

SVQ3 in Management at SCQF Level 7 (8313-33/90)



October 2016 Version 1.0

Qualification Handbook

Qualification at a glance

Subject area	Management
City & Guilds number	8313-33/90
Age group approved	16+
Entry requirements	There are no formal educational requirements but participants will undertake an initial assessment to determine the appropriate SVQ Level and optional units. Participants should normally be employed in a first line management role; those who are not currently in employment may be able to join the qualification if they are able to gather evidence of recent first line management experience in a paid or voluntary capacity.
Assessment	Portfolio of evidence
Approvals	Approval application required
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
SVQ 3 in Management at SCQF Level 7	8313-33/90	GC50 23

Contents

Qualification at a glance	2
Contents	3
1 Introduction	5
Qualification Structure	6
2 Centre requirements	8
Approval	8
Resource requirements	8
Learner entry requirements	8
3 Delivering the qualification	9
Initial assessment and induction	9
4 Assessment	10
Summary of assessment methods	10
Assessment Types	10
Assessment strategy	12
5 Units	13
Units	13
Unit 300 Manage your own resources and professional development	14
Unit 301 Provide leadership for your team	19
Unit 302 Allocate and monitor the progress and quality of work in your area of responsibility	24
Unit 303 Ensure health and safety requirements are met in your area of responsibility	30
Unit 304 Develop and implement operational plans for your area of responsibility	35
Unit 305 Promote equality of opportunity, diversity and inclusion in your area of responsibility	39
Unit 306 Encourage innovation in your team	44
Unit 307 Plan change	48
Unit 308 Implement change	53
Unit 309 Develop productive working relationships with colleagues	58
Unit 310 Recruit, select, and keep colleagues	62
Unit 311 Provide learning opportunities for colleagues	67
Unit 312 Help team members address problems affecting their performance	72
Unit 313 Build and manage teams	76
Unit 314 Lead meetings	80

Unit 315	Reduce and manage conflict in your team	85
Unit 316	Support individuals to develop and maintain their performance	88
Unit 317	Initiate and follow disciplinary procedure	92
Unit 318	Initiate and follow grievance procedure	95
Unit 319	Manage a budget	98
Unit 320	Manage finance for your area of responsibility	102
Unit 321	Manage physical resources	106
Unit 322	Manage the environmental impact of your work	111
Unit 323	Take effective decisions	115
Unit 324	Communicate information and knowledge	119
Unit 325	Manage a project	123
Unit 326	Monitor and solve customer service problems	129
Unit 327	Work with others to improve customer service	132
Unit 328	Prepare for and participate in quality audits	135
Unit 329	Manage the delivery of customer service in your area of responsibility	138
Unit 330	Prepare sales proposals and deliver sales presentations	141
Unit 331	Sell products/services to customers	143
Appendix 1	Relationships to other qualifications	146
Appendix 2	Sources of general information	147
Appendix 3	Glossary	149
Appendix 4	Individual development/assessment plan (Number . . .)	155
Appendix 5	Outline report for workplace evidence	156
Appendix 6	Outline report for workplace evidence (imported units)	157
Appendix 7	Personal statement	158
Appendix 8	Personal statement (imported units)	159
Appendix 9	Unit summary sheet	160
Appendix 10	Element summary sheet (imported units)	161

1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who is the qualification for?	<p>The Management SVQ3 at SCQF level 7 is for practising first line managers who have:</p> <ul style="list-style-type: none">• a tightly defined area of responsibility• some limited opportunity for taking decisions and managing budgets• responsibility for achieving specific results by using resources effectively, and• responsibility for allocating work to team members, colleagues or contractors.
What do the qualifications cover?	<p>The Management SVQ3 at SCQF level 7 covers the range of activities which managers working at this level are expected to carry out. This can be managing budgets, allocating work to team members/colleagues/contractors, achieving specific results and some decision making.</p>
Is it part of an apprenticeship framework or initiative?	<p>No</p>
What opportunities for progression are there?	<p>Learners may progress into employment and/or to the following qualifications:</p> <ul style="list-style-type: none">• SVQ 4 in Management at SCQF 9• SVQ 5 in Management at SCQF 11

Qualification Structure

To achieve the **SVQ 3 in Management at SCQF Level 7**, learners must achieve 4 mandatory units from the mandatory group and 3 optional units from the optional group.

The table below illustrates the unit titles and the credit value of each unit the qualification will be awarded to candidates successfully completing the required combination of units

	City & Guilds unit number	Unit title	SCQF Level	SCQF Credit
Mandatory				
	300	Manage your own resources and professional development	7	8
	301	Provide leadership for your team	7	9
	302	Allocate and monitor the progress and quality of work in your area of responsibility	7	14
	303	Ensure health and safety requirements are met in your area of responsibility	7	11
Optional				
	304	Develop and implement operational plans for your area of responsibility	8	11
	305	Promote equality of opportunity, diversity and inclusion in your area of responsibility	8	10
	306	Encourage innovation in your team	6	11
	307	Plan change	9	15
	308	Implement change	8	11
	309	Develop productive working relationships with colleagues	6	9
	310	Recruit, select and keep colleagues	9	12
	311	Provide learning opportunities for colleagues	8	11
	312	Help team members address problems affecting their performance	6	5
	313	Build and manage teams	7	8
	314	Lead meetings	7	4
	315	Reduce and manage conflict in your team	7	5
	316	Support individuals to develop and maintain their performance	7	5

317	Initiate and follow disciplinary procedures	6	6
318	Initiate and follow grievance procedures	6	6
319	Manage a budget	7	11
320	Manage finance for your area of responsibility	8	14
321	Manage physical resources	8	9
322	Manage the environmental impact of your work	8	4
323	Take effective decisions	8	4
324	Communicate information and knowledge	7	3
325	Manage a project	8	11
326	Monitor and solve customer service problems	6	6
327	Work with others to improve customer service	6	8
328	Prepare for and participate in quality audits	8	6
329	Manage the delivery of customer service in your area of responsibility	6	9
330	Prepare sales proposals and deliver sales presentations	*	
331	Sell products/services to customers	*	

*Credit and level to be confirmed by CfA

2 Centre requirements

Approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *City & Guilds Centre Manual* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Resource requirements

Centre staffing

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

- hold a SVQ 3 in Management at SCQF Level 7 or equivalent
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

The assessor must:

- Hold, or be working towards a valid assessors' qualification based on LSIS, formally LLCC, Learning and Development National Occupational Standards (2010)
- have an in-depth technical knowledge of the qualification
- complete a minimum of 30 CPD hours per annum (1 Sep-31 Aug).

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Please refer to the Assessor Guide document for details on the role of the supervisors and managers as witnesses.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

The SVQ 3 in Management at SCQF Level 7 is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

Centres and candidates should be fully aware of minimum age requirements and any implications on completing assessments.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.
- if the candidate understands the people involved in the assessment and how to evidence their performance at work and compile a portfolio of evidence.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4 Assessment

Summary of assessment methods

Candidates must:
have a completed portfolio of evidence for each unit

Assessment Types

Assessment Types

Unit	Title	Assessment method	Where to obtain assessment materials
300	Manage your own resources and professional development	Portfolio of evidence	City & Guilds website
301	Provide leadership for your team	Portfolio of evidence	
302	Allocate and monitor the progress and quality of work in your area of responsibility	Portfolio of evidence	
303	Ensure health and safety requirements are met in your area of responsibility	Portfolio of evidence	
304	Develop and implement operational plans for your area of responsibility	Portfolio of evidence	
305	Promote equality of opportunity, diversity and inclusion in your area of responsibility	Portfolio of evidence	
306	Encourage innovation in your team	Portfolio of evidence	
307	Plan change	Portfolio of evidence	
308	Implement change	Portfolio of evidence	
309	Develop productive working relationships with colleagues	Portfolio of evidence	
310	Recruit, select and keep colleagues	Portfolio of evidence	
311	Provide learning opportunities for colleagues	Portfolio of evidence	
312	Help team members address problems affecting their performance	Portfolio of evidence	
313	Build and manage teams	Portfolio of evidence	
314	Lead Meetings	Portfolio of evidence	
315	Reduce and manage conflict in your team	Portfolio of evidence	
316	Support individuals to develop and maintain their performance	Portfolio of evidence	
317	Initiate and follow disciplinary procedures.	Portfolio of evidence	
318	Initiate and follow grievance procedures	Portfolio of evidence	
319	Manage a budget	Portfolio of evidence	
320	Manage finance for your area of responsibility	Portfolio of evidence	
321	Manage physical resources	Portfolio of evidence	
322	Manage the environmental impact of your work	Portfolio of evidence	
323	Take effective decisions	Portfolio of evidence	

324	Communicate information and knowledge	Portfolio of evidence	
325	Manage a project	Portfolio of evidence	City & Guilds website
326	Monitor and solve customer service problems	Portfolio of evidence	
327	Work with others to improve customer service	Portfolio of evidence	
328	Prepare for and participate in quality audits	Portfolio of evidence	
329	Manage the delivery of customer service in your area of responsibility	Portfolio of evidence	
330	Prepare sales proposals and deliver sales presentations	Portfolio of evidence	
331	Sell products/services to customers	Portfolio of evidence	

Time constraints

There are no fixed periods for completing the SVQ 3 in Management however most participants take between six months and one year.

Assessment strategy

The assessment strategy for this qualification has been produced in partnership with industry and awarding organisations.

It outlines the principles and requirements to be applied to assessment of performance and competence for this qualification. All of the information can be found in the Qualification handbook. The strategy specifies the evidence requirements for each unit. The evidence requirements are included in the section next to the unit.

Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) is an assessment process which makes use of evidence of a learner's **previous non-certificated achievements** to demonstrate competence or achievement within a unit or qualification. RPL allows an individual to avoid unnecessary learning, meaning that they can present for summative assessment without repeating learning in areas where they will be able to show that they can meet the learning outcome(s).

It remains the role of assessors and quality assurance staff to ensure that evidence for RPL meets the relevant outcomes of the qualification.

The centre manual contains further information on RPL.

5 Units

Units

The qualifications comprise of a number of **units**. A unit describes what is expected of a competent person in particular aspects of his/her job.

Unit summary

The Team Leading units are headed by the group name and then the unit name and number. Beneath this is a summary consisting of what the unit is about, who it is for, links with other units and skills that underpin competent performance in the role.

Unit outcomes and Behaviours

Each unit contains the descriptions of performance in the workplace against which performance will be assessed. This is divided into two components, *outcomes of effective performance* and *behaviours which underpin effective performance*

Unit knowledge and understanding

Each unit contains the detailed knowledge and understanding needed to be able to produce the outcomes for effective performance. This knowledge and understanding is in three categories:

- General knowledge and understanding
- Industry/sector specific knowledge and understanding
- Context specific knowledge and understanding

Unit evidence requirements

In order to achieve any unit, the candidate must demonstrate that they meet all its requirements. This details the types of, and a minimum amount of, evidence candidates must produce to demonstrate competence.

Please note that simulation is not allowed for any unit, unless, in exceptional cases, the External Verifier agrees.

Unit 300

Manage your own resources and professional development

Unit level:	SCQF 7
Credit value:	8
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	<p>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.</p> <p>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.</p> <p>Identifying and addressing gaps in your skills and knowledge and understanding is an essential aspect of this unit</p>
Who is the unit for?	The unit is recommended for first line managers, middle managers and senior managers
Skills	<p>Listed below are the main generic 'skills' which need to be applied in managing your own resources and professional development. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.</p> <ul style="list-style-type: none">• Setting objectives• Evaluating• Planning• Learning• Reviewing• Communicating• Self-assessment• Time management• Stress management• Obtaining feedback• Reflecting• Prioritising

Outcome of effective performance

You must be able to

1. Evaluate, at appropriate intervals, the current and future requirements of your work-role taking account of the vision and objectives of your organization
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 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 requirements of your work-role and your current knowledge, understanding and skills.
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.
7. Undertake the activities identified in your development plan and discuss, with those you report to, how they have contributed to your performance.
8. Review and update your personal work objectives and development plan in the light of performance, any development activities undertaken and any wider changes.
9. Get regular and useful feedback on your performance from those who are in a good position to judge it and provide you with objective and valid feedback.
10. Ensure that your performance consistently meets or goes beyond agreed requirements.

Behaviours which underpin effective performance

1. You address multiple demands without losing focus or energy.
2. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
3. You prioritise objectives and plan work to make best use of time and resources
4. You take personal responsibility for making things happen.
5. You take pride in delivering high quality work.
6. You show an awareness of your own values, motivations and emotions.
7. You agree achievable objectives for yourself and give a consistent and reliable performance.
8. You recognise your own strengths and limitations, play to your strengths and use alternative strategies to minimise the impact of your limitations.
9. You make best use of available resources and proactively seek new sources of support when necessary.
10. You reflect regularly on your own experiences and use these to inform future action.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

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 good sources of feedback on your performance

Industry/sector specific knowledge and understanding

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

Context specific knowledge and understanding

1. The requirements of your work-role including the limits of your responsibilities
2. The vision and objectives of your organisation
3. Your own values and career and personal goals
4. Your personal work objectives
5. Your preferred learning style(s)
6. Your current knowledge, understanding and skills
7. Identified gaps in your current knowledge, understanding and skills
8. Your personal development plan
9. Available development opportunities and resources in your organisation
10. Your organisation's policy and procedures in terms of personal development
11. Reporting lines in your organisation
12. Possible sources of feedback in your organisation

Unit 300

Manage your own resources and professional development

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
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:					
O1	• job descriptions, records of appraisal or performance review meetings, work plans and objectives	2, 3, 4, 6, 7, 8	1, 2, 3, 5	-	1, 11
O2	• notes of conversations with managers and colleagues about their expectations	1, 2, 3, 5, 7, 8, 9	1, 3, 5, 13	-	9, 12
O3					
	• personal statement (reflections on your role and responsibilities, work objectives and values)	1, 2, 3, 5, 7, 8, 9	2, 5, 7	-	1, 3, 4
Assessment of your personal learning style and its implications:					
O4	• reports from providers of assessment instrument	6, 8, 10	1, 7, 13	-	5
	• personal statement (reflection on implications of learning style for development activities)	6, 8, 9, 10	1, 7, 8	-	5, 9, 10
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:					
O5 O6	• qualification certificates and transcripts		1	1	6
	• personality and skill inventory reports	8	1, 5	1	6, 7
	• records of appraisal or performance review meetings, and personal development plans and objectives	8	1, 5, 9, 10, 11, 12, 13	1	6, 7, 9, 10, 11, 12
	• personal statement (reflections on the relationship between knowledge, understanding and skills and the requirements of your work role)	8, 10	1, 5, 8, 12	1	6, 7, 9
	• witness statements from managers and other work colleagues	8, 9	-	-	-
Evidence of having undertaken training and development activity to meet identified development needs and reflect preferred learning style:					
O7	• attendance certificates	9	1, 7, 8	1	9
	• post-course evaluation reports that you have written	10	1, 9	1	-
	• personal statement (reflections on your learning and application of your learning to your work role)	9, 10	1, 7, 8, 9	1	9

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
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	4, 5, 7	1, 10, 12, 13	-	1, 3, 4, 8, 11, 12
	• emails, memos, notes or other records of informal feedback from others on your performance	4, 5, 7	1, 13	-	1, 4, 11, 12
	• work schedules or plans, outputs of proprietary or self-designed time planner systems (paper or electronic)	1, 2, 3, 4, 7, 10	3, 4, 10, 11	-	1, 4
	• witness statements (comments on your work performance and achievement of objectives)	1, 2, 3, 4, 7, 10	-	-	-

Unit 301

Provide leadership for your team

Unit level:	SCQF 7
Credit value:	9
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	This unit is about providing direction to the members of your team and motivating and supporting them to achieve the objectives of the team and their personal work objectives

Who is the unit for?

The unit is recommended for team leaders.

Skills

Listed below are the main generic 'skills' which need to be applied in providing leadership for your team. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Planning
- Team building
- Leading by example
- Providing feedback
- Setting objectives
- Motivating
- Consulting
- Problem solving
- Valuing and supporting others
- Monitoring
- Managing conflict
- Decision making
- Following

Outcomes of effective performance

You must be able to:

1. Set out and positively communicate the purpose and objectives of the team to all members.
2. Involve members in planning how the team will achieve its objectives.
3. Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives.
4. Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved.
5. Win, through your performance, the trust and support of the team for your leadership.
6. Steer the team successfully through difficulties and challenges, including conflict within the team.
7. Encourage and recognise creativity and innovation within the team.
8. Give team members support and advice when they need it especially during periods of setback and change.
9. Motivate team members to present their own ideas and listen to what they say.
10. Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead.
11. Monitor activities and progress across the team without interfering

Behaviours which underpin effective performance

1. You create a sense of common purpose.
2. You take personal responsibility for making things happen.
3. You encourage and support others to take decisions autonomously.
4. You act within the limits of your authority.
5. You make time available to support others.
6. You show integrity, fairness and consistency in decision-making.
7. You seek to understand people's needs and motivations.
8. You model behaviour that shows respect, helpfulness and cooperation.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. Different ways of communicating effectively with members of a team
2. How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
3. How to plan the achievement of team objectives and the importance of involving team members in this process
4. The importance of and being able to show team members how personal work objectives contribute to achievement of team objectives
5. That different styles of leadership exist
6. How to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their achievements
7. Types of difficulties and challenges that may arise, including conflict within the team, and ways of identifying and overcoming them
8. The importance of encouraging others to take the lead and ways in which this can be achieved
9. The benefits of and how to encourage and recognise creativity and innovation within a team

Industry/sector specific knowledge and understanding

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

Context specific knowledge and understanding

1. The members, purpose, objectives and plans of your team
2. The personal work objectives of members of your team
3. The types of support and advice that team members are likely to need and how to respond to these
4. Standards of performance for the work of your team

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
Plans and objectives you have agreed with your team:					
O1 O2 O3 O11	• notes and other records of meetings with individuals and the team you have led to discuss and agree objectives and work plans	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 8,	1	1, 2, 3, 4
	• individual and team objectives and work plans or schedules you have agreed	1, 2, 4, 5, 6, 7	2, 3, 4	1	1, 2, 4
	• records of own appraisal or performance review meetings with manager regarding your role in agreeing individual and team objectives and work plans	2, 3, 4, 5, 6, 7, 8	2, 3, 4, 6, 7, 8	1	1, 2, 3, 4
	• personal statement (commentary on how you involved team members in agreeing demanding but realistic individual and team objectives and work plans)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 8	1	1, 2, 3, 4
	• witness statements by team members (how you encourage them to set demanding but realistic objectives and accept responsibility for achieving them)	1, 2, 3, 5, 6, 7, 8			
Records of the performance of the team and its members:					
O3 O4 O5 O6 O8 O9 O10 O11	• data on the quantity and quality of individual and team performance, showing achievement of objectives and plans	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	2, 3, 4, 7	1	1, 2, 4
	• notes or other records of meetings, showing how individual and team problems have been resolved	1, 2, 3, 4, 5, 6, 7, 8	3, 5, 6, 7, 8, 9	1	3, 4
	• personal statement (commentary on how you motivated individuals, encouraged them to take responsibility, and dealt with individual and team problems)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 3, 4, 5, 6, 7, 8	1	1, 2, 3, 4
	• witness statements by team members (how you helped them to overcome problems and motivated them to achieve objectives and take on responsibility for activities)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10			
Records of how you encouraged creativity and innovation in the team:					
O2 O5 O6 O7 O8 O9	• notes and materials produced during creative ideas-generation activities	1, 2, 3, 4, 5, 6, 7, 8	5, 6, 7, 8, 9	1	1, 3, 4
	• records of agreement by managers to introduce innovative ideas developed by the team	1, 2, 3, 4, 5, 6, 7, 8	3, 9	1	4

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O10	• data on performance improvements arising directly from innovations proposed by the team	1	3, 6, 9	1	4
	• records of own appraisal or performance review meetings with manager regarding your role in encouraging creativity and innovation in the team	1, 2, 3, 4, 6, 8	6, 8, 9	1	3
	• personal statement (commentary on how you led the team in developing creative ideas and innovation)	1, 2, 3, 4, 5, 6, 7, 8	1, 5, 6, 9	1	1, 2, 3, 4
	• witness statements by team members (how you led them to develop creative ideas and innovation)	1, 2, 3, 4, 5, 6, 7, 8			

Unit 302

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

Unit level:	SCQF 7
Credit value:	14
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	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.
Who is the unit for?	The unit is recommended for first line managers and middle managers.
Skills	<p>Listed below are the main generic 'skills' which need to be applied in allocating and monitoring the progress and quality of work in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.</p> <ul style="list-style-type: none">• Communicating• Consulting• Decision making• Delegating• Information management• Leadership• Managing conflict• Monitoring• Motivating• Planning• Problem solving• Providing feedback• Prioritising• Reviewing• Setting objectives• Stress management• Valuing and supporting others

Outcomes of effective performance

The learner must be able to:

1. Confirm the work required in your area of responsibility with your manager and seek clarification, where necessary, on any outstanding points and issues.
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.
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.
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 of expected performance.
5. Recognise and seek to find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity.
6. Encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work.
7. 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.
8. Support individuals and/or teams in identifying and dealing with problems and unforeseen events.
9. 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.
10. Monitor your area for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.
11. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with individuals and/or teams.
12. Recognise successful completion of significant pieces of work or work activities by individuals and/or teams.
13. Use information collected on the performance of individuals and/or teams in any formal appraisals of performance.
14. Review and update plans of work for your area, clearly communicating any changes to those affected.

Behaviours which underpin effective performance

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
2. You prioritise objectives and plan work to make best use of time and resources.
3. You make time available to support others.
4. You take personal responsibility for making things happen.
5. You show an awareness of your own values, motivations and emotions.
6. You show integrity, fairness and consistency in decision-making
7. You clearly agree what is expected of others and hold them to account.
8. You seek to understand people's needs and motivations.
9. You take pride in delivering high quality work.
10. You are vigilant for possible risks and hazards.
11. You encourage and support others to make the best use of their abilities.
12. You use a range of leadership styles appropriate to different people and situations.

Knowledge and understanding

General knowledge and understanding

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. How to identify sustainable resources and ensure their effective use when planning the work for your area of responsibility
6. 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
7. The values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any team members from a different country or culture and how your own values, ethics, beliefs, faith, cultural conventions, perceptions, expectations, use of language, tone of voice and body language may appear to them
8. Why it is important to allocate work to individuals and/or teams on a fair basis and how to do so effectively
9. 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
10. 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
11. Ways of encouraging individuals and/or teams to ask questions and/or seek clarification in relation to the work which they have been allocated.
12. 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
13. How to provide prompt and constructive feedback to individuals and/or teams
14. 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
15. How to take account of diversity and inclusion issues when supporting and encouraging individuals and/or teams to complete the work they have been allocated
16. 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
17. The type of problems and unforeseen events that may occur and how to support individuals and/or teams in dealing with them
18. 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
19. 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
20. How to log information on the ongoing performance of individuals and/or teams and use this information for formal performance appraisal purposes
21. 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

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for the development or maintenance of knowledge, understanding and skills
2. Industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work

Context specific knowledge and understanding

1. The individuals and/or teams in your area of responsibility
2. The vision and objectives for your area of responsibility
3. The vision and objectives of the overall organisation
4. The work required in your area of responsibility
5. The available resources for undertaking the required work
6. The plan of work for your area of responsibility
7. The organisation's written health and safety policy statement and associated information and requirements
8. Your organisation's policy and procedures in terms of personal development
9. Organisational standards or level of expected performance
10. Organisational policies and procedures for dealing with poor performance
11. Organisational grievance and disciplinary policies and procedures
12. Organisational performance appraisal systems

Unit 302

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

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
Records of work allocation to people and teams in your area of responsibility:					
O1	• notes or minutes of meetings with your manager regarding the work required from your team, and any priorities	1, 2, 4, 9, 10	1, 2, 3, 18	1, 2	1, 2, 3, 4, 5, 7
O2	• 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	1, 2, 4, 7, 9, 10	1, 2, 3, 18	1, 2	1, 2, 3, 4, 5, 7
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	1, 2, 4, 7, 9, 10, 11	3, 4, 5, 6, 18	1, 2	1, 2, 3, 4, 5, 6, 7
O4	• notes of meetings and briefings to discuss work plans or schedules, timetables and allocate individual and team work activities, tasks, production targets, etc	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	3, 4, 5, 6, 7, 8, 9	1, 2	1, 2, 3, 4, 5, 6, 7
O5	• 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)	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12	2, 3, 4, 5, 6, 7, 8	1, 2	1, 2, 3, 4, 5, 6, 7
	• witness statements (comments on the process of work planning and allocation and perceptions of its fairness, appropriateness and clarity)	3, 6, 7, 8, 11, 12	-	-	-
Records of the quality and quantity of the work of people and teams in your area of responsibility:					
O5	• records of the monitoring of work output/production for quality, consistency with specifications, etc (eg quality control sampling records, control charts, etc) that you have collected or commissioned	7, 9, 10	10, 13, 14, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 9
O6	• records of individual and team work output or production records, production/operational reports that you have prepared, etc	1, 7, 9, 10	13, 14, 15, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 9
O7	• records of any changes to work plans or schedules that you have initiated	1, 4, 6, 7, 9, 10, 12	14, 15, 16, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 9
O8	• 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; product/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)	1, 4, 5, 6, 7, 9, 10, 12	12, 13, 14, 15, 16, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
O9					
O10					
O11					
O12					
O13					

Outcomes	Evidence of Outcomes:	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
	<ul style="list-style-type: none"> possible examples of evidence 				
	<ul style="list-style-type: none"> notes, emails, memos or other records of formal or informal feedback or performance appraisal of team members 	3, 5, 6, 7, 8, 10, 11, 12	10, 11, 12, 13, 14, 15, 16, 17, 18	1, 2	1, 4, 5, 6, 7, 8, 9, 10, 11, 12
	<ul style="list-style-type: none"> 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) 	1, 3, 5, 6, 10, 11, 12	10, 11, 12, 13, 14, 15, 16, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
	<ul style="list-style-type: none"> 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) 	3, 6, 7, 8, 11, 12	-	-	-

Unit 303

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

Unit level:	SCQF 7
Credit value:	11
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	<p>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.</p> <p>The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation</p>
Who is the unit for?	The unit is recommended for first-line managers and middle managers
Skills	<p>Listed below are the main generic 'skills' which need to be applied in ensuring health and safety requirements are met in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.</p> <ul style="list-style-type: none">• Consulting• Information management• Decision making• Involving others• Questioning• Thinking systematically• Monitoring• Leadership• Communicating• Reviewing• Presenting information• Prioritising• Reporting• Planning

Outcomes of effective performance

Identify and evaluate hazards to health and safety

1. Identify your personal responsibilities and liabilities under health and safety legislation.
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.
3. Ensure that the health and safety policy statement is put into 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.
4. Ensure regular consultation with people in your area of responsibility or their representatives on health and safety issues.
5. Seek and make use of specialist expertise in relation to health and safety issues.
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.
7. Ensure that systems are in place for effective monitoring, measuring and reporting of health and safety performance in your area of responsibility.
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 and decision-making in your area of responsibility.
10. Demonstrate that your own actions reinforce the messages in the organisation's health and safety policy statement.
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 and safety' first.

Behaviours which underpin effective performance

1. You respond quickly to crises and problems with a proposed course of action.
2. You identify people's information needs.
3. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
4. You are vigilant for possible risks and hazards.
5. You take personal responsibility for making things happen.
6. You identify the implications or consequences of a situation.
7. You act within the limits of your authority.
8. You constantly seek to improve performance.
9. You treat individuals with respect and act to uphold their rights

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

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
3. How to keep up with legislative and other developments relating to health and safety
4. The requirement 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
9. Ways of developing a culture in your area of responsibility which puts 'health and safety' 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 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 and safety issues.

Industry/sector specific knowledge and understanding

1. Sector-specific legislation, regulations, guidelines and codes of practice relating to health and safety
2. Health and safety risks, issues and developments which are particular to the industry or sector

Context specific knowledge and understanding

1. Other relevant parties with an interest in health and safety in your area of responsibility
2. 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
3. Sources of specialist health and safety expertise used in your area of responsibility
4. The operational plans for your area of responsibility
5. The resources allocated to and across your area of responsibility for health and safety
6. Allocated responsibilities for health and safety in your area and the organisation in general
7. Systems in place in your area of responsibility for identifying hazards and assessing risks and taking action
8. Systems in place for monitoring, measuring and reporting of health and safety performance in your area of responsibility.

Unit 303

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

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
Records of actions you have taken to ensure health and safety policies are implemented appropriately:					
O1	• 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	2, 3, 5, 7, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2	1, 2, 3, 4, 6, 7, 8
O2	• notes of briefings or presentations you have made or commissioned to people in your area of responsibility on the implementation of workplace policies on health and safety	2, 3, 5, 7, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2	1, 2, 5, 6
O3					
O4	• records of training activity you have organised for people in your area of responsibility on the implementation of workplace policies on health and safety	3, 5, 7, 8	1, 5, 8, 14	1, 2	1, 2, 5, 6
O5					
	• personal statement (reflection on your role in ensuring that health and safety policies are implemented and reviewed in your area of responsibility)	3, 5, 8	1, 2, 4, 6, 7, 8, 9	1, 2	2, 4, 5, 7
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:					
O6	• 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	2, 3, 4, 5, 6, 7, 8, 9	1, 2, 7, 8, 10, 11, 12, 14	1, 2	1, 3, 4, 5, 6, 7, 8
O7					
O8					
O9	• risk assessment you have prepared and reports on hazards and risks that you have submitted to appropriate people in your organisation	3, 4, 5, 6, 7, 8	1, 2, 7, 8, 10, 13, 14	1, 2	3, 7
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	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 9, 10, 12, 14	1, 2	4, 5, 6, 7, 8

Out-comes	Evidence of Outcomes:	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
	<ul style="list-style-type: none"> possible examples of evidence 				
	<ul style="list-style-type: none"> 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 	2, 3, 5, 7, 8, 9	1, 2, 9, 10, 11	1, 2	4, 5, 6, 7, 8
	<ul style="list-style-type: none"> analyses of data on accidents and incidents that present a risk to health and safety 	3, 4, 6	1, 2, 9, 10, 11, 12	1, 2	8
	<ul style="list-style-type: none"> personal statement (reflections on your own actions to identify, monitor and reduce risks to health and safety in your area of responsibility) 	1, 3, 4, 5, 6, 7, 8	1, 2, 9, 10, 11, 12, 13	1, 2	4, 5, 6, 7, 8
	<ul style="list-style-type: none"> witness statements (comments on your actions and behaviour in modelling best practice and encouraging others to minimise the risks to health and safety) 	1, 2, 4, 9	-	-	-

Unit 304

Develop and implement operational plans for your area of responsibility

Unit level:	SCQF 8
Credit value:	11
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	Every organisation should have an overall strategic business plan and each identified area of responsibility should also have an operational plan that will contribute to achieving the objectives set out in the strategic business plan.

Every organisation should have an overall strategic business plan and each identified area of responsibility should also have an operational plan that will contribute to achieving the objectives set out in the strategic business plan.

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

Who is the unit for?

The unit is recommended for middle managers.

Skills

Listed below are the main generic 'skills' which need to be applied in developing and implementing operational plans for your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Planning
- Risk management
- Delegating
- Networking
- Involving others
- Innovating
- Consulting
- Communicating
- Influencing and persuading
- Monitoring
- Evaluating
- Setting objectives
- Building consensus

Outcome of effective performance

You must be able to:

1. Balance new ideas with tried and tested solutions.
2. Balance risk with desired outcomes.
3. Make sure your plans are consistent with the objectives of your area of responsibility.
4. Make sure your plan is flexible and complements related areas of work
5. Develop and assign objectives to people together with the associated resources.
6. Win the support of key colleagues and other stakeholders.
7. Monitor and control your plan so that it achieves its overall objectives.
8. Evaluate the implementation of your plan and make recommendations that identify good practice and areas for improvement.

Behaviours which underpin effective performance

1. You constantly seek to improve performance.
2. You work towards a clearly defined vision of the future.
3. You present information clearly, concisely, accurately and in ways that promote understanding.
4. You reflect regularly on your own and other's experiences, and use these to inform future action.
5. You prioritise objectives and plan work to make best use of time and resources.
6. You set demanding but achievable objectives for yourself and others.
7. You create a sense of common purpose.
8. You balance agendas and build consensus.
9. You consider the impact of your own actions on others.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. Principles and methods of short-to medium-term planning
2. The importance of creativity and innovation in operational planning
3. How to develop and assign objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
4. How to analyse and manage risk
5. How to develop and plan for contingencies
6. Principles and methods of delegation
7. How to use resources effectively to achieve objectives
8. How to consult with colleagues and other key stakeholders
9. How to monitor and control operational plans to achieve their objectives
10. How to develop and use an evaluation framework

Industry/sector specific knowledge and understanding

1. Legal, regulatory and ethical requirements in your sector
2. Market developments in your sector
3. Actual and potential competitors, and their strategies and plans
4. Actual and potential partners, and their strategies and plans

Context specific knowledge and understanding

1. The market in which your organisation works
2. The overall vision of your organisation and the goals you are responsible for achieving
3. Your organisation's actual and potential customer base
4. Available market opportunities
5. How to respond to market opportunities
6. Colleagues and other key stakeholders, and their needs and expectations
7. Processes for consultation
8. Sources of information you can use to monitor and evaluate plans
9. Procedures for reporting and making recommendations

Unit 304

Develop and implement operational plans for your area of responsibility

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
01 02 07 08	Operational plans that you have managed and reviewed:				
	• data on past operational performance against plan that you have collected and analysed	1, 3	1, 9	2, 3, 4	1, 2, 3, 8
	• notes or minutes of meetings and discussions that you have led to review operational plans and performance	1, 3, 4, 7, 8	1, 9, 8	1, 2, 3, 4	1, 2, 3, 6, 7, 8
	• reconciliation reports and variance analyses and proposals for changes to plans and operations that you have prepared	3, 4	1, 9, 10	1, 2, 3, 4	2, 9
	• witness statements (comments on your role in reviewing and controlling performance against plans)	1, 3, 7, 8	-	-	-
	• personal statement (reflections on your role in reviewing and controlling performance against plans)	1, 4	1, 9	1, 2, 3, 4	1, 2, 3, 6, 7, 8
01 02 03 04 05 06	Operational plans that you have developed and agreed:				
	• proposals for developing new operational systems and procedures or reports of development projects you have led	1, 2	2, 7, 8	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 9
	• risk assessments and cost/benefit analyses of proposed plans	3, 9	4, 5	1, 2, 3, 4	1, 4, 8
	• operational or production plans, sales or other work plans or work schedules, objectives and targets that you have developed and agreed	1, 2, 3, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4	1, 2, 3, 4, 5, 6
	• witness statements (comments on your role in developing operational plans)	1, 3, 6, 7, 8	-	-	-
	• personal statement (reflections on your role in developing operational plans)	2, 4, 5, 6, 9	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4	1, 2, 3, 4, 5, 6

Unit 305

Promote equality of opportunity, diversity and inclusion in your area of responsibility

Unit level:	Level 8
Credit value:	10
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	<p>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 and inclusion.</p> <p>The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.</p>
Who is the unit for?	The unit is recommended for first line managers and middle managers
Skills	<p>Listed below are the main generic 'skills' which need to be applied in promoting equality of opportunity and diversity in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.</p> <ul style="list-style-type: none">• Communicating• Leadership• Motivating• Monitoring• Information management• Evaluating• Valuing and supporting others• Consulting• Balancing competing needs and interests• Influencing and persuading• Planning• Reporting• Decision making• Reviewing• Risk management

Outcome of effective performance

You must be able to:

1. Ensure commitment within your area of responsibility to promoting equality of opportunity, diversity and inclusion, including making it a priority area in terms of informing the vision and objectives for your area and planning and decision-making.
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 and inclusion.
3. Identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice.
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
5. Ensure that the organisation's written equality, diversity and inclusion policy is clearly communicated to all people in your area of responsibility and other relevant parties.
6. Implement the organisation's written equality, diversity and inclusion policy in your area, including relevant parts of any accompanying organisation-wide action plan, seeking and making the required resources available.
7. Ensure regular consultation with people in your area of responsibility or their representatives on equality, diversity and inclusion issues.
8. Seek and make use of specialist expertise in relation to equality, diversity and inclusion issues.
9. Ensure that working arrangements, resources and business processes in your area of responsibility respond to different needs, abilities, values and ways of working.
10. Monitor, review and report to the relevant people on progress in relation to equality of opportunity, diversity and inclusion within your area of responsibility, identifying required actions and changes to practice.

Behaviours which underpin effective performance

1. You use communication styles that are appropriate to different people and situations.
2. You understand individuals' needs, feelings and motivations and take an active interest in their concerns.
3. You encourage and support others to make the best use of their abilities.
4. You use a range of leadership styles appropriate to different people and situations.
5. You show a clear understanding of different customers and their needs
6. You treat individuals with respect and act to uphold their rights.
7. You show integrity, fairness and consistency in decision making.
8. You make time available to support others.
9. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. Different definitions of diversity and inclusion
2. The different forms which discrimination and harassment might take
3. The business case for ensuring equality of opportunity and promoting diversity and inclusion
4. The probable effects of not promoting equality of opportunity, diversity and inclusion within your area of responsibility
5. How commitment within your area of responsibility to promoting equality of opportunity, diversity and inclusion might be demonstrated
6. Why it is important to make equality, diversity and inclusion a priority area and how to do so effectively
7. Why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality of opportunity, diversity and inclusion.
8. How to recognise when the behaviour, words and actions of others does and does not support a commitment to equality of opportunity, diversity and inclusion.
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 written equality, diversity and inclusion policy to people who work in your area of responsibility and other relevant parties
12. The importance of implementing an organisation's written equality, diversity and inclusion policy and any supporting action plan
13. The type of resources which might be required to support implementation of an equality, diversity and
14. How and when to consult with people in your area of responsibility or their representatives on equality, diversity and inclusion issues.
15. Sources of specialist expertise in relation to equality, diversity and inclusion.
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, diversity and inclusion within your area of responsibility

Industry/sector specific knowledge and understanding

1. Sector-specific legislation, regulations, guidelines and codes of practice relating to equality and diversity
2. Equality and diversity issues and developments that are particular to the industry or sector
3. Information sources on equality and diversity in the industry or sector

Context specific knowledge and understanding

1. The vision, objectives and operational plans for your area of responsibility
 2. The planning and decision-making processes within your area of responsibility
 3. The overall vision, values, objectives, plans and culture of the organisation
 4. The diversity of the people working in your area of responsibility
 5. Your area's current and potential customers and their needs
 6. Other relevant parties with an interest in diversity and inclusion in your area of responsibility
 7. The organisation's written equality, diversity and inclusion 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
 8. Sources of specialist expertise in relation to equality, diversity and inclusion used in your area of responsibility
 9. The support and resources allocated to and across your area of responsibility to promote equality of opportunity, diversity and inclusion.
 10. Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions
 11. Working arrangements, resources and business processes in your area of responsibility
 12. Systems in place in your area of responsibility for monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion.
 13. Allocated responsibilities for promoting equality of opportunity, diversity and inclusion in your area of responsibility and the organisation in general
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Evidence requirements

Outcomes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
Policies, systems, procedures and reports you have originated or instigated in relation to equality of opportunity and diversity:					
O1 O2 O3 O5 O7 O8 O9	<ul style="list-style-type: none"> 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 relation to equality of opportunity and diversity relating to your area of responsibility equality of opportunity and diversity values and policy statements you have developed, initiated and/or agreed relating to your area of responsibility 	1, 2, 4, 5, 6, 7, 9	1, 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15	1, 2, 3	1, 2, 3, 6, 7, 8, 9, 13
Records of actions you have taken to implement policy and address any problems identified:					
O1 O2 O3 O4 O5 O6 O8 O9 O10	<ul style="list-style-type: none"> 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 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 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) 	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 7, 8, 9, 10, 12, 17	1, 2, 3	2, 4, 5, 6, 7, 8, 9, 10, 11, 12
		1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13
		2, 4, 5, 6, 7, 9	1, 2, 3, 4, 5, 6, 7, 9	1, 2, 3	1, 2, 3, 4, 7, 8, 9, 10, 11, 12

Unit 306

Encourage innovation in your team

Unit level:	SCQF 6
Credit value:	11
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	<p>This unit is about encouraging and supporting the identification and practical implementation of ideas. The initial ideas will primarily come from members of your team, including yourself, and will focus on</p> <ul style="list-style-type: none">• 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
Who is the unit for?	The unit is recommended for team leaders
Skills	<p>Listed below are the main generic 'skills' which need to be applied in encouraging innovation in your team. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.</p> <ul style="list-style-type: none">• Communicating• Leadership• Team building• Problem solving• Motivating• Monitoring• Decision making• Providing feedback• Learning• Valuing and supporting others• Risk management• Thinking creatively

Outcome of effective performance

You must be able to:

1. Motivate members of your team, including yourself, to identify ideas for new products and/or services and improvements.
2. Respond enthusiastically to ideas identified by members of your team and provide constructive feedback.
3. Encourage members of your team to share, discuss and work together in developing initial ideas.
4. Identify and pursue opportunities to work with other teams to generate and develop ideas.
5. Discuss and agree with members of your team those ideas which should be developed further, how they should be developed and the required resources.
6. Provide ongoing support, encouragement and resources to members of your team who are developing and testing ideas and help to remove any identified obstacles..
7. Agree the practical implementation of ideas, based on the identified benefits, risks and required resources, when you have the authority to do so.
8. Support members of your team in submitting formal proposals and plans for the practical implementation of ideas to other people for approval.
9. Oversee practical implementation of ideas by your team and monitor and report on progress.
10. Encourage and develop the creativity of members of your team.
11. Encourage members of your team 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

Behaviours which underpin effective performance

1. You find practical ways to overcome barriers.
2. You encourage and support others to make the best use of their abilities.
3. You make time available to support others.
4. You display a curiosity to learn and try out new things.
5. You balance risks against the benefits that may arise from taking risks.
6. You act within the limits of your authority.
7. You constructively challenge the status quo and seek better alternatives.
8. You recognise the achievements and the success of others.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. The benefits of innovation to your team, the overall organisation and its customers
2. The key differences between creativity and innovation
3. How to make time available for identifying and developing ideas
4. How to motivate people to generate and develop ideas
5. How to provide constructive feedback on ideas to individuals
6. The importance of communication in innovation and how to encourage communication across your team
7. The potential obstacles to creativity and whether/how they can be removed
8. The reasons for selecting initial ideas for further development
9. How initial ideas might be further developed and tested
10. How to recognise and manage risk in innovation
11. How to develop formal proposals and plans for the practical implementation of an idea and how to support others in doing this
12. How to develop creativity in yourself and others
13. The resources required for creativity and innovation, particularly time
14. How to recognise the achievements of the originators/developers of ideas which have been successfully implemented
15. How to learn from mistakes
16. How to recognise the achievements of the originators/developers of ideas that have been successfully implemented

Industry/sector specific knowledge and understanding

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

Context specific knowledge and understanding

1. Your organisation's strategy, if it has one, for innovation
2. The limits of your authority
3. Organisational guidelines and procedures for developing and implementing ideas, including whom to submit formal proposals and plans to
4. The needs of your customers
5. Opportunities to work with other teams in your organisation

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding			
			General	Industry specific	Context specific	
Examples of creative ideas and innovation that you have enabled your team to generate or propose:						
O1	<ul style="list-style-type: none"> notes, reports and other materials emanating from creative ideas generation sessions that you have led your team and others to produce proposals that your team has made for innovative products, services or processes notes of meetings you have had with, or presentations you have made to, managers customers, suppliers and others personal statement (reflections on your role in leading or encouraging the team to be creative and develop innovative products, services or processes) witness statements (commentaries on your role in leading or encouraging the team to be creative and develop innovative products, services or processes) 	1, 2, 3, 4, 6, 7	1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 14	1	1, 2, 3, 4, 5	
O2						
O3			4, 5, 6, 7, 8	2, 6, 7, 8, 9, 10, 11, 12	1	1, 2, 3, 4, 5
O4						
O5			1, 2, 3, 5, 6, 7	1, 2, 6, 7, 8, 9, 10, 11	1	2, 4, 5
O6						
O8						
O10						
O11		1, 4, 5, 6, 7	1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13	1	1, 2, 3, 4, 5	
O12						
		1, 4, 5, 6, 7	-	-	-	
Examples and recognitions of innovations that your team has proposed that have been implemented:						
	<ul style="list-style-type: none"> innovative product, service or process specifications arising from proposals made by your team action plans to introduce innovative products, services or processes records of prizes, bonuses, awards and other recognition that the team and its members have received for developing innovative products, services or processes personal statement (reflections on your role in leading the team in introducing innovative products, services or processes that they have proposed) witness statements (commentaries on your role in leading the team in introducing innovative products, services or processes that they have proposed) 	1, 7	1, 8, 9, 10, 11, 13, 14	1	1, 3, 4	
O3						
O4			1, 2, 3, 4, 5, 6	1, 6, 9, 10, 11, 13, 14	1	1, 3, 4, 5
O6						
O7			2, 3, 8	4, 15	1	1, 2, 3
O9						
O11						
O12		1, 4, 5, 6, 7	1, 2, 3, 6, 7, 8, 9, 10, 11, 13, 14, 15	1	1, 2, 3, 4, 5	
		1, 2, 3, 4, 6, 7, 8	-	-	-	

Unit 307

Plan change

Unit level:	SCQF 9
Credit value:	15
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	This unit is about planning that is needed to make a specific change or put into practice a programme of change. It involves developing a strategy to make a change that is needed, taking notes of barriers, risks and the need to put appropriate monitoring and communication systems in place.
Who is the unit for?	The unit is recommended for first line managers, middle managers and senior managers
Skills	<p>Listed below are the main generic 'skills' which need to be applied in planning change. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.</p> <ul style="list-style-type: none">• Communicating• Planning• Analysing• Team building• Negotiating• Obtaining feedback• Influencing• Problem solving• Monitoring• Risk management• Contingency planning• Information management• Decision making

Outcome of effective performance

You must be able to:

1. Identify the procedures, systems, structures and roles that need to be changed, and assess the gap between their current and required future state.
2. Identify and assess barriers to change.
3. Develop strategies and plans that set out the way forward.
4. Assess the risks and benefits associated with the strategies and plans and develop contingency arrangements.
5. Make sure your plans include short-term 'wins' as well as longer-term deliverables.
6. Develop systems for monitoring and assessing progress.
7. Develop a communication strategy for the change process that allows people to give feedback.
8. Identify training and support needs and plan how to meet these.

Behaviours which underpin effective performance

1. You find practical ways to overcome barriers.
2. You present information clearly, concisely, accurately and in ways that promote understanding.
3. You are vigilant for potential risks.
4. You give people opportunities to provide feedback and you respond appropriately.
5. You set demanding but achievable objectives for yourself and others.
6. You work towards a clearly defined vision of the future.
7. You identify the implications or consequences of a situation.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

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

1. Your organisation's current position in the sector and market in which it works, compared with its main competitors, relevant to the change programme
2. The range of information sources that are relevant to the sector, and related sectors, in which your organisation operates
3. Current and emerging political, economic, social, technological, environmental and legal developments in the sector and in related sectors

Context specific knowledge and understanding

1. Your vision for the future, the reasons for change, the risks and expected benefits
2. Business critical activities and interdependencies
3. Those factors (for example, strategy, procedures, policies and structure) that need to be changed, and the associated priorities and reasons.
4. Your organisation's communication channels, both formal and informal.

Unit 307 Plan change

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
Reviews of current procedures, systems, structures or roles you have undertaken and proposals for change you have made:					
O1	<ul style="list-style-type: none"> information you have collected and analysed about the effectiveness, efficiency and economy of current procedures, systems, structures or roles 	1, 2, 3, 4	1, 9	1, 2, 3	1, 2, 3
O2	<ul style="list-style-type: none"> meetings you have led to identify problems with current procedures, systems, structures or roles and possible solutions or changes that need to be made 	1, 2, 4	1, 4, 8, 9	1, 2, 3	1, 2, 3, 4
O4	<ul style="list-style-type: none"> 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 	2, 6, 7	1, 2, 5, 6, 8, 9	1, 2, 3	1, 2, 3, 4
	<ul style="list-style-type: none"> 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 	2, 3, 7	1, 2, 5, 6, 7, 8	-	1, 2, 3
	<ul style="list-style-type: none"> personal statement (reflections on your reasons for initiating a change review) 	3, 5, 6, 7	1, 7, 9	1, 2, 3	1, 2, 3
Plans for changes that you have been responsible for producing					
O1	<ul style="list-style-type: none"> 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 	1, 2, 3, 5, 6, 7	1, 2, 6, 7, 8	-	1, 2, 3
O3	<ul style="list-style-type: none"> training, coaching, mentoring, counselling and other development and support services you have proposed for the people affected by the change 	1, 7	1, 4, 8	3	1, 2, 3
O4	<ul style="list-style-type: none"> targets, milestones, critical success factors, key performance indicators and other techniques you have proposed to establish metrics against which to monitor progress 	5, 6	2, 3	-	1, 2, 3
O5	<ul style="list-style-type: none"> specifications of systems and procedures you have proposed to monitor performance against these metrics 	4, 7	2	-	2, 3
O6					
O8					

Outcomes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
03 06 07	Plans for ensuring effective communication during the change process:				
	<ul style="list-style-type: none"> your proposals and plans for team briefings, newsletter, displays, bulletin boards, intranet pages, email lists and other methods for communicating the need for change and the progress of the change process 	2, 4	1, 9	-	4
	<ul style="list-style-type: none"> 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 	4	1	-	4

Unit 308

Implement change

Unit level:	SCQF 8
Credit value:	11
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	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.

Who is the unit for? The unit is recommended for people in first line, middle and senior management and leadership roles

Skills Listed below are the main generic 'skills' which need to be applied in implementing change. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Delegation
- Negotiating
- Influencing
- Managing conflict
- Problem solving
- Stress management
- Planning
- Assessing
- Monitoring
- Decision making
- Valuing and supporting others

Outcomes of effective performance

You must be able to:

1. Put into practice the strategies and plans for change in line with the available resources.
2. Design new work processes, procedures, systems, structures and roles to achieve the vision behind the change.
3. Identify, assess and deal with problems and barriers to change.
4. Monitor, document and communicate progress to all involved.
5. Recognise and reward people and teams who achieve results.
6. Maintain the momentum for change.
7. Make sure change is effective and meets the requirements of the organisation.

Behaviours which underpin effective performance

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
2. You find practical ways to overcome barriers.
3. You present information clearly, concisely, accurately and in ways that promote understanding.
4. You make time available to support others.
5. You clearly agree what is expected of others and hold them to account.
6. You recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal.
7. You work towards a clearly defined vision of the future.
8. You recognise the achievements and the success of others

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

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 deal 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

1. Your organisation's current position in the market in which it works, compared with its main competitors, relevant to the change programme
2. The range of information sources that are relevant to the sector, and related sectors, in which your organisation operates

Context specific knowledge and understanding

1. Your vision for the future, the reasons for change, the risks and expected benefits
2. Business critical activities and interdependencies.
3. Those factors (for example, strategy, procedures, policies and structure) that need to be changed, and the associated priorities and reasons
4. Your organisation's communication channels, both formal and informal

Unit 308 Implement change

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
Designs or specifications for new work processes, procedures, systems, structures and roles that you have developed and implemented:					
O2 O3 O7	• notes of meetings you have led and discussions you have had to develop new work processes, procedures, systems, structures and roles	2, 3, 6, 7	3, 5, 6	1, 2	1, 2, 3
	• new work processes, procedures, systems, structures and roles designs or specifications you have produced	1, 2, 3, 5	1, 2, 3, 4	1, 2	1, 2, 3
	• action plans, timetables or schedules for introducing and implementing new work processes, procedures, systems, structures and roles that you have produced	1, 2, 3, 5, 7	1, 2, 3, 6, 7, 8	-	1, 2, 3, 4
	• risk assessments and contingency plans for the introduction and implementation of new work processes, procedures, systems, structures and roles	2, 3	1, 2, 6	1, 2	1, 2, 3
	• records of meetings you have led to plan the introduction and implementation of new work processes, procedures, systems, structures and roles	2, 3, 5, 6, 7, 8	1, 2, 3, 6, 7, 8	-	1, 2, 3
	• personal statement (reflections on the process of, and your role in, developing, introducing and implementing new work processes, procedures, systems, structures and roles)	1, 6, 7	1, 2, 3, 5, 6, 7, 8	1, 2	1, 2, 3
Records of actions you have taken, decisions you have made and meetings you have held to facilitate the change:					
O1 O3 O4 O5 O6	• records of development and support activity you have provided for the people affected by the change	1, 2, 4, 5, 7	1, 2, 3, 7, 8	-	1, 3
	• 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	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 5, 6, 8	1	1, 2, 3
	• records of decisions you have made and actions you have taken in response to feedback you have received from people affected by change	1, 2, 5, 6, 7	1, 2, 3, 5, 6	-	1, 2, 3

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
	<ul style="list-style-type: none"> 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 personal statements (reflections on your own actions and behaviour to facilitate the change process) witness statements (comment on your actions and behaviour to facilitate the change process) 	1, 4, 8	1, 2, 3, 4	-	4
		1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8	1, 2	1, 2, 3
		2, 3, 4, 5, 8	-	-	-
	Records and communications to others on the progress of the planned change:				
O4	<ul style="list-style-type: none"> 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 	1, 2, 3, 5, 6, 7	1, 2, 5, 6	1	1, 2, 3
	<ul style="list-style-type: none"> project reports you have prepared for those to whom you are accountable, on the progress of the project 	3, 8	1, 2, 8	1	4
	<ul style="list-style-type: none"> 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 	3, 9	1, 2, 8	1	4

Unit 309

Develop productive working relationships with colleagues

Unit level:	SCQF 6
Credit value:	9
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	<p>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.</p> <p>Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions</p>
Who is the unit for?	The unit is recommended for team leaders and first line managers.
Skills	<p>Listed below are the main generic 'skills' which need to be applied in developing productive working relationships with colleagues. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.</p> <ul style="list-style-type: none">• Communicating• Managing conflict• Empathising• Networking• Information management• Leading by example• Valuing and supporting others• Involving others• Providing feedback• Obtaining feedback• Stress management• Prioritising

Outcome of effective performance

You must be able to:

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 and, particularly in situations of matrix management, their managers' requirements.
3. Understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions.
4. Create an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with.
5. Understand difficult situations and issues from your colleague's perspective and provide support, where necessary, to move things forward.
6. Fulfil agreements made with colleagues and let them know.
7. Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements.
8. Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out.
9. Exchange information and resources with colleagues to make sure that all parties can work effectively.
10. Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement.

Behaviours which underpin effective performance

1. You present information clearly, concisely, accurately and in ways that promote understanding.
2. You seek to understand people's needs and motivations.
3. You make time available to support others.
4. You clearly agree what is expected of others and hold them to account.
5. You work to develop an atmosphere of professionalism and mutual support.
6. You model behaviour that shows respect, helpfulness and co-operation.
7. You keep promises and honour commitments.
8. You consider the impact of your own actions on others.
9. You say no to unreasonable requests.
10. You show respect for the views and actions of others

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. The benefits of developing productive working relationships with colleagues
2. The importance of creating an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with
3. The importance of understanding difficult situations and issues from your colleague's perspective and provide support, where necessary, to move things forward
4. Principles of effective communication and how to apply them in order to communicate effectively with colleagues
5. How to identify disagreements with colleagues and the techniques for sorting them out
6. How to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them
7. How to take account of diversity and inclusion issues when developing working relationships with colleagues
8. The importance of exchanging information and resources with colleagues
9. How to get and make use of feedback on your performance from colleagues
10. How to provide colleagues with useful feedback on their performance

Industry/sector specific knowledge and understanding

1. Regulations and codes of practice that apply in the industry or sector
2. Standards of behaviour and performance in the industry or sector
3. Working culture of the industry or sector

Context specific knowledge and understanding

1. Current and future work being carried out
2. Colleagues who are relevant to the work being carried out, their work roles and responsibilities
3. Processes within the organisation for making decisions
4. Line management responsibilities and relationships within the organisation
5. The organisation's values and culture
6. Power, influence and politics within the organisation
7. Standards of behaviour and performance expected in the organisation
8. Information and resources that different colleagues might need
9. Agreements with colleagues.

Unit 309

Develop productive working relationships with colleagues

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
Records of activities and agreements with work colleagues that you have completed successfully:					
O1	<ul style="list-style-type: none"> 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 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9
O2	<ul style="list-style-type: none"> emails, memos and other correspondence with colleagues relating to actions you have agreed to undertake and your performance in relation to these agreements 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9
O3	<ul style="list-style-type: none"> personal statements (reflections on the nature and effectiveness of your relationships with work colleagues and your fulfilment of your commitments to them) 	5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8
O4	<ul style="list-style-type: none"> witness statements (comments by colleagues on the nature and effectiveness of your relationships with them and your fulfilment of your commitments to them) 	1, 2, 3, 4, 6, 7, 10	-	-	-
O5					
O6					
O7					
O8					
Records of relationship difficulties or conflicts at work that you have successfully addressed and feedback you have given and received:					
O1	<ul style="list-style-type: none"> notes, minutes or other records of formal and informal meetings with colleagues relating to relationship difficulties or conflicts 	1, 2, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9
O2	<ul style="list-style-type: none"> emails, memos and other correspondence with colleagues relating to relationship difficulties or conflicts 	1, 2, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9
O3	<ul style="list-style-type: none"> 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 	1, 2, 3, 4, 5, 6, 8, 10	1, 2, 3, 4, 5, 6, 8	2, 3	5, 6, 7, 8
O5	<ul style="list-style-type: none"> 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 	10	1, 2, 3, 4, 5, 6, 7	2, 3	5, 6, 7
O6	<ul style="list-style-type: none"> personal statements (reflections on your ability to deal effectively with relationship difficulties or conflicts) 	5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8
O7	<ul style="list-style-type: none"> witness statements (comments by colleagues on your ability to deal effectively with relationship difficulties or conflicts) 	1, 2, 3, 4, 6, 7, 10	-	-	-
O8					

Unit 310

Recruit, select, and keep colleagues

Unit level:	SCQF 9
Credit value:	12
Relationship to NOS:	Customer Service National Occupational Standards at level 2
Aim:	<p>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.</p> <p>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.</p> <p>Whilst you would be expected to draw on the expertise of personnel specialists, you are not expected to be a personnel specialist yourself.</p> <p>For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.</p>
Who is the unit for?	The unit is recommended for first line managers and middle managers
Skills	<p>Listed below are the main generic 'skills' which need to be applied in recruiting, selecting and keeping colleagues. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.</p> <ul style="list-style-type: none">• Communicating• Consulting• Decision making• Information management• Interviewing• Negotiating• Obtaining feedback• Planning• Problem solving• Reviewing• Team building• Valuing and supporting others

Outcome of effective performance:

You must be able to:

1. Talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving.
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.
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.
4. Identify and review the options for addressing any identified shortfalls and decide on the best option(s) to follow.
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. Ensure that the skills needed by applicants to succeed in the recruitment process are no more than are required to perform the job
10. Participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective.
11. Make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues.
12. Judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvements.

Behaviours which underpin effective performance

1. You recognise the opportunities presented by the diversity of people
2. You work to turn unexpected events into opportunities rather than threats
3. You try out new ways of working
4. You identify people's information needs
5. You seek to understand people's needs and motivations
6. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
7. You take and implement difficult and/or unpopular decisions, if necessary
8. You act within the limits of your authority
9. You show integrity, fairness and consistency in decision making

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

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. How to identify actual skills and avoid stereotyping with regard to skills levels and work ethics
8. Different options for addressing identified shortfalls and their associated advantages and disadvantages
9. What job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them
10. 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
11. Different recruitment and selection methods and their associated advantages and disadvantages
12. Why it is important to give fair, clear and accurate information on vacancies to potential applicants
13. How cultural differences in language, body language, tone of voice and dress can differ from expectations.
14. How to judge whether applicants meet the stated requirements of the vacancy
15. Sources of specialist expertise in relation to recruitment, selection and retention
16. How to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues
17. How to review the effectiveness of recruitment and selection in your area.

Industry/sector specific knowledge and understanding

1. Turnover rates within similar organisations in the industry/sector
2. Recruitment, selection and retention issues and specific initiatives and arrangements within the industry/sector
3. Working culture and practices of the industry/sector

Context specific knowledge and understanding

1. Current people resources available to your area, including skills, knowledge, understanding and experience of colleagues
2. Work requirements in your area
3. Agreed operational plans and changes in your area
4. The staff turnover rate in your area
5. Job descriptions and person specifications for confirmed vacancies
6. Local employment market conditions
7. The organisation's structure, values and culture
8. Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions
9. Sources of specialist expertise in relation to recruitment, selection and retention used by your organisation

Unit 310

Recruit, select, and keep colleagues

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
Data on staff turnover, records of exit interviews and strategies for retaining staff:					
O1 O2	<ul style="list-style-type: none"> spreadsheets and other records of staff turnover you have compiled and analyses to identify patterns and trends 	2, 4	1, 3, 4	1	4
	<ul style="list-style-type: none"> notes or records of formal staff exit interviews and informal feedback form staff leaving the organisation, and summaries or analyses of the information collected 	2, 5	1, 2, 3, 4	1, 2	4
	<ul style="list-style-type: none"> reports, proposals, action plans and other records of strategies you have developed for reducing staff turnover 	2, 3, 8	1, 2, 3, 4, 5	1, 2	1, 2, 4, 9
Reviews of the workforce in your area of responsibility that you have organised or prepared:					
O3 O4	<ul style="list-style-type: none"> analyses of business and/or operational plans to identify likely future employment requirements (numbers of people, skills levels, employment patterns, etc) 	2, 3, 6, 9, 10	6	3	1, 2, 3
	<ul style="list-style-type: none"> reviews of current workforce profile (numbers, skill levels, age, etc) to identify any potential shortfalls in requirements 	1, 6, 9	6	3	1, 2, 3
	<ul style="list-style-type: none"> notes, emails, memos or other records of discussions with colleagues to identify possible solutions to current or potential workforce requirements 	1, 6, 9	7	3	1, 2, 3, 9
	<ul style="list-style-type: none"> reports or proposals you have prepared for addressing current or potential workforce requirements (eg recruitment, transfer or promotion, training, redundancy, early retirement, etc) 	1, 3, 6, 7, 9	7	3	1, 2, 3
	<ul style="list-style-type: none"> personal statement (reflection on your role in developing strategies to address current or potential workforce requirements) 	1, 3, 6	6, 7	3	1, 2, 3
Records of your role in the recruitment and selection of new staff:					
O5 O6 O7 O8 O9 O10 O11	<ul style="list-style-type: none"> notes of discussions about, and copies of, job descriptions and person specifications you have developed 	1, 3, 4, 6, 7	8, 13, 14	2, 3	5
	<ul style="list-style-type: none"> notes, emails, memos or other records of discussions about the recruitment and selection process for new staff and your proposals for selection criteria 	1, 4, 6, 8, 9	9, 10, 11, 13, 14	2, 3	6, 8, 9
	<ul style="list-style-type: none"> notes of interviews or records of other selection process you have engaged in 	5, 6, 9	10, 12, 14	2, 3	7, 8

Outcomes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
	<ul style="list-style-type: none"> reports, emails, memos or other records of your evaluation of the recruitment and selection process 	9	13, 14, 15	2, 3	8
	<ul style="list-style-type: none"> personal statement (reflection on your role in recruiting and selecting new staff) 	1, 3, 9	8, 9, 10, 11, 12, 13, 14, 15	2, 3	6, 7, 8

Unit 311

Provide learning opportunities for colleagues

Unit level:	SCQF 8
Credit value:	11
Relationship to NOS:	Customer Service National Occupational Standards at level 3
Aim:	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

Who is the unit for?

The unit is recommended for team leaders, first line managers, middle managers and senior managers

Skills

Listed below are the main generic 'skills' which need to be applied in providing learning opportunities for colleagues. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Coaching
- Communicating
- Demonstrating
- Empowering
- Information management
- Leadership
- Mentoring
- Motivating
- Prioritising
- Planning
- Providing feedback
- Reviewing
- Setting objectives
- Valuing and supporting others

Outcome of effective performance

You must be able to:

1. Promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised.
2. Give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve.
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.
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.
5. Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs.
6. Recognise and seek to find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity
7. 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.
8. Work with colleagues to recognise and make use of unplanned learning opportunities.
9. Seek and make use of specialist expertise in relation to identifying and providing learning for colleagues.
10. Support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning.
11. Evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience.
12. Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes.
13. Encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned.

Behaviours which underpin effective performance

1. You recognise the opportunities presented by the diversity of people.
2. You find practical ways to overcome barriers.
3. You make time available to support others.
4. You seek to understand individuals' needs, feelings and motivations and take an active interest in their concerns.
5. You encourage and support others to make the best use of their abilities.
6. You recognise the achievements and the success of others.
7. You inspire others with the excitement of learning.
8. You confront performance issues and sort them out directly with the people involved.
9. You say no to unreasonable requests.
10. You show integrity, fairness and consistency in decision making.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

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 the values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any people from other countries or cultures may impact on their personal development and learning
7. How to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues
8. 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
9. Different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff)
10. How/where to identify and obtain information on different learning activities
11. 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)
12. How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound)
13. Sources of specialist expertise in relation to identifying and providing learning for colleagues
14. 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
15. How to evaluate whether a learning activity has achieved the desired learning objectives
16. The importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes
17. How to take account of equality legislation, any relevant codes of practice and general diversity and inclusion issues in providing learning opportunities for colleagues

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and professional development
2. Learning issues and specific initiatives and arrangements that apply within the industry/sector
3. Working culture and practices of the industry/sector

Context specific knowledge and understanding

1. Relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation
2. The work roles of colleagues, including the limits of their responsibilities and their personal work objectives
3. The current knowledge, understanding and skills of colleagues
4. Identified gaps in the knowledge, understanding and skills of colleagues
5. Identified learning needs of colleagues
6. Learning style(s) or combinations of styles preferred by colleagues
7. The written development plans of colleagues
8. Sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues
9. Learning activities and resources available in/to your organisation
10. Your organisation's policies in relation to equality and diversity
11. Your organisation's policies and procedures in relation to learning
12. Your organisation's performance appraisal systems

Unit 311

Provide learning opportunities for colleagues

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
	Identification of development needs, plans to meet development needs and monitoring and review of development activity:				
O1	<ul style="list-style-type: none"> 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) 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 training and development opportunities (eg coaching, internal and external courses, learning centre/e-learning programmes) that you have identified and enabled colleagues to access to meet agreed learning and development requirements copies of development or learning plans you have discussed, agreed, reviewed and revised with colleagues notes, memos, emails or other records of meetings or discussions you have had with colleagues to review their learning and its effect on their performance 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) witness statement (comments on your role in identifying learning requirements, organising development activity and reviewing of its effectiveness in improving or enhancing performance) 	3, 4, 5, 6, 7, 8, 9, 10	1, 4, 5, 6, 7, 8, 12, 16	1, 2, 3	1, 2, 3, 4, 5, 6, 8, 10, 11, 12
O2		2, 3, 4, 5	1, 4, 12, 13, 16	1, 2, 3	5, 6, 8, 9, 10, 11, 12
O3		1, 2, 3, 4, 5, 7, 9, 10	1, 2, 3, 5, 6, 8, 9, 10, 12, 13, 16	1, 2, 3	3, 4, 5, 6, 7, 8, 9, 10, 11, 12
O4					
O5					
O6		3, 4, 5, 7, 10	1, 2, 3, 10, 11	1, 2, 3	4, 5, 6, 7, 9, 10, 11, 12
O7					
O8	3, 4, 5, 6, 8, 10	1, 2, 3, 14, 15	1, 2, 3	1, 2, 3, 4, 5, 10, 11, 12	
O9					
O10	1, 2, 4, 5, 6, 8, 9	2, 3, 4, 5, 6, 7, 8, 10, 13, 14, 15, 16	1, 2, 3	1, 2, 3, 4, 5, 6, 9, 10, 11, 12	
O11					
O12	2, 3, 4, 5, 6, 7, 10	-	-	-	

Unit 312

Help team members address problems affecting their performance

Unit level:	SCQF 6
Credit value:	5
Relationship to NOS:	National Occupational Standards for management and leadership.
Aim:	<p>This unit is about helping members of your team address problems affecting their performance. These may be work-related problems or problems arising from their personal circumstances.</p> <p>The unit involves identifying problems affecting people's performance and discussing these in a timely way with the team members concerned to help them find a suitable solution to their problem. Sometimes you may need to refer the team member to specialist support services</p>
Who is the unit for?	The unit is recommended particularly for first line managers and middle managers.
Skills	<p>Listed below are the main generic 'skills' which need to be applied in helping team members address problems affecting their performance. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information</p> <ul style="list-style-type: none">• Acting assertively• Communicating• Consulting• Decision-making• Empathising• Information management• Managing conflict• Monitoring• Problem solving• Providing feedback• Reviewing• Setting objectives• Team building• Valuing and supporting others

Outcome of effective performance

The learner must be able to:

1. Give team members opportunities to approach you with problems affecting their performance.
2. Identify performance issues and bring these promptly to the attention of the team members concerned.
3. Discuss problems with team members at a time and place appropriate to the type, seriousness and complexity of the problem.
4. Gather and check information to accurately identify the problem and its cause.
5. Discuss the range of alternative courses of action and agree with the team member a timely and effective way of dealing with the problem.
6. Refer the team member to support services or specialists, where necessary.
7. Keep a confidential record of your discussions with team members about problems affecting their performance.
8. Ensure your actions are in line with your organisation's policies for managing people.

Behaviours which underpin effective performance

1. You find practical ways to overcome barriers.
2. You show empathy with others' needs, feelings and motivations and take an active interest in their concerns.
3. You make time available to support others.
4. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
5. You show integrity, fairness and consistency in decision-making
6. You confront performance issues and resolve them directly with the people involved.
7. You keep confidential information secure.
8. You check the validity and reliability of information.
9. You identify the implications or consequences of a situation.
10. You take timely decisions that are realistic for the situation.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. The importance in giving team members opportunities to approach you with problems affecting their performance.
2. How to encourage team members to approach you with problems affecting their performance.
3. The importance of identifying performance issues and bringing these promptly to the attention of the team members concerned.
4. The importance of discussing problems with team members at a time and place appropriate to the type, seriousness and complexity of the problem.
5. How to gather and check the information you need to identify the problem and its cause.
6. The importance of identifying the problem accurately.
7. The range of alternative courses of action to deal with the problem.
8. The importance of discussing and agreeing with the team member a timely and effective way of dealing with the problem.

9. When to refer the team member to support services or specialists.
10. The importance of keeping a confidential record of your discussions with team members about problems affecting their performance, and how to do so.
11. The importance of ensuring your actions are in line with your organisation's policies for managing people and their performance.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for helping team members address problems affecting their performance.

Context specific knowledge and understanding

1. The types of problems that your team members may encounter which can affect their performance.
2. Your role, responsibilities and limits of authority when dealing with team members' problems.
3. The range of support services or specialists that exist inside and outside your organisation.
4. Your organisation's policies for managing people and their performance.

Unit 312

Help team members address problems affecting their performance

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
Identification of a possible performance problem with a team member					
O1 O2	• records of individual performance, such as time logs, attendance records, records of output and quality	4, 5, 7, 8, 9	3, 5, 6, 10, 11	-	1, 2
	• letters, memos, emails from, and notes of conversations with, customers, colleagues or managers regarding a team member's performance	4, 5, 7, 8, 9	3, 5, 6, 10, 11	-	1, 2
	• notes of own observations of a team member's performance	2, 3, 4, 5, 6, 7	3, 5, 6, 10, 11	-	1, 2
	• personal statement (your reflections on your role in identifying a team member's performance problems)	2, 3, 4, 5, 6, 7, 8, 9, 10	3, 5, 6, 10, 11	-	1, 2
Records of meetings to resolve a team member's performance problems					
O3 O4 O5 O6 O7 O8	• notes, emails, memos and other records of informal meetings to discuss a team member's performance	1, 2, 3, 4, 5, 6, 7, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 10, 11	1	2, 3, 4
	• records of formal performance appraisal, performance management, competence or disciplinary meetings to review a team member's performance	1, 2, 3, 4, 5, 6, 7, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 10, 11	1	1, 2, 3, 4
	• details of support arrangements inside and outside the organisation (eg training or coaching opportunities) that you have identified and arranged for a colleague to access to improve performance	1, 2, 3, 6, 8, 9, 10	7, 8	1	3
	• personal statement (your reflections on your role in resolving problems with a team member's performance)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 10, 11	1	1, 2, 3, 4
	• witness statement (comments on your role in resolving problems with a team member's performance)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	-	-	-

Unit 313

Build and manage teams

Unit level:	SCQF 7
Credit value:	8
Relationship to NOS:	Customer Service National Occupational Standards at level 3
Aim:	This unit is about building a team and managing it through its various stages of growth. It covers both teams set up for a particular project or to carry out a specific task and teams that are on-going. It is equally relevant to cases where the manager has to set up the team from scratch and to those situations where the manager inherits an existing team and need to help it to function effectively.

Who is the unit for? The unit is recommended for any manager who is required to lead a team.

Skills Listed below are the main generic 'skills' that need to be applied in building and managing teams. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Acting assertively
- Communicating
- Decision-making
- Evaluating
- Involving others
- Leadership
- Monitoring
- Motivating
- Obtaining feedback
- Problem solving
- Providing feedback
- Setting objectives
- Valuing and supporting others.

Outcome of effective performance

The learner must be able to:

1. Clearly articulate the purpose of the team – what it has to achieve, and why a team rather than an individual approach is required.
2. Identify the mix of expertise, knowledge, skills and attitudes required to achieve the team purpose.
3. Identify team members' expertise, knowledge, skills and attitudes and agree their particular roles within the team.
4. Use team selection and development processes to develop any expertise, knowledge, skills and attitudes lacking in the team.
5. Agree with team members the behaviours that are likely to help the achievement of the team purpose and those that should be avoided because they are likely to hinder progress.
6. Help team members understand their unique contribution to the team, the contributions expected of fellow team members and how these complement and support each other.
7. Provide opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust.
8. Allow time for the team to develop through its stages of growth.
9. Help the team seize opportunities presented by changes in the team composition and support the introduction of new team members.
10. Encourage team members to share problems with each other and solve these creatively together.
11. Encourage open communication between team members, including providing feedback designed to enhance the performance of fellow team members and the team as a whole.
12. Review the performance of the team at appropriate points and evaluate how well its purpose is being achieved.
13. Celebrate team and individual successes together, and acknowledge when things go wrong, before refocusing the team's energy on achieving its purpose.
14. Disband the team if and when its purpose has been achieved and it is no longer required for other purposes.

Behaviours which underpin effective performance

1. You present information clearly, concisely, accurately and in ways that promote understanding.
2. You keep people informed of plans and developments.
3. You encourage and support others to make best use of their abilities.
4. You clearly agree what is expected of others and hold them to account.
5. You check individuals' commitment to their roles in a specific course of action
6. You create a sense of common purpose.
7. You articulate a vision that generates excitement, enthusiasm and commitment.
8. You identify and work with people and organisations that can provide support for your work.
9. You work to develop an atmosphere of professionalism and mutual support.
10. You recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. The principles of effective communication and how to apply them.
2. How to maximise communication when managing remote teams using communications technology (including instant messaging, virtual meetings, conference calls and internet/intranet forums for sharing knowledge)
3. How to identify the diversity of expertise, knowledge, skills, attitudes required to achieve the team purpose.
4. The importance of selecting team members with the required expertise, knowledge and skills and different personalities so they can play complementary roles within the team, and how to do so.
5. The importance of agreeing with team members the behaviours that are likely to help achievement of the team purpose and those that are likely to hinder progress and should be avoided.
6. How to help team members to understand their unique contribution to the team purpose, the contributions expected of fellow team members and how these complement and support each other.
7. The importance of providing opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust.
8. How to encourage team members to get to know each other's strengths and weaknesses and build mutual respect and trust.
9. The importance of encouraging open communication between team members, and how to do so.
10. How to provide feedback to team members to enhance the performance of fellow team members and the team as a whole.
11. The importance of allowing time for the team to develop through its stages of growth (forming, storming, norming, performing), and how to do so.
12. The importance of celebrating team and individual successes together and commiserating together when things go wrong.
13. Ways of refocusing the team's energy on achieving its purpose.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for building and managing teams.

Context specific knowledge and understanding

1. The purpose of the team and what has to be achieved.
2. The required mix of expertise, knowledge and skills to achieve the team purpose

Unit 313 Build and manage teams

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
Records of your actions to build and manage an effective team					
O1 O2 O3 O4 O14	<ul style="list-style-type: none"> notes, reports, emails, memos, presentations and other records of meetings with managers and HRD specialists to discuss team purpose, structure, membership, roles, operational characteristics and development needs, opportunities and activities job descriptions and person specifications you have prepared, selection activities you have devised, and notes and other records of selection processes in which you have engaged personal statement (your reflections on your role in building and disbanding a team) witness statement (comments on your role in building and disbanding a team) 	1, 2, 8 1, 2, 4, 8 1, 2, 4, 7, 9, 10 1, 2, 7, 9, 10	1, 2, 3 2,3 1, 2, 3 -	1 1 1 -	1, 2 1, 2 1, 2 -
Records of meetings with the team and individuals					
O1 O2 O3 O5 O6 O7 O8 O9 O10 O11 O12 O13	<ul style="list-style-type: none"> notes, reports and other records of meetings with the team to discuss team purpose, membership, structure, roles, operational characteristics, performance, problems and development needs, opportunities and activities notes, reports, emails, memos and other records of meetings with individual team members to discuss their role, behaviour, problems, relationship with other team members and their development needs and opportunities personal statement (your reflections on your role in maintaining a team) 	1, 2, 3, 4, 6, 7, 9, 10 1, 2, 3, 4, 5, 6, 7, 9, 10 1, 2, 3, 4, 5, 6, 7, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 1, 2, 3, 4, 5, 6, 7, 8, 9 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	1 1 1	1, 2 1, 2 1, 2

Unit 314

Lead meetings

Unit level:	SCQF 7
Credit value:	4
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	This unit is about leading meetings in order to achieve their objectives, which may be to solve problems, take decisions, consult with people or to exchange information and knowledge

Who is the unit for? The unit is recommended for managers at all levels.

Skills

Listed below are the main generic 'skills' that need to be applied in leading meetings. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Building consensus
- Communicating
- Consulting
- Decision-making
- Information management
- Involving others
- Leadership
- Obtaining feedback
- Planning
- Presenting information
- Providing feedback
- Setting objectives
- Time management

Outcomes of effective performance

The learner must be able to:

1. Establish the purpose and objectives of the meeting and confirm that a meeting is the best way to achieve these objectives.
2. Prepare carefully how you will lead the meeting and identify who needs to participate.
3. Invite participants, giving them sufficient notice to enable them to attend and stating:
 - the importance of the meeting
 - the role they will be expected to play, and
 - the preparation they need to do.
4. Circulate relevant information in advance and, if required, brief participants individually on the content and purpose of the meeting and their roles.
5. Set a fixed time for the meeting to begin and end and allocate time appropriately for each agenda item.
6. State the purpose of the meeting at the start and check that all participants understand why they are present.
7. Clarify specific objectives at the beginning of each agenda item
8. Encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants
9. Discourage unhelpful comments and digressions, refocusing attention on the objectives of the meeting.
10. Manage time flexibly, giving more time to particular agenda items, if necessary, whilst ensuring key objectives are met and participants are kept informed of changes in the agenda.
11. Summarise the discussion at appropriate times and allocate action points to participants at the end of each agenda item.
12. Take decisions within the meeting's authority, remit or terms of reference.
13. Observe any formal procedures or standing orders that apply to the meeting.
14. Check that decisions and action points are accurately recorded and promptly communicated to those who need to know.
15. Evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective.

Behaviours which underpin effective performance

1. You address multiple demands without losing focus or energy.
2. You show respect for the views and actions of others.
3. You present information clearly, concisely, accurately and in ways that promote understanding.
4. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.
5. You show integrity, fairness and consistency in decision-making.
6. You make best use of existing sources of information.
7. You check the validity and reliability of information.
8. You present ideas and arguments convincingly and in ways that strike a chord with people.
9. You articulate the assumptions made and risks involved in understanding a situation.
10. You take timely decisions that are realistic for the situation

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. The importance of establishing the purpose and objectives of the meeting and how to do so.
2. The importance of confirming a meeting is the best way to achieve these objectives.
3. The importance of preparing how you will lead the meeting and how to do so.
4. How to identify who needs to participate in the meeting.
5. The importance of inviting participants, giving them sufficient notice to enable them to attend.
6. The importance of informing participants of the role they will be expected to play, the preparation they need to do and the importance of the meeting.
7. How to identify relevant information participants require in advance of the meeting.
8. The importance of circulating relevant information in advance and, if required, briefing participants individually on the content and purpose of the meeting and their roles.
9. The importance of setting a fixed time for the meeting to begin and end and allocating time appropriately for each agenda item.
10. How to allocate time appropriately for each agenda item.
11. The importance of stating the purpose of the meeting at the start and checking that all participants understand why they are present.
12. The importance of clarifying specific objectives at the beginning of each agenda item.
13. The importance of encouraging all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants, and how to do so.
14. The importance of discouraging unhelpful comments and digressions, refocusing attention on the objectives of the meeting, and how to do so.
15. How to manage time flexibly, giving more time to particular agenda items, if necessary, whilst ensuring the key objectives are met and participants are kept informed of changes in the agenda.
16. The importance of summarising the discussion at appropriate times and allocate action points to participants at the end of each agenda item and how to do so.
17. The importance of taking decisions within the meeting's authority, remit or terms of reference and how to do so.
18. The importance of checking that decisions and action points are accurately recorded and promptly communicated to those who need to know.
19. How to evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for leading meetings

Context specific knowledge and understanding

1. The people who need to participate and the roles they will be expected to play.
2. The types and sources of information required in advance of the meeting.
3. The meeting's authority, remit or terms of reference.
4. Any formal procedures or standing orders that apply to the meeting.
5. The people who are affected by the decisions and need to know about them

Unit 314 Lead meetings

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
Records of preparatory activities arranging and organising meetings					
O1 O2 O3 O4 O5	• notes, emails, memos and letters relating to preliminary meetings, discussions and consultations about the need for a meeting, its purpose, content, location timing and participants	1, 2, 3, 4, 5, 6, 7	1, 2, 4	-	1, 2
	• invitations to people to participate in meetings, and notes of discussions, emails, memos and letters to confirm their attendance and any specific contribution, role or special requirements they may have	3, 5, 6, 8	1, 3, 4, 5, 6	-	1, 2
	• notes of discussions, letters, memos or emails and copies of orders or forms confirming the reservation of rooms, equipment and catering arrangements	3	9	-	1, 2
	• agenda, papers, copies of presentations circulated before the meeting	3	7, 8, 9, 10	1	1, 2
	• personal statement (your reflections on your role in arranging and organising meetings)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9	1	1, 2
	• witness statement (comments on your role in arranging and organising meetings)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	-	-	-
Records of your leading of meetings					
O6 O7 O8 O9 O10 O11	• recordings, notes and minutes of meetings; action plans and other records of planned follow-up activity	2, 3, 5, 8, 9, 10	9, 10, 11, 12, 13, 14, 15, 16, 17, 18	1	5
	• copies of relevant constitutions, standing orders, formal authorisation or terms of reference for the meeting	6, 7	17, 18	1	3, 4
	• personal statement (your reflections on your role in leading meetings)	2, 3, 5, 7, 8, 9, 10	9, 10, 11, 12, 13, 14, 15, 16, 17, 18	1	3, 4, 5
	• witness statement (comments on your role in leading meetings)	2, 3, 5, 8, 9, 10	-	-	-
O15	Records of your actions following on from meetings				

Outcomes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	<ul style="list-style-type: none"> evaluations or reports of meetings, completed action plans and other evidence that the purpose of the meeting has been met 	2, 3, 5, 7, 8, 9, 10	19	-	5
	<ul style="list-style-type: none"> personal statement (your reflections on your role in following-up on meetings) 	2, 3, 5, 7, 8, 9, 10	19	-	5
	<ul style="list-style-type: none"> witness statement (comments on your role in following-up on meetings) 	2, 3, 5, 7, 8, 9, 10	-	-	-

Unit 315

Reduce and manage conflict in your team

Unit level:	SCQF 7
Credit value:	5
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	This unit is about managing conflicts between members of your team. It covers taking pre-emptive action to avoid conflicts occurring and working with team members to resolve problems when they emerge.

Who is the unit for?

The unit is recommended particularly for first line and middle managers.

Skills

Listed below are the main generic 'skills' which need to be applied in encouraging innovation in your team. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Empathising
- Evaluating
- Information management
- Managing conflict
- Monitoring
- Obtaining feedback
- Problem solving
- Providing feedback
- Questioning
- Reviewing
- Valuing and supporting others

Outcomes of effective performance

The learner must be able to:

1. Communicate clearly to team members the standards of work and behaviour expected of them.
2. Help team members understand how the roles of different team members interface, complement and support each other.
3. Identify and address any issues with organisational structures, systems or procedures that are likely to give rise to conflict.
4. Identify potential conflicts between team members and take pre-emptive action to avoid these.
5. Encourage team members to resolve their own problems and conflicts amongst themselves.
6. Take prompt action to deal with conflicts when the team members are not able to resolve the conflicts themselves
7. Acknowledge and show respect for team members' emotions regarding the conflict and seek to manage any negative emotions.
8. Investigate impartially, the causes of the conflict, giving all parties opportunities to present the facts and their perceptions of the conflict.
9. Identify and agree with team members how to resolve the conflict, without apportioning blame.
10. Seek help from colleagues or specialists where necessary.
11. Comply with organisational and legal requirements when resolving conflicts.
12. Maintain complete, accurate and confidential records of conflicts and their outcomes.

Behaviours which underpin effective performance

1. You respond quickly to crises and problems with a proposed course of action.
2. You find practical ways to overcome barriers.
3. You present information clearly, concisely, accurately and in ways that promote understanding.
4. You show respect for the views and actions of others.
5. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
6. You confront performance issues and resolve them directly with the people involved.
7. You clearly agree what is expected of others and hold them to account.
8. You protect your own and others' work against negative impacts.
9. You keep confidential information secure.
10. You recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. The principles of effective communication and how to apply them
2. How to help team members understand how the different roles of different team members interface, complement and support each other
3. How to identify and address any issues with organisational structures, systems or procedures that are likely to give rise to conflict
4. The importance of identifying potential conflicts between team members and taking pre-emptive action to avoid these, and how to do so
5. The importance of giving team members opportunities to discuss with you serious problems that directly or indirectly affects their work, and how to encourage team members to do so
6. The importance of taking prompt action to surface and deal with conflicts when they arise and when team members concerned are not able to resolve the conflicts themselves
7. Ways of dealing with conflicts when they arise and what types of action should be taken and when
8. The importance of acknowledging and showing respect for team members' emotions regarding the conflict and how to seek to manage any negative emotions
9. How to identify impartially the causes of the conflict, giving all parties opportunities to present the facts and their perceptions of the conflict
10. The importance of identifying and agreeing with team members how to resolve conflict, without apportioning blame, and how to do so
11. When to seek help from colleagues or specialists
12. The importance of complying with organisational and legal requirements when resolving conflicts
13. The importance of maintaining complete, accurate and confidential records of conflicts and their outcomes, and how to do so

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for managing conflict in the team

Context specific knowledge and understanding

1. The standards of work and behaviour expected of team members
2. How the roles of different team members interface, complement and support each other
3. The organisational structures, systems and procedures that are likely to give rise to conflict
4. The range of specialists inside and outside of the organisation and colleagues
5. Organisational and legal requirements for resolving conflicts and maintaining records of conflicts and their outcomes.

Unit 316

Support individuals to develop and maintain their performance

Unit level:	SCQF 7
Credit value:	5
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	<p>This unit is about supporting individuals to develop and maintain their performance at work. These may be people in your own team or individuals from another work group to whom you are providing support.</p> <p>This unit is based on a commonly-used coaching model where you and the individual clearly agree the improvements in performance required and plan a step-by-step process to achieve a desired standard. You will usually help the individual to develop new skills and experiment with alternative behaviours in a safe environment before applying these for real in the workplace. You will work with the individual to monitor their progress over time, providing specific feedback to help them progress, until they have achieved the desired standard or no longer need your support in developing and/or maintaining their progress.</p>
Who is the unit for?	The unit is recommended particularly for first line managers and middle managers.
Skills	<p>Listed below are the main generic 'skills' which need to be applied in encouraging innovation in your team. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.</p> <ul style="list-style-type: none">• Active listening• Analysing• Asking powerful questions• Assessing• Coaching• Communicating• Empathising• Inspiring• Learning• Monitoring• Motivating• Planning• Providing feedback• Reviewing• Risk management• Self assessment• Setting objectives• Valuing and supporting others

Outcomes of effective performance

The learner must be able to:

1. Support the individual in identifying their particular needs, abilities and preferences and take these into account when planning and providing support.
2. Ensure that the support requirements of the individual are in line with the business objectives of the organisation.
3. Establish with the individual
 - The area(s) in which they want to develop their performance
 - The standard of performance they wish to achieve
 - why they want to develop their performance
 - the support they can expect from you, and the commitment you expect from them
 - the process by which you will support them.
4. Establish with the individual
 - the time scale of the process
 - the frequency and duration of meetings
 - points at which progress will be reviewed
 - how progress will be measured and assessed.
5. Explore with the individual the skills they need to develop and the behaviours they need to change in order to meet the desired standard of performance.
6. Explore with the individual obstacles which could hinder their progress and how to remove these obstacles
7. Plan with the individual how they can develop new skills and behaviours in a logical step-by-step sequence
8. Provide opportunities for the individual to develop new skills and experiment with alternative behaviours in a safe environment.
9. Encourage the individual to identify and seize opportunities to apply their newly-developed skills and behaviours to their work.
10. Explore with the individual any risks involved in applying their newly-developed skills and behaviours to their work and help them plan how to reduce these risks to levels which are acceptable to them and the organisation.
11. Encourage the individual to reflect on their progress and articulate their thoughts and feelings about it.
12. Monitor the individual's progress and provide specific feedback designed to improve their skills, reinforce effective behaviours and enhance their motivation to achieve the desired standard of performance.
13. Use alternative approaches or enlist the support of colleagues and/or specialists, if the individual is not making satisfactory progress.
14. Agree with the individual when they have achieved the desired standard of performance, or when they no longer require your support.
15. Encourage and empower individuals to take responsibility for developing and maintaining their own self-awareness, performance and impact.

Behaviours which underpin effective performance

1. You constantly seek to develop performance.
2. You find practical ways to overcome barriers.
3. You keep people informed of plans and developments.
4. You make time available to support others.
5. You encourage and support others to make best use of their abilities
6. You give feedback to others to help them develop their performance.
7. You recognise the achievements and the success of others.
8. You inspire others with the excitement of learning.
9. You confront performance issues and resolve them directly with the people involved.
10. You identify clearly the value and benefits to people of a proposed course of action

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. How to identify the particular needs, abilities and preferences of individuals and to take these into account when planning and providing support.
2. The principles, methods, tools and techniques involved in planning and providing support to individuals to improve their performance.
3. Principles, methods, tools and techniques for assessing an individual's performance.
4. The importance of establishing with individuals the course of action, the areas of performance to be targeted and the standard of performance they want to achieve.
5. Principles, methods, tools and techniques for assessing an individual's knowledge, skills and personal qualities, identifying learning needs, and the importance of exploring these with the individual.
6. How to identify obstacles which could hinder an individual's progress and the importance of removing these obstacles.
7. Learning and development opportunities for the individual to develop new skills and experiment with alternative behaviours in a safe environment.
8. The importance of encouraging individuals to identify and seize opportunities to apply their newly-developed skills and behaviours to their work.
9. How to identify risks involved in the application of newly-developed skills and behaviours to the individual's work and how to reduce these risks to levels which are acceptable to them and the organisation.
10. The principles, methods, tools and techniques involved in monitoring individuals' progress of developing their performance.
11. The principles, methods, tools and techniques involved in providing specific feedback to improve their skills, reinforce effective behaviours and enhance their motivation to achieve the desired standard of performance
12. Alternative approaches and how to make use of these if the individual is not making satisfactory progress.
13. The importance of agreeing with the individual when they have achieved the desired standard of performance, or when they no longer require your support.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for supporting individuals to improve their performance.

Context specific knowledge and understanding

1. Individual's needs, abilities and preferences.
2. Possible obstacles, either organisational or individual related, which could hinder the individual's progress.
3. Risks to individuals when applying their newly-developed skills and behaviours to their work.
4. Sources of advice, guidance and support from colleagues and/or specialists.

Unit level:	SCQF 6
Credit value:	6
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	<p>This unit is about initiating and following your organisation's disciplinary procedure in response to misconduct or unsatisfactory performance of a member of your team.</p> <p>All employing organisations are required to have disciplinary and grievance procedures. As a minimum, these must meet the requirements laid down in relevant employment legislation. However, many organisations have developed more detailed and extensive disciplinary procedures and associated rules to reflect their specific contexts and requirements.</p> <p>This unit describes the minimum standard of performance expected of managers when they are implementing disciplinary procedures in line with legal and organisational requirements. To meet this standard, managers need both sound technical knowledge of the procedures and well-developed cognitive and interpersonal skills.</p>

Who is the unit for?

The unit is for line managers who have to deal with misconduct or unsatisfactory performance of members of their team. It is **not** designed for human resources specialists who are required to develop disciplinary procedures and provide specialist support to line managers who are implementing them.

Skills

Listed below are the main generic 'skills' which need to be applied in implementing the disciplinary procedure. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Acting assertively
- Analysing
- Decision making
- Communicating
- Empathising
- Interviewing
- Monitoring
- Presenting information
- Questioning
- Reporting
- Researching

Outcomes of effective performance

The learner must be able to:

1. Keep individuals fully informed about the standards of conduct and performance expected of them and your organisation's current procedure for dealing with misconduct or unsatisfactory performance.
2. Seek support from colleagues or human resources or legal specialists on any aspects of implementing disciplinary procedures about which you are unsure.
3. Carry out necessary investigations promptly to establish the facts relating to any misconduct or unsatisfactory performance.
4. Take preventative measures to resolve issues and deal with cases of minor misconduct or unsatisfactory performance informally, where you consider that an informal approach is likely resolve the situation effectively.
5. Follow your organisation's formal disciplinary procedure in serious cases of misconduct or unsatisfactory performance.
6. Keep full and accurate records throughout the disciplinary process and store these confidentially as long as, but no longer than necessary.

Behaviours which underpin effective performance

1. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.
2. You present information clearly, concisely, accurately and in ways that promote understanding.
3. You keep people informed of plans and developments.
4. You give feedback to others to help them improve their performance.
5. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
6. You act within the limits of your authority
7. You consult with internal and/or external experts when necessary.
8. You say no to unreasonable requests.
9. You confront performance issues and resolve them directly with the people involved.
10. You keep confidential information secure.
11. You work to develop an atmosphere of professionalism and mutual support.
12. You take difficult and/or unpopular decisions if necessary

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. The importance of fully informing individuals about the standards of conduct and performance expected of them and your organisation's current procedure for dealing with misconduct or unsatisfactory performance.
2. How to carry out investigations to establish facts relating to any misconduct or unsatisfactory performance.
3. Informal approaches to dealing with cases of minor misconduct or unsatisfactory performance, and when this type of approach is likely to resolve the situation effectively.
4. The differences between misconduct, gross misconduct and unsatisfactory performance, and how each should be handled.
5. The importance of following your organisation's formal disciplinary procedure in serious cases of misconduct or unsatisfactory performance.
6. The importance of communicating clearly, concisely and objectively, and how to do so.
7. How to keep full and accurate records throughout the disciplinary process and store these confidentially as long as, but no longer than necessary.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for supporting individuals to improve their performance.

Context specific knowledge and understanding

1. Your organisation's procedures for dealing with misconduct or unsatisfactory performance.
2. The standards of conduct and performance expected of individuals.
3. Sources of advice, guidance and support from colleagues, human resources or legal specialists.
4. The limits of your own knowledge, skills and competence.
5. Your organisation's policies and procedures for keeping full and accurate records.

Unit 318

Initiate and follow grievance procedure

Unit level:	SCQF 6
Credit value:	6
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	<p>This unit is about initiating and following your organisation's grievance procedure in response to a concern, problem or complaint raised by a member of your team.</p> <p>All employing organisations are required to have disciplinary and grievance procedures. As a minimum, these must meet the requirements laid down in relevant employment legislation. However, many organisations have developed more detailed and extensive grievance procedures to reflect their specific contexts and requirements.</p> <p>This unit describes the minimum standard of performance expected of managers when they are implementing grievance procedures in line with legal and organisational requirements. To meet this standard, managers need both sound technical knowledge of the procedures and well-developed cognitive and interpersonal skills.</p>
Who is the unit for?	The unit is for line managers who have to deal with potential or actual grievances raised by members of their team. It is not designed for human resources specialists who are required to develop grievance procedures and provide specialist support to line managers who are implementing them.
Skills	<p>Listed below are the main generic 'skills' which need to be applied in implementing the disciplinary procedure. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.</p> <ul style="list-style-type: none">• Acting assertively• Assessing• Decision making• Communicating• Empathising• Managing conflict• Presenting information• Questioning• Reporting• Researching

Outcomes of effective performance

The learner must be able to:

1. Keep individuals fully informed about your organisation's current procedure for raising grievances.
2. Seek support from colleagues or human resources or legal specialists on any aspects of implementing grievance procedures about which you are unsure.
3. Identify potential grievances and take preventative measures to resolve issues where possible
4. If an individual raises a concern, problem or complaint with you, seek to resolve the situation informally, if you consider that an informal approach is likely to resolve the situation effectively.
5. Follow your organisation's formal grievance procedure, if an individual raises a grievance with you in writing.
6. Keep full and accurate records throughout the grievance process and store these confidentially as long as, but no longer than, necessary

Behaviours which underpin effective performance

1. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.
2. You present information clearly, concisely, accurately and in ways that promote understanding.
3. You keep people informed of plans and developments.
4. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
5. You act within the limits of your authority.
6. You consult with internal and/or external experts when necessary.
7. You show integrity, fairness and consistency in decision-making.
8. You keep confidential information secure.
9. You push for concrete information in an ambiguous situation.
10. You identify the implications or consequences of a situation

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. The importance of fully informing individuals about your organisation's current procedure for raising grievances.
2. Informal approaches to dealing with concerns, problems or complaints raised with you, and when this type of approach is likely to resolve the situation effectively.
3. The importance of following your organisation's formal grievance procedure, and when to do so.
4. How to conduct a meeting with individual to discuss their grievance.
5. How to investigate the grievance fully.
6. The importance of communicating clearly, concisely and objectively, and how to do so.
7. How to keep full and accurate records throughout the grievance process and store these confidentially as long as, but no longer than, necessary

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for implementing grievance procedures

Context specific knowledge and understanding

1. Your organisation's procedure for dealing with grievances.
2. Sources of advice, guidance and support from colleagues, human resources or legal specialists.
3. Your organisation's policies and procedures for keeping full and accurate records.

Unit 319

Manage a budget

Unit level:	SCQF 7
Credit value:	11
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	This unit is about having ownership of and being responsible for a budget for a defined area or 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.

Who is the unit for?

The unit is recommended for first line managers.

Skills

Listed below are the main generic 'skills' which need to be applied in managing a budget. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Decision making
- Monitoring
- Acting assertively
- Presenting information
- Reporting
- Learning
- Negotiating
- Consulting
- Information management
- Evaluating
- Contingency planning
- Problem solving

Outcomes of effective performance

The learner must be able to:

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. 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.
7. Provide ongoing information on performance against the budget to relevant people in your organisation.
8. Advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities.
9. Gather information from implementation of the budget to assist in the preparation of future budgets.

Behaviours which underpin effective performance

1. You present information clearly, concisely, accurately and in ways that promote understanding.
2. You act within the limits of your authority.
3. You show integrity, fairness and consistency in decision-making.
4. You say no to unreasonable requests.
5. You use communication styles that are appropriate to different people and situations
6. You take and implement difficult and/or unpopular decisions, if necessary.
7. You respond quickly to crises and problems with a proposed course of action.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. The purposes of budgetary systems
2. Where to get and how to evaluate the available information in order to be able to prepare a realistic budget
3. The importance of spending time on and consulting with others in preparing a budget
4. How to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered
5. How to use a budget to actively monitor and control performance for a defined area or activity of work
6. The main causes of variances and how to identify them
7. What different types of corrective action which could be taken to address identified variances
8. How unforeseen developments can affect a budget and how to deal with them
9. The importance of agreeing revisions to the budget and communicating the changes
10. The importance of providing regular information on performance against the budget to other people
11. Types of fraudulent activities and how to identify them
12. The importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets

Industry/sector specific knowledge and understanding

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

Context specific knowledge and understanding

1. The area or activity for which the budget is for
2. The vision, objectives and operational plans for your area of responsibility
3. The budgeting period(s) used in your organisation
4. Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets
5. The agreed budget, how it can be used and how much it can be changed without approval
6. The limits of your authority
7. Who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format
8. What to do and who to contact if you suspect fraud has been committed.

Unit 319 Manage a budget

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
Documents, spreadsheet printouts and other records relating to a budget you have prepared and managed:					
O1	<ul style="list-style-type: none"> 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 	1, 2	1, 2, 3, 11	1	1, 2, 3, 4, 6
O2	<ul style="list-style-type: none"> 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 	1, 2, 3, 5, 6	1, 3, 4, 8, 9	1	1, 2, 3, 4, 5, 6
O3					
O4	<ul style="list-style-type: none"> records of activity, income/revenue and/or expenditure, variance 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 	1, 2, 3, 4, 5, 6, 7	1, 5, 6, 7, 8, 10, 11	1	1, 3, 4, 5, 6, 7, 8
O5					
O6					
O7	<ul style="list-style-type: none"> 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) 	2, 3, 4, 6, 7	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12	1	1, 2, 3, 4, 5, 6, 7, 8
O8					
O9					

Unit 320

Manage finance for your area of responsibility

Unit level:	SCQF 8
Credit value:	14
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	<p>This unit is about managing finance in order to achieve the stated objectives for your area of responsibility. It involves developing and agreeing a master budget for your area and using this to monitor evaluate and control performance and take action to deal with identified variances.</p> <p>Delegating responsibility for budgets for clearly defined activities is a key aspect of this unit.</p> <p>The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.</p>

Who is the unit for?

The unit is recommended for middle manager.

Skills

Listed below are the main generic 'skills' which need to be applied in managing finance for your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Decision making
- Questioning
- Consulting
- Monitoring
- Assessing
- Delegating
- Acting assertively
- Valuing and supporting others
- Negotiating
- Contingency planning
- Information management
- Problem solving
- Thinking systematically
- Leadership
- Motivating
- Planning
- Prioritising

Outcomes of effective performance

The learner must be able to:

1. Confirm your financial responsibilities, including the limits of your authority, with those to whom you report.
2. Gather and evaluate available financial information and the objectives and associated plans for your area and consult with colleagues to identify priorities, potential problems and risks.
3. Identify and make use of opportunities to delegate responsibility for budgets for clearly defined activities to colleagues in your area, providing them with the required ongoing support and resources.
4. Discuss and, if appropriate, negotiate delegated budgets with colleagues and agree provisional budgets.
5. Consult on and develop a realistic master budget for your area and submit it to the relevant people in the organisation for approval and to assist the overall financial planning process.
6. Discuss and, if appropriate, negotiate the proposed master budget for your area with the relevant people in the organisation and communicate the final budget to colleagues in your area.
7. Establish systems to monitor and evaluate performance against delegated budgets and the master budget and put contingency plans in place.
8. Identify the causes of any significant variances between what was budgeted for and what actually happened and discuss and ensure prompt corrective action is taken, obtaining agreement from the relevant people if required.
9. Propose revisions to the master budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people.
10. Provide ongoing information on the financial performance of your area to relevant people in your organisation.
11. Advise the relevant people as soon as possible if you have identified evidence of any potentially fraudulent activities.
12. Encourage colleagues in your area to think about and identify ways of reducing expenditure and increasing income, selecting and pursuing those ideas which have potential for implementation.
13. Review the financial performance of your area, particularly in relation to achievement of the stated objectives, and identify improvements for the future

Behaviours which underpin effective performance

1. You act within the limits of your authority.
2. You are vigilant for potential risks.
3. You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.
4. You clearly agree what is expected of others and hold them to account.
5. You respond quickly to crises and problems with a proposed course of action.
6. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
7. You prioritise objectives and plan work to make best use of time and resources.
8. You use communication styles that are appropriate to different people and situations.
9. You take and implement difficult and/or unpopular decisions, if necessary.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. The purposes of budgetary systems
2. The importance of agreeing financial responsibilities, including the limits of your authority, for your area with those to whom you report
3. Where to get and how to evaluate the available financial information in order to be able to prepare a realistic master budget for your area
4. The importance of taking account of the objectives and associated plans of your area in developing and operating the master budget
5. How to identify opportunities and delegate responsibility for budgets
6. The importance of consulting with colleagues in identifying priorities, potential problems and risks and generally preparing the budget for your area
7. How to discuss, negotiate and confirm budgets with colleagues in your area and with people who control the finance and the key factors that should be covered
8. How to establish systems to monitor and evaluate performance against budgets
9. The importance of contingency plans and the type of contingencies that may occur
10. The main causes of variances and how to identify them
11. What different types of corrective action could be taken to address identified variances
12. The importance of agreeing revisions to the budget and communicating the changes
13. The importance of providing regular information on the financial performance of your area to relevant people and what they might want to know
14. Types of fraudulent activities and how to identify them
15. How to encourage colleagues to think about ways of reducing expenditure and increasing income
16. How to review the financial performance of your area against the stated objectives

Industry/sector specific knowledge and understanding

1. Factors, processes and trends that are likely to affect financial management in your industry/sector
2. Legal, regulatory and ethical requirements in the industry/sector

Context specific knowledge and understanding

1. The scope and nature of your area of responsibility including the vision, objectives and operational plans
2. Your financial responsibilities, including the limits of your authority
3. The people you report to in your organisation
4. Financial information available in your organisation
5. Activities for which budgets have been delegated
6. The budgeting period(s) used in your organisation
7. Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets
8. The agreed master budget for your area, including delegated budgets
9. Systems established for managing and evaluating performance against budgets.
10. Contingency plans put in place
11. What to do and who to contact if suspect fraud has been committed
12. Who needs information on the financial performance of your area, what information they need, when they need it and in what format.

Unit 320

Manage finance for your area of responsibility

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
Budgets for your area of responsibility that you have developed or:					
O1	<ul style="list-style-type: none"> notes, minutes or other records of meetings with other managers and subordinates in which you have agreed the objectives and criteria for developing and agreeing a (master) budget for your area of responsibility, and other's responsibilities for developing budgets for specific functions or activities 	1, 2, 3, 4, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 9	1, 2	1, 2, 3, 4, 5, 6, 7, 8
O2	<ul style="list-style-type: none"> documents, spreadsheet printouts and other records of financial information and past budgets, forecasts of future activity, income/revenue and expenditure, costs and prices that you have used to prepare a draft budget 	2, 3, 6, 7	1, 3, 4, 6	1, 2	1, 2, 4, 5, 6, 7, 8
O3	<ul style="list-style-type: none"> draft budgets, background papers to support your draft, and notes, minutes and other records of negotiations with subordinates and colleagues and line managers to agree and finalise or to revise budgets 	1, 2, 4, 6, 7, 8, 9	1, 2, 4, 5, 6, 7, 9	1, 2	1, 2, 3, 4, 5, 6, 7, 8
O4		<ul style="list-style-type: none"> emails, memos or newsletters you have prepared, presentations you have made and notes or minutes of meetings you have held to communicate to colleagues the financial objectives of the organisation and your area of responsibility, the agreed budgets and the constraints or other requirements relating to their implementation and control 	1, 4, 6, 8, 9	1, 2, 5, 6, 7	1, 2
O5					
O6					
Records of budgets outturns and reviews of your management or supervision of budgets, and reports and other reviews of financial performance:					
O7	<ul style="list-style-type: none"> details or specifications of systems you have introduced or authorised, for monitoring budgetary performance, identifying variances and alerting others to the need for action 	1, 2, 3, 4, 6, 7	1, 8, 10, 11, 13, 15	1, 2	1, 2, 4, 5, 6, 7, 8, 9, 12
O8	<ul style="list-style-type: none"> data on budgetary performance; variance analysis; monitoring for accuracy, validity and fraudulent behaviour; budgetary reports and proposals for action in the light of budget outturns or requirements for changes 	2, 5, 6, 8, 9	1, 9, 10, 11, 12, 13, 14, 15, 16	1, 2	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
O9					
O10	<ul style="list-style-type: none"> reports or other reviews of your financial performance, achievement of financial objectives and any action you took (or didn't take) in the light of budget outturns 	1, 2, 6, 8, 9	1, 9, 11, 12, 13, 14, 15, 16	1, 2	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12
O11					
O12	<ul style="list-style-type: none"> personal statements (reflections on your use of information to construct and monitor a budget, delegate responsibility to others, negotiate and give and obtain approval for budgets, supervise others' budgetary monitoring, your own monitoring of outturns and any changes that were needed) 	2, 5, 6, 7, 9	1, 8, 9, 10, 11, 12, 13, 14, 15, 16	1, 2	1, 4, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12
O13					

Unit 321

Manage physical resources

Unit level:	SCQF 8
Credit value:	9
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	This unit is about ensuring the availability of the physical resources (equipment, materials, premises, services and energy supplies) required to carry out planned activities in your area of responsibility. It involves identifying the resources required, making the business case to obtain these resources, planning how they will be used effectively, efficiently, safely and securely, monitoring resource use and taking corrective action, if required.

Who is the unit for?

The unit is recommended particularly for first-line managers and middle managers

Skills

Listed below are the main generic 'skills' that need to be applied in managing physical resources. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information

- Analysing
- Communicating
- Contingency planning
- Decision-making
- Evaluating
- Forecasting
- Influencing
- Involving others
- Monitoring
- Negotiating
- Persuading
- Planning
- Presenting information

Outcomes of effective performance

The learner must be able to

1. Invite those who use resources to contribute to identifying the resources required and planning and monitoring their use.
2. Evaluate past patterns of resource use and trends and developments likely to affect future demand for resources.
3. Identify the range and quantity of resources required for the planned activities in your area of responsibility, including likely contingencies.
4. Identify sustainable resources and ensure their effectiveness and efficiency.
5. Make the business case for the resources required, clearly showing the costs involved and the expected benefits.
6. Agree appropriate adjustments to your planned activities, where the required resources cannot be obtained in full
7. Make arrangements with suppliers for resources to be available when required.
8. Plan to use resources in ways that are efficient and minimise any adverse impact on the environment.
9. Take appropriate action to ensure the security of resources and that they are used safely.
10. Monitor the quality of resources and patterns of resource use continuously.
11. Take timely corrective action to deal with any significant discrepancies between actual and planned resource use.

Behaviours which underpin effective performance

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
2. You prioritise objectives and plan work to make the best use of time and resources.
3. You accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives.
4. You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.
5. You make best use of existing sources of information
6. You identify clearly the value and benefits to people of a proposed course of action.
7. You present ideas and arguments convincingly and in ways that strike a chord with people.
8. You identify the range of elements in a situation and how they relate to each other.
9. You identify the implications or consequences of a situation.
10. You take timely decisions that are realistic for the situation

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. Why it is important to involve those who use resources in identifying, planning and monitoring resources, and how to do so.
2. How to identify the range and calculate the quantity of resources required to carry out planned activities.
3. The importance of using sustainable resources and how to identify such resources and ensure their effectiveness and efficiency.
4. How to carry out a cost-benefit analysis.
5. How to make a business case.
6. How to develop an operational plan and make adjustments to the plan if required resources cannot be obtained in full.
7. How to make arrangements with suppliers to ensure resources are available when required.
8. The potential impact of resource use on the environment and actions you can take to minimise any adverse impact.
9. Risks associated with the types of resources used and actions you can take to ensure resources are secure and used safely.
10. The importance of monitoring the quality and use of resources continuously, and how to do so.
11. The types of corrective actions (e.g. changing planned activities, changing the ways in which resources are used for activities, renegotiating the availability of resources) you can take in case of significant discrepancies between actual and planned resource use.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for managing physical resources

Context specific knowledge and understanding

1. Past patterns of resource use in your area of responsibility and how to access this information.
2. Trends and developments that affect future demand for resources in your area of responsibility and how to evaluate the likely impact of these.
3. The planned activities in your area of activity and possible contingencies.
4. Actual and potential suppliers of the resources you need.

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
Records of your actions to identify utilisation, future requirements and options for changes in the resources employed					
O1 O2 O3 O4 O9	<ul style="list-style-type: none"> notes of meetings, emails, memos letters and reports relating to discussions with colleagues, suppliers and consultants on resource utilisation, resource options and future requirements 	1, 2, 5, 6, 7, 8, 9, 10	1, 2	1	1, 2, 3, 4
	<ul style="list-style-type: none"> monitoring data, records, audit reports and other data on resource costs, availability and utilisation, and spreadsheets and other analyses and computations based on this data 	4, 5, 8, 9	9	1	1, 2, 3
	<ul style="list-style-type: none"> copies of reports, reviews and analyses of potential new resources, and your summaries, analyses and commentaries on these 	3, 5, 7	1, 2	1	3, 4
	<ul style="list-style-type: none"> reports, presentations, costs schedules, draft budgets and financial forecasts, cost-benefit analyses, emails, memos and letters that you have prepared, to make a business case for acquiring new resources 	1, 3, 5, 6, 7, 8, 9, 10	2, 3, 4	1	1, 2, 3, 4
	<ul style="list-style-type: none"> personal statement (reflections on your own actions to review resource utilisation, future requirements and options for changes in the resources employed) 	1, 2, 3, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 9	1	1, 2, 3, 4
	<ul style="list-style-type: none"> witness statements (comments on your actions resource utilisation, future requirements and options for changes in the resources employed) 	1, 2, 3, 5, 6, 7, 8, 9, 10	-	-	-
Records of resource acquisition and utilisation planning					
O5 O6 O7 O8 O10	<ul style="list-style-type: none"> notes of negotiations with suppliers, letters, emails, orders and supply schedules to acquire new resources 	1, 5, 6, 7, 8, 9, 10	1, 2, 6, 10	1	4
	<ul style="list-style-type: none"> spreadsheets, tables, database reports, Gantt charts, network diagrams, flow charts, plans and other records of the acquisition and planned organisation and utilisation of resources 	4, 5	5, 6, 9	1	2, 3

Out-comes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
	<ul style="list-style-type: none"> notes of meetings, emails, memos, letters, reports, procedure manuals, operational guidance and role profiles relating to the safe and secure use, handling and storage of resources 	5, 6, 7, 8, 9, 10	7, 8	1	1, 3
	<ul style="list-style-type: none"> variance reports, budget reconciliations, spreadsheets, database reports comparing actual and planned resource utilisation, and plans, reports, emails, memos and notes of meetings about actions to address variances 	1, 2, 3, 4, 5, 7, 8, 9, 10	9, 10	1	1, 2, 3
	<ul style="list-style-type: none"> personal statement (reflections on your own actions to) 	1, 2, 3, 4, 5, 7, 8, 9, 10	1, 2, 5, 6, 7, 8, 9, 10	1	1, 2, 3, 4
	<ul style="list-style-type: none"> witness statements (comments on your actions) 	1, 2, 3, 4, 5, 7, 8, 9, 10	-	-	-

Unit 322

Manage the environmental impact of your work

Unit Level:	SCQF 4
Credit value:	4
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	<p>This unit is about managing work activities and resources in your area of responsibility in order to minimise the negative impact – and maximise the positive impact – they may have on the environment.</p> <p>It involves organising work activities and the use of resources efficiently, understanding their impact of the environment and finding ways to reduce their negative and increase their positive impact. You may need to seek advice from environmental specialists when carrying out this function.</p>

Who is the unit for?

The unit is recommended particularly for first line managers and middle managers.

Skills

Listed below are the main generic 'skills' that need to be applied in managing environmental performance in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Assessing
- Communicating
- Consulting
- Decision-making
- Evaluating
- Involving others
- Monitoring
- Planning
- Presenting information
- Reporting
- Risk management

Outcomes of effective performance

The learner must be able to

1. Organise work activities and the use of resources in your area of responsibility so that they:
 - are efficient and effective
 - comply with legal requirements and environmental policies
 - minimise the negative and maximise the positive impact on the environment.
2. Identify the environmental impact of work activities and the use of resources in your area of responsibility.
3. Report promptly any identified risks to the environment, which you do not have the ability to control.
4. Encourage people in your area of responsibility to identify opportunities for, and contribute to, improving environmental performance.
5. Identify and implement changes to work activities and the use of resources that will reduce the negative and increase the positive impact on the environment.
6. Communicate the environmental benefits resulting from changes to work activities and the use of resources.
7. Obtain specialist advice, where necessary, to help you identify and manage the environmental impact of your work activities and use of resources

Behaviours which underpin effective performance

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
2. You present information clearly, concisely, accurately and in ways that promote understanding.
3. You keep people informed of plans and developments.
4. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
5. You act within the limits of your authority
6. You are vigilant for possible hazards.
7. You make appropriate information and knowledge available promptly to those who need it and have a right to it.
8. You encourage others to share information and knowledge efficiently within the constraints of confidentiality.
9. You make best use of available resources and proactively seek new sources of support when necessary.
10. You identify the implications or consequences of a situation

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. How to organise work activities and the use of resources in your area of responsibility so that they are efficient and effective.
2. The importance of organising work activities and the use of resources so that they minimise their negative and maximise their positive environmental impact, and how to do so.
3. The importance of identifying the environmental impact of work activities and the use of resources in your area of responsibility, and how to do so.
4. The importance of reporting promptly any identified risks to the environment which you do not have the ability to control, and how to do so.
5. How to encourage people to make contributions.
6. How to identify and implement changes to work activities and the use of resources that will reduce their negative and increase their positive environmental impact.
7. The principles of effective communication and how to apply them.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for managing environmental performance in your area of responsibility

Context specific knowledge and understanding

1. Legal requirements and environmental policies and how to comply with them.
2. The types of risks to the environment, which you do not have the ability to control.
3. People in your area of responsibility who are able to contribute to, and identify opportunities for improving environmental performance.
4. The range of environmental specialists that exist inside and/or outside your organisation.
5. Your role, responsibilities and limits of your authority.

Unit 322

Manage the environmental impact of your work

Supporting Information

Evidence requirements

Out-comes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
Records of your actions to manage the environmental impact of your work					
O1 O2 O3 O4 O5 O6 O7	<ul style="list-style-type: none"> production/operational reports, work schedules/records, time sheets, stock reports and other data on work activities and resource utilisation 	1, 6, 9, 10	1, 2, 3, 6	1	-
	<ul style="list-style-type: none"> risks assessments, COSHH records, procedure manuals, operational guidance and role profiles relating to the safe and secure use, handling and storage of resources that you have prepared 	1, 2, 3, 4, 6, 7, 9	3, 4, 5, 7	1	1, 2
	<ul style="list-style-type: none"> accident or incident reports and notes of meetings, emails, memos and other reports about reducing the negative impact of resources on the environment 	2, 3, 4, 5, 6, 7, 10	3, 4	-	1, 2
	<ul style="list-style-type: none"> notes of meetings with, and emails, memos, reports from others about ways of reducing the negative impact of resources on the environment and the benefits of doing so 	2, 3, 4, 6, 7, 8, 9, 10	3, 5, 7	1	3, 4
	<ul style="list-style-type: none"> briefings and presentations at team meetings and to others, emails, memos, reports, notices and other communications about ways of reducing the negative impact of resources on the environment and the benefits of doing so 	2, 3, 4, 7, 8, 9, 10	1, 2, 3, 5, 7	1	3
	<ul style="list-style-type: none"> personal statement (reflections on your own actions to) 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7	1	1, 2, 3, 4, 5
	<ul style="list-style-type: none"> witness statements (comments on your actions) 	2, 3, 4, 5, 7, 8, 9	-	-	-

Unit level:	SCQF 8
Credit value:	4
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	This unit is about taking sound decisions based upon a valid analysis of the best available information. Managers at all levels need to take decisions within their area of responsibility and authority. This unit provides a structure for taking decisions that meet defined objectives and are consistent with a broader framework of values, policies and guidelines.

Who is the unit for?

The unit is recommended for managers at all levels.

Skills

Listed below are the main generic 'skills' that need to be applied in using information to take decisions. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Acting assertively
- Analysing
- Assessing
- Communicating
- Decision-making
- Evaluating
- Information management
- Involving others
- Prioritising
- Problem solving
- Researching
- Setting objectives
- Time management

Outcomes of effective performance

The learner must be able to:

1. Identify those who may be affected by the decision and their interests.
2. Involve, where possible, those who are able to contribute to the decision-making process or will be affected by the decision.
3. Establish the objectives of the decision to be taken – clarify what you are really trying to achieve by taking the decision and uncover any hidden agendas.
4. Identify the information you need to take the decision and the sources of this information.
5. Obtain sufficient relevant information to allow you to take the decision and verify its accuracy and reliability.
6. Take timely action to remedy inadequate, unreliable, contradictory or ambiguous information.
7. Analyse the information to identify facts, patterns and trends that may impact on your decision.
8. Identify and evaluate the range of options open to you.
9. Draw conclusions supported by reasoned arguments and reliable information, clearly stating any assumptions you have made and risks that may be involved.
10. Take decisions:
 - in line with your objectives
 - within the scope of your authority
 - consistent with values, policies and guidelines
 - in time for necessary action to be taken
11. Obtain help and advice if
 - you do not have adequate information
 - the decision is outside your area of responsibility or scope of authority
 - your decisions are likely to conflict with values, policies and guidelines.
12. Communicate your decision clearly to those who are affected

Behaviours which underpin effective performance

1. You act within the limits of your authority.
2. You show integrity, fairness and consistency in decision-making.
3. You check the validity and reliability of information.
4. You push for concrete information in an ambiguous situation.
5. You identify patterns or meaning from events and data that are not obviously related.
6. You build a total and valid picture from restricted or incomplete data.
7. You articulate the assumptions made and risks involved in understanding a situation.
8. You take timely decisions that are realistic for the situation.
9. You take decisions in uncertain situations or based on incomplete information when necessary.
10. You take and implement difficult and/or unpopular decisions, if necessary

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. The importance of involving those who are able to contribute or may be affected in the decision-making process, and how to do so.
2. The importance of setting objectives for the decision, and how to make it clear what the decision must achieve and what is outside the scope of the decision.
3. How to identify the information you need to take the decision.
4. How to judge whether you have sufficient, accurate, reliable and relevant information to allow you to take the decision.
5. How to identify if information is inadequate, unreliable, contradictory or ambiguous, and how to remedy this in a timely way.
6. How to analyse information to identify relevant facts, patterns and trends.
7. The range of options open to you and how to evaluate the options.
8. How to justify your conclusions.
9. The importance of ensuring your decisions are in line with your organisation's values, policies and guidelines.
10. The importance of showing any assumptions you have made and risks that may be involved, and how to do so.
11. The importance of taking decisions in time for necessary action to be taken.
12. How to communicate your decision clearly and concisely.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for using information to take decisions

Context specific knowledge and understanding

1. People who are able to contribute to the decision-making process or will be affected by the decision.
2. Facts, patterns and trends that may impact on your decision.
3. Your organisation's policies, values and guidelines.
4. The scope of your authority for taking decisions and when you need to refer to someone else.
5. Whom to go to for advice if you do not have adequate information, the decision is outside your area of responsibility, or your decisions conflict with policies, values and guidelines.

Unit 323

Take effective decisions

Supporting Information

Evidence requirements

Out-comes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
Records of your actions to collect information and consult others before making decisions					
O1	<ul style="list-style-type: none"> notes of meetings, emails, memos, letters and reports from those able to advise on, contribute to and/or affected by the decision 	1, 3	1, 2, 3	-	1, 4, 5
O2	<ul style="list-style-type: none"> spreadsheets, database reports, reports and other relevant information that you have prepared, and your assessments, analyses, calculations and risk assessments based on this information 	3, 4, 5, 6	3, 4, 5, 6	1	2
O3					
O4					
O5					
O6	<ul style="list-style-type: none"> emails, memos, letters and reports and notes of briefings and presentations to communicate decisions 	1, 2, 7, 8, 9, 10	7, 8, 9, 10, 11, 12	-	2, 3, 4
O7					
O8					
O9	<ul style="list-style-type: none"> personal statement (reflections on your decision-making) 	2, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	1	1, 2, 3, 4, 5
O10					
O11	<ul style="list-style-type: none"> witness statements (comments on your decision-making) 	1, 2, 4, 7, 8, 9, 10	-	-	-
O12					

Unit level:	SCQF 7
Credit value:	3
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	This unit is about communicating information and knowledge to a wide range of people. Effective communication requires a good understanding of the people you are communicating with, their needs, motivations and ways in which they prefer to communicate. It also requires careful planning, the use of a variety of techniques to retain people's interest and attention, and flexibility to adapt the communication in response to feedback and ensure people have received and understood the information and knowledge.

Who is the unit for?

The unit is recommended for managers at all levels

Skills

Listed below are the main generic 'skills' that need to be applied in communicating information and knowledge. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Analysing
- Assessing
- Communicating
- Decision making
- Evaluating
- Involving others
- Obtaining feedback
- Planning
- Presenting information
- Providing feedback
- Reviewing.

Outcomes of effective performance

The learner must be able to:

1. Identify the information and knowledge people need and why they need it.
2. Communicate information and knowledge only to those who have a right to it, in line with policies and legal requirements.
3. Identify how people prefer to receive information and knowledge and what media, languages, styles, timing and pace are most appropriate for communicating with them.
4. Check that the information and knowledge you are communicating is current, accurate and complete.
5. Take action to minimise any interference or disruption to your communication.
6. Communicate in ways that help people to understand the information and knowledge you are communicating and its relevance to them
7. . Use a variety of techniques to gain and maintain people's attention and interest and to help them retain information and knowledge.
8. Adjust and fine-tune your communication in response to both verbal and non-verbal feedback.
9. State the level of confidence that can be placed on the information and knowledge you are communicating, i.e. whether it is based on rigorously researched evidence, widely accepted facts or personal opinion.
10. Where you have to use jargon, technical terms or abbreviations, explain these carefully.
11. Confirm that people have received and understood the information and knowledge you have communicated

Behaviours which underpin effective performance

1. You recognise the opportunities presented by the diversity of people.
2. You identify people's information needs.
3. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.
4. You identify people's preferred communication media and styles and adopt media and styles appropriate to different people and situations.
5. You present information clearly, concisely, accurately and in ways that promote understanding
6. . You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
7. You check the validity and reliability of information.
8. You make appropriate information and knowledge available promptly to those who need it and have a right to it.
9. You seek to understand people's needs and motivations.
10. You take timely decisions that are realistic for the situation

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. How to identify people's needs for information and knowledge and their motivations for acquiring it.
2. The importance of communicating information and knowledge only to those who have a right to it.
3. How to establish people's preferred communication media, languages, styles, timing and pace.
4. The importance of checking the currency, accuracy and completeness of the information and knowledge you are communicating, and how to do so.
5. How to take action to minimise any interference or disruption to your communication.
6. The importance of structuring your communication in ways that facilitate people's reception and understanding, and how to do so.
7. Techniques to gain and maintain people's attention and interest and to help them retain information and knowledge, and how to use a variety of relevant techniques.
8. The importance of using verbal and non-verbal feedback to help you fine-tune your communication, and how to do so.
9. The importance of communicating the level of confidence that can be placed on the information and knowledge, i.e. whether it is based on rigorously researched evidence, widely accepted facts or personal opinion.
10. The importance of carefully explaining jargon, technical terms or abbreviations.
11. The importance of confirming that people have received and understood the information and knowledge you have communicated, and how to do so.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for communicating information and knowledge

Context specific knowledge and understanding

1. The needs, motivations and preferences of the people with whom you are communicating.
2. Policies and legal requirements relating to communication.
3. Who has a right to the information and knowledge you are communicating.
4. The jargon, technical terms and abbreviations commonly used in the context in which you are working

Unit 324

Communicate information and knowledge

Supporting Information

Evidence requirements

Out-comes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Records of your communication to others				
O1	<ul style="list-style-type: none"> notes of meetings or conversations, emails, memos and letters to identify others' need for information and knowledge and preferences for how its communicated 	1, 2, 3, 4, 9	1, 2, 3	1	1, 3
O2	<ul style="list-style-type: none"> examples of communication in written form through different media (emails, memos, letters, reports, notes or recordings of briefings and presentations) that you have prepared, using different styles and for different audiences 	1, 3, 4, 5, 6, 7, 8	4, 5, 6, 7, 8, 9, 10, 11	1	1, 2, 3, 4
O3					
O4					
O5					
O6					
O7	<ul style="list-style-type: none"> records of feedback from others on your communications showing, your effectiveness in communicating information and knowledge successfully 	1, 2, 3, 9	8, 11	-	1
O8					
O9					
O10					
O11	<ul style="list-style-type: none"> personal statement (reflections on your communications to others) 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1	1, 2, 3, 4
	<ul style="list-style-type: none"> witness statements (comments on your communications to others) 	2, 3, 4, 5, 6, 7, 8, 9, 10	-	-	-

Unit level:	SCQF 8
Credit value:	11
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	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.

Who is the unit for?

The unit is recommended for first line managers and middle managers.

Skills

Listed below are the main generic 'skills' which need to be applied in managing projects. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Evaluating
- Delegating
- Communicating
- Setting objectives
- Decision-making
- Leadership
- Motivating
- Negotiating
- Planning
- Problem solving
- Information management
- Contingency planning
- Risk management
- Reviewing
- Consulting
- Monitoring
- Thinking systematically

Outcomes of effective performance

The learner must be able to:

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.
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.
3. Develop, in consultation with relevant people, a realistic and thorough plan for undertaking the project and achieving the key objectives.
4. Discuss and agree the project plan with the project sponsor(s) and any key stakeholders, making changes where necessary.
5. Brief any project team members on the project plan and their roles and responsibilities and provide ongoing support, encouragement and information.
6. Put processes and resources in place to manage potential risks arising from the project and deal with contingencies.
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 the 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

Behaviours which underpin effective performance

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
2. You find practical ways to overcome barriers.
3. You present information clearly, concisely, accurately and in ways that promote understanding.
4. You create a sense of common purpose.
5. You make best use of available resources and proactively seek new sources of support when necessary
6. You act within the limits of your own authority.
7. You are vigilant for potential risks and hazards.
8. You take pride in delivering high quality work.
9. You take personal responsibility for making things happen

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

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 life cycle
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 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 of providing ongoing support, encouragement and information to any project team members
12. Ways of 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 importance 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

1. Project management tools and techniques commonly used in the industry or sector
2. Risks and contingencies common to the industry/sector
3. Industry/sector specific legislation, regulations, guidelines and codes of practice

Context specific knowledge and understanding

1. The project sponsor(s) – the individual or group for whom the project is being undertaken
2. Key stakeholders – the individuals or groups who have a vested interest in the success of the project and the organisation
3. The agreed key objectives and scope of the proposed project and the available resources
4. The overall vision, objectives and plans of the organisation and any other relevant programmes of work or other projects being undertaken
5. Mechanisms for consulting on the development of the project plan and the views/thoughts received from relevant people in relation to proposals
6. The agreed project plan
7. The roles and responsibilities of any project team members
8. Methods used for briefing, supporting, encouraging and providing information to any project team members
9. Processes and resources put in place to manage potential risks and deal with contingencies
10. Type and nature of potential risks identified and contingencies encountered
11. Specific project management tools and techniques used to monitor, control and review progress
12. Processes in place for communicating information on progress of the project to the project sponsor(s), any key stakeholders and any project team members
13. Processes in place for identifying and agreeing changes to the project plan and any changes which have been made
14. Processes for confirming satisfactory completion of the project with the project sponsor(s) and any key stakeholders
15. Processes for evaluating the success of the project and any lessons which have been learned from undertaking the project
16. Methods used for recognising the contributions of any project team members to successful projects.

Unit 325 Manage a project

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: 1. possible examples of evidence	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
Project terms of reference you have agreed and project plans that you have prepared:					
O1	2. 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	3, 4, 5, 7	1, 2, 3, 4, 5, 6, 7, 8, 9	2, 3	1, 2, 3, 4
O2	3. 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	3, 5	1, 3, 6, 9, 13, 14	1, 2, 3	3, 6, 7, 11
O3	4. 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	4, 5, 6, 7, 9	2, 3, 6, 8, 9, 10, 11, 12	2, 3	3, 4, 5, 6, 7, 8
O4					
O5	5. 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	3, 4, 5, 6, 7, 9	6, 9, 10, 11, 12	2, 3	6, 7, 9
O6	6. personal statement (reflections on your role and performance in agreeing the project terms of reference, and organising and planning the project)	5, 6, 7, 8, 9	1, 2, 3, 4, 5, 7, 8, 9, 10	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
7. Your records of monitoring and evaluating projects you have managed:					
O7	8. 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	1, 2, 3, 5, 6, 7, 8, 9	2, 3, 11, 12, 13, 14, 15, 16, 17	1, 2	6, 7, 8, 9, 10, 11, 12, 13
O8					
O9					
O10					
O11					
O12					

Outcomes	Evidence of Outcomes:	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
	1. possible examples of evidence				
	9. 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	1, 2, 3, 5, 6, 7, 8, 9	2, 3, 11, 12, 13, 14, 15, 16, 17	1, 2	6, 7, 8, 9, 10, 11, 12, 13
	10. 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	1, 2, 3, 5, 6, 7, 8, 9	2, 3, 15, 17, 18, 19, 20	-	6, 7, 8, 9, 10, 11, 14, 15, 16
	11. 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	1, 2, 3, 5, 6, 7, 8, 9	2, 3, 15, 17, 18, 19, 20	-	6, 7, 8, 9, 10, 11, 14, 15, 16
	12. personal statement (reflections on the effectiveness of the project in achieving its goals and your performance in managing the project)	1, 2, 3, 5, 6, 7, 8, 9	1, 2, 7, 9, 18, 19	1, 2	3, 4, 6, 11, 15

Unit 326

Monitor and solve customer service problems

Unit level:	SCQF 6
Credit value:	6
Relationship to NOS:	Customer Service National Occupational Standards
Aim:	<p>This unit sits within the Customer Service Theme of Handling Problems. This Theme covers the behaviours, processes and approaches that are most effective when handling customer service problems.</p> <p>Your job involves delivering and organising excellent customer service. However good the service provided, some of your customers will experience problems and you will spot and solve other problems before your customers even know about them.</p> <p>This Unit is all about the part of your job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems.</p> <p>Remember that some customers judge the quality of your customer service by the way that you solve customer service problems. You can impress customers and build customer loyalty by sorting out those problems efficiently and effectively. Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.</p>

Who is the unit for?

The unit is recommended for first line managers and middle managers.

Skills

Listed below are the main key words and phrases for this unit.

- Solve problems
- Work with others
- Keep customers informed
- Repeated problems
- Choose among options
- Avoid problems
- Inform
- Monitor changes
- Adjust changes
- Valuing and supporting others

Outcomes of effective performance

Solve immediate customer service problems:

1. respond positively to customers' problems according to organisational guidelines
2. solve customer problems when it is within your own area of authority
3. work with others to solve customers' problems
4. keep customers informed of the action being taken
5. check with customers that they are satisfied with the action taken
6. solve problems within service systems and procedures that might affect customers before they become aware of them
7. inform the appropriate authority and colleagues of the steps taken to solve specific problems

Identify repeated customer service problems and options for solving them

1. Identify repeated customer service problems
2. identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option
3. work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation

Take action to avoid the repetition of customer service problems

1. obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated
2. action your agreed solution
3. keep your customers informed in a positive and clear manner of steps being taken to solve any service problems
4. monitor the changes you have made and adjust them if appropriate

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

You will have a full appreciation of the legal and organisational responsibilities relevant to your job role. You will need to show in your evidence that you have worked within the rules and regulations of your organisation and have applied high levels of knowledge and understanding when dealing with your customers.

You will also need to show that you are aware of the position of your organisation in the wider context. You will be expected to show that you are aware of:

- a major competitors of your organisation
- b the effects of legislation on the performance of your organisation
- c the implications of a change of structure, products or services for your organisation
- d the implications of other market place activities on your organisation

In addition you will need to demonstrate that you know and understand:

1. what your customers' rights are and how these rights limit what you are able to do for your customer
2. the specific aspects of:
 - health and safety
 - data protection
 - equal opportunities
 - disability discrimination
 - legislation and regulationsthat affect the way the products or services you deal with can be delivered to your customers
3. industry, organisational and professional codes of practice and ethical standards that affect the way the products or services you deal with can be delivered to your customers
4. any contractual agreements that your customers have with your organisation
5. the products or services of your organisation relevant to your customer service role
6. the guidelines laid down by your organisation that limit what you can do within your job
7. the limits of your own authority and when you need to seek agreement with or permission from others
8. any organisational targets relevant to your job, your role in meeting them and the implications for your organisation if those targets are not met
9. how to communicate in a clear, polite, confident way and why this is important
10. organisational procedures and systems for dealing with customer service problems
11. how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with the internal customer
12. how to negotiate with and reassure customers while their problems are being solved.

Unit 327

Work with others to improve customer service

Unit level:	SCQF 6
Credit value:	8
Relationship to NOS:	Customer Service National Occupational Standards
Aim:	<p>This unit sits within the Customer Service Theme of Development and Improvement. This Theme covers activities and approaches that play a vital part in customer service by seeking and implementing improvements and developments.</p> <p>Teamwork is a key component of delivering and improving excellent customer service. The people you work with to improve customer service may include one or more of the following: team members; colleagues; suppliers; service partners; supervisors; managers; team leaders.</p> <p>The delivery of excellent customer service depends on your skills and those of others. It involves communicating with each other and agreeing how you can work together to give a more effective service. You need to work together positively. You must also monitor your own and the team's performance and change the way you do things if that improves customer service.</p> <p>This Unit is all about how you develop a relationship with others to improve your customer service performance..</p>
Who is the unit for?	The unit is recommended for first line managers and middle managers
Skills	<p>Listed below are the main key words and phrases for this unit.</p> <ul style="list-style-type: none">• Work with others• Improve customer service• Contribute ideas• Co-operate with others• Keep commitments• Monitor own performance• Monitor joint performance

Outcomes of effective performance

Improve customer service by working with others

You need to show that you:

1. contribute constructive ideas for improving customer service
2. identify what you have to do to improve customer service and confirm this with others
3. Agree with others what they have to do to improve customer service
4. co-operate with others to improve customer service
5. keep your commitments made to others
6. Make others aware of anything that may affect plans to improve customer service

Monitor your own performance when improving customer service

You need to show that you:

1. discuss with others how what you do affects customer service performance
2. identify how the way you work with others contributes towards improving customer service

Monitor joint performance when improving customer service

You need to show that you:

1. discuss with others how teamwork affects customer service performance
2. identify with others how customer service teamwork could be improved
3. take action with others to improve customer service performance

Knowledge and understanding

General knowledge and understanding

You will have a full appreciation of the legal and organisational responsibilities relevant to your job role. You will need to show in your evidence that you have worked within the rules and regulations of your organisation and have applied high levels of knowledge and understanding when dealing with your customers.

You will also need to show that you are aware of the position of your organisation in the wider context. You will be expected to show that you are aware of:

- a major competitors of your organisation
- b the effects of legislation on the performance of your organisation
- c the implications of a change of structure, products or services for your organisation
- d the implications of other market place activities on your organisation

In addition you will need to demonstrate that you know and understand:

1. what your customers' rights are and how these rights limit what you are able to do for your customer
2. the specific aspects of:
 - health and safety
 - data protection
 - equal opportunities
 - disability discrimination
 - legislation and regulationsthat affect the way the products or services you deal with can be delivered to your customers
3. industry, organisational and professional codes of practice and ethical standards that affect the way the products or services you deal with can be delivered to your customers
4. any contractual agreements that your customers have with your organisation
5. the products or services of your organisation relevant to your customer service role
6. the guidelines laid down by your organisation that limit what you can do within your job
7. the limits of your own authority and when you need to seek agreement with or permission from others
8. any organisational targets relevant to your job, your role in meeting them and the implications for your organisation if those targets are not met
9. how to communicate in a clear, polite, confident way and why this is important
10. who else is involved either directly or indirectly with your ability to offer your organisation's products or services
11. the roles and responsibilities of others in your organisation
12. the roles of others outside your organisation who have an impact on the products or services you provide
13. what the goals or targets of your organisation are in relation to customer service and how these are set.

Unit 328

Prepare for and participate in quality audits

Unit level:	SCQF 8
Credit value:	6
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	<p>This unit is about preparing for, and participating in, quality audits of your area of responsibility as part of a formal quality management system, such as ISO9001:2000 or sector-specific systems.</p> <p>The key to a successful audit outcome is to ensure that work consistently meets quality standards and complies with relevant procedures. Preparation for the audit involves checking all relevant documentation is up-to-date and readily available for the audit, whilst active participation in the audit can ensure that any non-conformances are addressed and potential improvements to business processes, quality standards and/or procedures are identified.</p>

Who is the unit for?

The unit is managers working in environments with formal quality management systems who are required to participate in quality audits.

Skills

Listed below are the main generic 'skills' which need to be applied in managing projects. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Monitoring
- Planning
- Presenting information
- Reporting
- Researching

Outcomes of effective performance

The learner must be able to:

1. Establish clearly the quality standards and procedures that apply to your area of responsibility.
2. Monitor work in your area of responsibility to ensure it consistently meets quality standards and complies with procedures.
3. Check that all relevant records and documentation are complete, up-to-date and accessible.
4. Check that any corrective actions agreed in previous audits have been taken and that any recommendations have been considered and acted upon, where appropriate.
5. Provide the auditor with access to all relevant information, records and documentation.
6. Discuss with the auditor the results of the audit and agree appropriate corrective actions to remedy any non-conformances and the date by which the actions should be carried out.
7. Discuss with the auditor any areas where business processes, quality standards or procedures could be improved.
8. Plan to carry out any agreed corrective actions and ensure that these are carried out by agreed dates

Behaviours which underpin effective performance

1. You find practical ways to overcome barriers.
2. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.
3. You present information clearly, concisely, accurately and in ways that promote understanding.
4. You keep people informed of plans and developments.
5. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. You show respect for the views and actions of others.
7. You act within the limits of your authority.
8. You use cost-effective, time-effective and ethical means to gather, store and retrieve information.
9. You make appropriate information and knowledge available promptly to those who need it and have a right to it.
10. You present information clearly, concisely and accurately and in ways that promote understanding.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. Quality management principles and methods.
2. How to monitor work to ensure it consistently meets quality standards and complies with procedures.
3. The importance of ensuring that records and documentation are complete and up-to-date and how to make these readily accessible to auditors.
4. How to identify areas where business processes, quality systems or procedures could be improved.
5. How to plan and monitor to ensure that corrective actions are carried out by agreed dates

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for quality management and auditing

Context specific knowledge and understanding

1. The quality standards and procedures that apply to your area of responsibility.
2. The records and documentation required for your area of responsibility.
3. Corrective actions agreed in previous audits.
4. Recommendations for improvements made in previous audits.

Unit 329

Manage the delivery of customer service in your area of responsibility

Unit level:	SCQF 6
Credit value:	9
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	This unit is about managing the delivery of customer service in the manager's area of responsibility. The term 'customer' includes external customers and internal customers in other parts of the organisation.

Who is the unit for?

The unit is recommended particularly for first line managers who are required to manage the delivery of customer service as part of a broader management role. It is not aimed at specialist customer service managers, who should refer to the Customer Service National Occupational Standards.

Skills

Listed below are the main generic 'skills' which need to be applied in managing projects. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Acting assertively
- Analysing
- Communicating
- Information management
- Managing conflict
- Monitoring
- Obtaining feedback
- Planning
- Problem solving
- Researching
- Reviewing
- Team building
- Thinking with a focus on customers
- Valuing and supporting others

Outcomes of effective performance

The learner must be able to:

1. Establish clear and measurable standards of customer service, taking into account customers' expectations, your organisation's resources and any legal or regulatory requirements.
2. Organise staffing and other resources to meet customer service standards, taking account of varying levels of demand and likely contingencies.
3. Ensure customer service staff are competent to carry out their duties, and provide them with any necessary support.
4. Ensure staff understand the standards of customer service they are expected to deliver and the extent of their autonomy in responding to customers' requests and problems.
5. Take responsibility for dealing with customers' requests and problems referred to you, seeking advice from specialists and/or more senior managers, where necessary.
6. Ensure customers are kept informed about the actions you are taking to deal with their requests or problems.
7. Encourage staff and customers to provide feedback on their perceptions of the standards of customer service.
8. Continuously monitor the standards of customer service delivered, customers' requests and problems and feedback from staff and customers.
9. Analyse customer service data to identify the causes of problems and opportunities for improving customer service.
10. Make or recommend changes to processes, systems and/or standards in order to improve customer service

Behaviours which underpin effective performance

1. You respond quickly to crises and problems with a proposed course of action.
2. You make time available to support others.
3. You demonstrate a clear understanding of different customers and their real and perceived needs.
4. You give people opportunities to provide feedback and you respond appropriately.
5. You empower staff to solve customer problems within clear limits of authority.
6. You take personal responsibility for resolving customer problems referred to you by other staff.
7. You recognise recurring problems and promote changes to structures, systems and processes to resolve these.
8. You prioritise objectives and plan work to make the best use of time and resources.
9. You keep promises and honour commitments.
10. You take timely decisions that are realistic for the situation

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. How to establish clear and measurable standards of customer service, taking into account customers' expectations and your organisation's resources.
2. How to organise staffing and other resources to meet customer service standards, and the importance of taking account of varying levels of demand and likely contingencies.
3. How to identify likely contingencies when organising staffing and other resources.
4. How to identify sustainable resources and ensure their effective use when organising the delivery of customer service.
5. The importance of ensuring customer service staff are competent to carry out their duties, and provide them with any necessary support, and how to do so.
6. The importance of ensuring staff understand the standards of customer service they are expected to deliver and the extent of their autonomy in responding to customers' requests and problems.
7. The importance of taking responsibility for dealing with customers' requests and problems referred to you, seeking advice from specialists and/or more senior managers, where necessary.
8. The importance of keeping customers informed about the actions you are taking to deal with their requests or problems.
9. How to identify and manage potential issues before they escalate into problems.
10. How to deal with customers' requests and/or problems.
11. The importance of encouraging staff and customers to provide feedback on their perceptions of the standards of customer service.
12. How to monitor the standards of customer service delivered, customers' requests and problems and feedback from staff and customers, and the importance of doing so continuously
13. The types of customer service data available and how to analyse such data to identify the causes of problems and opportunities for improving customer service.
14. Types of problems and opportunities for improving customer service.
15. The importance of making or recommending changes to processes, systems and/or standards in order to imp

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for the delivery of customer service

Context specific knowledge and understanding

1. Your organisation's customers and their expectations of customer service.
2. Your organisation's complaints policy and procedures.
3. Your organisation's available resources.
4. Your organisation's staffing in relation to delivering customer service

Unit 330

Prepare sales proposals and deliver sales presentations

Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	This unit is about preparing for sales opportunities, and includes developing proposals and sales quotations, and also the preparation of both formal and informal sales presentations. It includes identifying customer requirements, matching these with your organisation's objectives and the features and benefits of your product/services, and presenting a planned sales pitch.
Who is the unit for?	This unit is recommended for those involved in preparing proposals and in preparing and delivering sales presentations, but who are not necessarily sales specialists. For example, such individuals might be 'general' managers within larger organisations, or managers and/or proprietors within small to medium sized organisations.
Skills	NB Sales units are not SCQF rated

Outcomes of effective performance

The learner must be able to:

1. Assess your customer's needs and their interest in your organisation's products/services
2. Ensure that your potential customer's requirements are understood fully and that all issues requiring clarification are resolved before the proposal is finalised
3. Establish and develop the content of the proposal in your house-style, including essential information about the products/services offered, including the price, terms and conditions of sale
4. Provide the required level of detail, as briefed by your prospect or customer, and supply the proposal within the agreed time-scales, and follow it up with an appropriate offer of further clarification and information if that is needed
5. Agree with you customer the length and the content of the subsequent presentation and who will be present
6. Identify and evaluate the most suitable audio-visual aids for effective and innovative delivery of a presentation, and the promotional material that will most complement and enhance your presentation
7. Ensure that your presentation includes the benefits of your products/services, relating these to your customer's needs, and follows a format designed to attract your customer's attention
8. Structure your presentation in a way that maximises the impact of the information and ideas within it
9. Ensure that any demonstration of products/services accompanying the sales presentation are prepared prior to the meeting
10. Anticipate problems, constraints or objections that could be raised in response to the presentation and prepare possible responses to them

11. Invite your audience to ask questions and to seek clarification, listening carefully to their questions, and responding positively and effectively
12. Aim to gain commitment to progress and, if possible, close the sale

Behaviours which underpin effective performance

1. You are alert to verbal and non-verbal communication signals and respond to them appropriately
2. You present ideas and arguments clearly, concisely and convincingly
3. You demonstrate a thorough knowledge and understanding of your organisation's products/services

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. The content and structure of effective proposals, and the points which these need to address
2. How to keep the proposal customer-focused
3. The range of resources and visual aids that can be used to assist in the presentation
4. The potential barriers that can exist in a presentation and how to overcome them
5. How to use verbal and non-verbal communications effectively in presentations
6. How to show customers that you are listening to them and understand their needs and wants
7. How to read buyer signals, including verbal and non-verbal cues
8. The variety of questioning techniques that can be used to encourage and engage customers in the presentation

Industry/sector specific knowledge and understanding

1. Typical procurement practices in your industry

Context specific knowledge and understanding

1. Details of the products/services being offered by your organisation
2. Your customer's requirements and how these relate to your products/services
3. Your organisation's procedures for proposal development and submission
4. The information underpinning the submission of the proposal including factors relating to pricing strategies and payment arrangements
5. Sales literature and promotional offers that are complementary to the presentation and will assist in securing the sale
6. Testimonials from satisfied customers that can be used in your presentation.

Unit 331

Sell products/services to customers

Relationship to NOS: National Occupational Standards for Management and Leadership

Aim: This unit is about the activities involved within the sales cycle in matching products/services to customers' needs. It focuses upon face to face selling activity, and also applies to telephone contact. It includes generating sales leads, identifying customers' buying needs, promoting the features and benefits of relevant products/services, addressing queries/ objections and closing sales with mutually beneficial terms and conditions.

Who is the unit for?

This unit is recommended for those involved in the selling of their organisation's products/services, but are not necessarily sales specialists. For example, such individuals might be 'general' managers within larger organisations, or managers and/or proprietors within small to medium sized organisations.

Skills

NB Sales units are not SCQF rated

Outcomes of effective performance

The learner must be able to:

1. Contact customers identified as sales leads, accessing those who can make buying decisions
2. Identify customer requirements through careful questioning, checking for understanding and summarising their buying needs and interests
3. Identify the key features and associated benefits of your relevant products/services, relating these to the needs identified
4. Discuss and assess with the customer those of your products/services which are suitable for their needs
5. Evaluate potential trade-offs, whereby particular aspects of the product/services' package might be enhanced whilst others of lesser importance might be reduced, that will be beneficial both to the customer and to your organisation
6. Provide accurate information and make proposals regarding products/services and pricing, where relevant, that meet the customer's requirements
7. Explore any queries or objections raised by the customer and identify any reasons holding the customer back from agreeing the sale
8. Identify and prioritise any concerns, and provide evidence to the customer of the strengths of your organisation and its products/services relevant to addressing the concerns
9. Check that the customer agrees how any concerns can be overcome
10. Interpret verbal and non-verbal buying signals given by the customer and act upon them accordingly in progressing towards closing the sale
11. Close the sale by gaining the commitment of the customer
12. Agree future contact arrangements, including post-sales calls to confirm customer satisfaction where relevant
13. Record all required details accurately and clearly
14. Fulfil all relevant legal, regulatory and ethical requirements

Behaviours which underpin effective performance

1. You present information clearly, concisely, accurately and in ways which promote understanding
2. You show respect for the views and actions of others.
3. You work towards 'win-win' solutions
4. You keep promises and honour commitments
5. You work to develop an atmosphere of professionalism and mutual trust

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. The difference between influencers and decision makers and their relative roles in the decision making process
2. The key stages in the sales-cycle, and how to use this effectively in structuring the sales approach
3. The importance of listening effectively, and of confirming understanding
4. The importance of effective questioning techniques and how to use these
5. The difference between features and benefits, and how to use these effectively in selling
6. The typical range of behaviours displayed by customers, including body language, and how to respond to these constructively in a sales situation
7. Typical objections that can arise in a selling situation, including the difference between sincere and insincere objections, and how to manage these effectively
8. Effective methods for closing sales.

Industry/sector specific knowledge and understanding

1. Legal, regulatory and ethical requirements impacting upon selling in your sector

Context specific knowledge and understanding

1. Your organisation's sales plans and objectives, including its target market, key customers and their requirements from your products/services
2. Your organisation's products/services, and their features and benefits
3. Your organisation's structure and lines of decision-making
4. Competitor sales activities, and key features of their products/services
5. Your own sales targets and plans for achieving these
6. Your organisation's sales process and procedures, including recording requirements
7. Available literature and materials to support the selling process.

Appendix 1 Relationships to other qualifications

Links to other qualifications

This qualification has connections to the:

8358-20 SVQ 2 in Team Leading at SCQF Level 5

8313-44/91 SVQ 4 in Management at SCQF Level 9

8344-05 SVQ 5 in Management at SCQF Level 11

Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

City & Guilds Centre Manual contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

Walled Garden: how to register and certificate candidates on line

Events: dates and information on the latest Centre events

Online assessment: how to register for e-assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

The centre and qualification approval process and forms

Assessment, verification and examination roles at the centre

Registration and certification of candidates

Non-compliance

Complaints and appeals

Equal opportunities

Data protection

Frequently asked questions.

Linking to this document from web pages

We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

Appendix 3 Glossary

Key words and concepts

This is a summary of the key words and concepts as used across the Management and Leadership standards. The definitions have been generalised and may not be identical to those given in individual units.

Activities

actions, processes, operations or services in the workplace which must be carried out in order to achieve objectives

Allocating work

giving teams and individuals responsibility for tasks which should achieve agreed work objectives

Assessment

the process by which managers are judged as to whether they are competent against the Management and Leadership standards

Assessor

a person who undertakes the formal assessment and evaluation of managers' evidence against the Management and Leadership standards in order to judge whether they are competent

Audit

examining processes to check whether they are consistent with quality standards, systems and procedures

Auditees

those whose compliance with quality standards, systems and procedures is being examined

Benefits

positive results from the use of resources, for example: improved effectiveness and efficiency, better results for the customer

Confidentiality

only providing information to those who are authorised to have it

Colleagues

people working at the same level as the manager, or at a higher or lower level, either in the manager's organisation or in other organisations

Competence

the ability to perform in the workplace to the standards required

Compliance

meeting the required quality standards, specifications and procedures

Consultation

asking others for their views and involving them openly in decision making

Contributions

ideas and information which people want or need to raise

Control system

a system which ensures products and services are delivered within agreed specifications

Corrective action

action taken to remedy a situation when actual differs from plan.

Customer

the person(s), organisation(s) or department(s), either inside or outside the organisation for whom the manager is providing services or products

Development activities

any activities undertaken to develop skills, such as carrying out work-based projects or assignments, observing an expert colleague at work, reading books and specialist journals, undertaking open learning or computer-based training, attending training courses or conferences

Development needs

gap between the demands of the person's job (both now and in the foreseeable future) and their current level of skills

Development plan

plan which identifies desired level of skills and the activities to be undertaken in order to reach this level, with a time-scale

Digressions

discussions or contributions which wander away from the purpose

Disciplinary procedures

procedures, which form part of the contract of employment, which must be followed in the event of sub-standard work or gross misconduct; these procedures normally involve a process of verbal and written warnings and, eventually, dismissal

Discrepancies

differences between actual practice and agreed procedures

Energy sources

all sources of energy, such as electricity, gas, oil, solid fuels, nuclear, and renewable sources

Ensuring consistency in product and service delivery

making sure that products and services continuously meet the standards agreed in the organisation and with customers

Environment

physical conditions both inside and outside the organisation

Equal access

giving every member of the team the same opportunity to be involved in activities or to use resources

EU

European Union

Evaluation

a balanced assessment of people's work and behaviour

Evidence requirements

the evidence people must show to prove to a SVQ assessor that they are competent

Examples of evidence

some examples of the sort of evidence which can be used to show that managers are competent

Feedback on performance

information given to team members on how well they are performing against the objectives which have been agreed

Formative assessment

assessment which takes place during a period of development or performance

Grievance procedures

procedures, which form part of the contract of employment, which must be followed in the event of a team member having a serious complaint against the organisation or someone in it; these procedures normally involve a process of appeals to higher level managers

Impact on the environment

positive or negative effects on the environment which may result from the use of resources

Improvements

changes to work conditions or practices designed to improve efficiency or effectiveness

Individuals

colleagues or team members with whom the manager works

Individual aspirations

the personal wishes of individuals to improve their performance at work, their career prospects or their personal circumstances

Knowledge and understanding

what people need to know and understand in order to perform to the Management and Leadership standards

Legal requirements

laws relevant to the quality of products, services or processes

Management and Leadership Standards

national benchmarks which define the standard of performance expected of team leaders and managers

Meetings

coming together with other people to give them information, consult with them or reach decisions

Plans

Monitoring

keeping a close eye on how resources are being used and comparing this with budgets and other plans

Objectives

predefined results which are specific, measurable, agreed with others, realistic and time-bound

Opportunities

developments, either inside or outside the organisation, which could have a positive impact on work or plans if appropriate action is taken.

Organisation

the organisation for which the manager works.

Organisational constraints

the organisation's policies, objectives and level of resources, which limit freedom to take decisions and action

Organisational requirements

the policies, guidelines, systems and procedures of the organisation which are relevant to work activities

Process

series of actions carried out in a specific order to achieve a particular result

Performance criteria

criteria to assess if the manager's performance meets the National Standard

Personnel

all the people working for the organisation; these may be internal or external workers, permanent or temporary, fulltime or part-time, paid or voluntary

Planning

deciding what to do, when, in what order, and who to get involved; plans may be short-term (over the next day, week or month), medium-term (over the next few months) or long term (over a year or more)

documents, or spoken agreements, which describe the work to be carried out, when, by whom, to what standard and with what resources, in order that requirements and objectives can be met

Policies

rules which govern the use of resources, for example: planning policies, policies governing the supply of equipment and materials, health and safety policies, environmental policies

Problems affecting team members' performance

problems at work which may be caused either by work-related factors or external factors from the team members' personal life

Procedure

an agreed way of carrying out an activity or process

Prioritisation

deciding the relative importance and urgency of objectives and tasks, and deciding in which order to tackle them

Quality

the standard of product or service needed by the customer

Quality systems

formal structures of techniques to make sure products and services consistently meet the standard required by the customer

Recommendations

requesting budget allocations or proposing the supply of resources needed to achieve objectives; suggesting new methods of using available resources to improve effectiveness and efficiency

Regulators

people empowered by government to regulate an industry

Relevant people

team members, colleagues working at the same level, higher level managers or sponsors, specialists, customers and suppliers.

Requirements

the outputs of work agreed with customers, specified in terms of quality, quantity, delivery and health and safety

Resource constraints

limitations on the amount of equipment, materials, services, supplies, finance, energy, premises and time

Resources

equipment, materials, services, supplies, finance, energy, premises and time

Respect for individuals

the open acknowledgement that individuals have the right to their own views, actions and development as long as these do not unduly constrain the rights of others

Reviewing

looking back over what has happened, in order to adjust plans (or expectations), if necessary, and learn the lessons from the past

Schedules

documents showing the work to be done, when and, sometimes, by whom

Scottish Vocational Qualification (SVQ)

a certificate, awarded in Scotland, which is proof that the holder performs to the National Standard in the area covered

Selection criteria

criteria, derived from a job specification, against which to assess job applicants in a fair and objective way

Standards of behaviour

the types of behaviour which are acceptable within the working environment, consistent with the values of the organisation, and sometimes described in policies

Standards of work

the quality of work agreed and the way that quality will be measured

Style of leadership

the way the team is managed so that a satisfactory result can be achieved

Summative assessment

assessment which takes place at the end of a period of development or performance

Suppliers

the person(s), organisation(s) or department(s), either inside or outside the organisation which provide services or products

Support

the verbal or actual support (such as time, resources or advice) which others give, and vice versa

Support services

specialist services, such as doctors or counsellors, which may be required to help team members solve their problems

Systems and procedures

methods of recording and filing information for future use which the organisation requires

Team members

people who work as part of a functional or project team

Team objectives

clearly specified results which a team needs to achieve

Threats

developments, either inside or outside the organisation, which have the potential to have a negative impact on work or plans if appropriate action is not taken

Trends and developments

changes in team, organisation and market, for example: new skills and working methods, efficiency drives, new products and services, changes in customer requirements

Trust

the feeling held by others that they can believe what someone says; that they will act in a consistent way, keep promises and honour commitments

Units of competence

the second level of functional analysis, providing broad descriptions of the different functions managers perform

Values

the values of the organisation which may be reflected in the organisation's mission, standards of work, relationships between individuals at work, relationships with suppliers, customers and other stakeholders, personnel management and reward systems, training, equal opportunities, health and safety and environmental policies

Working conditions

the circumstances in which people work ; these include the physical environment, equipment, materials and working procedures

Appendix 4 Individual development/assessment plan (Number . . .)

Candidate name: Registration no: Adviser/assessor:

Candidates should use this form to agree and track their development with their adviser/assessor. Use as many development plans as required (at least one per meeting). Advisers/assessors should use this form to help candidates prioritise their development, and may also use it when observing or monitoring a workplace activity, as a witness statement to the candidate's achievements.

Date of meeting	Development and/or actions agreed in preparation for assessment	Support required	From whom	Target date	Adviser/assessor comment on completion or witness statement <i>(Adviser/assessor to sign and date each entry)</i>

The actions outlined above have been agreed between the adviser and candidate who have signed below

Adviser/assessor signature: Date: Candidate signature: Date:

Internal verifier signature: Internal verifier name: Date:

Appendix 5 Outline report for workplace evidence

Candidate name: Registration no: Adviser:

Evidence reference: Date of assessment: Assessor:

A candidate can use this form in two ways – to plan their assessment/discussions in advance, and/or to give to their adviser/assessor as part of an oral or observed assessment in the workplace. If used for assessment, each column must contain sufficient information to maintain an audit trail of the evidence presented to the assessor.

Description of job role, activity or responsibility	Set of evidence to be presented <i>Full description, including location and types of documents included</i>	Brief personal statement <i>Summarise main points of evidence and how competence is demonstrated</i>	Outcomes and behaviours claimed <i>(in numeric order)</i>	Assessor use <i>to indicate any tape and counter no</i>

ASSESSOR DECLARATION: *I confirm that the evidence presented meets the stated outcomes and behaviours, and every item of knowledge and understanding stated in the context of the SVQs in Team Leading/Management.*

Adviser/assessor signature: Date:

Internal verifier signature: Internal verifier name: Date:

Appendix 6 Outline report for workplace evidence (imported units)

Candidate name: Registration no: Adviser:

Evidence reference: Date of assessment: Assessor:

A candidate can use this form in two ways – to plan their assessment/discussions in advance and/or to give to their adviser/assessor as part of an oral or observed assessment in the workplace. If used for assessment, each column must contain sufficient information to maintain an audit trail of the evidence presented to the assessor.

Description of job role, activity or responsibility	Set of evidence to be presented <i>Full description, including location and types of documents included</i>	Brief personal report <i>Summarise main points of evidence and how competence is demonstrated</i>	Elements, performance criteria claimed <i>(in alpha/numeric order)</i>	Assessor use <i>to indicate any tape and counter no.</i>

ASSESSOR DECLARATION: *I confirm that the evidence presented is valid, authentic, current and sufficient within the context of the Management Standards, and demonstrates the candidate's competence across the elements and performance criteria claimed above.*

Adviser/assessor signature: Date:

Internal verifier signature: Internal verifier name: Date:

Appendix 7 Personal statement

Candidate name: Registration no:

Evidence reference	<ul style="list-style-type: none"> Personal statements 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 outcomes to behaviours and knowledge and understanding. 	Write in the outcomes and behaviours and knowledge & understanding against your statements

Continued on another page?
YES NO (circle)

Page no

Candidate signature

Internal verifier signature:

Internal verifier name: Date:

Appendix 8 Personal statement (imported units)

Candidate name:Registration no:

Evidence reference	<p>Personal reports demonstrate how the evidence supports your claim to competence. Use these side headings in your report:</p> <p>WHAT you have done – <i>link this to the performance criteria, range and evidence requirements, across all relevant elements</i></p> <p>WHY you did things in the way you claim – <i>link to the knowledge requirements to demonstrate your understanding</i></p>	Write in the elements, PCs, knowledge requirements, range and evidence requirements against your statements
Continued on another page? YES NO (circle)	Page no	Candidate signature
<p>Internal verifier signature:</p> <p>Internal verifier name: Date:</p>		

Appendix 9 Unit summary sheet

Candidate name: Registration no: Unit:

Assessor name: Internal verifier name:

Evidence must meet the stated outcomes and behaviours, and the items of knowledge and understanding claimed

Evidence reference	Brief description of evidence	Outcomes													Behaviours	Knowledge & understanding (general; industry/sector; context)	Assessor/ date		
		1	2	3	4	5	6	7	8	9	10	11	12	13					

Assessment decision *(tick as appropriate)*

Competent **Not yet competent**

Further evidence required **IDAP ref:**

Note that 'not yet competent' and 'further evidence required' decisions should include a further individual development/assessment plan and adequate feedback to the candidate

Signature of candidate: Date:

Signature of assessor: Date:

Signature of internal verifier Date:

Appendix 10 Element summary sheet (imported units)

Candidate name: Registration no: Element:

Assessor name: Internal verifier name:

Evidence must be valid, sufficient for the element, authentic, current and transferable for the candidate to be declared competent

Evidence reference	Brief description of evidence	Performance criteria									Evidence requirements	Knowledge requirements	Assessor/ date
		a	b	c	d	e	f	g	h	i			

Assessment decision (*tick as appropriate*)

Competent **Not yet competent**

Further evidence required **IDAP ref:**

Note that 'not yet competent' and 'further evidence required' decisions should include a further individual development/assessment plan and adequate feedback to the candidate

Signature of candidate: Date:

Signature of assessor: Date:

Signature of internal verifier Date:

Useful contacts

UK learners

General qualification information

E: learnersupport@cityandguilds.com

International learners

General qualification information

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

E: walledgarden@cityandguilds.com

Employer

Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery

E: business@cityandguilds.com

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City & Guilds Group

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