and person specifications you have developed	a, c, d, f, g	8, 13, 14	19,20	25
	• notes, emails, memos or other records of discussions about the recruitment and selection process for new staff and your proposals for selection criteria	a, d, f, h, i	9, 10, 11 13, 14	19,20	26, 28, 29
	• notes of interviews or records of other selection process you have engaged in	e, f, i	10, 12, 14	19,20	27, 28
O11	• reports, emails, memos or other records of your evaluation of the recruitment and selection process	i	13, 14, 15	19,20	28
	• personal statement (reflection on your role in recruiting and selecting new staff)	a, c, i	8, 9, 10 11, 12 13, 14, 15 16, 17	19,20	26, 27, 28

2. **Method of Assessment**

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussion and questioning.

3. **Context of Assessment**

The unit should be assessed using evidence from the workplace. Simulation is **not** allowed.

4. **Links to other units**

Nil.

U29203:   **Provide learning opportunities for colleagues**

Unit Descriptor:

This unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs.

Encouraging colleagues to take responsibility for their own learning is an aspect of this unit as is your role in providing an 'environment', for example, in your team or area of responsibility, in which learning is valued.

For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.

PERFORMANCE CRITERIA	BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE
To be competent you must achieve the following:	*This element requires that you:*
1. Promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised.	a. Recognise the opportunities presented by the diversity of people.
2. Give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve.	b. Find practical ways to overcome barriers.
3. Work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work-roles and their current knowledge, understanding and skills.	c. Make time available to support others.
4. Help colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities.	d. Seek to understand individuals' needs, feelings and motivations and take an active interest in their concerns.
5. Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs.	e. Encourage and support others to make the best use of their abilities.

6. Discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales.

7. Work with colleagues to recognise and make use of un-planned learning opportunities.

8. Seek and make use of specialist expertise in relation to identifying and providing learning for colleagues.

9. Support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning.

10. Evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide feedback on the use of learning the experience.

11. Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes.

12. Encourage colleagues to take responsibility for their own learning, including practicing and reflecting on what they have learned.

f. Recognise the achievements and the success of others.

g. Inspire others with the excitement of learning.

h. Confront performance issues and sort them out directly with the people involved.

i. Say no to unreasonable requests.

j. Show integrity, fairness and consistency in decision making.

UNDERPINNING KNOWLEDGE

General knowledge and understanding

You need to understand:

1. The benefits of learning for individuals and organisations and how to promote these to colleagues.

2. Ways in which you can develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised.

3. Why it is important to encourage colleagues to take responsibility for their own learning.

4. How to provide fair, regular and useful feedback to colleagues on their work performance.

5. How to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills.

6. How to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues.

7. The range of different learning styles and how to support colleagues in identifying the particular learning style (s) or combination of learning styles which works best for them.

8. Different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff).

9. How/where to identify and obtain information on different learning activities.

10. Why it is important for colleagues to have a written development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources).

11. How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound).

12. Sources of specialist expertise in relation to identifying and providing learning for colleagues.

13. What type of support colleagues might need to undertake learning activities, the resources needed and the types of obstacles they may face and how they can be resolved.

14. How to evaluate whether a learning activity has achieved the desired learning objectives.

15. The importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes.

16. How to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues.

UNDERPINNING KNOWLEDGE (continued)

Industry/sector specific knowledge and understanding

17. Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and professional development.

18. Learning issues and specific initiatives and arrangements that apply within the industry/sector.

19. Working culture and practices of the industry/sector.

Context specific knowledge and understanding

20. Relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation.

21. The work roles of colleagues, including the limits of their responsibilities and their personal work objectives.

22. The current knowledge, understanding and skills of colleagues.

23. Identified gaps in the knowledge, understanding and skills of colleagues.

24. Identified learning needs of colleagues.

25. Learning styles(s) or combinations of styles preferred by colleagues.

26. The written development plans of colleagues.

27. Sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues.

28. Learning activities and resources available in/to your organisation.

29. Your organistation's policies in relation to equality and diversity.

30. Your organisations's policies and procedures in relation to learning.

31. Your organisation's performance management systems.

1. **Critical Aspects of Evidence**

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Identification of development needs, plans to meet development needs and monitoring and review of development activity:				
O1 O2 O3 O4 O5 O6 O7 O8 O9 O10 O11 O12	• notes, memos, emails or other records of feedback and performance appraisals/reviews and of discussions or identification of learning and development preferences and needs (including learning styles, personal constraints, learning disabilities and difficulties that affect learning)	c, d, e, f, g, h, i, j	1, 4, 5, 6, 7, 8, 12, 16	17,18,19	20,21,22 23,24,25 27,29,30 31
	• details of support arrangements inside and outside the organisation (eg a training department's or external supplier's assessment services) that you have identified and arranged for a colleague to access	b, c, d, e	1, 4, 12, 13, 16	17,18,19	24,25,28 29,30,31
	• training and development opportunities (eg coaching, internal and external courses, learning centre/e-learning programmes) that you have identified and enables colleagues to access to meet agreed learning and development requirements	a, b, c, d, e g, i , j	1, 2, 3, 5, 6, 8, 9, 10, 12, 13, 16	17,18,19	22,23,24 25,26,27 28,29,30 31
	• copies of development or learning plans you have discussed, agreed, reviewed and revised with colleagues	c, d, e, g, j	1, 2, 3, 10, 11	17,18,19	23,24,25 26,28,29 30,31
	• notes, memos, emails or other records of meeting or discussions you have had with colleagues to review their learning and its effect on their performance	c, d, e, f, h, j	1, 2, 3, 14, 15	17,18,19	20,21,22 23,24,29, 30,31
	• personal statement (your reflections on your role in identifying learning requirements, organisation of development activity and review of its effectiveness in improving or enhancing performance)	a, b, d, e, f, h, i	2, 3, 4, 5, 6, 7, 8, 10, 13, 14, 15, 16	17,18,19	21,22,23 24,25,28, 29,30,31

EVIDENCE REQUIREMENTS (continued)

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	• witness statement (comments on your role in identifying learning requirements, organising development activity and reviewing of its effectiveness in improving or enhancing performance)	b, c, d, e, f, g, j	-	-	-

2.   **Method of Assessment**

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussion and questioning.

3.   **Context of Assessment**

The unit should be assessed using evidence from the workplace. Simulations is **not** allowed.

4.   **Links with other units**

This unit is linked to the units **Recruit, select and keep colleagues, Allocate and check work in your team** and **Allocate and monitor the progress and quality of work in your area of responsibility** in the overall suite of National Occupational Standards for management.

U29303:   **Manage a budget**

Unit Descriptor:

> This unit is about having ownership of and being responsible for a budget for a defined area of activity of work. It initially involves preparing, submitting and agreeing a budget for a set operating period. It also involves monitoring actual performance against the agreed budget and taking necessary action in response to identified variances and any unforeseen developments.

PERFORMANCE CRITERIA	BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

To be competent you must achieve the following:

1. Evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work.

2. Submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process.

3. Discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget.

4. Use the agreed budget to actively monitor and control performance for the respective area or activity of work.

5. Identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required.

6. Develop cost information on alternatives to achieve the objectives.

7. Propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation.

This element requires that you:

a. Present information clearly, concisely, accurately and in ways that promote understanding.

b. Act within the limits of your authority.

c. Show integrity, fairness and consistency in decision-making.

d. Say no to unreasonable requests.

e. Use communication styles that are appropriate to different people and situations.

f. Take and implement difficult and/or unpopular decisions, if necessary.

g. Respond quickly to crises and problems with a proposed course of action.

8. Provide ongoing information on performance   h.   Give account for variances.
    against the budget to relevant people in your
    organisation.

9. Advise the relevant people as soon as possible
    if you have identified evidence of potentially
    fraudulent activities.

10. Gather information from implementation of the
    budget to assist in the preparation of future
    budgets.

UNDERPINNING KNOWLEDGE

General knowledge and understanding

You need to understand:

1. The economics of the business (profits, supply and demand, how to read a balance sheet/ income statements).

2. The purpose and functioning of budgetary systems.

3. Where to get and how to evaluate the available information in order to be able to prepare a realistic budget.

4. The importance of spending time on and consulting with others in preparing a budget.

5. How to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered.

6. How to use a budget to actively monitor and control performance for a defined area or activity of work.

7. The main causes of variances and how to identify them.

8. What different types of corrective action which could be taken to address identified variances.

9. How unforeseen developments can affect a budget and how to deal with them.

10. The importance of agreeing revisions to the budget and communicating the changes.

11. The importance of providing regular information on performance against the budget to other people.

12. Types of fraudulent activities and how to identify them.

13. The importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets.

14. The relationship of budgeting to the other management activities.

Industry/sector specific knowledge and understanding

15. Factors, processes and trends that are likely to affect the setting of budgets in your industry/sector.

Context specific knowledge and understanding

16. The area or activity for which the budget is for.

17. The vision, objectives and operational plans for your area of responsibility.

18. The budgeting period (s) used in your organisation.

19. Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets.

20. The agreed budget, how it can be used and how much it can be changed without approval.

21. The limits of your authority.

22. Who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format.

23. What to do and who to contact if you suspect fraud had been committed.

EVIDENCE REQUIREMENTS

1. **Critical Aspects of Evidence**

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O1 O2 O3 O4 O5 O6 O7 O8 O9 O10	**Documents, spreadsheet printouts and other records relating to a budget you have prepared and managed:**				
	• documents, spreadsheet printouts and other records of past budgets, forecasts of future activity, income/revenue and expenditure, costs and prices that you have used to prepare a draft budget	a, b	1, 2, 3, 11	15	16,17,18 19,21
	• draft budgets, papers to support your draft, and notes, minutes and other records of negotiations with appropriate managers to agree and finalise or to revise your budget, and copies of agreed budgets	a, b, c, e, f	1, 3, 4, 8, 9, 14	15	16,17,18 19,20,21
	• records of activity, income/revenue and/or expenditure, variances analyses and reports you have prepared on budget outturns, and any proposed actions in the light of variances, evidence of fraudulent activity or management requirements to make budget changes	a, b, c, d, e, f, g, h	1, 5, 6, 7, 8, 10, 11	15	16,18,19 20,21
	• personal statements (reflections on your use of information to construct a budget, negotiate and obtain approval for it, monitor outturns and make any changes needed)	b, c, d, f, g	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12	15	16,17,18 19,20,21 22,23

2. **Method of Assessment**

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussions and questioning.

3. **Context of Assessment**

The unit should be assessed using evidence from the workplace. Simulation is **not** allowed.

4. **Links to other units**

This unit is linked to the unit **Allocate and monitor the progress and equality of work in your area of responsibility** in the overall suite of National Occupational Standards for management.

U29403:   **Manage a project**

Unit Descriptor:

> This unit is about managing a project for which you have been given responsibility. This involves developing and agreeing a plan for the project and monitoring and controlling implementation of and changes to the plan. It also involves ensuring that the project achieves its key objectives and is completed to the satisfaction of the project sponsor (s) and any key stakeholders.

PERFORMANCE CRITERIA	BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

To be competent you must achieve the following:

This element requires that you:

1. Discuss and agree the key objectives and scope of the proposed project and the available resources with the project sponsor (s) and any key stakeholders.

   a. Recognise changes in circumstances promptly and adjust plans and activities accordingly.

2. Identify how the proposed project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken.

   b. Find practical ways to overcome barriers.

3. Develop, in consultation with relevant people, a realistic and thorough plan for undertaking the project and achieving the key objectives.

   c. Present information clearly, concisely, accurately and in ways that promote understanding.

4. Discuss and agree the project plan with the project sponsors (s) and any key stakeholders, making changes where necessary.

   d. Create a sense of common purpose.

5. Brief any project team members on the project plan and their roles and responsibilities and provide ongoing support, encouragement and information.

   e. Make best use of available resources and proactively seek new sources of support when necessary.

6. Put processes and resources in place to manage potential risks arising from the project and deal with contingencies.

   f. Act within the limits of your own authority.

7. Implement the project plan, selecting and applying a range of basic project management tools and techniques to monitor, control and review progress.

8. Communicate progress to the project sponsor(s), any key stakeholders and any project team members on a regular basis.

9. Identify, in the light of progress and any problems encountered and wider developments, any required changes to the project plan, obtaining agreement from project sponsors and any key stakeholders where necessary.

10. Achieve project objectives using the agreed level of resources.

11. Confirm satisfactory completion of the project with project sponsor(s) and any key stakeholders.

12. Evaluate the success of the project, identifying what lessons can be learned and recognising the contributions of any project team members.

g. Are vigilant for potential risks and hazards.

h. Take pride in delivering high quality work including paying attention to detail.

i. Take personal responsibility for making things happen.

UNDERPINNING KNOWLEDGE

General knowledge and understanding

1. The fundamental characteristics of projects as opposed to routine management functions/activities.

2. The role and key responsibilities of a project manager.

3. Key stages in the project lifecycle.

4. The importance of the relationship between the project manager and the project sponsor (s) and any key stakeholders.

5. Why it is important to discuss and agree the key objectives and scope of a proposed project with the project sponsor (s) and any key stakeholders before detailed planning commences.

6. The type of information needed for effective project planning.

7. Why it is important to be able to identify and understand how a project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken.

8. Why it is important to consult with relevant people in developing a project plan and how to do so effectively.

9. What should be included in a project plan, particularly activities, required resources and timescales and why the plan needs to be discussed and agreed with the project sponsor(s) and any key stakeholders.

10. Why it is important that any project team members are briefed on the project plan, their roles and responsibilities and how to do so effectively.

11. Ways to providing ongoing support, encouragement and information to any project team members.

12. Ways to identifying and managing potential risks in relation to the project.

13. The importance of contingency planning and how to do so effectively.

14. How to select from and apply a range of basic project management tools and techniques to monitor, control and review progress of the project.

15. Effective ways of communicating with project sponsor (s) and any key stakeholders during a project.

16. The important of agreeing changes to the project plan with the project sponsor (s) and any key stakeholders.

17. The type of changes that might need to be made to a project plan during implementation.

18. Why it is important to confirm satisfactory completion of the project with the project sponsor (s) and any key stakeholders and how to do so effectively.

19. How to establish effective systems for evaluating the success of projects and identifying lessons for the future.

20. The importance of recognising the contributions of project team members to the success of projects and different ways of doing so.

Industry/sector specific knowledge and understanding

21. Project management tools and techniques commonly used in the industry or sector.

22. Risks and contingencies common to the industry/sector.

23. Industry/sector specific legislation, regulations, guidelines and codes of practice.

Context specific knowledge and understanding

24. The project sponsor (s) – the individual or group for whom the project is being undertaken.

25. Key stakeholders – the individuals or groups who have a vested interest in the success of the project and the organisation.

26. The agreed key objectives and scope of the proposed project and the available resources.

27. The overall vision, objectives and plans of the organisation and any other relevant programmes of work or other projects being undertaken.

28. Mechanisms for consulting on the development of the project plan and the views/thoughts received from relevant people in relation to proposals.

29. The agreed project plan.

30. The roles and responsibilities of any project team members.

31. Methods used for briefing, supporting, encouraging and providing information to any project team members.

32. Processes and resources put in place to manage potential risks and deal with contingencies.

33. Type and nature of potential risks identified and contingencies encountered.

34. Specific project management tools and techniques used to monitor, control and review progress.

35. Processes in place for communicating information on progress of the project to the project sponsor (s), any key stakeholders and any project team members.

36. Processes in place for identifying and agreeing changes to the project plan and any changes which have been made.

37. Processes for confirming satisfactory completion of the project with project sponsor (s) and any key stakeholders.

38. Processes for evaluating the success of the project and any lessons which have been learned from undertaking the project.

39. Methods used for recognising the contributions of any project team members to successful projects.

EVIDENCE REQUIREMENTS

1. **Critical Aspects of Evidence**

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Project terms of reference you have agreed and project plans that you have prepared:				
O1 O2 O3 O4 O5 O6	• notes or minutes of meetings you have attended, and emails, memos letters, project proposals, terms of reference, scoping or feasibility studies and other documents that you have written, to agree the objectives, scope, resources, plans and timescales with sponsors and stakeholders	c, d, e, g	1, 2, 3, 4, 5, 6, 7, 8, 9	22,23	24,25,26 27
	• schedules, action plans, contingency plans, risk assessments, budgets, Gantt charts, network diagrams (eg CPA, PERT or Precedence diagrams) and other tools for planning the project that you have used	c, e	1, 3, 6, 9, 13, 14	21,22,23	26,29,30 34
	• notes or minutes from, and records of presentations at, briefings or meetings that you have organised, and emails, memos, letters you have sent to members of the project team and other stakeholders, to agree project plans and roles and responsibilities	d, e, f, g, i	2, 3, 6, 8, 9, 10, 11, 12	22,23	26,27,28 29,30,31
	• procedure specifications, operational guidelines and other documents you have prepared to ensure that project team members perform to the required standard and to minimise risks to health and safety	c, d, e, f, g, i	6, 9, 10, 11, 12	22,23	29,30,32
	• personal statement (reflections on your role and performance in agreeing the project terms of reference, and organising and planning the project)	e, f, g, h, i	1, 2, 3, 4, 5, 7, 8, 9, 10	21,22,23	24,25,26 27,28,29 30,31,32 33,34

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EVIDENCE REQUIREMENTS (continued)

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Your records of monitoring and evaluating projects you have managed:				
O7 O8 O9 O10 O11 O12	• project reports, newsletters, emails, memos and letters, and action plans, project schedules, Gantt charts and network diagrams and other project management tools, recording and reporting progress against agreed milestones, any problems identified, resources required or any changes to the project plans	a, b, c, e, f, g, h, i	2, 3, 11, 12, 13, 14, 15, 16, 17	21,22	29,30,31 32,33,34 35,36
	• notes or minutes and records of presentations at briefings and meetings of the project team and/or steering group, reporting progress against agreed milestones, any problems identified, resources required or any changes to the project plans	a, b, c, e, f, g, h, i	2, 3, 11, 12, 13, 14, 15, 16, 17	21,22	29,30,31 32,33,34 35,36
	• end of project evaluation report, identifying the outcomes of the project against the planned outcomes, resourcing and timescales, and any conclusions that could be drawn about the project planning, operation and management	a, b, c, e, f, g, h, i	2, 3, 15, 17, 18, 19, 20	-	29,30,31 32,33,34 37,38,39
O7 O8 O9 O10 O11 O12	• notes or minutes and records of presentations at the final meeting of the project team and/or steering group, discussing and agreeing the outcomes of the project against the planned outcomes, resourcing and timescales, and any conclusions that could be drawn about the project planning, operation and management	a, b, c, e, f, g, h, i	2, 3, 15, 17, 18, 19, 20	-	29,30,31 32,33,34 37,38,39
	• personal statement (reflections on the effectiveness of the project in achieving its goals and your performance in managing the project)	a, b, c, e, f, g, h, i	1, 2, 7, 9, 18, 19	21,22	26,27,29 34,38

EVIDENCE REQUIREMENTS (continued)

1. **Method of Assessment**

    A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussion and questioning.

2. **Context of Assessment**

    The unit should be assessed using evidence from the workplace. Simulation is **not** allowed.

3. **Links to other units**

    Nil.