

SVQ 5 in Management at SCQF Level 11 (8344-05)



October 2016 Version 1.0

Qualification Handbook

Qualification at a glance

Subject area	Management
City & Guilds number	8344-05
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 middle 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 middle 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 5 in Management at SCQF level 11	8344-05	GC4X 25

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1 Introduction

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

Area	Description
Who is the qualifications for?	<p>The SVQ 5 Management at SCQF Level 11 is for you if you are a senior manager who</p> <ul style="list-style-type: none">• has operational responsibility for substantial programmes and resources• has a broad span of control• pro-actively identifies and implements change and quality improvements• negotiates budgets and contracts, and• leads high level meetings
What do the qualifications cover?	<p>The Management SVQ5 AT SCQF LEVEL 11 covers the range of activities which managers working at this level are expected to carry out. It has been specially designed for senior managers with a high degree of autonomy for deploying resources and achieving strategic goals. The qualification aims to give participants an opportunity to develop their professional management, skills, knowledge and understanding.</p>
Is it part of an apprenticeship framework or initiative?	No
What opportunities for progression are there?	Learners may progress into employment.

Qualification structure

To achieve the **SVQ 5 in Management at SCQF Level 11** learners must achieve 3 mandatory units from the mandatory group and 4 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

SVQ 5 in Management at SCQF level 11

City & Guilds unit No.	Unit title	SCQF Level	SCQF Credit
Mandatory			
500	Provide leadership for your organisation	11	13
501	Encourage innovation in your organisation	11	16
502	Improve organisational performance	11	11
Optional			
503	Develop your personal networks	9	10
504	Map the environment in which your organisation operates	11	14
505	Develop a strategic business plan for your organisation	11	14
506	Put the strategic business plan into action	10	9
507	Ensure compliance with legal, regulatory, ethical and social requirements	9	12
508	Develop the culture of your organisation	11	13
509	Manage risk	11	12
510	Promote equality of opportunity and diversity in your organisation	11	12
511	Lead change	9	15
512	Plan change	9	15
513	Implement change	8	11
514	Develop productive working relationships with colleagues and stakeholders	9	12
515	Plan the workforce	11	12
516	Build and sustain collaborative relationships with other organisations	11	6
517	Obtain additional finance for the organisation	10	18
518	Promote the use of technology within your organisation	11	12
519	Ensure an effective organisational approach to health and safety	11	12
520	Promote knowledge management in your organisation	11	7
521	Outsource business processes	9	9
522	Manage a programme of complementary projects	10	12
523	Build your organisation's understanding of its market and customers	9	12
524	Develop a customer focused organisation	11	12
525	Carry out quality audits	10	6
526	Manage the development and marketing of products/services in your area of responsibility	10	9

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 5 in Management at SCQF Level 11 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 5 in Management at SCQF Level 11 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

Unit	Title	Assessment method	Where to obtain assessment materials
500	Provide leadership for your organisation	Portfolio of evidence	City & Guilds Website
501	Encourage innovation in your organisation	Portfolio of evidence	
502	Improve organisational performance	Portfolio of evidence	
503	Develop your personal networks	Portfolio of evidence	
504	Map the environment in which your organisation operates	Portfolio of evidence	
505	Develop a strategic business plan for your organisation	Portfolio of evidence	
506	Put the strategic business plan into action	Portfolio of evidence	
507	Ensure compliance with legal, regulatory, ethical and social requirements	Portfolio of evidence	
508	Develop the culture of your organisation	Portfolio of evidence	
509	Manage risk	Portfolio of evidence	
510	Promote equality of opportunity and diversity in your organisation	Portfolio of evidence	
511	Lead change	Portfolio of evidence	
512	Plan change	Portfolio of evidence	
513	Implement change	Portfolio of evidence	
514	Develop productive working relationships with colleagues and stakeholders	Portfolio of evidence	
515	Plan the workforce	Portfolio of evidence	
516	Build and sustain collaborative relationships with other organisations	Portfolio of evidence	
517	Obtain additional finance for the organisation	Portfolio of evidence	
518	Promote the use of technology within your organisation	Portfolio of evidence	
519	Ensure an effective organisational approach to health and safety	Portfolio of evidence	
520	Promote knowledge management in your organisation	Portfolio of evidence	
521	Outsource business processes	Portfolio of evidence	
522	Manage a programme of Complementary Projects	Portfolio of evidence	

523	Build your organisation's understanding of its market and customers	Portfolio of evidence	
524	Develop a customer focused organisation	Portfolio of evidence	
525	Carry out quality audits	Portfolio of evidence	
526	Manage the development and marketing of products/services in your area of responsibility	Portfolio of evidence	

Time constraints

There are no fixed periods for completing the SVQ 5 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

Availability of 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 Management 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 level:	SCQF 11
Credit value:	13
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	<p>This unit is about providing direction to people in the organisation and enabling, inspiring, motivating and supporting them to achieve what the organisation has set out to do.</p> <p>It is expected that you will be aware of and be able to apply different styles of leadership appropriate to different people and situations.</p> <p>For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority or a significant operating unit, with a relative degree of autonomy, within a larger organisation.</p>
Skills	<p>Skills</p> <p>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.</p> <ul style="list-style-type: none"> • Thinking strategically • Empowering • Communicating • Influencing and persuading • Leading by example • Planning • Inspiring • Motivating • Problem solving • Valuing and supporting others • Monitoring • Consulting • Obtaining feedback • Following • Managing conflict

Outcome of effective performance

You must be able to:

1. Develop and clearly and enthusiastically communicate and reinforce the organisation's purpose, values and vision to people across the organisation and, where appropriate, to external stakeholders.
2. Ensure that organisational plans support the organisation's purpose, values and vision.
3. Steer the organisation successfully through difficulties and challenges, including conflict within the organisation.
4. Create and maintain a culture within the organisation which encourages and rewards creativity and innovation.
5. Develop, select and apply leadership styles which are appropriate to the different people and situations you face.
6. Motivate people across the organisation to achieve their objectives and reward them when they are successful.
7. Give people across the organisation support and advice when they need it especially during periods of setback and change.
8. Motivate people across the organisation to present their own ideas and listen to what they say.
9. Empower people across the organisation to develop their own ways of working within agreed boundaries.
10. Encourage people across the organisation to take the lead when they have the knowledge and expertise and show willingness to follow this lead.
11. Win, through your performance, the trust and support of people across the organisation and key stakeholders for your leadership of the organisation and get regular feedback on your performance.
12. Monitor activities and progress in different areas of the organisation without interfering.

Behaviours which underpin effective performance

1. You articulate a vision that generates excitement, enthusiasm and commitment.
2. You create a sense of common purpose.
3. You take personal responsibility for making things happen.
4. You present information clearly, concisely, accurately and in ways that promote understanding.
5. You encourage and support others to take decisions autonomously.
6. You act within the limits of your authority.
7. You make time available to support others.
8. You show integrity, fairness and consistency in decision-making.
9. You seek to understand people's needs and motivations.
10. You model behaviour that shows respect, helpfulness and co-operation.
11. You make complex things simple for the benefit of others.

Knowledge and understanding

1. The differences between management and leadership
2. How to develop a compelling vision for an organisation
3. The importance of and what is meant by organisational values
4. Ways of ensuring that organisational plans support the organisation's purpose, values and vision
5. How to select and successfully apply different methods and techniques for communicating with people across an organisation
6. Types of challenges and difficulties that may arise, including conflict within the organisation, and ways of identifying and overcoming them
7. Different theories, models and styles of leadership and how to select and successfully apply these to different people and situations. The importance of communication in the creative process and how to encourage communication across your organisation
8. The effect that different leadership styles can have on organisations
9. How to select and successfully apply different methods and techniques for motivating, rewarding, influencing and persuading people
10. How to empower people effectively
11. How to get and make use of feedback on your leadership performance
12. The organisational benefits of and how to create a culture which encourages and recognises creativity and innovation
13. How to recognise and develop the leadership capability of other people and follow their lead

General knowledge and understanding

You need to know and understand the following:

Industry/sector specific knowledge and understanding

1. Leadership styles common in the industry/sector and their strengths and limitations
2. Legal, regulatory and ethical requirements in the industry/sector

Context specific knowledge and understanding

1. Your own values, motivations and emotions, and the effect these have on your own actions and on other people
2. Your own strengths and limitations in the leadership role.
3. The strengths, limitations and potential of people that you lead
4. Your own role, responsibilities and level of power
5. The purpose and values of and vision for your organisation
6. The leadership culture and capability of your organisation
7. The plans of your organisation
8. The types of support and advice that people are likely to need and how to respond to these
9. External stakeholders whom you may need to communicate and work with

Evidence requirements

Outcomes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
	Policy statements, plans and other documents you have instigated that communicate the organisation’s purpose, values and vision and lead to their being implemented:				
O1	<ul style="list-style-type: none"> mission, values, ethical trading, corporate social responsibility, equal opportunities, quality and other policy statements you have initiated, and roles, responsibilities, procedures and systems you have agreed 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5	1, 2	1, 4, 5, 6, 9
O2	<ul style="list-style-type: none"> reports, newsletters, internet and intranet pages, press releases and other communications you have instigated, prepared or authorised 	1, 2, 3, 4, 5, 6, 10, 11	2, 3, 5	2	4, 5, 9
O4	<ul style="list-style-type: none"> records of meetings you have attended or presentations you have made to promote the organisation’s purpose and values 	1, 2, 3, 4, 6, 10, 11	2, 3, 5	2	4, 5, 9
O11	<ul style="list-style-type: none"> strategic and operational plans you have developed or agreed that reflect and seek to fulfil the organisation’s purpose and values 	1, 2, 4, 6, 8, 11	4, 5	2	5, 6, 7, 9
O12	<ul style="list-style-type: none"> reports you have commissioned and other information you have had gathered to monitor performance and progress towards the organisation’s goals 	3, 6	1, 4, 6	2	7, 9
	<ul style="list-style-type: none"> personal statements (describing how you have developed, communicated and sought to fulfil the organisation’s purpose and values) 	1, 2, 3, 4, 6, 8, 10	1, 2, 3, 7	1, 2	1, 2, 3, 4, 5, 6, 7, 9
	<ul style="list-style-type: none"> witness statements (describing how you have developed, communicated and sought to fulfil the organisation’s purpose and values) 	1, 2, 3, 4, 6, 8, 10, 11	-	-	-
O1	Decisions you have made and actions you have taken to move the organisation towards fulfilling its purpose and goals, embrace creativity and innovation, empower people and overcome problems or difficulties:				
O2	<ul style="list-style-type: none"> reports, letters, emails, minutes, memoranda, notes and other records of meetings and discussions that show that you have taken decisions or initiated actions that reflect the values of the organisation and contribute to fulfilling its purpose, in relation to critical incidents (eg significant problems relating to people, resources, finance, customers, etc) 			1, 2	1, 2, 3, 4, 5, 6, 7, 9
O3					
O4					
O5					
O6					
O7					
O8					
O9					
O10					

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"> training and development, change programmes, projects, improvement groups and other strategies you have initiated, and role descriptions, organisational diagrams, systems and procedures that you have had developed or have agreed, to encourage creativity and innovation, bring about changes, improve performance and enable the organisation to fulfil its values and purpose reward systems you have introduced and used (promotion, job enrichment, responsibility, bonuses, prizes, awards and recognition) to recognise and encourage creativity, innovation, high standards of work performance and achievement of goals personal statements (describing how you have dealt with problems or challenges in ways that reflect the organisation's values and purpose) witness statements (describing how you have dealt with problems or challenges in ways that reflect the organisation's values and purpose) 	<p>3, 5, 6, 7, 8, 9, 10, 11</p> <p>3, 4, 6, 9</p> <p>2, 3, 5, 6, 7, 8, 9, 10</p> <p>2, 3, 5, 6, 7, 8, 9, 10, 11</p>	<p>3, 4, 6, 9, 10, 12, 13</p> <p>3, 4, 6, 9, 10, 12, 13</p> <p>1, 3, 6, 7, 8, 9, 10, 12, 13</p> <p>-</p>	<p>1, 2</p> <p>1, 2</p> <p>1, 2</p> <p>-</p>	<p>1, 3, 4, 5, 6, 7, 8, 9</p> <p>1, 3, 4, 5, 6, 7, 8, 9</p> <p>1, 2, 3, 4, 5, 6, 7, 9</p> <p>-</p>
Records of feedback you have received from those to whom you report, your peers, those you manage and other colleagues, about your management and leadership performance:					
O1	<ul style="list-style-type: none"> records of appraisal or performance review interviews with your manager, board or council member records of 360° appraisals by colleagues 	3, 6, 8, 10	1, 2, 3, 7, 8, 9, 11, 13	1, 2	1, 2, 3, 4, 5, 6, 8, 9
O2					
O3	<ul style="list-style-type: none"> notes of informal feedback, reflective logs or CPD records personal statements (reflections on actions you have taken and incidents where you have taken responsibility for making things happen) 	3, 6, 8, 10	1, 2, 3, 5, 7, 8, 9, 11	1, 2	1, 2, 3, 4, 5, 6, 8, 9
O4					
O5	<ul style="list-style-type: none"> witness statements (experiences of your leadership and management performance) 	2, 3, 5, 6, 7, 8, 10	1, 2, 3, 5, 7, 8, 9, 11	1, 2	1, 2, 3, 4, 5, 6, 8, 9
O6					
O7		2, 3, 5, 6, 7, 8, 10	-	-	-
O8					
O9					
O10					

Unit 501

Encourage innovation in your organisation

Unit level:	SCQF 11
Credit value:	16
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 across your organisation. The initial ideas will primarily come from people working for your organisation, although you will be expected to look beyond the organisation for opportunities to identify and develop ideas, 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. across the organisation or those of customers or suppliers. <p>For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority or a significant operating unit, with a relative degree of autonomy, within a larger organisation.</p>
Who is the unit for:	The unit is recommended for senior managers.
Skills	<p>Listed below are the main generic 'skills' which need to be applied in encouraging innovation 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• Providing feedback• Leadership• Thinking strategically• Problem solving• Inspiring• Thinking creatively• Motivating• Analysing• Making decisions• Networking• Monitoring• Involving others• Valuing and supporting others• Reporting

-
- Evaluating
 - Risk management
 - Reviewing
 - Information management
 - Learning
 - Reflecting
-

Outcomes of effective performance

You must be able to do the following:

1. Identify and, periodically, review the approach(es) to and level of innovation in your organisation.
 2. Ensure that the organisation has a specific strategy in relation to innovation and that this fits with the overall vision, values, objectives and plans of the organisation.
 3. Communicate the innovation strategy across the organisation and to other relevant parties.
 4. Motivate people across the organisation to identify ideas for new products and/or services and improvements and other potential sources of ideas and encourage the sharing of this information.
 5. Respond enthusiastically to ideas and provide constructive feedback to the originators.
 6. Ensure that resources, particularly time, are made available across the organisation for the initial generation, further development and testing of ideas and help to remove any identified obstacles.
 7. Identify and pursue opportunities for your organisation to work in partnership with external experts and/or in partnership with other organisations to generate and develop ideas.
 8. Establish a culture across the organisation which encourages people to take acceptable risks in pursuing innovation and to make and learn from mistakes.
 9. Evaluate business cases and plans for the practical implementation of ideas and approve those which appear viable and monitor and review their progress.
 10. Establish systems for measuring innovation within the organisation and provide information on organisational performance to relevant parties.
 11. Encourage the sharing of knowledge and information across the organisation on issues to do with creativity and innovation.
 12. Ensure, across the organisation, that the originators and developers of any ideas which are successfully implemented receive recognition for their achievement.
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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 encourage and support others to take decisions autonomously.
 4. You seek out and act on new business opportunities.
 5. You display a curiosity to learn and try out new things.
 6. You make time available to support others.
 7. You balance risks against the benefits that may arise from taking risks.
 8. You anticipate likely future scenarios based on a realistic analysis of trends and developments.
 9. You constantly challenge the status quo and seek better alternatives.
 10. You use communication styles that are appropriate to different people and situations.
-

Knowledge and understanding

You need to know and understand the following:

1. The benefits of innovation to the organisation, its customers and other stakeholders
2. The difference between creativity and innovation
3. How to identify and review the approach(es) to and level of innovation in your organisation including any strengths that can be built upon, any weaknesses that need to be addressed and any obstacles to innovation that need to be removed
4. How to develop an organisational strategy for innovation, what it should cover and how to communicate it across the organisation
5. How to select and apply different methods for motivating and encouraging people across the organisation to generate, develop and share ideas
6. The different potential sources of ideas for new products and/or services and improvements
7. Methods for identifying and pursuing opportunities to work in partnership with external experts and/or in partnership with other organisations on the generation and development of ideas
8. The importance of communication in the creative process and how to encourage communication across your organisation
9. The importance of design in innovation
10. The potential obstacles to innovation and whether/how they can be removed
11. The key stages of the creative process
12. The key stages of the innovation process
13. How to learn from mistakes and ways of embedding this in the culture of an organisation
14. How to recognise and manage risk in innovation and encourage others to take acceptable risks in pursuing innovation
15. How to provide constructive feedback on ideas to teams and individuals
16. The range of ways in which initial ideas can be further developed and tested
17. How to identify and work with external specialists and experts and/or in partnership with other organisations to generate and develop ideas which might lead to innovation.
18. The resources and support required for creativity and innovation, particularly time
19. How to protect ideas and innovation
20. How to evaluate business cases and plans for the practical implementation of ideas and approve those which appear viable
21. How to recognise the achievements of the originators/developers of ideas which have been successfully implemented
22. How to establish systems for measuring and reporting on innovation within the organisation and providing information on organisational performance to relevant parties

Industry/sector specific knowledge and understanding

1. The sector(s) in which your organisation works
2. Possible opportunities to work in partnership with external experts and/or in partnership with other organisations on the generation and development of ideas
3. Information sources on innovation in your sector(s)
4. Current and emerging political, economic, social, technological, environmental and legal developments in the sector(s) and in related sectors

Context specific knowledge and understanding

1. The organisation's specific strategy in relation to innovation
2. The approach(es) to and level of innovation in your organisation
3. The role of innovation in your organisation's culture and how to build on this
4. Organisational guidelines and procedures for developing and implementing ideas
5. The needs of your customers
6. The overall vision, values, objectives and plans of the organisation
7. Your organisation's key stakeholders and any other relevant parties interested in innovation
8. Systems for measuring innovation in your organisation

Unit 501

Encourage innovation in your organisation

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
	Policies, practices, people, roles and responsibilities you have developed to encourage the development of creative ideas and innovative products, services and processes in your organisation:				
	<ul style="list-style-type: none"> suggestions or proposals you have made to review or develop strategies, systems, structures and partnerships with others to create an organisation that encourages and supports creativity and innovation 	1, 2, 8, 9	1, 2, 3, 4, 11, 12	1, 3, 4	1, 2, 3, 4, 5, 6, 7
O1 O2 O3 O4 O6 O7 O8 O11 O12	<ul style="list-style-type: none"> policy statements and strategies you have developed or instigated, resources you have allocated, newsletters and other internal communications you have initiated, and presentations you have made you have employed to share knowledge and experience and encourage creativity and innovation in the organisation 	1, 2, 8, 9, 10	1, 2, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14	1, 3, 4	1, 2, 3, 4, 5, 6, 7
	<ul style="list-style-type: none"> records of the promotion, recruitment or selection of people or organisations you have been involved in showing how you have sought evidence of their creativity and openness to innovation 	2, 4, 7, 9, 10	5, 6, 7, 17, 21	1, 2	1, 2, 3
	<ul style="list-style-type: none"> relationships with research and development organisations (eg universities) you have instigated and R&D investments you have proposed or agreed, to support innovation in the organisation 	2, 5, 6, 7	6, 7, 9, 11, 12, 15, 16, 17, 18, 19, 21	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7
	<ul style="list-style-type: none"> systems you have introduced or used to encourage, celebrate and reward creativity and innovation within the organisation 	1, 2, 3	6, 11, 12, 15, 16, 21		1, 2, 3, 4, 5, 6
	<ul style="list-style-type: none"> personal statement (reflection on your role in encouraging creativity and innovation in the organisation) 	1, 4, 5, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 17	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7
	<ul style="list-style-type: none"> witness statements (describing your role in encouraging creativity and innovation in the organisation) 	2, 3, 6, 9, 10	-	-	-

Out-comes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
	Examples of creativity and innovation that you have supported, encouraged and implemented in your organisation:				
	• creative ideas and proposals for innovative products, services or processes from employees and external sources that you have encouraged and decision criteria you have employed to support, agree and develop them	1, 2, 3, 4, 5, 6, 7, 9, 10	1, 7, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20	2, 4	1, 2, 4, 5
	• patents and other intellectual property the organisation has acquired through your actions	4, 8	19, 22	4	1, 5, 7, 8
	• cost/benefit analyses, business proposals, action plans and project briefs that you have instigated or agreed, and budgets or details of resources you have allocated for the implementation of creative ideas and innovative products, services and processes in your organisation	1, 7, 8	10, 11, 12, 13, 14, 16, 17, 18, 20	2, 4	1, 2, 3, 4, 5
O4	• specifications for innovative products, services and processes in your organisation that you have instigated or agreed	1, 4, 5, 7	9, 11, 12, 18, 19	-	1, 2, 3, 4, 5
O5	• notes and records of meetings you have led or instigated, relating to the development and introduction of innovative products, services and processes in your organisation	1, 2, 3, 5, 6, 7, 8, 9	9, 11, 12, 18, 19	3	1, 2, 3, 4, 5
O8	• records of rewards or recognition you have given to people for creative ideas and innovative products, services and processes in your organisation	2, 3, 6	6, 7, 15, 21	-	1, 2, 3, 4, 5
O9	• objectives you have set and systems you have introduced to measure innovation in the organisation	3, 4, 5, 8, 9	1, 2, 22	1, 3	1, 2, 3, 4, 5, 8
O10	• personal statement (reflection on your role in introducing innovative products, services and processes in your area of responsibility)	1, 4, 5, 7, 8, 9	12, 13, 14, 16, 17	1, 4	1, 2, 3, 4, 5
O11	• witness statement (describing your role in introducing innovative products, services and processes in your area of responsibility)	2, 3, 5, 6, 9, 10	-	-	-
O12					

Unit level:	SCQF 11
Credit value:	11
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	This unit is about overseeing the continuous improvement of the overall performance of the organisation. The emphasis is very much on identifying and implementing changes which will add value in the eyes of customers and other key stakeholders.

Who is the unit for?

The unit is recommended for senior managers.

Skills

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

- Information management
- Communicating
- Benchmarking
- Thinking systematically
- Analysing
- Decision-making
- Prioritising
- Leadership
- Presenting information
- Valuing and supporting others
- Planning
- Evaluating
- Involving others
- Thinking strategically

Outcomes of effective performance

You must be able to:

1. Establish valid and appropriate measures for evaluating the performance of your organisation.
2. Establish systems for collecting and assessing information on the overall performance of the organisation and use the findings to identify opportunities where organisational performance could be improved.
3. Establish a culture across the organisation where people freely come forward with potential and actual performance problems and suggested opportunities for improvement.
4. Benchmark the performance of your organisation against other carefully selected organisations and take action based on the findings.
5. Ensure that knowledge and understanding of how improvements have or can be made is shared across the organisation.
6. Ensure that any improvements made are in line with the organisation's vision and objectives.
7. Show that the improvements made reduce the gap between what your customers and other key stakeholders want and what your organisation's products and/or services and processes actually deliver.
8. Show that the improvements made are those that have been identified as being of most benefit to the organisation, its customers and other key stakeholders.

Behaviours which underpin effective performance

1. You constantly seek to improve performance.
2. You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.
3. You constructively challenge the status quo and seek better alternatives.
4. You show a clear understanding of different customers and their needs.
5. You make appropriate information and knowledge available promptly to those who need it and have a right to it.
6. You articulate a vision that generates excitement, enthusiasm and commitment.
7. You produce and recognise imaginative and innovative solutions.
8. You show sensitivity to stakeholders' needs and interests and manage these effectively.
9. You use a range of leadership styles appropriate to different people and situations.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. The principles which support organisational improvement
2. The importance of establishing and applying valid and appropriate measures for evaluating the performance of your organisation.
3. How to establish systems for collecting and assessing information on the overall performance of the organisation and how to use the findings to identify opportunities where organisational performance could be improved.
4. How to benchmark the performance of your organisation against others and take action based on the findings
5. The value of a customer focused culture
6. The importance of developing a culture that continually improves and how to involve others in achieving this
7. The importance of finding out the cause and effects of problems and changes
8. Ways of measuring the effect of improvements
9. The principles and processes of effective communication and how to apply them

Industry/sector specific knowledge and understanding

1. The sector and market in which your organisation works
2. The range of information sources and techniques for collecting information that are relevant to the sector in which your organisation works
3. Relevant trends and developments in the sector

Context specific knowledge and understanding

1. Your organisation's vision, objectives and associated plans
2. Your organisation's structure, values and culture.
3. How your organisation adds value through the delivery of its products, services and processes
4. Your organisation's customers and other key stakeholders and their needs
5. Measures of performance relevant to your own organisation
6. Methods of gathering information suitable for your own organisation
7. Formal and informal sources of information relevant to your organisation

Unit 502

Improve organisational performance

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
Operational standards and targets you have established, and performance monitoring you have collated, analysed and evaluated, and reports you have prepared:					
O1	<ul style="list-style-type: none"> benchmarking and best practice surveys that you have organised to establish sector standards 	4, 6, 8, 9	1, 2, 4	1, 2, 3	1, 3, 4, 5, 6, 7
O2	<ul style="list-style-type: none"> production/operational plans, output targets and quality standards that you have agreed, and data to assess performance against targets and standards that you have collected and analysed 	1, 5, 8	1, 2, 3, 4, 8	1, 2, 3	1, 3, 4, 5, 6, 7
O3					
O4	<ul style="list-style-type: none"> systems and procedures that you have designed and introduced for collecting data on organisational performance 	2, 5	2, 3	1, 2, 3	1, 2, 3, 4, 5, 6, 7
O5					
O6	<ul style="list-style-type: none"> reports, proposals and action plans that you have prepared, identifying opportunities for improvement 	1, 3, 4, 7	1, 3, 4	1, 2, 3	1, 2, 3, 4, 5, 6, 7
O8					
	<ul style="list-style-type: none"> personal statement (reflections on your role in establishing and monitoring standards and targets) 	1, 2, 3, 4, 6, 7, 8	1, 2, 3, 4	1, 2, 3	1, 2, 3, 4, 5, 6, 7
Plans, procedures, and communications that you have organised to promote a continuous improvement culture:					
O3	<ul style="list-style-type: none"> a quality improvement policy, plans and procedures that you have developed and introduced newsletters, intranet and internet pages, emails, memos and other communications, and notes, presentations and materials from team briefings and other meetings and discussions to inform people about standards and targets and promote an improvement culture witness statements (comments on your role in establishing an improvement culture) personal statements (reflections on your role in establishing an improvement culture) 	1, 4, 8	1, 5, 6	1, 2, 3	1, 2, 3, 4, 5, 6, 7
O5		1, 5, 6, 9	1, 5, 6, 9	1, 2, 3	1, 2, 3, 4, 5, 6, 7
		3, 6, 9	-	-	-
		1, 3, 7, 8	1, 5, 6	1, 2, 3	1, 2, 3, 4, 5, 6, 7
O1	Procedure and activities associated with quality improvement that you have been involved in developing:				
O2					
O3	<ul style="list-style-type: none"> procedure manuals relating to quality assurance, control and improvement quality control charts, scatter graphs, bar charts, Pareto charts, fishbone/cause & effect diagrams, flow charts and similar data analysis that you have prepared 	2, 5	1, 3, 5	2	2, 3, 4, 5
O4		2, 5	2, 3, 4, 7	2	2, 5, 6, 7
O5					
O6					
O7					

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"> summaries of research, surveys and discussions with customers and other information you have prepared and used to assess customers' requirements and their satisfaction with products and services agendas and notes or records of meetings concerned with quality improvement systems and procedures that you have organised quality improvement groups, quality circles and other forums you have organised to identify opportunities for, and initiate, improvements witness statements (comments on your role in establishing improvement processes) personal statements (reflections on your role in establishing improvement processes) 	1, 2, 4	3, 5	1, 2	4, 6, 7
		1, 3, 6, 7, 9	5, 6	1, 2, 3	1, 2, 3, 4
		1, 3, 6, 7, 9	2, 3, 4, 5, 6, 7	1, 2, 3	1, 2, 3, 4
		1, 3, 4, 5, 6, 7, 9	-	-	-
		1, 3, 4, 7, 8	2, 3, 4, 5, 6, 7	1, 2, 3	1, 2, 3, 4

Unit level:	SCQF 9
Credit value:	10
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	<p>This unit is about developing your personal networks to support both your current and future work.</p> <p>Your personal networks may include people in your own organisation, people you meet from other organisations and people you are in contact with over the phone or the Internet.</p> <p>Developing personal networks is based on the principles of reciprocity (exchanging things with others for mutual benefit) and confidentiality. People only want to network if there are mutual benefits from exchanging information and other resources. There must also be clearly agreed boundaries of confidentiality – certain information and resources may not be exchanged because they are confidential.</p>

Who is the unit for?

The unit is recommended for middle managers and senior managers.

Skills

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

- Communicating
- Setting objectives
- Questioning
- Time management
- Information management
- Presenting information
- Influencing and persuading
- Reflecting
- Learning
- Evaluating
- Risk management

Outcomes of effective performance

You must be able to:

1. Develop and maintain personal networks of contacts, which are appropriate to meet your current and future needs for information and resources.
2. Ensure that key members of your personal networks have an accurate idea of your knowledge, understanding, skills, abilities and experience and are aware of the benefits of networking with you.
3. Establish boundaries of confidentiality between yourself and members of your personal networks and where appropriate, develop guidelines for exchanging information
4. Develop your personal networks to reflect your changing interests and needs.
5. Make active use of the information and resources gained through your personal networks.
6. Introduce people and organisations with common interests to each other and resources.

Behaviours which underpin effective performance

1. You acknowledge when your own interests are in conflict with common goals.
2. You state your own position and views clearly and confidently in conflict situations.
3. You encourage others to share information and knowledge within the constraints of confidentiality.
4. You identify and work with people and organisations that can provide support for your work.
5. You work to develop an atmosphere of professionalism and mutual support.
6. You clarify your own and other's expectations of relationships.
7. You model behaviour that shows respect, helpfulness and co-operation.
8. You keep promises and honour commitments.
9. You consider the impact of your own actions on others.
10. You reflect regularly on your own experiences and use these to inform future actions

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. The benefits for individuals and organisations of networking
2. Principles of effective communication and how to apply them in developing personal networks
3. The range of different types of questions, and how and when to use them
4. The range of different communication styles and how people prefer to communicate
5. The range of methods for developing effective relationships with others in the work context and, where necessary, how to end relationships which are no longer of use
6. How to make active use of the information and resources gained through personal networks
7. The principles of confidentiality, and how to develop guidelines for exchanging information between individuals and organisations

Industry/sector specific knowledge and understanding

1. Industry/sector legislation, requirements, regulations, policies and professional codes that are relevant to networking and confidentiality of information

Context specific knowledge and understanding

1. Your own values, motivations and emotions, and the effect of these on your own actions
2. Your own interests and how these may conflict with the interests of others
3. Your own objectives in developing your personal networks
4. Your current and likely future needs for information and resources
5. Your knowledge, understanding, skills, abilities and experience
6. People and organisations that can support your work, and vice versa
7. The range of information and resources people may need
8. People and organisations in your current personal networks

Unit 503

Develop your personal networks

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
Records of your participation in formal and informal networking organisations:					
O1 O2 O4	• membership of and records of attendance at meetings organised by institutes, business, charitable and networking organisations	1, 4, 5	1, 2, 5, 6, 7	1	1, 2, 3, 6, 8
	• address books and outputs from electronic contacts system	4	1	-	8
	• contributions to chat rooms, bulletin boards, weblogs, or webring	1, 2, 3, 4	1, 2, 4, 6, 7	1	2, 3, 4, 5, 6
	• personal diaries, development plans, reflective logs and other records of your networking activity and reflections on it	4, 9, 10	1, 5, 6, 7	1	1, 2, 3, 4
	• witness statements (comments on your contribution to networks)	4, 5, 7, 8	-	-	-
	• personal statement (reflections on your membership of and role in networks)	4, 5	1, 5, 7	1	1, 2, 3, 4
Information or resources you obtained from or supplied to contacts in your personal network:					
O2 O3	• emails, letters or notes of conversations or telephone calls you have made	1, 2, 3, 6, 7	1, 2, 3, 4, 6, 7	1	2, 3, 6, 7, 8
O5	• witness statements (comments on your role in seeking and providing information)	1, 3, 5, 6, 7, 8	-	-	-
	• personal statements (reflections on your role in seeking and providing information)	1, 3, 10	6, 7	1	2, 3, 6, 7, 8
Organised records of your personal contacts					
O1 O4	• annotated contacts list	4	1		8
	• outputs from electronic contacts system	4	1		8
Records of business developments you made through your contacts:					
O4 O5 O6	• reports and correspondence you have written	1, 2, 3, 4, 6, 8	1, 2, 3, 4	1	1, 2, 3, 6, 7, 8
	• witness statements	1, 2, 3, 6, 7, 8	-	-	-
	• personal statements	1, 2, 3, 4, 6, 8, 9, 10	1, 2	1	1, 2, 3, 6, 7, 8

Unit 504

Map the environment in which your organisation operates

Unit level:	SCQF 11
Credit value:	14
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	<p>This unit is about making sure you have a clear and up-to-date picture of the environment in which your organisation operates and can produce information which could be used for planning and operational purposes. The 'environment' includes the 'external' operating environment – for example, customers and their needs, market trends, new technologies and methods, legislation, and the activities of competitors and partners. It also includes the 'internal' operating environment – for example, resources available to and the culture of the organisation.</p> <p>For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority or a significant operating unit, with a relative degree of autonomy, within a larger organisation.</p>

Who is the unit for?

The unit is recommended for senior managers.

Skills

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

- Thinking strategically
- Networking
- Analysing
- Decision-making
- Communicating
- Consulting
- Monitoring
- Evaluating
- Scenario building
- Information management
- Presenting information

Outcomes of effective performance

You must be able to do the following:

1. Obtain information on customers and competitors from a wide variety of sources and actively use the information to support planning and decision making.
2. Monitor and evaluate trends and developments inside and outside your organisation.
3. Identify good practice and benchmark your organisation's performance and practices with comparable organisations in your sector and other sectors, both nationally and internationally
4. Identify and prioritise the strengths and weaknesses of your organisation and opportunities and threats in your organisation's external environment.
5. Explore and assess a range of future scenarios within the environment in which your organisation operates.
6. Consult with all relevant colleagues and other key stakeholders on future market and organisational development in order to inform and support organisational decisions.
7. Organise information and knowledge in a way that supports effective planning.

Behaviours which underpin effective performance

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
2. You analyse and structure information to develop knowledge that can be shared.
3. You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.
4. You identify strengths, weaknesses, opportunities and threats to current and future work.
5. You identify systemic issues and trends and recognise their impact upon current and future work.
6. You anticipate likely future scenarios based on realistic analysis of trends and developments.
7. You articulate the assumptions made and risks involved in understanding a situation.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. Different sources of information on customers and competitors and how to use them effectively
2. How to measure and review organisational performance
3. How to analyse organisational culture
4. How to undertake a strengths, weaknesses, opportunities and threats (SWOT) analysis.
5. How to undertake an analysis of the Political, Economic, Social, Technological, Legal And Environmental (PESTLE) factors in the external environment
6. How to analyse stakeholder interests
7. How to build future scenarios and assess their implications

Industry/sector specific knowledge and understanding

1. Sources of information on trends and developments in your sector, including those at a global level and how to access these
2. Current and emerging trends and developments in your sector internationally, nationally and locally
3. Legal, regulatory and ethical requirements in your sector

Context Specific Knowledge and Understanding

1. Relevant factors in the international, national and local market in which your organisation works
2. Your organisation's actual and potential customer base
3. The needs and expectations of your actual and potential customers and other key stakeholders
4. Your actual and potential competitors, including their activities and relative performance levels
5. Your actual and potential partners, including their activities and relative performance levels
6. Your organisation's structure
7. Your organisation's culture
8. Your organisation's performance and the factors that influence this

Unit 504

Map the environment in which your organisation operates

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
O1 O2 O5 O6	Information on customers and competitors that you have collected, analysed and used in plans				
	• statistical analyses of sales and customer feedback data to calculate trends, seasonal fluctuations and other variation	1, 2, 3, 5, 6, 7	1, 2	1, 2	1, 2, 3, 4, 8
	• summaries or reports of feedback from and discussions with sales personnel, customer service staff and other colleagues	1, 2, 3, 5, 6, 7	1, 2	1, 2, 3	1, 2, 3, 4, 6, 8
	• reports on competitor activity	1, 2, 3, 5, 6, 7	1, 2	1, 2, 3	1, 2, 3, 4, 8
	• proposals for commissioning market research	3	1, 2	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8
	• summaries or reports of market research and economic, market and industry analyses	1, 2, 4, 5, 7	1, 2	1, 2, 3	1, 2, 3, 4, 8
	• sales forecasts, business or operational plans and budgets	1, 2, 5, 6, 7	1, 2	1, 2, 3	1, 2, 3, 4, 8
O3 O4 O6	Organisational and environmental strategic reviews, analyses and forecasts that you have participated in, evaluated and used in plans:				
	• SWOT, PESTLE, BCG Matrix, Anzoff Matrix, 'what if' and other, similar, current and future scenario analyses	2, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8
	• time series and regression analyses of quantitative data	1, 2, 3, 5, 7	1, 2, 7	1, 2	1, 2, 3, 4, 8
	• sales forecasts, business or operational plans and budgets	1, 2, 6, 7	1, 2, 7	1, 2, 3	1, 2, 3, 4, 8
	• benchmark and best practice studies	2, 3, 7	1, 2, 3, 4, 6	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8

Unit 505

Develop a strategic business plan for your organisation

Unit level:	SCQF 11
Credit value:	14
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	This unit is about providing your organisation with a clear sense of direction and long-term plans that will help it move in that direction.

Managers and leaders need to focus on the future and provide a clear vision of where the organisation is going and the route it is going to follow to get there.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

This unit is recommended for senior managers.

Skills

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

- Thinking strategically
- Leadership
- Analysing
- Planning
- Risk management
- Innovating
- Delegating
- Prioritising
- Setting objectives
- Networking
- Involving others
- Communicating
- Decision-making
- Balancing competing needs and interests
- Consulting
- Negotiating
- Influencing and persuading

Outcome of effective performance

You must be able to:

1. Establish a clear, achievable and compelling vision which sets out where the organisation should be going.
2. Identify and prioritise strategic objectives that are consistent with the vision of the organisation.
3. Balance risk with desired outcomes
4. Balance innovation with tried and tested solutions
5. Ensure that your plan is flexible and open to change.
6. Develop policies and values that will guide the work of others towards your vision.
7. Delegate responsibility for achieving goals and allocate resources effectively.
8. Identify measures and methods for monitoring and evaluating the plan.
9. Balance the needs and expectations of key stakeholders and win their support.

Behaviours which underpin effective performance

1. You constantly seek to improve performance.
2. You generate and recognise imaginative and innovative solutions.
3. You reflect regularly on your own and other's experiences, and use these to inform future action.
4. You balance risks against the benefits that may arise from taking risks.
5. You balance agendas and build consensus.
6. You consider the impact of your own actions on others.
7. You take opportunities when they arise to achieve longer-term aims.
8. You create a sense of common purpose.
9. You find practical ways to overcome barriers.
10. You show sensitivity to stakeholders needs and interests and manage these effectively.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. The importance of long and medium-term planning to the success of an organisation
2. The principles of strategic management and business planning
3. What a written strategic business plan should cover
4. The importance of creativity and innovation in strategic management
5. How to identify potential risks in relation to the achievement of objectives
6. How to develop strategic objectives which are SMART (Specific, Measurable, Achievable, Realistic, and Time-bound)
7. How to delegate responsibility and allocate resources to support a strategic plan
8. How to identify sustainable resources and ensure their effective use to support a strategic plan
9. The importance of consulting with colleagues and other stakeholders during the development of the plan and how to do effectively
10. How to develop measures and methods for monitoring and evaluating performance against the strategic business plan
11. How to take account of unfamiliar cultural practices, expectations and business processes when dealing with overseas companies or customers
12. How to use the skills and experiences of staff from different cultures or countries and the business benefits of sharing different perspectives and learning from others

Industry/sector specific knowledge and understanding

1. Legal, regulatory and ethical requirements in your sector
2. Market developments in your sector

Context specific knowledge and understanding

1. The market in which your organisation works
2. Your organisation's actual and potential customer base
3. The needs and expectations of your actual and potential customers
4. Your actual and potential competitors and partners, and their strategies and plans
5. New and available market opportunities
6. Your organisation's ability to respond to market opportunities
7. Colleagues and other key stakeholders, and their needs and expectations
8. Processes for consultation within your organisation
9. Source of information that can aid monitoring and evaluation.

Unit 505

Develop a strategic business plan for your organisation

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
Vision and value statements, policies, objectives and plans that you have developed:					
O1 O2	• policy statements and similar documents	1, 3, 5, 7, 8, 10	1	1	1, 2, 3, 4, 5, 6
O5 O6	• strategic, business, operational and action plans	1, 3, 5, 7, 8, 9, 10	1, 2, 3, 6, 7	1, 2	1, 2, 3, 4, 5, 6
O7 O9	• records of consultative meetings with stakeholders and others	5, 6, 7, 8, 9, 10	2, 8	-	7, 8
	• personal statements (reflections on your role in developing policy and plans)	3, 4, 5, 6, 10	1, 2, 3, 4, 8	1, 2	-
Your assessment of risks and the likely outcomes of plans, and monitoring and reporting procedures:					
O2 O3	• risk assessments, sensitivity analyses and cost/benefit studies of proposed actions	1, 2, 4, 9	5	1, 2	1, 2, 3, 4, 5, 6
O4 O5	• contingency plans and 'what if' scenarios	1, 2, 4, 9	5	1, 2	1, 2, 3, 4, 5, 6
O7 O8	• monitoring and reporting procedures, exception and variance analyses	1, 2, 4	9	1, 2	9
	• personal statements (reflections on the risks associated with proposals)	1, 2, 3, 4	5	1, 2	1, 2, 3, 4, 5, 6
Your active support for innovation and creativity:					
O1 O2	• proposals for innovative solutions to problems	1, 2, 3, 4, 9	3	-	6, 7
O4 O8	• facilitation of creative ideas generation/problem-solving activities	1, 2, 3, 4, 9	3	-	6, 7
O9	• evaluations of creative proposals/problem solutions	1, 2, 3, 4, 9	3	-	6, 7

Unit level:	SCQF 10
Credit value:	9
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	Once a strategic business plan has been developed and agreed, it needs to be put into action. This means: 'selling' the plan to the managers and other staff involved in putting it into practice; having agreed standards for measuring success; carefully monitoring the implementation of the plan and making adjustments along the way, a process that may need a lot of flexibility and openness to change. For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Skills

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

- Thinking strategically
- Planning
- Monitoring
- Leadership
- Innovating
- Problem solving
- Risk management
- Communicating
- Delegating
- Networking
- Involving others
- Presenting information
- Evaluating
- Consulting
- Influencing and persuading

Outcome of effective performance

You must be able to:

1. Make sure the people involved understand and support the plan, and their responsibilities in relation to it.
2. Use agreed methods and measures to monitor implementation of the plan.
3. Identify variations from agreed standards and the reasons for these.
4. Adjust the plan or the people and resources in a way that is consistent with the organisation's overall vision and objectives.
5. Inform the people involved of adjustments to the plan and help them make changes to their own plans.
6. Record how the plan has been put into practice, evaluated and adjusted, in a way that will help future planning.
7. Identify good practice and areas for improvement and communicate these to colleagues and key stakeholders.

Behaviours which underpin effective performance

1. You work to turn unexpected events into opportunities rather than threats.
2. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
3. You constantly seek to improve performance.
4. You respond positively and creatively to setbacks.
5. You show sensitivity to stakeholders' needs and interests and manage these effectively.
6. You work towards a clearly defined vision of the future.
7. You take opportunities when they arise to achieve longer-term aims.
8. 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. Principles and methods of strategic management and business planning
2. The importance of communicating the plan to people and ensuring understanding and how to do so effectively
3. How to monitor and review implementation of and performance against the plan
4. How to assess and manage risk
5. How to further develop and adjust the plan
6. How to adjust the way you allocate people and resources to implement the plan
7. The importance of identifying ways in which future planning can be improved

Industry/sector specific knowledge and understanding

1. Legal, regulatory and ethical requirements in your sector
2. Market developments in your sector

Context specific knowledge and understanding

1. The agreed strategic business plan for your organisation
2. The market in which your organisation works
3. Customer feedback, financial and other management information
4. Your organisation's structure and business processes
5. Your organisation's culture
6. Colleagues and other key stakeholders, and their needs and expectations
7. The processes for communication within your organisation.

Unit 506

Put the strategic business plan into action

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
Strategic plans that you have developed and implemented:					
O1 O4 O5 O6	<ul style="list-style-type: none"> notes, minutes, action plans or other records of meetings to discuss the implementation of the strategic plan 	5, 6, 7, 8	1, 2, 7	1, 2	1, 2, 3, 4, 5, 6, 7
	<ul style="list-style-type: none"> plans, briefing documents, newsletters, intranet sites, presentations (eg PowerPoint slides) and notes for briefing meetings to promote the plan and advise of progress and changes 	5, 6, 7, 8	1, 2, 7	1, 2	1, 2, 3, 4, 5, 6, 7
	<ul style="list-style-type: none"> budgets, operational and action plans, objectives and targets to implement the strategic plan that you have developed or agreed with others 	5, 6, 7, 8	1, 2, 6, 7	1, 2	1, 2, 3, 4, 5, 6, 7
	<ul style="list-style-type: none"> plans/proposals, investment appraisals and risk and sensitivity assessments to acquire or dispose of resources in the light of the agreed plan 	3, 5, 6, 7, 8	1, 3, 4, 5, 6, 7	1, 2	1, 2, 3, 4, 5, 6, 7
Your monitoring and review of the implementation of the strategic plan:					
O2 O3 O4 O5 O6 O7	<ul style="list-style-type: none"> analyses of performance data, variance and exception reports that you have prepared for stakeholders 	1, 2, 3, 4, 5, 6, 7, 8	1, 3, 5, 6, 7	1, 2	1, 2, 3, 4, 5, 6, 7
	<ul style="list-style-type: none"> reports, newsletters, intranet sites, presentations (eg PowerPoint slides) and notes for briefing meetings on progress against objectives in the strategic plan that you have prepared for stakeholders 	1, 2, 3, 4, 5, 7, 8	1, 2, 3, 7	1, 2	1, 2, 3, 4, 5, 6, 7
	<ul style="list-style-type: none"> proposals you have made for actions following review of the strategic plan 	1, 2, 3, 4, 5, 6, 7, 8	1, 3, 5, 6, 7	1, 2	1, 2, 3, 4, 5, 6, 7

Unit 507

Ensure compliance with legal, regulatory, ethical and social requirements

Unit level:	SCQF 9
Credit value:	12
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	Organisations must show that they act responsibly in relation to their staff, customers, investors and the communities in which they work. All types of organisations must obey the law in key areas such as health and safety, employment, finance and company law. Many organisations also have to work within specific regulations for their industry and ethical frameworks. Organisations who want to maintain a good reputation also have to take account of the views of people in their communities on a whole range of issues such as the environment and other ways in which the organisation affects people's quality of life.

Who is the unit for?

The unit is recommended for middle managers and senior managers.

Skills

Listed below are the main generic 'skills' which need to be applied in ensuring compliance with legal, regulatory, ethical and social requirements. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Information management
- Communicating
- Involving others
- Analysing
- Monitoring
- Assessing
- Motivating
- Decision making
- Reporting
- Risk management
- Valuing and supporting others
- Presenting information
- Leadership

Outcome of effective performance

You must be able to:

1. Monitor the relevant national and international legal, regulatory, ethical and social requirements and the effect they have on your area of responsibility, including what will happen if you don't meet them.
2. Develop effective policies and procedures to make sure your organisation meets all the necessary requirements.
3. Make sure relevant people have a clear understanding of the policies and procedures and the importance of putting them into practice.
4. Monitor the way policies and procedures are put into practice and provide support.
5. Encourage a climate of openness about meeting and not meeting the requirements.
6. Identify and correct any failures to meet the requirements.
7. Identify reasons for not meeting requirements and adjust the policies and procedures to reduce the likelihood of failures in the future.
8. Provide full reports about any failures to meet the requirements to the relevant stakeholders.

Behaviours which underpin effective performance

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
2. You make time available to support others.
3. You give feedback to others to help them improve their performance.
4. You identify and raise ethical concerns.
5. You are vigilant for potential risks.
6. You make appropriate information and knowledge available promptly to those who need it and have a right to it.
7. You encourage others to share information and knowledge within the constraints of confidentiality.
8. You show sensitivity to stakeholders' needs and manage these effectively.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. The importance of having an ethical and value-based approach to governance and how to put this into practice
2. Relevant legal requirements governing the running of organisations
3. Current and emerging social attitudes to management and leadership practice and the importance of being sensitive to these

Industry/sector specific knowledge and understanding

1. Legal, regulatory and ethical requirements in your sector
2. Procedures to follow if you do not meet the requirements
3. Particular current and emerging social concerns and expectations that are relevant to your sector
4. Ways in which other organisations deal with current and emerging social concerns and expectations

Context specific knowledge and understanding

1. The culture and values of your organisation and what effect they have on corporate governance
2. Policies and procedures that make sure people meet the requirements.
3. The processes for maintaining the relevant policies and procedures and making sure they continue to be effective.
4. The different ways in which people may not meet the requirements and the risks of these actually happening
5. The procedures for dealing with people who do not meet the requirements, including requirements for reporting

Unit 507

Ensure compliance with legal, regulatory, ethical and social requirements

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
	Policies, systems, procedures and reports you have originated or instigated:				
01 02 03 05	<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 develop, review and implement policies in relation to legal, regulatory, ethical and social issues 	1, 4, 5, 6, 7, 8, 9, 10	1, 2, 3	1, 2, 3, 4	1, 2
	<ul style="list-style-type: none"> Health and safety, environmental, corporate social responsibility, equal opportunities, employment, recruitment, customer service and other policy statements you have developed, initiated and/or agreed in relation to legal, regulatory, ethical and social issues 	1, 4, 5, 6, 7, 8, 9, 10	1, 2, 3	1, 2, 3, 4	1, 2, 5
	<ul style="list-style-type: none"> Risk assessments you have undertaken or commissioned 	1, 4, 5, 6, 7, 8	1, 2, 3	1, 2, 3, 4	2, 3, 4, 5
	Records of actions you have taken to implement policy and address any risks identified:				
	<ul style="list-style-type: none"> Plans, specifications action plans and other records of systems and procedures, roles and responsibilities, training and development, objectives and other actions you have organised and/or participated in to implement organisational policies in relation to legal, regulatory, ethical and social issues 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3	1, 2, 3, 4	2, 3, 4, 5
03 04 05	<ul style="list-style-type: none"> Documentation you have been responsible for developing relating to the assessment, recognition and auditing of the organisation for external standards (eg ISO14000) 	1, 5, 6, 8	1, 2, 3	1, 2, 3, 4	2, 3, 4, 5
06 07 08	<ul style="list-style-type: none"> Personal statements, action plans, reports you have prepared and records of actions you have taken, to monitor and review organisational performance, and take appropriate action, in relation to legal, regulatory, ethical and social issues 	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3	1, 2, 3, 4	2, 3, 4, 5
	<ul style="list-style-type: none"> Specifications, action plans, reports from project teams, working groups or committees you have organised and/or participated in, to monitor and review organisational performance, and take appropriate action, in relation to legal, regulatory, ethical and social issues 	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3	1, 2, 3, 4	2, 3, 4, 5

Unit level:	SCQF 11
Credit value:	13
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	Every organisation, whatever its size or history, has a culture (simply defined as 'the way we do things around here'). The culture of an organisation is based on assumptions and values about business, working life and relationships. These values influence the way people behave towards each other and customers, and how they relate to their work. There may be no such thing as a 'right' or 'wrong' culture. However, the culture of an organisation has to be in line with its overall vision and strategy. If culture and strategy do not match, it's unlikely the vision will be achieved.

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For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Skills

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

- Thinking strategically
- Leading by example
- Learning
- Managing conflict
- Communicating
- Valuing and supporting others
- Monitoring
- Motivating
- Building consensus
- Influencing and persuading

Outcome of effective performance

You must be able to:

1. Agree values and assumptions that encourage behaviour that is consistent with your organisation's overall vision and strategy and the needs and interests of key stakeholders.
2. Make sure your personal behaviour, actions and words consistently reinforce these values and assumptions.
3. Communicate agreed values to people across your organisation and motivate them to put these into practice.
4. Put in place policies, programmes and systems to support agreed values.
5. Counter messages that conflict with agreed values.
6. Continuously monitor and adjust values and assumptions, and the way they are applied.

Behaviours which underpin effective performance

1. You constructively challenge the status quo and seek better alternatives.
2. You find practical ways to overcome barriers.
3. You show an awareness of your own values, motivations and emotions.
4. You show empathy with others' needs, feelings and motivations and take an active interest in their concerns.
5. You make time available to support others.
6. You clearly agree what is expected of others and hold them to account.
7. You create a sense of common purpose.
8. You deploy a range of legitimate strategies and tactics to influence people.
9. You recognise the opportunities presented by the diversity of people.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. The concept of culture as applied to organisations
2. Different definitions of organisational culture
3. The importance of values in underpinning individual and organisational performance
4. Internal and external factors that influence organisational culture, including national cultures
5. Different types of organisational culture
6. The relationship between organisational culture, strategy and performance
7. The principles and methods of managing culture change within organisations

Industry/sector specific knowledge and understanding

1. Legal, regulatory and ethical requirements in your sector
2. Dominant types of organisational culture in your sector and their strengths and limitations

Context specific knowledge and understanding

1. Your organisation's vision and strategy
2. Current organisational culture
3. Values, assumptions and behaviours that are consistent and inconsistent with your vision and strategy
4. Needs and interests of key stakeholders
5. Effective methods of communicating values, and supporting the way they are applied in your organisation
6. Effective ways of dealing with messages and behaviour that conflict with agreed values and assumptions

Unit 508

Develop the culture of your organisation

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
	Policies, systems and procedures you have originated or instigated and actions you have taken to develop, communicate and encourage action consistent with the organisation's values and principles:				
O1	<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 develop and review the organisation's values, principles, assumptions and behaviours Newsletters, correspondence, intranet and internet pages, presentations and other communications to the people you work with that you have been responsible for to encourage awareness of and commitment to the values, principles, assumptions and behaviours appropriate to the organisation's vision and values Documentation related to systems and procedures, strategies, plans, projects and other actions you have taken or initiated to encourage behaviour consistent with the organisation's values, principles and vision Personal statements and records of actions you have taken to monitor that behaviour is consistent with the organisation's desired values and principles, and responses to situations where it has failed to do so 	1, 2, 3, 4, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7	1, 2	1, 2, 3, 4
O2		1, 2, 3, 4, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7	1, 2	1, 2, 3, 4, 5, 6
O3		1, 2, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7	1, 2	1, 2, 3, 4, 5
O4		1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7	1, 2	1, 2, 3, 4, 5, 6
O5					
O6					

Unit level:	SCQF 11
Credit value:	12
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	This unit is about taking the lead in establishing and operating an effective risk management process across your organisation. This involves systematically identifying, evaluating and prioritising potential risks and communicating information to enable appropriate decisions and actions to be taken. It also involves developing an organisational culture in which individuals are risk aware but are not afraid of taking decision and undertaking activities which involve acceptable levels of risk.

This unit is about taking the lead in establishing and operating an effective risk management process across your organisation. This involves systematically identifying, evaluating and prioritising potential risks and communicating information to enable appropriate decisions and actions to be taken. It also involves developing an organisational culture in which individuals are risk aware but are not afraid of taking decision and undertaking activities which involve acceptable levels of risk.

For the purposes of this unit, 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Skills

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

- Evaluating
- Reviewing
- Consulting
- Presenting information
- Decision-making
- Monitoring
- Communicating
- Influencing and persuading
- Leadership
- Contingency planning
- Prioritising
- Planning
- Scenario building
- Information management
- Involving others
- Thinking systematically

Outcome of effective performance

You must be able to:

1. Ensure that your organisation has a written risk management policy, including setting out responsibilities for risk management, which is clearly communicated across the organisation and to other relevant parties.
2. Establish, and periodically review, risk criteria for your organisation, seeking and taking account of the views of relevant people across the organisation and stakeholders.
3. Evaluate significant current and planned organisational activities and identify potential risks, the nature of the risks, the probability of occurrence and consequences.
4. Produce a risk profile for your organisation and, taking account of the organisation's risk criteria and other relevant information, prioritise the identified risks.
5. Communicate information on identified risks to relevant people across the organisation and, where appropriate, to stakeholders, to enable decisions and actions to be taken in terms of accepting or treating the risks.
6. Collect and evaluate information from across the organisation on how identified risks have been or are being dealt with, including contingency plans which have been put in place.
7. Develop an organisational culture in which people are risk aware but are prepared to take acceptable risks and to make and learn from mistakes.
8. Ensure that there is senior management commitment to the risk management process.
9. Ensure that sufficient resources are allocated across the organisation to support and enable effective risk management.
10. Monitor and review the effectiveness of the risk management process in your organisation, identifying potential improvements and making changes where necessary.

Behaviours which underpin effective performance

1. You constantly seek to improve performance.
2. You show sensitivity to stakeholders' needs and interests and manage them effectively.
3. You identify people's information needs.
4. You identify the implications or consequences of a situation.
5. You use communication styles that are appropriate to different people and situations.
6. You balance risks against the benefits that may arise from taking risks.
7. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
8. You are vigilant for potential risks and hazards.
9. You take personal responsibility for making things happen.
10. You balance agendas and build consensus.
11. You create a sense of common purpose.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. Types of risk and the factors which drive different types of risk
2. Key stages in the risk management process
3. The importance of protecting the interests of stakeholders and how to identify their views in relation to risk
4. The importance of showing senior management commitment to risk management
5. How to develop a written risk management policy and what it should cover
6. How to communicate the written risk management policy to people who work for the organisation and other relevant parties
7. How and when to revise the written risk management policy including taking views from across the organisation and other relevant parties
8. What risk criteria might cover and the importance of seeking and taking account of the views of relevant people across the organisation and stakeholders
9. How and where to identify current and planned organisational activities
10. Ways of identifying and clearly describing potential risks in relation to current and planned activities, the nature of the risks, the probability of occurrence and consequences
11. Why it is important and how to communicate information on identified risks to relevant people across the organisation and, where appropriate, to stakeholders
12. The type of decisions and actions that might be taken in relation to identified risks
13. Why it is important and how to collect and evaluate information on how identified risks have been or are being dealt with, including contingency plans
14. Ways of developing an organisational culture in which people are risk aware but are prepared to take acceptable risks in undertaking activities
15. The type of resources required to raise risk awareness across the organisation and with stakeholders and implement the risk management policy effectively
16. How to establish effective systems for monitoring the risk management process of an organisation

Industry/sector specific knowledge and understanding

1. The sector(s) in which your organisation operates
2. Sector-specific legislation, regulations, guidelines and codes of practice
3. Current and emerging political, economic, social, technological, legal and environmental developments in the sectors(s) in which your organisation operates
4. Typical risks encountered in the sector(s) in which your organisation operates

Context specific knowledge and understanding

1. The vision, values, objectives and plans of your organisation
2. Your organisation's products and services
3. Other relevant parties with an interest in risk management in your organisation
4. Mechanisms for consulting with and the views of relevant people across the organisation and stakeholders in relation to risk
5. The written risk management policy of the organisation, including allocated responsibilities for risk management, and how it is communicated to people who work for the organisation and to other relevant parties
6. Risk criteria of your organisation
7. Significant current and planned organisational activities and the related potential risks, including probability of occurrence and consequences
8. The risk profile of your organisation and prioritised risks
9. Relevant people across the organisation and, where appropriate, stakeholders, to whom information on identified potential risks should be communicated
10. Decisions and actions taken across the organisation in relation to identified potential risks, including any contingency plans which have been put in place
11. Your organisation's culture in relation to risk
12. How senior management's commitment to risk management has been demonstrated
13. Resources made available across the organisation to support risk management
14. Systems in place for monitoring and reviewing the effectiveness of the risk management process in your organisation
15. Identified improvements and changes made to the risk management process in your organisation

Unit 509 Manage risk

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
Policies and risks assessments you have originated or instigated:					
O1 O2 O3 O4 O5 O8	<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 develop, review, secure senior management support for and implement policies in relation to any actual or potential risks the organisation and its people may face Policy statements you have developed, initiated and/or agreed in relation to actual or potential risks the organisation and its people may face Risk assessments you have carried out and risks profiles you have prepared, proposals you have made in relation to these risks and records of action you have taken to reduce exposure to or eliminate any risks facing the organisation, its people or others 	1, 2, 4, 7, 9, 10, 11	1, 2, 3, 4, 5, 7, 8, 9, 14	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 9
O3 O5 O7 O9	<ul style="list-style-type: none"> Budgets, actions plans, systems, procedures, roles descriptions and training you have initiated or agreed, personnel you have appointed, and other actions you taken to ensure that the performance of the organisation and its people minimises exposure to or eliminates any risks they may face Newsletters, procedure manuals, correspondence and other communications you have prepared, instigated or agreed, and presentations you have made, to raise awareness of risks the organisation and its people may face and the actions needed to be taken in response 	1, 3, 4, 5, 6, 7, 8, 9, 11	1, 3, 10, 11, 12, 14, 15	1, 2, 3, 4	2, 5, 6, 7, 8, 9, 10, 11, 13, 15
O2 O3 O5 O6 O7 O8 O10	<ul style="list-style-type: none"> Systems and procedures you have developed and introduced to monitor and review behaviour and record incidents, and action you have taken as result of this information to minimise exposure to or eliminate any risks facing the organisation, its people or others Personal statements (reflections on your role in developing policy and senior management commitment, assessing risks, putting systems and procedures in place, monitoring and taking action in relation to incidents, and reviewing policy and strategies) 	1, 4, 7, 8, 9	1, 2, 9, 10, 12, 13, 14, 16	1, 2, 3, 4	5, 6, 7, 8, 9, 10, 11, 13, 14, 15
		2, 9	1, 2, 3, 5, 6, 13	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 8, 9, 11, 12

Unit 510

Promote equality of opportunity, diversity and inclusion in your organisation

Unit level:	SCQF 11
Credit value:	12
Relationship to NOS:	National Occupational Standards for Management and Leadership

Aim:	<p>This unit is about taking a lead in actively promoting equality of opportunity and diversity in your organisation. There are a multitude of organisational benefits from doing this ranging from releasing the full potential of the workforce to being seen by customers, suppliers, potential employees and the wider community as a fair, forward looking and ethical employer. There is also the need to comply with equality legislation and any relevant codes of practice.</p> <p>The unit involves committing senior management to promoting equality of opportunity and diversity and backing this up by ensuring that a policy and an action plan exist and are communicated and implemented across the organisation. It also involves monitoring and reviewing progress in order to identify further actions and changes to practice.</p> <p>For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority or a significant operating unit, with a relative degree of autonomy, within a larger organisation.</p>
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Who is the unit for?

The unit is recommended for senior managers.

Skills

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

- Leadership
- Influencing and persuading
- Monitoring
- Information management
- Communicating
- Thinking strategically
- Motivating
- Reporting
- Valuing and supporting others
- Balancing competing needs and interests
- Reviewing
- Prioritising
- Planning
- Consulting
- Benchmarking
- Decision making
- Risk management

Outcome of effective performance

You must be able to:

1. Ensure senior management commitment to promoting equality of opportunity, diversity, and inclusion, including making it a priority area in terms of informing the organisation's overall vision, values, objectives and planning and decision-making.
2. Ensure that your behaviour, words and actions and those of people working for the organisation support a commitment to equality of opportunity, diversity and inclusion
3. Identify the organisation's, and your own, responsibilities and liabilities under equality legislation and any relevant codes of practice.
4. Review the diversity and needs of the organisation's current customers and potential customers and identify areas where needs are not being satisfied and where the diversity of customers should be improved.
5. Review the diversity of the workforce, at all levels, in comparison to the local and/or national population, as appropriate, and the organisation's current and potential customers and identify areas for improvement.
6. Ensure that the organisation has a written equality, diversity and inclusion policy and that this is clearly communicated to all people who work for the organisation and other relevant parties.
7. Ensure that the equality, diversity and inclusion policy is supported by an action plan, which prioritises areas for improvement and identifies required resources, and that the plan is communicated and implemented across the organisation.
8. Carry out benchmarking to identify good practice in relation to promoting equality of opportunity, diversity and inclusion and what lessons can be learnt and applied to your organisation.
9. Ensure ongoing consultation with people who work for the organisation or their representatives and other relevant parties on equality and diversity issues.
10. Seek and make use of specialist expertise in relation to equality, diversity and inclusion issues.
11. Ensure that systems are in place to monitor, review and report on progress in relation to equality of opportunity, diversity and inclusion within your organisation and that the findings are used to identify required actions and changes to practice.
12. Monitor wider developments in relation to equality, diversity and inclusion and assess their implications for your organisation.

Behaviours which underpin effective performance

1. You constructively challenge the status quo and seek better alternatives.
2. You model behaviour that shows respect, helpfulness and co-operation.
3. You use communication styles that are appropriate to different people and situations.
4. You recognise the opportunities presented by the diversity of people.
5. You understand individuals' needs, feelings and motivations and take an active interest in their concerns.
6. You encourage and support others to make the best use of their abilities.
7. You use a range of leadership styles appropriate to different people and situations.
8. You show a clear understanding of different customers and their needs.
9. You treat individuals with respect and act to uphold their rights.
10. You show integrity, fairness and consistency in decision making.
11. 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 and how to use it to persuade and influence others
4. The probable effects of not promoting equality of opportunity, diversity and inclusion in an organisation
5. Why it is important to ensure senior management commitment to promoting equality of opportunity, diversity and inclusion and how this can be demonstrated
6. How and where to identify the organisation's and your personal responsibilities and liabilities under equality legislation and any relevant codes of practice
7. Why it is important to make equality, diversity and inclusion a priority area and how to do so effectively
8. 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
9. 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
10. The importance of reviewing the diversity and needs of an organisation's current and potential customers in order to identify areas for improvement and how to do so effectively
11. The importance of reviewing the diversity of an organisation's workforce, at all levels, in order to identify areas for improvements and how to do so effectively
12. How to develop an effective written equality, diversity and inclusion policy and what it should cover
13. How to communicate the organisation's equality and diversity policy to all people who work for the organisation and other relevant parties
14. What should be covered in an action plan for the promotion of equality, diversity and inclusion and how it should be communicated across the organisation and to other relevant parties
15. The type of support and resources required across the organisation to promote equality of opportunity, diversity and inclusion and ways in which this can be provided
16. How to carry out benchmarking to identify good practice in relation to promoting equality, diversity and inclusion
17. Sources of specialist expertise in relation to equality, diversity and inclusion
18. How and when to consult with people who work for the organisation or their representatives on equality, diversity and inclusion issues
19. How to establish systems for monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion within an organisation
20. How/where to obtain information on wider developments in relation to equality, diversity and inclusion and how to assess their implications for your organisation

Industry/sector specific knowledge and understanding

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

Context specific knowledge and understanding

1. The overall vision, values, objectives, plans and culture of the organisation
2. The planning and decision-making processes within the organisation
3. Your organisation's current and potential customers and their needs
4. The diversity of your organisation's workforce
5. Appropriate comparators for reviewing the diversity of your organisation's workforce
6. Other relevant parties with an interest in equality, diversity and inclusion in your organisation
7. The organisation's written equality and diversity policy and action plan and how they are communicated to people who work for the organisation and to other relevant parties
8. Mechanisms for consulting with people who work for the organisation or their representatives on equality, diversity and inclusion issues
9. Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions
10. Organisations to benchmark against in terms of their approach to promoting diversity
11. Sources of specialist expertise in relation to equality, diversity and inclusion used by your organisation
12. Systems in place for effective monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion

Unit 510

Promote equality of opportunity, diversity and inclusion in your organisation

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
Policies, systems, procedures and reports you have originated or instigated in relation to equality of opportunity and diversity:					
O1	<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, develop, review and implement policies in relation to equality of opportunity and diversity across the organisation reviews you have initiated or conducted of the organisation's legal, social and ethical responsibilities in relation to equality of opportunity and diversity studies you have initiated or undertaken of best practice across the organisation and other organisations in the same sector and elsewhere equality of opportunity and diversity values and policy statements you have developed, initiated and/or agreed for the organisation 	1, 2, 3, 4, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 12, 13, 17, 20	1, 2, 3	1, 2, 6, 7, 8, 9, 11
O2					
O3		2, 4, 7, 8, 11	1, 2, 4, 5, 6, 7, 8, 10, 11, 12, 17, 18, 20	1, 2, 3	1, 2, 3, 4, 6, 7, 8, 9, 11, 12
O6					
O8	2, 4, 7, 8, 11	1, 2, 3, 4, 5, 6, 7, 16, 17	1, 2, 3	5, 6, 10, 11	
O9					
		1, 3, 4, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 12, 13	1, 2	1, 2, 7, 9
Records of actions you have taken to implement policy and address any problems identified:					
O1	<ul style="list-style-type: none"> monitoring systems you have designed or introduced, reviews of equality of opportunity and diversity in the organisation's practices and outcomes 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, 3, 4, 5, 6, 8, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 17, 18, 19, 20	1, 2, 3	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
O2					
O3					
O4		1, 3, 4, 5, 6, 7, 8, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 17, 18, 19	1, 2, 3	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
O5					
O7					
O10		1, 2, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3	1, 3, 4, 7, 11
O11					
O12					

Unit level:	SCQF 9
Credit value:	15
Relationship to NOS:	Customer Service National Occupational Standards at level 2
Aim:	<p>'Change', in its various forms, is happening more often within organisations. The driving force for change may be external or internal to the organisation or a mixture of both. It may be a reaction to events or an attempt to improve the organisation for the future.</p>

'Change', in its various forms, is happening more often within organisations. The driving force for change may be external or internal to the organisation or a mixture of both. It may be a reaction to events or an attempt to improve the organisation for the future.

This unit reflects the need, in many situations, for someone to take control and provide a lead within the overall organisation or part of an organisation for a specific change or a wider programme of change. It involves selling the vision in terms of what the change is aiming to achieve and supporting the people involved in the practicalities of making the vision a reality.

Who is the unit for?

The unit is recommended for middle managers and senior managers.

Skills

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

- Leadership
- Communicating
- Decision making
- Motivating
- Delegating
- Negotiating
- Influencing
- Problem solving
- Valuing and supporting others
- Setting objectives
- Prioritising

Outcome of effective performance:

You must be able to:

1. Communicate your vision of the future, the reasons for the change and associated benefits to everyone involved.
2. Encourage everyone involved to welcome change as an opportunity.
3. Make sure the people responsible for planning and implementing change understand their responsibilities and have the necessary influence and power.
4. Set and prioritise objectives for the change.
5. Identify strategies for achieving the vision and communicate them clearly to everyone involved.
6. Support people through the change process.
7. Communicate progress to everyone involved and celebrate achievement.
8. Identify and deal with obstacles to change.

Behaviours which underpin effective performance

1. You give people opportunities to provide feedback and you respond appropriately
2. You clearly agree what is expected of others and hold them to account
3. You articulate a vision that generates excitement, enthusiasm and commitment
4. You inspire others, championing work to achieve common goals
5. You show sensitivity to stakeholders' needs and interests and manage these effectively
6. You use a range of leadership styles appropriate to different people and situations
7. You identify the implications or consequences of a situation
8. You take and implement difficult and/or unpopular decisions, if necessary

Knowledge and understanding

General knowledge and understanding

1. The main models and methods for leading organisational change, and their strengths and weaknesses
2. The relationship between transformational and transactional change
3. Theory and application of the change/performance curve
4. Principles and application of risk assessment
5. Different leadership styles and behaviours, their strengths and how to use the appropriate style for different circumstances
6. How to make critical decisions
7. The political, bureaucratic and resource barriers to change, and the techniques for dealing with these.
8. Different methods of communication and their relevant strengths and weaknesses in various circumstances
9. The main techniques for solving problems and how to apply them
10. Stakeholder expectations and how they influence the change process

Industry/sector specific knowledge and understanding

1. Your organisation's current position in the sector and market in which it operates, compared with its main competitors, relevant to the change programme
2. The range of information sources that are relevant to your sector, and related sectors, in which the 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. Those factors (for example, strategy, procedures, policies and structure) that need to be changed, and the associated priorities and reasons
3. Employees' knowledge, skills and attitudes
4. How long it will take to make the changes
5. The culture of the organisation and the implications this has for the change process
6. Your organisation's communication channels, both formal and informal

Unit 511 Lead 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
O1 O3 O4 O5	Policies, plans and presentations you have been responsible for producing to communicate your vision for the future and your strategy for implementing it:				
	<ul style="list-style-type: none"> vision statements, records of presentations, policy and strategy documents, proposals, newsletters and other internal communications, that you have produced that present your vision for the future and the objectives of the change 	1, 2, 3, 4, 5, 8	1, 2, 3, 8, 10	1, 2, 3	1, 2, 4, 5, 6
	<ul style="list-style-type: none"> feasibility studies, cost-benefit analyses, decision tables and other financial and risk assessments you have made or commissioned to determine the likely success of proposals for change 	1, 7, 8	1, 3, 4, 6, 7, 10	1, 2, 3	1, 2, 3, 4, 5
	<ul style="list-style-type: none"> project and action plans, descriptions of role and responsibilities, Gantt charts, network diagrams, and other plans for the implementation of changes that you have initiated 	1, 2, 3, 4, 7, 8	5, 6, 7	1, 2, 3	1, 2, 3, 4, 5
O1 O2 O3 O6	Records of actions you have taken and meetings you have held to support people through the change:				
	<ul style="list-style-type: none"> records of training, coaching, mentoring, counselling and other development and support services you have organised for the people affected by the change 	1, 4, 5, 6, 7, 8	2, 5, 8	-	3, 4, 5
	<ul style="list-style-type: none"> notes or records of meetings you have had with people directly affected by the change, and records of agreements you have made with them to take action in response to their concerns or difficulties they are facing 	1, 4, 5, 6, 7, 8	5, 8, 10	-	3, 4, 5
	<ul style="list-style-type: none"> records of decisions you have made and actions you have initiated in response to feedback you have received from people affected by change 	1, 2, 6, 7, 8	5, 6, 8	-	3, 4, 5
	<ul style="list-style-type: none"> personal statements (reflections on your own actions and behaviour to support people through the change process) 	3, 5	5, 6	-	3, 4, 5
	<ul style="list-style-type: none"> witness statements (comment on your actions and behaviour to support people through the change process) 	1, 2, 3, 4, 5	-	-	-
O4 O6 O8	Systems you have designed to monitor the progress of planned change and actions you have taken in response to problems encountered:				
	<ul style="list-style-type: none"> objectives and targets, milestones, critical success factors, key performance indicators and other techniques you have used to establish metrics against which to monitor progress 	2, 7	1, 3, 7, 8	1, 2, 3	1, 2, 3, 4, 5, 6
	<ul style="list-style-type: none"> specifications of systems and procedures you have initiated to monitor performance against these metrics 	2, 7	6, 9	1, 2, 3	2, 4, 5, 6

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"> 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, 6, 7, 8	5, 6, 7, 9	1, 2, 3	2, 4, 5, 6
	Your communications with stakeholders and others on the progress of the change process:				
O7	<ul style="list-style-type: none"> reports you have prepared to stakeholders on the progress of the project, actions you have initiated to deal with any problems and revised schedules or timetables, where appropriate 	5, 7	8, 10	1, 3	6
	<ul style="list-style-type: none"> newsletters, emails, intranet pages, presentations and briefings you have made and other communications you have initiated to ensure that all the people involved are kept informed about progress towards achieving your vision 	5, 7	8, 10	1, 2	6

Unit 512

Plan change

Unit level:	SCQF 9
Credit value:	15
Relationship to NOS:	Customer Service National Occupational Standards at level 3
Aim:	This unit is about the planning that is needed to make a specific change or put into practice a programme of change. It involves developing a strategy to make the change that is needed, taking note of barriers, risks and the need to put appropriate monitoring and communication systems in place.

Who is the unit for? The unit is recommended for first line managers, middle managers and senior managers.

Skills 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.

- 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

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

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 O2 O4	<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
	<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
	<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 O3 O4 O5 O6 O8	<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
	<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
	<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
	<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

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 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 	2, 4	1, 9	-	4
		4	1	-	4

Unit level:	SCQF 8
Credit value:	11
Relationship to NOS:	Customer Service National Occupational Standards at level 2.
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

Outcome of effective performance

You must be able to:

Use feedback to identify potential customer service improvements

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

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 513 Implement 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
	Designs or specifications for new work processes, procedures, systems, structures and roles that you have developed and implemented:				
02	<ul style="list-style-type: none"> 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
03	<ul style="list-style-type: none"> 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
07	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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:				
01	<ul style="list-style-type: none"> 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
03	<ul style="list-style-type: none"> 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
04					
05					
06	<ul style="list-style-type: none"> 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:	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
	<ul style="list-style-type: none"> possible examples of evidence 				
	<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 	1, 4, 8	1, 2, 3, 4	-	4
	<ul style="list-style-type: none"> personal statements (reflections on your own actions and behaviour to facilitate the change process) 	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8	1, 2	1, 2, 3
	<ul style="list-style-type: none"> witness statements (comment on your actions and behaviour to facilitate the change process) 	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 514

Develop productive working relationships with colleagues and stakeholders

Unit level:	SCQF 9
Credit value:	12
Relationship to NOS:	Customer Service National Occupational Standards at level 3
Aim:	This unit is about developing productive working relationships with colleagues, within your own organisation and within other organisations with which your organisation works, and with identified stakeholders.

It involves being aware of the roles, responsibilities, interests and concerns of colleagues and stakeholders and working with and supporting them in various ways. The need to monitor and review the effectiveness of working relationships with colleagues and stakeholders is also a key requirement of this unit.

'Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions in terms of level of responsibility.

For the purposes of this unit, 'Stakeholder' refers to individuals or organisations that have a material, legal or political interest in or who may be affected by the activities and performance of your organisation.

Who is the unit for?

The unit is recommended for middle managers and senior managers.

Skills

Listed below are the main generic 'skills' which need to be applied in developing productive working relationships with colleagues and stakeholders. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Information management
- Managing conflict
- Consulting
- Reviewing
- Presenting information
- Prioritising
- Empathising
- Networking
- Balancing competing needs and interest
- Monitoring
- Providing feedback
- Obtaining feedback
- Problem solving
- Leadership
- Valuing and supporting others

Outcome of effective performance

You must be able to:

1. Identify stakeholders and the background to and nature of their interest in the activities and performance of the organisation.
2. Establish working relationships with relevant colleagues and stakeholders.
3. Recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders.
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 over things forward
6. Provide colleagues and stakeholders with appropriate information to enable them to perform effectively.
7. Consult colleagues and stakeholders in relation to key decisions and activities and take account of their views, including their priorities, expectations and attitudes to potential risks.
8. Fulfil agreements made with colleagues and stakeholders and let them know
9. Advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements.
10. Identify and sort out conflicts of interest and disagreements with colleagues and stakeholders in ways that minimise damage to work and activities and to the individuals and organisations involved.
11. Monitor and review the effectiveness of working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement.
12. Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders.

Behaviours which underpin effective performance

1. You present information clearly, concisely, accurately and in ways that promote understanding.
2. You show respect for the views and actions of others.
3. You seek to understand people's needs and motivations.
4. You comply with and ensure others comply with legal requirements, industry regulations, organisational policies and professional codes.
5. You create a sense of common purpose.
6. You work towards win-win solutions.
7. You show sensitivity to internal and external politics that impact on your area of work.
8. You keep promises and honour commitments.
9. You consider the impact of your own actions on others.
10. You use communication styles that are appropriate to different people and situations.
11. You work to develop an atmosphere of professionalism and mutual support.

Knowledge and understanding

General knowledge and understanding

1. The benefits of developing productive working relationships with colleagues and stakeholders
2. Different types of stakeholder and key principles which underpin the 'stakeholder' concept
3. How to identify your organisation's stakeholders, including background information and the nature of their interest in your organisation
4. Principles of effective communication and how to apply them in order to communicate effectively with colleagues and stakeholders
5. Why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders
6. The importance of creating an environment of trust and mutual respect where you have no authority, or shared authority, over those who you are working with
7. The importance of understanding difficult situations and issues from your colleague's perspective and providing support, where necessary, to move things forward
8. How to identify and meet the information needs of colleagues and stakeholders
9. What information it is appropriate to provide to colleagues and stakeholders and the factors that need to be taken into consideration
10. How to consult with colleagues and stakeholders in relation to key decisions and activities
11. The importance of taking account, and being seen to take account, of the views of colleagues and stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks
12. Why communication with colleagues and stakeholders on fulfilment of agreements or any problems affecting or preventing fulfilment is important
13. How to identify conflicts of interest with colleagues and stakeholders and the techniques that can be used to manage or remove them
14. How to identify disagreements with colleagues and stakeholders and the techniques for sorting them out
15. The damage which conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and organisations
16. How to take account of diversity issues when developing working relationships with colleagues and stakeholders
17. How to recognise and take account of political issues when dealing with colleagues and stakeholders
18. How to manage the expectations of colleagues and stakeholders
19. How to monitor and review the effectiveness of working relationships with colleagues and stakeholders
20. How to get and make effective use of feedback on the effectiveness of working relationships from colleagues and stakeholders
21. How to provide colleagues and stakeholders with useful feedback on the effectiveness of working relationships
22. The importance of monitoring wider developments in relation to stakeholders and how to do so effectively

Industry/sector specific knowledge and understanding

1. Current and emerging political, economic, social, technological, environmental and legal developments in the industry or sector
2. Sector-specific legislation, regulations, guidelines and codes of practice
3. Standards of behaviour and performance in the industry or sector
4. The culture of the industry or sector
5. Developments, issues and concerns of importance to stakeholders in the industry or sector

Context specific knowledge and understanding

1. The vision, values, objectives, plans, structure and culture of your organisation
2. Relevant colleagues, their work roles and responsibilities
3. Identified stakeholders, their background and interest in the activities and performance of the organisation
4. Agreements with colleagues and stakeholders
5. The identified information needs of colleagues and stakeholders
6. Mechanisms for consulting with colleagues and stakeholders on key decisions and activities
7. The organisation's planning and decision making processes
8. Mechanisms for communicating with colleagues and stakeholders
9. Power, influence and politics within the organisation
10. Standards of behaviour and performance that are expected in the organisation
11. Mechanisms in place for monitoring and reviewing the effectiveness of working relationships with colleagues and stakeholders

Unit 514

Develop productive working relationships with colleagues and stakeholders

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
Records of activities and agreements with work colleagues and stakeholders that you have completed successfully:					
O1 O2 O3 O4 O5 O6 O10	<ul style="list-style-type: none"> notes and other records of information you have collected on developments in the organisation and its environment that will be of interest to colleagues and stakeholders 	7, 11	2, 3, 6, 7, 20	1, 2, 5	5
	<ul style="list-style-type: none"> records of new stakeholders you have met or have identified 	3, 7	1, 2, 3	5	3
	<ul style="list-style-type: none"> notes, minutes or other records of formal and informal meetings with colleagues and with stakeholders relating to consultations, decisions and agreements for action by you and your performance in relation to these consultations, decisions and agreements 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
	<ul style="list-style-type: none"> emails, memos and other correspondence with colleagues and with stakeholders relating to decisions you have taken, actions you have agreed to undertake and your performance in relation to these agreements 	1, 2, 4, 5, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
	<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) 	2, 3, 7, 9	1, 5, 6, 7, 8, 9	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
	<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, 4, 5, 6, 7, 8, 10, 11	-	-	-
Records of relationship or other difficulties or conflicts with work colleagues and stakeholders that you have successfully addressed and feedback you have given and received:					
O1 O2 O3 O4 O7 O8 O9	<ul style="list-style-type: none"> notes, minutes or other records of formal and informal meetings with colleagues and stakeholders relating to difficulties or conflicts 	1, 2, 3, 4, 5, 6, 7, 9, 10, 11	1, 4, 5, 9, 11, 12, 13, 14, 15, 16, 17	2, 3, 4	2, 3, 8, 9, 10, 11
	<ul style="list-style-type: none"> emails, memos and other correspondence with colleagues and stakeholders relating to difficulties or conflicts 	1, 2, 3, 4, 5, 6, 7, 9, 10, 11	1, 4, 5, 9, 11, 12, 13, 14, 15, 16, 17	2, 3, 4	2, 3, 8, 9, 10, 11
	<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 and stakeholders 	1, 2, 3, 9, 10, 11	11, 12, 13, 14, 15, 16, 17, 18, 19	3, 4	2, 3, 6, 8, 9, 10, 11

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 or other records of verbal feedback and copies of memos, emails and letters you have received in which colleagues and stakeholders have given feedback to you 	2, 11	11, 12, 13, 14, 15, 16, 17, 18, 19	3, 4	2, 3, 6, 8, 9, 10, 11
	<ul style="list-style-type: none"> personal statements (reflections on your ability to monitor and review the effectiveness of relationships with colleagues and stakeholders and to deal effectively with difficulties or conflicts) 	1, 2, 3, 4, 5, 6, 7, 9, 10, 11	9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	2, 3, 4	9, 10, 11
	<ul style="list-style-type: none"> witness statements (comments by colleagues and stakeholders on your ability to deal effectively with difficulties or conflicts) 	1, 2, 4, 5, 6, 7, 8, 10, 11	-	-	-

Unit level:	SCQF 11
Credit value:	12
Relationship to NOS:	Customer Service National Occupational Standards at level 3
Aim:	<p>This unit is about taking a lead in identifying the workforce requirements of your organisation and how these will be satisfied. It involves considering the strategic objectives and plans of the organisation to decide whether the workforce should be expanded, maintained or contracted.</p> <p>It also involves considering whether there is an appropriate mix of people to achieve the organisation's objectives, and whether any problems with this can be sorted out by recruiting staff, moving staff to other positions or making staff redundant.</p> <p>'Workforce' covers any person who works for the organisation. Colleagues do not have to be directly employed as there is a wide range of contractual arrangements which could be used to provide the people the organisation needs, and part of the planning process is to decide how this is managed.</p> <p>For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority or a significant operating unit, with a relative degree of autonomy, within a larger organisation.</p>
Who is the unit for?	The unit is recommended for senior managers.
Skills	<p>Listed below are the main generic 'skills' which need to be applied in planning the workforce. 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"> • Planning • Thinking strategically • Prioritising • Contingency planning • Information management • Monitoring • Evaluating • Decision making • Communicating • Analysing • Thinking creatively • Balancing competing needs and interests

Outcome of effective performance

You must be able to:

1. Evaluate the organisation's strategic objectives and associated plans to obtain information needed for workforce planning purposes and identify any key issues for further consideration.
2. Identify the type of skills, knowledge, understanding and experience required to undertake current and planned organisational activities.
3. Review capacity and capability of the current workforce to meet identified skills, knowledge, understanding and experience requirements
4. Seek and make use of specialist expertise to assist in workforce planning activities, as necessary.
5. Specify workforce requirements that are capable of achieving the organisation's objectives.
6. Make sure that the organisation has a diverse workforce which provides a suitable mix of people to achieve its objectives.
7. Make sure the cultural needs and requirements of your workforce are considered to maximise efficiency for the organisation
8. Develop plans that meet the organisation's long, medium, and short-term requirements, making best use of people from inside and from outside the organisation.
9. Ensure a mix of full-time, part-time, temporary and contractual workers appropriate to the needs of the organisation.
10. Make sure that resources needed to recruit, keep and re-deploy people are available.
11. Make sure that plans incorporate contingency arrangements to deal with unforeseen circumstances and maintain business continuity.
12. Communicate workforce plans to relevant people for information.

Behaviours which underpin effective performance

1. You recognise the opportunities presented by the diversity of people.
2. You are vigilant for potential risks.
3. You identify systemic issues and trends and recognise their effect on current and future work.
4. You anticipate likely future scenarios based on realistic analysis of trends and developments.
5. You take decisions in uncertain situations or based on incomplete information when necessary.
6. You take and implement difficult and/or unpopular decisions, if necessary.
7. You work towards a clearly defined vision of the future.
8. You use communication styles that are appropriate to different people and situations.

Knowledge and understanding

You need to know and understand the following:

General knowledge and understanding

1. What an effective workforce plan should cover
2. The information required to undertake workforce planning
3. Sources of specialist expertise in relation to workforce planning and how to make use of them
4. Legislation and requirements relating to employment, workers' welfare and rights, equality and health and safety
5. How to take account of equality and diversity issues in workforce planning
6. Strategies and/or services which need to be in place for when people leave, including redundancy counselling
7. The importance of putting contingency arrangements in place and how to do so effectively
8. How a multicultural and international workforce can benefit the organisation
9. The different ways in which workforce requirements can be met, their advantages and disadvantages, costs and benefits

Industry/sector specific knowledge and understanding

1. Types of employment agreements typically used within the industry/sector
2. Patterns for employing, recruiting, and keeping people in the industry/sector
3. Trends and developments in the sector which are relevant to workforce planning
4. Legislation, regulations and codes of practice that apply in the industry/sector
5. Working culture and practices of the industry/sector

Context specific knowledge and understanding

1. The organisation's vision, strategic objectives and associated plans, structure, values and culture
2. Employment agreements with people working in and for the organisation
3. The capacity and capability of the current workforce
4. The diversity of the organisation's workforce
5. Factors affecting workforce planning in the organisation
6. Local employment market conditions
7. Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions

Unit 515 Plan the workforce

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
	Workforce reviews that you have organised or prepared:				
	<ul style="list-style-type: none"> analyses of strategic, business and/or operational plans to forecast likely future employment requirements (numbers of people, skills levels, employment patterns, etc) 	4, 7	2, 4, 5, 7, 8	2, 3, 4, 5	1, 5, 7
	<ul style="list-style-type: none"> analyses of recruitment and employment data and of the relevant population from which recruits are drawn to identify statistical disparities in the job applications, selection, employment, retention and promotion to identify any evidence of poor employment practice, possible discrimination or unintentional barriers to particular groups 	1, 2, 3	2, 4, 5	1, 2, 3, 4, 5	2, 3, 4, 6, 7
O1	<ul style="list-style-type: none"> surveys of the current workforce to identify their experiences and perceptions of, and their attitudes to, their employment conditions 	1, 2, 3	2, 4, 5	1, 2, 3, 5	2, 3, 4, 5, 6, 7
O2	<ul style="list-style-type: none"> surveys or records of debriefings of (successful and unsuccessful) applicants to identify their views of the employment prospects in the organisation 	1, 3	2, 4, 5	1, 2, 3, 5	6, 7
O3					
O4	<ul style="list-style-type: none"> reports or other outcomes of reviews you have undertaken of the systems for recording and monitoring employment (eg collecting and analysing data on recruitment, retention, development, promotion, timekeeping, attendance, etc) 	2, 3, 5, 6	2, 4, 5	2, 4	2, 3, 4, 7
O6					
O8	<ul style="list-style-type: none"> notes, minutes or other records of meetings you have had with colleagues and consultants to review the organisation's workforce planning strategy 	1, 2, 3, 4, 7	1, 2, 4, 5	1, 2, 3, 4, 5	2, 3, 4, 5, 6, 7
O9					
	<ul style="list-style-type: none"> briefings, notes of meetings, letters and other documents you have produced to commission external consultants or specialist staff to review employment practices and future workforce needs 	1, 2, 8	1, 3	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
	<ul style="list-style-type: none"> personal statements (reflecting on your role in analysing and reviewing current employment practices and future workforce needs) 	1, 2, 3, 7	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
	Workforce plans that you have organised or prepared:				
	• proposals for future workforce reform or restructuring, recruitment or redundancy, employee development, and other changes to bring the workforce profile into line with strategic, business or operational plans	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
	• reports or proposals you have prepared to propose improvements to the organisation's recruitment, workforce development and succession planning strategy or employment conditions to bring them into line with future workforce requirements and with legal and social responsibilities	1, 2, 3, 4, 5, 7, 8	2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
O4	• notes, minutes or other records of meetings to discuss future workforce strategy and plans or proposals to align the workforce to future needs	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
O5					
O6	• briefings, notes of meetings, letters and other documents you have produced to commission external consultants or specialist staff to plan future employment practices and workforce needs	1, 4, 7, 8	1, 3	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6,
O7					
O8	• newsletters, records of presentations, notes or other records of meetings with workforce representatives and other communications you have prepared to communicate future workforce strategy to employees	6, 8	1, 4, 5, 6, 8	1, 2, 3, 4, 5	1, 2, 7
O9					
O10	• personal statements (reflecting on your role in planning future employment practices and future workforce needs)	1, 2, 3, 4, 7	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
O11					

Unit 516

Build and sustain collaborative relationships with other organisations

Unit level:	SCQF 11
Credit value:	6
Relationship to NOS:	Customer Service National Occupational Standards at level 3
Aim:	This unit is about building and sustaining collaborative relationships with other organisations which share objectives that are similar or complementary to your own organisation's objectives. It does not cover setting up a formal legal partnership, but it does describe good practice in identifying and selecting suitable organisations to collaborate with and a process to ensure that your work with the other organisation is as effective as possible.

Who is the unit for?

The unit is recommended for 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.

- Assessing
- Balancing competing needs and interests
- Communicating
- Decision making
- Evaluating
- Information management
- Negotiating
- Planning
- Presenting information
- Reporting
- Reviewing
- Risk management
- Setting objectives

Outcomes of effective performance

You must be able to do the following:

1. Identify organisations which share common or complementary objectives and evaluate the feasibility of collaboration in line with your organisation's strategic objectives.
2. Decide whether to collaborate with other organisations, based on an evaluation of mutual net potential benefits, the compatibility of the two organisations and your ability to mitigate any risks involved.
3. Agree internally and with the other organisation:
 - the aims and objectives of collaboration
 - the benefits each organisation expects from collaboration
 - the costs to each organisation from collaboration
 - the actions each organisation will take and when
 - the required outcomes from collaboration
 - arrangements for communicating with each other and reporting progress
 - arrangements for processing information in line with relevant legislation
 - How and when you will review the effectiveness of your collaboration.
4. Take agreed actions at the agreed time; inform the other organisation if you are unable to do so and the reasons for this.
5. Support the other organisation to take their agreed actions at the agreed time.
6. Report to, and receive reports from, the other organisation according to arrangements agreed.
7. Provide feedback to the other organisation in ways that help them to perform effectively and reinforce their commitment and enthusiasm for collaboration.
8. Process information supplied by the other organisation in line with arrangements and relevant legislation.
9. Review the effectiveness of your collaboration at agreed times and agree:
 - the extent to which the aims and objectives have been achieved
 - the actions carried out by each organisation, any deviations from the actions agreed and reasons for these
 - any failures or mistakes, the reasons for these and ways of avoiding these failures or mistakes in the future
 - the costs to each organisation of collaboration and ways in which these costs may be reduced in the future
 - the benefits to each organisation, the value of these benefits and how mutual benefits may be increased in the future
 - the extent to which the expectations of each organisation have been met
 - any changes to make your collaboration more effective in the future.

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 show respect for the views and actions of others.
4. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
5. You identify clearly the value and benefits to people of a proposed course of action.
6. You act to understand and influence the climate and culture of the organisation/partnership.
7. You identify and work with people and organisations that can provide support for your work.
8. You clarify your own and others' expectations of relationships.
9. You articulate the assumptions made and risks involved in understanding a situation.
10. You identify the range of elements in a situation and how they relate to each other.

Knowledge and understanding

You need to know and understand the following:

General knowledge and understanding

1. The importance of identifying and evaluating potential partners.
2. How to identify the potential benefits to each party of collaboration.
3. How to identify the aims, values and working practices of potential partners and assess how compatible these are with your organisation's aims, values and working practices.
4. How to identify the potential costs, both in terms of money and time, to each party of working together.
5. The importance of agreeing with partners the benefits and costs to each party from working together.
6. The importance of basing your decision to collaborate with potential partners on your evaluation of net potential benefits, the compatibility of the two parties and your ability to mitigate any risks involved, and how to do so.
7. The importance of identifying and agreeing with partners the aims and objectives of collaboration, and how to do so.
8. The importance of identifying and agreeing the actions each party will take and when, and how to do so.
9. The importance of identifying and agreeing the arrangements for communicating with each other and reporting progress, and how to do so.
10. How to identify and evaluate any risks involved in working together.
11. The importance of identifying and agreeing how and when you will review the partnership and its effectiveness, and how to do so.
12. The importance of taking agreed actions at the agreed time and informing people promptly if you are unable to do so and the reasons for this.
13. The importance of supporting partners to take their agreed actions at the agreed time, and how to do so.

14. The importance of reporting and receiving reports from partners according to arrangements agreed, and how to do so.
15. How to provide feedback to partners in ways that help them to perform effectively and reinforce their commitment and enthusiasm for collaboration.
16. How to process information supplied by partners in line with arrangements and data protection legislation.
17. The principles of effective communication and how to apply them.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements and legislation for collaboration with other organisations to achieve common or complementary objectives.

Context specific knowledge and understanding

1. Your organisation's aims, values and working practices.
2. Legal and organisational requirements for data protection.
3. Confidentiality policies for each organisation and how they may impact on the collaboration.
4. Who has a right to the information and knowledge you are communicating.

Unit 517

Obtain additional finance for the organisation

Unit level:	SCQF 10
Credit value:	18
Relationship to NOS:	Customer Service National Occupational Standards at level 3
Aim:	<p>This unit is about identifying the need for and obtaining additional finance to fund the organisation's proposed activities. The organisation may already be generating some surplus income through the ongoing supply of its products and/or services. This may be insufficient, however, to fund activities such as investment in new equipment or proposed changes to products and/or services and it is in instances such as these where additional finance might be required.</p> <p>A key aspect of this unit is identifying types of finance and funding providers which are appropriate to the particular needs of the organisation.</p> <p>Whilst you would be expected to draw on the expertise of financial specialists, you are not expected to be a financial specialist yourself.</p> <p>For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority or a significant operating unit, with a relative degree of autonomy, within a larger organisation</p>

Who is the unit for?

The unit is recommended for senior managers.

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.

- Thinking strategically
- Questioning
- Information management
- Evaluating
- Presenting information
- Communicating
- Decision making
- Risk management
- Prioritising
- Reviewing
- Negotiating

- Contingency planning
- Monitoring
- Involving others
- Planning
- Forecasting
- Influencing and persuading
- Problem solving
- Leadership

Outcomes of effective performance

You must be able to do the following:

1. Identify the additional finance required to fund the organisation's proposed activities.
2. Seek and make effective use of specialist financial expertise.
3. Evaluate the costs, benefits and risks of the current types and providers of finance used by the organisation and other potential types and providers of finance.
4. Select the types of finance which are most appropriate to the needs of the organisation, taking account of levels of acceptable risk and views of stakeholders, and identify possible providers.
5. Present fully-costed proposals and recommendations for obtaining additional finance to relevant people in the organisation and, where appropriate, any key stakeholders, and discuss and agree on potential providers of finance.
6. Ensure timely submission of clear proposals or bids or applications to potential providers of finance and seek regular updates on progress.
7. Put formal agreements in place with providers for agreed amounts of finance at agreed times and, as appropriate, agreed costs and repayment schedules.
8. Identify any shortfall in the level of additional funding obtained and take appropriate action.
9. Put contingency plans in place to deal with any problems in the additional finance being made available and any changes to the level of additional finance required.
10. Monitor the effectiveness of the agreements for providing additional finance, identifying and making changes where necessary and identifying improvements for the future.

Behaviours which underpin effective performance

1. You reflect regularly on your own and others' experiences, and use these to inform future action.
2. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
3. You show sensitivity to stakeholders' needs and interests and manage these effectively.
4. You identify the implications or consequences of a situation.
5. You act within the limits of your authority.
6. You identify and work with people and organisations that can provide support for your work.
7. You constructively challenge the status quo and seek better alternatives.
8. You are vigilant for potential risks.
9. You identify and raise ethical concerns.
10. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
11. You work to a clearly defined vision of the future.

Knowledge and understanding

You need to know and understand the following:

General knowledge and understanding

1. Why organisations might need additional finance for their proposed activities
2. Where to obtain and how to evaluate information in order to identify an organisation's requirement for additional finance
3. Sources of specialist financial expertise and how to make effective use of them
4. Different types of finance
5. Different providers of finance
6. How to evaluate the costs, benefits and risks of different types and providers of finance
7. Criteria for selecting types and providers of finance which are appropriate to organisational needs and the views of stakeholders
8. The importance of risk in obtaining additional finance and ways in which the level of risk can be identified and managed
9. How to work out the full cost of obtaining finance from providers
10. The importance of consulting with relevant people in the organisation and key stakeholders on proposals and recommendations for obtaining additional finance
11. The importance of submitting clear proposals or bids or applications to potential providers of finance and allowing sufficient time for their submission and consideration
12. The type of formal agreements that should be put in place with providers of finance and what they should cover
13. The type of actions that might need to be taken in the event of a shortfall in additional funding
14. Why it is necessary to put contingency plans in place in relation to obtaining additional finance and the type of contingencies that might occur
15. How to monitor the effectiveness of agreements put in place for providing additional finance
16. The changes that might need to be made to agreements for additional finance

Industry/sector specific knowledge and understanding

1. The types and providers of finance that tend to be used in your industry or sector, and why they are preferred
2. Guidelines and codes of practice and any legislative, regulatory and ethical requirements in relation to types and providers of funding in your industry or sector

Context specific knowledge and understanding

1. The vision, objectives and plans of the organisation
2. The proposed activities of the organisation, including those which require additional finance
3. The organisation's stakeholders and their views in relation to the financing of the organisation's activities
4. The current types and providers of finance used by the organisation and other potential types and providers of finance and their associated costs, benefits and risks
5. The particular needs of the organisation in terms of securing additional finance, including the organisation's attitude to risk

6. Relevant people in the organisation and any key stakeholders who should be consulted on proposals and recommendations for obtaining additional finance
7. Proposals or bids or applications submitted to providers of finance and how they have been progressed
8. Formal agreements with providers of additional finance to the organisation
9. The contingency plans that have been put in place in relation to additional finance
10. The specialist financial expertise currently used by your organisation and other potential sources of expertise
11. The systems in place for monitoring the effectiveness of the agreements for additional finance and identifying changes to agreements and improvements for the future

Unit 517

Obtain additional finance for the organisation

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
Assessments of the organisation's additional financial requirements:					
O1 O2 O3 O4 O5 O6	<ul style="list-style-type: none"> investment schedules, income/revenue and expenditure forecasts, assessments of future capital expenditure and cash flow forecasts that you have prepared 	3, 5, 8, 9, 11	1, 2, 9		1, 2, 5, 6
	<ul style="list-style-type: none"> notes, minutes or other records of meetings or consultations, and emails, letters and other communications, with stakeholders, colleagues and external specialists to identify the requirements for additional finance, the costs and benefits of types and sources of finance, and the risks of, and criteria for deciding on, the type, level and source of finance 	1, 2, 3, 4, 5, 6, 7, 8, 9, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 5, 6, 10
	<ul style="list-style-type: none"> risk and uncertainty assessments, cost/benefit analyses, decision tree analysis, comparisons and appraisals of alternative sources/ways of financing requirements, etc 	3, 4, 5, 8, 11	4, 5, 6, 7, 8, 9	1, 2	2, 3, 4, 9
	<ul style="list-style-type: none"> costed proposals or recommendations for types and levels of finance to meet identified financing requirements, with associated risk, sensitivity and other analyses that you have prepared, and notes or minutes of meetings or presentations you have made to discuss, review and agree your proposals 	2, 3, 4, 5, 6, 7, 8, 9, 11	4, 5, 6, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 5, 6
	<ul style="list-style-type: none"> personal statements (your reflections on the process of identifying financial requirements, evaluating types and levels of finance, and reaching agreement on your proposals) 	1, 3, 4, 7, 8, 9, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 5, 6
Records of negotiations and agreements for provision of finance:					
O5 O6 O7 O8 O9 O10	<ul style="list-style-type: none"> notes, minutes or other records of meeting with providers of finance (or their intermediaries) 	2, 3, 4, 5, 6, 8, 9, 10, 11	4, 5, 6, 7, 11	1, 2	2, 4, 5, 10
	<ul style="list-style-type: none"> emails, memos, letters or reports you have written to review and make recommendations about appropriate providers and the terms and conditions of their financial support for the organisation, and any contingency plans or insurance that should be put in place 	1, 2, 3, 4, 5, 8, 9, 10, 11	4, 5, 7, 8	1, 2	2, 4, 5, 6, 10
	<ul style="list-style-type: none"> letters, proposals, submissions or other documents you have prepared and submitted to obtain finance and to make contingency arrangements in the case of a shortfall or to mitigate any risks 	2, 4, 5, 8, 11	4, 5, 8, 11, 12, 13, 14	1, 2	2, 4, 5, 7, 8, 9, 11
	<ul style="list-style-type: none"> reviews of financing agreements that you have undertaken and recommendations to revise procedures or decision criteria in future financing arrangements 	1, 3, 4, 9	4, 5, 15, 16	1, 2	5, 6, 7, 8, 10, 11
	<ul style="list-style-type: none"> personal statement (your reflections on the process of agreeing finance for your organisation) 	1, 2, 3, 4, 8, 9, 10	4, 5, 8, 10, 14, 15, 16	1, 2	3, 5, 6, 11

Unit 518

Promote the use of technology within your organisation

Unit level:	SCQF 11
Credit value:	12
Relationship to NOS:	Customer Service National Occupational Standards at level 3
Aim:	This unit is about your role in making sure that the organisation gets the technology it needs and uses it in the best way possible. Technology might mean information or communications technology, equipment, machinery and so on. It does not necessarily mean using complicated technology or the latest invention. Instead it is about assessing the use of technology and improving it, which might mean making better use of what is already in place or even shifting to a lower-tech solution if that is appropriate.

You are not expected to be a technology specialist but you would be expected to be able to work with specialists as appropriate.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority **or** a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

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.

- Thinking strategically
- Involving others
- Questioning
- Communicating
- Problem solving
- Thinking systematically
- Monitoring
- Reporting
- Contingency planning
- Consulting
- Information management
- Benchmarking
- Networking
- Reviewing
- Planning
- Innovating
- Leadership

Outcomes of effective performance

You must be able to do the following:

1. Identify the approach (es) to and current use of technology within your organisation and any plans to discard or introduce technology or use existing technology for different purposes.
2. Consult with relevant people across the organisation and other relevant parties in order to identify the successful use of technology
3. Consult with relevant people across the organisation and other relevant parties to identify opportunities for introducing technology or using existing technology for different purposes.
4. Ensure that the organisation has a strategy for using technology and that it fits with the overall vision, values, objectives and plans of the organisation.
5. Communicate the strategy for using technology across the organisation and to other relevant parties.
6. Ensure that the use of technology is driven by customer needs.
7. Carry out benchmarking to identify good practice in relation to the use of technology and what lessons can be learnt and applied to your organisation.
8. Establish systems to monitor implementation of the strategy and report on the overall performance of the organisation in relation to the use of technology.
9. Seek and make use of specialist expertise to assist in developing, implementing and reviewing the strategy for using technology and monitoring overall performance of the organisation.
10. Ensure that resources and support are provided across the organisation to enable colleagues to make the best use of the available technology.
11. Ensure that contingency plans are in place in case technology fails

Behaviours which underpin effective performance

1. You constructively challenge the status quo and seek better alternatives.
2. You take personal responsibility for making things happen.
3. You anticipate likely future scenarios based on realistic analysis of trends and developments.
4. You articulate the assumptions made and risks involved in understanding a situation.
5. You take timely decisions that are realistic for the situation.
6. You balance risks against the benefits that may arise from taking risks.
7. You constantly seek to improve performance.
8. You use communication styles that are appropriate to different people and situations.
9. You create a sense of common purpose.

Knowledge and understanding

You need to know and understand the following:

General knowledge and understanding

1. Different types of technology
2. How to keep up to date with the key developments in technology
3. The main factors to consider when assessing the use and/or introduction of new technology, including the full costs and benefits
4. The importance of consulting with colleagues and other relevant parties in relation to technology
5. What an effective strategy for using technology should cover
6. The importance of contingency planning in relation to the ongoing use and/or introduction of technology and how to do so effectively
7. Different techniques and methods for communicating the organisations approach to and strategy for using technology
8. How to benchmark your organisation's use of strategy against other organisations
9. Sources of specialist expertise in relation to technology
10. How to establish systems for reviewing the implementation of the strategy for using technology and identifying areas for improvement
11. The type of resources and support needed to enable colleagues to make the best use the available technology
12. How to identify sustainable resources and ensure their effective use to support the use of technology

Industry/sector specific knowledge and understanding

1. Trends and developments in your industry/sector in relation to technology
2. The types of technology that are available to your industry/sector and their main features, benefits and drawbacks
3. Legal requirements, government policies and industry or sector guidelines relating to using technology
4. Financial or other incentives or support that may be available for investing in technology in your industry/sector

Context specific knowledge and understanding

1. The approach(es) to and current use of technology within your organisation
2. Plans to discard or introduce technology or use existing technology for different purposes
3. Who needs to be consulted across the organisation in relation to technology
4. Other relevant parties with an interest in your organisation's use of technology
5. The overall vision, values, objectives and plans of the organisation
6. Your organisation's specific strategy in relation to using technology, including contingency plans
7. The needs of your customers
8. The role of technology in your organisation's culture and how to build on this
9. Systems in place for effective monitoring and reporting on the use of technology
10. The organisations that are similar to your own and the technology they use
11. The specialists who can advise your organisation on using technology
12. What technology has already been tried in your organisation and what the outcomes were

Unit 518

Promote the use of technology within your organisation

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 and development of the use of technology in your organisation that you have conducted:				
	<ul style="list-style-type: none"> data that you have collected and analysed on the use and functionality of technology in your organisation and new technology in the market 	1, 3, 7	1, 2, 3, 4	1, 2, 3, 4	1, 2
	<ul style="list-style-type: none"> emails, memos and letters that you have sent to colleagues and external consultants to collect information and commission research into the requirements of customers, employees and others for the use of technology, establish benchmarks for the use of technology, and the current strategy, operation and functionality of technology in your own and comparable organisations 	1, 2, 3, 4, 6, 7, 8, 9	1, 2, 3, 4, 8	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12
O1	<ul style="list-style-type: none"> notes, minutes and other records of meetings that you have organised with colleagues and external consultants to review the requirements of customers, employees and others for the use of technology, establish benchmarks for the use of technology, and the current strategy, operation and functionality of technology in your own and comparable organisations 	1, 2, 3, 4, 6, 7, 8, 9	1, 2, 3, 4, 8	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12
O2					
O3					
O4					
O5					
O6					
O7	<ul style="list-style-type: none"> details of a strategy that you have developed for the use of technology in the organisation, including policy statements, standards, benchmarks and other criteria for assessing the use and development of new technologies 	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 3, 5, 6	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8
O8					
O9					
O10					
O11	<ul style="list-style-type: none"> newsletters, websites, emails and other communications that you have originated, and presentations that you have made, to promote your strategy to colleagues and stakeholders for using existing technology and introducing new technology 	7, 8, 9	1, 5, 7	1, 2, 3	2, 4, 6, 7, 8, 12
O12					
	<ul style="list-style-type: none"> systems and procedures that you have developed to provide support for employees in the introduction and use of new technology 	2, 3, 5, 7	1, 2, 9, 11	3	1, 2, 6, 8, 11
	<ul style="list-style-type: none"> systems and procedures that you have developed to monitor the operation and functionality of technology, and your contingency plans in case of failure 	3, 6	8, 10	1, 2, 3	1, 2, 3, 6, 8, 9, 11
	<ul style="list-style-type: none"> personal statement (your reflections on the process of reviewing the use of technology, the introduction of new technology, and the support for users in your organisation) 	3, 4, 5, 6, 7	1, 2, 3, 4, 6, 8, 11	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8

Unit 519

Ensure an effective organisational approach to health and safety

Unit level:	Level 11
Credit value:	12
Relationship to NOS:	Customer Service National Occupational Standards at level 3
Aim:	<p>This unit is concerned with leading the overall approach to health and safety in your organisation. There are numerous benefits arising from an effective organisational approach to health and safety, including</p> <ul style="list-style-type: none">• contributing to the well-being and productivity of all the people who work for the organisation• decreasing the risk of injury and ill-health to people who work for the organisation and others• improving the reputation of the organisation in the eyes of customers, suppliers and other stakeholders• Ensuring your organisation meets legislative requirements thus minimising the likelihood of prosecution and consequent penalties. <p>For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority or a significant operating unit, with a relative degree of autonomy, within a larger organisation.</p>
Who is the unit for?	The unit is recommended for senior 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">• Information management• Decision making• Leadership• Thinking systematically• Presenting information• Involving others• Questioning• Consulting• Reviewing• Monitoring• Communicating• Reporting• Prioritising• Planning

Outcomes of effective performance

You must be able to do the following:

1. Identify your personal responsibilities and liabilities under health and safety legislation.
2. Identify the organisation's responsibilities and liabilities under health and safety legislation.
3. Ensure that the organisation has a written health and safety policy statement that minimises health and safety risks to people who work for the organisation and other relevant parties.
4. Ensure that the health and safety policy statement is clearly communicated to all people who work for the organisation and other relevant parties.
5. Ensure that the health and safety policy is put into practice across the organisation and is subject to review and revision as situations change and at regular intervals.
6. Ensure ongoing consultation with people who work for the organisation or their representatives on health and safety issues.
7. Seek and make use of specialist expertise in relation to health and safety issues.
8. Ensure that systems are in place for effective monitoring, measuring and reporting of your organisation's health and safety performance.
9. Show continuous improvement of the organisation in relation to health and safety performance.
10. Develop an organisational culture in which people put 'health and safety' first and make health and safety a priority area in terms of informing the organisation's overall strategy, planning and decision-making.
11. Demonstrate that your own actions reinforce the messages in the organisation's health and safety policy statement.
12. Ensure that sufficient resources are allocated across the organisation to deal with health and safety issues.

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 constantly seek to improve performance.
8. You treat individuals with respect and act to uphold their rights.
9. You use a range of leadership styles appropriate to different people and situations.
10. You create a sense of common purpose.
11. You use communication styles that are appropriate to different people and situations.

Knowledge and understanding

You need to know and understand the following:

General knowledge and understanding

1. How and where to identify your personal responsibilities and liabilities under health and safety legislation
2. How and where to identify organisational responsibilities and liabilities under health and safety legislation
3. How to keep up to with legislative and other developments relating to health and safety
4. How to develop an effective written health and safety policy statement and what it should cover
5. How to communicate the written health and safety policy statement to people who work for the organisation and other relevant parties
6. How and when to review and revise the written health and safety policy statement including taking account of views from across the organisation and other relevant parties
7. How and when to consult with people who work for the organisation or their representatives on health and safety issues
8. Sources of specialist expertise in relation to health and safety
9. Ways of developing an organisational culture in which people put 'health and safety' first
10. Why and how health and safety should inform an organisation's overall strategy, planning and decision-making
11. How to establish systems for monitoring, measuring and reporting on an organisation's overall health and safety performance
12. The type of resources required to support an effective organisational approach to health and safety and how these resources should be allocated
13. The importance of setting a good example to others in relation to health and safety

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 that 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 organisation
2. The organisation's written health and safety policy statement and how it is communicated to people who work for the organisation and to other relevant parties
3. Mechanisms for consulting with people who work for the organisation or their representatives on health and safety issues
4. Sources of specialist expertise in health and safety used by the organisation
5. Systems in place for effective monitoring, measuring and reporting of organisational health and safety performance
6. The resources allocated across the organisation for health and safety
7. The organisation's strategy, planning and decision-making processes
8. The organisation's culture in relation to health and safety
9. Allocated responsibilities for health and safety across the organisation

Unit 519

Ensure an effective organisational approach to health and safety

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
Records of your actions to ensure a health and safety policy is developed, reviewed and implemented appropriately:					
01	<ul style="list-style-type: none"> notes or minutes of meetings you have organised at which the organisation's health and safety policy is developed or reviewed, and plans developed for its implementation role descriptions, recruitment and appointment records, groups or committees, systems and procedures, and details of training and consultancy that you have organised or commissioned, and records of resources you have obtained, to ensure that the organisation is able to implement its health and safety policy effectively newsletters, posters, intranet pages, emails, memos and other communications you have originated that are designed to ensure that people are aware of the organisation's health and safety policy and procedures personal statement (reflection on your role in ensuring that the organisation's health and safety policy is developed, reviewed and implemented) 	3, 4, 5, 6, 8, 9, 10	1, 2, 3, 4, 6, 7, 8, 9, 10, 13	1, 2	1, 2, 3, 7, 9
02		3, 4, 5, 6	2, 7, 8, 9, 10, 12	1, 2	2, 3, 4, 6, 9
03					
04			2, 3, 4, 5, 7, 11	1, 2, 4, 5	1, 2
05					
06					
07		3, 5, 6, 7	1, 2, 4, 5, 6, 7, 8, 9	1, 2	2, 8
08					
09					
10					
Records of your actions to monitor health and safety in the workplace and initiate changes to reduce hazards and risks:					
01	<ul style="list-style-type: none"> notes and minutes of meetings of health and safety committees or other forums you have organised, and emails, memos or letters you have written, to commission and review risk assessments and cost/benefit analyses, and develop or review systems, procedures, practices, behaviour and resources to reduce risks and monitor health and safety in the workplace analyses of data on accidents and incidents that you have prepared or commissioned, to establish the effectiveness of the organisation's policy on health and safety and to identify any patterns or trends personal statement (reflection on your role in ensuring that systems and procedures are in place to reduce risks and monitor health and safety in the workplace) 	1, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 7, 8, 9, 10, 12, 13	1, 2	1, 3, 4, 5, 6, 9
06					
07		4, 5, 6	1, 2, 11	1, 2	5
08					
09		3, 4, 5, 7, 9	1, 2, 7, 8, 9, 10, 11, 12, 13	1, 2	5, 6, 7, 8
10					
11					
12					
13					

Unit 520

Promote knowledge management in your organisation

Unit level:	Level 11
Credit value:	7
Relationship to NOS:	Customer Service National Occupational Standards at level 3
Aim:	This unit is about promoting knowledge management – the systematic identification, creation, development, capture, sharing and transferring of salient information and expertise – across your organisation. It involves being clear how knowledge adds value to your organisation, putting in place strategies, systems and tools for knowledge management and influencing the culture of the organisation to be supportive of effective knowledge management. It also involves implementing effective systems and procedures to protect intellectual property from unauthorised use.

Who is the unit for?

The unit is recommended for senior managers who have responsibility for promoting knowledge management across their organisation, or their part of the organisation.

Skills

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.

- Analysing
- Assessing
- Communicating
- Decision making
- Evaluating
- Influencing
- Involving others
- Monitoring
- Obtaining feedback
- Planning
- Presenting information
- Reviewing

Outcomes of effective performance

You must be able to do the following:

1. Identify where key knowledge is created, developed, shared and transferred and how it adds value to your organisation.
2. Define and gain support for strategies to facilitate the building and maintenance of organisational knowledge.
3. Specify standards and processes that support knowledge creation, development, sharing and capture and which ensure that valuable knowledge is recorded.
4. Make available the systems and tools required to support knowledge management and ensure people have the necessary guidance and competence to use them effectively.
5. Identify where organisational culture, values, work practices and behaviours hinder effective knowledge management and any changes required.
6. Find supporters and collaborators and identify with them strategies and activities for implementing changes in organisational culture, values, work practices and behaviours to enable effective knowledge management
7. Encourage senior managers and key influencers within your organisation to act as role models in sharing knowledge, using knowledge management standards, systems, tools and processes and capturing the benefits from doing so.
8. Implement effective systems and procedures to protect intellectual property from unauthorised use.
9. Identify and implement processes that promote effective knowledge management and communicate the benefits of doing so.
10. Monitor and review progress in embedding a knowledge management culture in your organisation and plan any essential changes.
11. Evaluate and record the value of knowledge management to the organisation.

Behaviours which underpin effective performance

1. You identify people's information needs.
2. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.
3. You create a sense of common purpose.
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 analyse and structure information to develop knowledge that can be shared.
7. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
8. You check the validity and reliability of information.
9. You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.
10. You make appropriate information and knowledge available promptly to those who need it and have a right to it.
11. You encourage others to share information efficiently, within the constraints of confidentiality.
12. You take timely decisions that are realistic for the situation.

Knowledge and understanding

You need to know and understand the following

General knowledge and understanding

1. Existing and emerging knowledge management theories, concepts, strategies, principles, techniques and good practice.
2. Systems and tools available to support knowledge management and how to select appropriate ones.
3. How to specify standards and processes to support knowledge management.
4. Systems and procedures to protect intellectual property from unauthorised use and how to identify and develop appropriate ones.
5. How to evaluate the value of knowledge and knowledge management to the organisation.
6. How to develop and gain support for organisational strategies.
7. The importance of monitoring and reviewing progress and how to do so.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements and benchmarks for knowledge management.

Context specific knowledge and understanding

1. How knowledge is created, developed, shared and used in your organisation.
2. Your organisation's culture, values and work practice and how these may help or hinder effective knowledge management.
3. Potential supporters and collaborators in your organisation.
4. Senior managers and key influencers in your organisation.

Unit level:	SCQF 9
Credit value:	9
Relationship to NOS:	Customer Service National Occupational Standards at level 3
Aim:	This unit is about outsourcing business processes which are not part of your organisation's core competencies.

It covers the outsourcing of discrete functions – such as payroll management, cleaning or security – as well as more complex processes, such as help-line provision, manufacturing or product assembly. It covers outsourced processes delivered on your premises (eg catering) and processes carried out at the vendor's premises (which may be in your country or in another country to take advantage of time zone differences, specialist expertise, tax concessions or low labour costs).

Who is the unit for?

The unit is for those managers who have strategic responsibility for outsourcing non-core business processes for their organisation, or their part of the organisation.

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.

- Analysing
- Assessing
- Communicating
- Decision-making
- Evaluating
- Monitoring
- Negotiating
- Persuading
- Presenting information
- Questioning
- Researching
- Reviewing
- Risk management
- Thinking strategically

Outcomes of effective performance

You must be able to do the following:

1. Analyse your organisation's core competences and identify any business processes which are non-core.
2. Assess the potential benefits, costs, disadvantages, risks and legal and ethical implications of outsourcing non-core processes and make a detailed and convincing business case.
3. Plan to address the human resource implications of outsourcing, including any redundancy, redeployment, training and development and cultural issues.
4. Identify and evaluate potential vendors to which you could outsource the process.
5. Invite potential vendors to tender against a clear specification of your requirements and select the vendor which best meets your criteria.
6. Work with legal specialists to negotiate and agree an outsourcing contract with the vendor which specifies in detail the volume and level of service to be provided, payment terms and how the vendor's performance will be monitored.
7. Communicate the outsourcing plans clearly and effectively, both internally and externally as required, monitoring reactions carefully and addressing people's concerns.
8. Work closely with the vendor to transfer the business process to them, paying close attention to potential risks and emerging issues.
9. Monitor the vendor's ongoing performance in line with the contract, promptly and effectively addressing any anomalies that occur.
10. Review the outsourcing arrangement at agreed points and in the event of significant changes in the business environment.

Behaviours which underpin effective performance

1. You constantly seek to improve performance.
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 monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.
5. You work towards win-win solutions.
6. You show sensitivity to internal and external politics that impact on your own area of work.
7. You identify and work with people and organisations that can provide support for your work.
8. You clarify your own and others' expectations of relationships.
9. You display a good understanding of how different factors in the work context relate to each other.
10. You articulate the assumptions made and risks involved in understanding a situation.

Knowledge and understanding

You need to know and understand the following:

General knowledge and understanding

1. The difference between core and non-core business processes.
2. How to analyse your organisation's core competences.
3. How to assess the potential benefits, costs, disadvantages, risks and legal and ethical implications of outsourcing non-core processes.
4. How to make a detailed and convincing business case for outsourcing non-core processes.
5. The potential human resource implications of outsourcing, including redundancy, redeployment, training and development and cultural issues, and how to address these.
6. How to identify potential vendors to which you could outsource the process.
7. How to evaluate potential vendors, including the use of relevant vendor rating systems.
8. The importance of inviting potential vendors to tender against a clear specification of your requirements.
9. How to evaluate and select the vendor which best meets your criteria.
10. Techniques for negotiating and agreeing a legally-binding outsourcing contract.
11. The importance of a legally-binding outsourcing contract with a vendor specifying in detail the volume and level of service to be provided, payment terms and how the vendor's performance will be monitored.
12. The importance of communicating the outsourcing plans internally and externally as required, and how to do so clearly and effectively.
13. How to monitor a vendor's performance in line with the contract, promptly and effectively addressing any anomalies that occur.
14. The importance of working closely with the vendor to transfer the business process to them.
15. How to identify potential risks and emerging issues when transferring the business process and how to resolve them.
16. The importance of reviewing the outsourcing arrangement at agreed points and in the event of significant changes in the business environment

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for outsourcing business processes.

Context specific knowledge and understanding

1. Your organisation's core competences.
2. Your organisation's core and non-core business processes.
3. Your organisation's procedures and relevant legal requirements for inviting tenders to supply your requirements.

Unit level:	Level 10
Credit value:	12
Relationship to NOS:	Customer Service National Occupational Standards at level 3
Aim:	This unit is about managing a specific programme of different projects which are independent but still depend on each other. Taken together, these projects will contribute to achieving a bigger strategic aim.

Who is the unit for? The unit is recommended for middle managers and senior managers.

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

- Analysing
- Acting assertively
- Communicating
- Managing conflict
- Delegating
- Decision making
- Influencing
- Leadership
- Motivating
- Negotiating
- Planning
- Problem solving
- Questioning
- Stress management
- Time management
- Team building

Outcomes of effective performance

You must be able to do the following:

1. Make sure everyone involved is clear about how the programme links to strategic targets.
2. Take account of all essential needs and translate strategic targets into practical, efficient and effective actions.
3. Make sure everyone involved understands the critical aspects of putting the programme into practice and arrangements for dealing with contingencies.
4. Monitor and control the programme so that it achieves the stated objectives in the most effective and efficient way, on time and within the budget.
5. Provide support to allow programme team members to perform efficiently and effectively.
6. Make recommendations which identify good practice and areas for improvement.
7. Tell everyone involved about important issues and the results of putting the programme into practice.

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 find practical ways to overcome barriers.
4. You keep people informed of plans and developments.
5. You present information clearly, concisely, accurately and in ways that promote understanding.
6. You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.
7. You create a sense of common purpose.
8. You identify a range of elements in a situation and how they relate to each other.

Knowledge and understanding

You need to know and understand the following:

General knowledge and understanding

1. The difference between project and programme management
2. The roles and key responsibilities of a programme manager
3. Principles, processes, tools and techniques for managing programmes
4. The basic principles, methods and techniques of total quality management
5. How to manage, motivate, plan, monitor, and assess people
6. How to assess and manage risk
7. How to manage change within projects and programmes

Industry/sector specific knowledge and understanding

1. Programme and 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 programme sponsor(s) - the individual or group for whom the programme is being undertaken
2. Key stakeholders – the individuals or groups who have a vested interest in the success of the programme and the organisation
3. General organisational policies, practices and activities that may affect the programme plan
4. The agreed key objectives and scope of the programme and the available resources
5. The overall vision, objectives and plans of the organisation and any other relevant programmes of work or projects being undertaken
6. Procedures in your organisation for managing finance
7. Procedures in your organisation for buying products and services
8. General legal requirements that are relevant to your organisation
9. General quality standards and processes within your organisation
10. General personnel policies and procedures within your organisation

Unit 522

Manage a programme of complementary projects

Supporting Information

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge & Understanding		
			General	Industry specific	Context specific
	Terms of reference and plans for projects that you have agreed:				
	<ul style="list-style-type: none"> notes or minutes of meetings you have organised, records of presentations you have made, and emails, memos, letters, project briefs and terms of reference, scoping or feasibility studies and other documents that you have written or commissioned, to agree with, and explain to, project teams and leaders the rationale, purpose, objectives, scope, risks, contingencies, resources, planning tools, plans and timescales of projects 	1, 4, 7	1, 2, 3, 4, 5, 6	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
O1 O2 O3	<ul style="list-style-type: none"> notes or minutes and records of discussion you have had with project teams and leaders, to monitor progress against agreed milestones, identify and resolve any problems identified or resources required, and agree any changes to the project plans 	1, 2, 3, 4, 6, 8	1, 2, 3, 5, 7	1, 2, 3	3, 4, 5, 6, 7, 8, 9, 10
O4 O5	<ul style="list-style-type: none"> project budget reconciliations and exception reports you have prepared 	5, 6	2, 3	1, 2	4, 6
O6 O7	<ul style="list-style-type: none"> details of any training or consultancy support or additional resources you have organised to support project teams 	1, 3, 6	2, 5	1	4, 10
	<ul style="list-style-type: none"> newsletters, emails, intranet pages and other communications you have organised, to make people aware of the progress and outcomes of the programme 	3	2	-	5
	<ul style="list-style-type: none"> reports or presentations you have prepared, evaluating the effectiveness of the programme of complementary projects you have managed, identifying good practice and making recommendations for future improvements 	3, 5, 6, 8	2, 3, 4	1	1, 2, 4
	<ul style="list-style-type: none"> personal statement (reflections on your role in organising and monitoring a programme of complementary projects) 	1, 2, 3, 6, 8	1, 2, 3	1, 2, 3	1, 2, 4, 5

Unit 523

Build your organisation's understanding of its market and customers

Unit level:	SCQF 9
Credit value:	12
Relationship to NOS:	Customer Service National Occupational Standards at level 3
Aim:	This unit is about making sure that relevant and reliable information about the organisation's market and customers is constantly available and shared.

The term 'customer' includes internal and external customers of the organisation or part of the organisation that the manager is responsible for.

Who is the unit for?

The unit is recommended for middle managers and senior managers.

Skills

Listed below are the main generic 'skills' which need to be applied in building your organisations understanding of its market and customers. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Information management
- Communicating
- Analysing
- Assessing
- Thinking strategically
- Forecasting
- Innovating
- Networking
- Presenting information
- Decision making
- Thinking with a focus on customers

Outcomes of effective performance

You must be able to do the following:

1. Identify your customers' current and future needs and expectations and predicted future demand levels.
2. Identify the market for your products and/or services and any market segments.
3. Identify and assess current and future developments in your sector, including competitors' activities.
4. Identify and assess opportunities to expand into new markets and for innovations that meet customers' needs.
5. Identify the reasons why customers use products and/or services from your organisation rather than from your competitors.
6. Identify and assess any threats to, and weaknesses in, your organisation's products and services.
7. Make sure there is a shared understanding of your customers and your competitive position in the market across your organisation.
8. Use information about customers and the market to help managers make decisions.

Behaviours which underpin effective performance

1. You analyse and structure information to develop knowledge that can be shared.
2. You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.
3. You recognise your own strengths and limitations, play to your strengths and use alternative strategies to minimise the impact of your limitations.
4. You anticipate likely future scenarios based on a realistic analysis of trends and developments.
5. You identify the implications or consequences of a situation.
6. You articulate the assumptions made and risks involved in understanding a situation.

Knowledge and understanding

You need to know and understand the following:

General knowledge and understanding

1. Where you can get information about your customers and the market and the advantages and disadvantages of different sources
2. How you can get information on competitors or similar organisations
3. How to assess sources of information about your customers and the market to see how suitable they are to use
4. Sources of professional market-research expertise
5. Methods of gaining customer feedback, and the costs and benefits associated with them
6. How to analyse, measure and assess data and turn it into information that is suitable for business purposes.
7. Awareness of how information software products can help you collect and analyse information
8. The legislative and ethical restrictions relating to the collecting, storing and sharing of information
9. The importance of checking users' understanding of the process for collecting information and their role supporting it
10. The principles of cost-benefit analysis
11. The principle that customers buy products and/or services for the benefits they give them.
12. The principle of trying to secure competitive advantage so that more customers will prefer the products and/or services of your organisation
13. Principles of market segmentation and why this is important

Industry/sector specific knowledge and understanding

1. The sector and market in which your organisation works
2. Legal and regulatory restrictions that may affect your products and/or services (or both)
3. Sources of specific information about the market and about the customers

Context specific knowledge and understanding

1. Your organisation's products, services, technologies and processes
2. Opportunities for collecting existing and new information about the market and customers
3. The information about markets and customers that is available within your organisation, and the systems that are used for collecting and storing the information

Unit 523

Build your organisation's understanding of its market and customers

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
	Qualitative and quantitative analyses that you have prepared of the current market, customer behaviour and likely future demand:				
O1	<ul style="list-style-type: none"> reports you have written of quantitative and/or qualitative market research, secondary research that you have conducted and/or summaries of commissioned research by others, and market segmentation analyses of customers and sales data that you have prepared 	1, 2, 5, 6	1, 3, 4, 5, 6, 7, 8, 9, 11, 13	1, 2, 3	1, 2, 3
O2	<ul style="list-style-type: none"> time series and regression analyses of quantitative data and analyses of data on customer churn and loyalty/repurchase rates 	1, 2, 5, 6	1, 3, 6, 7	1, 3	1, 2, 3
O3	<ul style="list-style-type: none"> summaries or reports you have written of feedback from, and discussions with, sales personnel, customer service staff and other colleagues 	1, 2, 5, 6	1, 3, 5, 6, 7, 8, 9	1, 2, 3	1, 2, 3
O5	<ul style="list-style-type: none"> research and reports you have written on competitor activity 	1, 2, 5, 6	2, 3, 12	1, 2, 3	2, 3
O7	<ul style="list-style-type: none"> memos, emails, newsletters, intranet pages, and presentations to colleagues in which you identify the organisation's current market performance and patterns in customer behaviour 	1, 5, 6	1, 2, 3	1, 2, 3	1, 2, 3
O8					
	Proposals for new product or market development you have made, based on your analysis of the market, competitor strengths and positioning, and your organisation's competencies:				
O1	<ul style="list-style-type: none"> reports you have written of market and competitor research that you have conducted and/or summaries of commissioned or publicly-available (secondary) research by others 	1, 4, 5, 6	1, 2, 3, 4, 6, 13	1, 3	1, 2, 3
O3	<ul style="list-style-type: none"> records of product and market development meetings with colleagues and consultants 	1, 4, 5, 6	11, 12	1	1, 3
O4	<ul style="list-style-type: none"> SWOT, PESTLE, BCG Matrix, Anzoff Matrix and core competence analyses, 'what if' and other future scenario analyses, etc 	1, 4, 5, 6	1, 2, 3, 5, 11, 12	1, 2, 3	1, 3
O6	<ul style="list-style-type: none"> memos, emails, newsletters and intranet pages, and presentations to colleagues in which you identify opportunities for new products or markets 	5, 6	1, 2, 3, 10	1	1, 3
O8	<ul style="list-style-type: none"> personal statement (reflections on your role and performance in analysing the organisation's market and customers) 	1, 3, 4, 5	1, 2, 3, 5, 11, 12	1	1, 2, 3

Unit level:	SCQF 11
Credit value:	12
Relationship to NOS:	Customer Service National Occupational Standards at level 3
Aim:	<p>This unit is about ensuring that your organisation puts customers first. The organisation's vision, values, processes and systems, for example, should all be clearly driven by and geared to satisfying customer needs.</p> <p>In this unit, 'customer' refers to both internal and external customers.</p> <p>For the purposes of this unit, 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority or a significant operating unit, with a relative degree of autonomy, within a larger organisation.</p>
Who is the unit for?	The unit is recommended for senior managers.
Skills	<p>Listed below are the main generic 'skills' which need to be applied in achieving customer satisfaction. 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 • Thinking strategically • Thinking with a focus on customers • Evaluating • Monitoring • Motivating • Leadership • Empowering • Building consensus • Reviewing

Outcomes of effective performance

You must be able to do the following:

1. Establish a shared vision and understanding of how staff in your organisation will work with customers.
2. Establish a set of customer-based values and beliefs which develops suitable skills, behaviours and attitudes leading to an environment that puts the customer first.
3. Ensure that customer-focussed processes and systems exist throughout the organisation.
4. Ensure that there are schemes in place that maintain staff loyalty and commitment to providing a level of service that beats customers' expectations.
5. Establish partnerships, where appropriate, with other organisations to maintain and improve services to customers.
6. Ensure that joint activities are undertaken with customers in order to identify and make improvements to the level of customer service provided by your organisation.
7. Measure, periodically, the level of customer service your organisation is providing

Behaviours which underpin effective performance

1. You constantly seek to improve performance.
2. You find practical ways to overcome barriers.
3. You show a clear understanding of different customers and their needs.
4. You give people opportunities to provide feedback and you respond appropriately
5. You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.
6. You articulate a vision that generates excitement, enthusiasm and commitment.
7. You model behaviour that shows respect, helpfulness and co-operation.
8. You advocate customers' interests within your organisation.

Knowledge and understanding

You need to know and understand the following:

General knowledge and understanding

1. The principles of effective customer service
2. The factors that make customers satisfied
3. The importance of achieving customer satisfaction
4. How to measure the level of customer service being provided
5. The benefits of forming partnerships to maintain and improve customer service
6. Best practice in customer service outside your own sector
7. Techniques and reward strategies for motivating staff
8. Sustainable process/systems design and management

Industry/sector specific knowledge and understanding

1. Current and emerging trends that are likely to affect your products and/or services
2. Developments in technology
3. Where to make effective strategic partnerships
4. The legal and regulatory framework within which you work, including customer and consumer rights, relevant codes of practice and ethical code

Context specific knowledge and understanding

1. Your organisation's products and/or services
2. The overall vision, objectives and associated plans of your organisation
3. Your organisation's customers
4. The strengths and weaknesses of your organisation in terms of satisfying customers
5. How a change in your market, structure, products or services will affect your customers
6. The activities and services of your competitors or similar organisations, and how this may affect your products, services and processes

Unit 524

Develop a customer focussed organisation

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
Plans, procedures, records of meetings and other communications that clearly articulate your vision for customer service and show how it is to be translated into action:					
01 02 03	<ul style="list-style-type: none"> mission, values, vision or policy statements, operational objectives and plans that you have been actively involved in developing that express the organisation's commitment to its customers 	3, 6, 8	1, 2, 3	1, 4	1, 2, 3, 4, 5, 6
	<ul style="list-style-type: none"> customer expectations and requirements surveys, benchmarking and best practice surveys and analyses, that you have commissioned to establish customer service standards 	3, 5, 8	1, 2, 3, 4, 6	4	1, 3, 4, 5, 6
	<ul style="list-style-type: none"> systems and procedures that you have introduced to enable customer service to be achieved 	2, 3, 8	1, 2, 6, 8	-	1, 4
	<ul style="list-style-type: none"> newsletters, intranet pages, emails, memos, systems and procedure specifications and other documents you have initiated, and notes, presentations and materials from team briefings and other meetings and discussions you have led to communicate the organisation's customer focus commitment and ensure its practical implementation 	3, 6, 7, 8	1, 2, 3	-	2
	<ul style="list-style-type: none"> personal statement (reflections on your role in describing the vision for customer service, defining the standards of service required, and ensuring the people, systems and procedures are in place to achieve your vision) 	3, 6, 8	1, 2, 3	4	1, 2, 3, 4, 5, 6
Customer service monitoring and review reports you have commissioned and evaluated to assess customer focus and service levels:					
03 06 07	<ul style="list-style-type: none"> monitoring reports (eg 'mystery shopper') and customer feedback surveys and analyses that you have commissioned to measure customer service performance 	1, 3, 4, 5	1, 2, 4	4	1, 3, 4, 5, 6
	<ul style="list-style-type: none"> analyses of data on customer churn and loyalty/repurchase rates you have prepared 	1, 5	1, 2, 4	4	1, 3, 4, 5, 6
	<ul style="list-style-type: none"> proposals, emails, memos, action plans and other records of action you have taken in response to surveys and analyses of customer service performance 	1, 2, 4, 5	1, 2, 3, 8	-	1, 3, 4, 5, 6
	<ul style="list-style-type: none"> personal statement (reflections on your role in monitoring customer service standards in your organisation) 	1, 3, 4, 5	1, 2, 4	4	1, 3, 4, 5, 6

Unit level:	SCQF 10
Credit value:	6
Relationship to NOS:	Customer Service National Occupational Standards at level 3
Aim:	This unit is about carrying out quality audits as part of a formal quality management system, such as ISO9001:2000 or sector-specific systems.

Quality auditors require technical knowledge of the quality system and standards with which they are working and a good understanding of the processes and procedures they are auditing. They need to carry out quality audits professionally and rigorously in order to reveal any non-conformances. They also need interpersonal skills to carry out audits in such a way that auditees (ie, those being audited) do not feel threatened, but rather feel empowered to continuously improve the quality of their work.

Who is the unit for?

The unit is for quality auditors – those carrying out formal audits of compliance with quality systems.

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.

- Assessing
- Benchmarking
- Communicating
- Decision making
- Evaluating
- Interviewing
- Involving others
- Monitoring
- Planning
- Questioning
- Reporting
- Researching
- Reviewing
- Setting objectives

Outcomes of effective performance

You must be able to do the following:

1. Carry out quality audits according to a plan and schedule that meets the needs of those requiring the audits to be carried out.
2. Carry out quality audits in ways which enhance auditees' confidence in the quality system and their commitment to meeting and maintaining quality standards.
3. Give auditees the required period of notice of your intention to audit.
4. Prepare carefully to establish clearly:
 - the scope of the audit
 - the responsibilities of the auditees
 - the quality procedures that apply to their work
 - previous audit history.
5. Clarify with auditees the purpose of the audit and the roles, responsibilities and expectations of yourself and the auditees.
6. Carry out an investigation of the auditees' work in sufficient detail to reveal any deviations from relevant quality procedures.
7. Adapt your behaviour, where necessary, to encourage auditees to cooperate fully to achieve the purpose of the audit.
8. Share with the auditees 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.
9. Check with auditees that corrective actions have been carried out by agreed dates.
10. Seek advice from your manager or quality specialists if you cannot agree a deviation or corrective action with auditees.
11. Promptly bring to the attention of your manager or quality specialists any deviations which present serious and/or immediate risks to individuals or to the organisation.
12. Identify and analyse any inherent problems with processes and/or quality procedures and report your findings and any recommendations with an appropriate degree of urgency.
13. Keep complete records of quality audits and make your audit reports available to authorised people.

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 act within the limits of your authority.
7. You show integrity, fairness and consistency in decision-making.
8. You clearly agree what is expected of others and hold them to account.
9. You use cost-effective, time-effective and ethical means to gather, store and retrieve information.
10. You make appropriate information and knowledge available promptly to those who need it and have a right to it.

Knowledge and understanding

You need to know and understand the following:

General knowledge and understanding

1. Quality management principles, methods, tools, techniques and current developments in best practice.
2. How to carry out quality audits and the importance of doing so according to an agreed plan and schedule.
3. Different ways of carrying out quality audits to enhance auditees' confidence in the quality system and their commitment to meeting and maintaining quality standards, and the importance of doing so.
4. The importance of giving auditees the required period of notice of your intention to audit.
5. The importance of preparing carefully for the audit, and how to do so.
6. The importance of communicating information clearly, concisely and accurately, and how to do so
7. How to carry out an investigation in sufficient detail to reveal any discrepancies.
8. How to decide on appropriate corrective actions to remedy each discrepancy and the date by which the actions should be carried out, and the importance of agreeing this with the auditees.
9. How to identify and analyse inherent problems with processes and quality procedures and why it is important to report your finding and recommendations with an appropriate degree of urgency.
10. The importance of checking with auditees that corrective actions have been carried out by agreed dates, and how to do so.
11. How to keep complete records of quality audits and the importance of making your audit reports available to authorised people.
12. How to identify the discrepancies that present serious and/or immediate risks to individuals or to the organisation and the importance of promptly bringing this to the attention of your manager or quality specialists.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for quality management and auditing.

Context specific knowledge and understanding

1. The culture and quality management systems in place in the organisation in which the audit is being carried out.
2. The customers of the audit – those requiring the audit to be carried out – and their needs.
3. The responsibilities of the auditees and the quality procedures that apply to their work.
4. Sources of advice, guidance and support from your manager and/or quality specialists if you cannot agree a discrepancy or corrective action with auditees.
5. The limits of your own knowledge, skills and competence.
6. Your organisation's policies and procedures for keeping full and accurate records.
7. The authorised personnel who should receive your audit reports.

Unit 526

Manage the development and marketing of products/services in your area of responsibility

Unit level:	SCQF 10
Credit value:	9
Relationship to NOS:	Customer Service National Occupational Standards at level 3
Aim:	This unit is about managing the development and marketing of products and/or services for which you are responsible.

This unit describes how a manager without specialist marketing expertise can identify customer requirements and develop new or enhanced products or services better to meet these requirements. Issues such as competition, fitting with the organisation's strategic objectives and return on investment need to be taken into account when considering the business case for developing or enhancing products or services. Within a cycle of continuous improvement, it is important to monitor demand and take note of customer feedback in order to adapt products or services and how they are marketed.

Who is the unit for?

The unit is for middle managers with responsibility to provide products or services for identified groups of customers.

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.

- Analysing
- Assessing
- Communicating
- Decision making
- Evaluating
- Influencing
- Monitoring
- Planning
- Prioritising
- Questioning
- Researching
- Reviewing
- Setting objectives
- Thinking strategically
- Thinking with a focus on customers
- Time management

Outcomes of effective performance

You must be able to do the following:

1. Identify the products/services required by existing and potential customers, the features and potential benefits of these products/services.
2. Evaluate the extent to which your current products/services meet existing and potential customers' requirements.
3. Evaluate the extent to which any competitors are meeting, or could meet, existing and potential customers' requirements.
4. Identify potential amendments or additions to your products/services, better to meet existing and potential customers' requirements, and assess the feasibility of these potential amendments or additions.
5. Make the business case for amendments or additions to your products/services, showing how they contribute to your organisation's objectives, the investment required and the forecast return on investment.
6. Coordinate the development and marketing of those products/services which offer the best return on investment, in line with your organisation's objectives.
7. Monitor demand for your products/services and adapt them and how they are priced, promoted and distributed, in response to variances in demand and feedback from existing and potential customers.

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 demonstrate a clear understanding of different customers and their real and perceived needs.
5. You develop and tailor products and services to ensure customers' needs are met.
6. You balance the diverse needs of different customers.
7. You continuously improve products and services and seek to diversify where appropriate.
8. You make best use of existing sources of information.
9. You present ideas and arguments convincingly and in ways that strike a chord with people.
10. You identify the range of elements in a situation and how they relate to each other.

Knowledge and understanding

You need to know and understand the following:

General knowledge and understanding

1. How to identify the products/services required by existing and potential customers, the features and potential benefits of these products/services.
2. How to evaluate the extent to which you're current products/services meet existing and potential customers' requirements.
3. How to evaluate the extent to which any competitors are meeting, or could meet, existing and potential customers' requirements.
4. How to assess the feasibility of potential amendments or additions to your products/services to better meet existing and potential customers' requirements.
5. How to make a business case for amendments or additions to your products/services, showing how they contribute to your organisation's objectives, the investment required and the forecast return on investment.
6. The importance of coordinating the development and marketing of those products/services which offer the best return on investment, in line with your organisation's objectives, and how to do so.
7. How to monitor demand for your products/services and to adapt them in response to variances in demand.
8. The importance of monitoring how your products/services are priced, promoted and distributed, in response to feedback from existing and potential customers, and how to do so.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for managing products/services in your area of responsibility.

Context specific knowledge and understanding

2. Your organisation's products/services, their features and benefits.
3. Your organisation's existing and potential customer base and their real and perceived needs.
4. Your organisation's actual and potential competitors of your products/services and their activities.
5. Sources of ideas for potential amendments or additions to your products/services.
6. Your organisation's aims and objectives relevant to your area of responsibility.

Appendix 1 Relationships to other qualifications

Links to other qualifications

This qualification has connections to the:

- 8344-20 SVQ 2 in Team Leading at SCQF Level 5
- 8313-33/34/90 SVQ 3 in Management at SCQF Level 7
- 8313-44/90 SVQ 4 in Management at SCQF Level 9

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

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)

Plans

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
Internal verifier signature:		
Internal verifier name: Date:		

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 <i>(tick as appropriate)</i> Competent <input type="checkbox"/> Not yet competent <input type="checkbox"/> Further evidence required <input type="checkbox"/> IDAP ref: <i>Note that 'not yet competent' and 'further evidence required' decisions should include a further individual development/assessment plan and adequate feedback to the candidate</i>		Signature of candidate: Date: Signature of assessor: Date: Signature of internal verifier Date:	
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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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