

SVQ2 in Team Leading at SCQF Level 5 (8358-20)

October 2016 Version 1.0

Qualification Handbook

Qualification at a glance

Subject area	Team Leading
City & Guilds number	8358-20
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 team leading role; those who are not currently in employment may be able to join the qualification if they are able to gather evidence of recent team leading 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
SVQ2 in Team Leading at SCQF level 5	8358-20	GC4Y 22

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1 Introduction

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

Area	Description
Who is the qualification for?	The Team Leading Level 2 SVQ is for team leaders: <ul style="list-style-type: none">• whose work involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts, and some of which are complex or non-routine, and• who have some degree of personal autonomy and responsibility, and• collaborate with others through membership of a team.
What do the qualifications cover?	The Team Leading Level 2 SVQ covers the range of activities which team leaders working at this level are expected to carry out. This can be managing resources, allocating and checking work in the team, providing leadership and encouraging innovation in the team.
Is it part of an apprenticeship framework or initiative?	No.
What opportunities for progression are there?	Learners may progress into employment and/or to the following qualifications: <ul style="list-style-type: none">• SVQ 3 in Management at SCQF 7• SVQ 4 in Management at SCQF 9• SVQ 5 in Management at SCQF 11

Qualification Structure

To achieve the **SVQ 2 in Team Leading at SCQF Level 5**, learners must achieve 4 mandatory units from the mandatory group and a minimum of 2 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

SVQ2 in Team Leading at SCQF level 5

	City & Guilds unit number	Unit title	SCQF Level	SCQF Credit
Mandatory				
	200	Manage your own resources	6	7
	201	Develop productive working relationships with colleagues	6	9
	202	Allocate and check work in your team	5	12
	203	Ensure your own actions reduce risks to health and safety	5	4
Optional				
	204	Provide leadership for your team	7	9
	205	Encourage innovation in your team	6	11
	206	Help team members address problems affecting their performance is about	6	5
	207	Participate in meetings	5	2
	208	Initiate and follow disciplinary procedure	6	6
	209	Initiate and follow grievance procedure	6	6
	210	Resolve customer service problems	5	6
	211	Monitor and solve customer service problems	6	6
	212	Support customer service improvements	5	5
	213	Work with others to improve customer service	6	8

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 2 in Team Leading at SCQF Level 5 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 2 in Team Leading at SCQF Level 5 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. Copies of City & Guilds recording documents can be downloaded from the City & Guilds website.

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

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

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

4 Assessment

Summary of assessment methods

Candidates must:

- have a completed portfolio of evidence for each unit

Assessment Types

Assessment Types			
Unit	Title	Assessment method	Where to obtain assessment materials
200	Manage your own resources	Portfolio of evidence	City & Guilds website
201	Develop productive working relationships with colleagues	Portfolio of evidence	
202	Allocate and check work in your team	Portfolio of evidence	
203	Ensure your own actions reduce risks to health & Safety	Portfolio of evidence	
204	Provide leadership for your team	Portfolio of evidence	
205	Encourage innovation in your team	Portfolio of evidence	
206	Help team members address problems affecting their performance	Portfolio of evidence	
207	Participate in meetings	Portfolio of evidence	
208	Initiate and follow disciplinary procedure	Portfolio of evidence	
209	Initiate and follow grievance procedures	Portfolio of evidence	
210	Resolve customer service problems	Portfolio of evidence	
211	Monitor and solve customer service problems	Portfolio of evidence	
212	Support customer service improvements	Portfolio of evidence	
213	Work with others to improve customer service	Portfolio of evidence	

Time constraints

There are no fixed periods for completing the SVQ 2 in Team Leading however most participants take between six months and one year.

Assessment strategy

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

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

Recognition of prior learning (RPL)

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

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

The centre manual contains further information on RPL.

5 Units

Units

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

Unit summary

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

Unit outcomes and Behaviours

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

Unit knowledge and understanding

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

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

Unit evidence requirements

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

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

Unit 200

Manage your own resources

Unit level:	SCQF 6
Credit value:	7
Relationship to NOS:	A2. Manage your own resources and professional development in National Occupational Standards for Management and Leadership
Aim:	This unit is mainly about making sure you have the personal resources (particularly knowledge, understanding, skills and time) to undertake your work role and reviewing your performance against agreed objectives. It also covers identifying and undertaking activities to develop your knowledge, skills and understanding where gaps have been identified. The unit is recommended for team leaders.
Who is the unit for	The unit is recommended for team leaders.
Skills	<p>Listed below are the main generic 'skills' which need to be applied in managing your own resources. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.</p> <ul style="list-style-type: none">• Setting objectives• Communicating• Planning• Time management• Evaluating• Reviewing• Learning• Obtaining feedback• Self-assessment

Outcome of effective performance

You must be able to:

1. identify and agree the requirements of your work-role with those you report to
2. discuss and agree personal work objectives with those you report to and how you will measure progress
3. identify any gaps between the requirements of your work-role and your current knowledge, understanding and skills
4. discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills
5. undertake the activities identified in your development plan and discuss, with those you report to, how they have contributed to your performance
6. get regular and useful feedback on your performance from those who are in a good position to judge it and provide you with objective and valid feedback
7. discuss and agree, with those you report to, any changes to your personal work objectives and development plan in the light of performance, feedback received, any development activities undertaken and any wider changes
8. check, on a regular basis, how you are using your time at work and identify possible improvements
9. ensure that your performance consistently meets or goes beyond agreed requirements.

Behaviours which underpin effective performance

1. you recognise changes in circumstances promptly and adjust plans and activities accordingly
2. you prioritise objectives and plan work to make best use of time and resources
3. you take personal responsibility for making things happen
4. you take pride in delivering high quality work
5. you agree achievable objectives for yourself and give a consistent and reliable performance
6. you find practical ways to overcome barriers
7. you make best use of available resources and proactively seek new sources of support when necessary.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. why managing your resources (particularly knowledge, understanding, skills and time) is important
2. how to identify the requirements of a work-role
3. how to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
4. how to measure progress against work objectives
5. how to identify development needs to address any identified gaps between the requirements of your work-role and your current knowledge, understanding and skills
6. what an effective development plan should contain
7. the type of development activities which can be undertaken to address identified gaps in knowledge, understanding and skills
8. how to identify whether/how development activities have contributed to your performance
9. how to get and make effective use of feedback on your performance
10. how to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes
11. how to record the use of your time and identify possible improvements.

Industry/sector specific knowledge and understanding

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

Context specific knowledge and understanding

1. the agreed requirements of your work-role including the limits of your responsibilities
2. your agreed personal work objectives
3. the reporting lines in your organisation
4. your current knowledge, understanding and skills
5. identified gaps in your current knowledge, understanding and skills
6. your personal development plan
7. your organisation's policy and procedures in terms of personal development
8. available development opportunities and resources in your organisation
9. possible sources of feedback in your organisation.

Evidence requirements

Outcomes	Evidence of Outcomes: possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O1	Your evaluation of the requirements of your work role, based on both formal and informal sources:				
	<ul style="list-style-type: none"> your job description 	-	2	-	1
	<ul style="list-style-type: none"> notes of conversations with managers and colleagues about their expectations 	5	2, 9	1	1, 2, 3
	<ul style="list-style-type: none"> personal statement (reflections on role tasks and responsibilities) 	5	2	1	1, 2
O2 O9	Your personal work objectives and records of achievement against these objectives:				
	<ul style="list-style-type: none"> notes, minutes, reports or other records of performance review or appraisal meetings, team meetings or other meetings at which you agreed your work objectives 	1, 2, 5	3, 5, 9, 10	1	1, 2, 3, 4
	<ul style="list-style-type: none"> notes, minutes, reports or other records of performance review or appraisal meetings, team meetings or other meetings, 360° appraisal outcomes, and other formal or informal feedback on your performance 	1, 2, 3, 5	5, 9, 10	1	1, 2, 3, 4, 5
	<ul style="list-style-type: none"> witness statements (comments on your achievement of agreed objectives) 	1, 2, 3, 5	-	-	-
O3 O4 O6 O7	Assessment of your current knowledge, understanding and skills, an analysis of how well these reflect the requirements of your work role and your development plan to address any needs:				
	<ul style="list-style-type: none"> qualification certificates and transcripts 	-	5	-	-
	<ul style="list-style-type: none"> personality and skill inventories and assessment centre reports 	-	5, 9	-	5
	<ul style="list-style-type: none"> appraisal/performance review records and notes or other records of informal feedback 	3, 4, 7	1, 2, 4, 5, 9	1	4, 5
	<ul style="list-style-type: none"> development plans 	3, 6, 7	1, 6, 7	1	5, 6, 7, 8
	<ul style="list-style-type: none"> personal statement (reflections on relationship between knowledge, understanding and skills and the requirements of your work role) 	4	1, 5, 6, 7, 9	1	5, 6, 7, 8

Outcomes	Evidence of Outcomes: possible examples of evidence	Behaviours	Knowledge and Understanding		
05	Evidence of having undertaken training and development activity to meet identified development needs				
	<ul style="list-style-type: none"> attendance certificates and post-course evaluation reports 	-	-	1	7, 8, 9
	<ul style="list-style-type: none"> witness statements (comments on your learning and its application to the work role) 	4, 6, 7	-	-	-
08	Work schedules, time plans or similar records of work activity that shows task plans and reviews				
	<ul style="list-style-type: none"> proprietary time planner systems and self-designed schedules or plans that you have prepared 	1, 2, 3, 5, 6, 7	3, 4, 10, 11	-	1, 2
	<ul style="list-style-type: none"> outputs of electronic systems (eg MS Schedule) that you have prepared 	1, 2, 3, 5, 6, 7	3, 4, 10, 11	-	1, 2

Unit 201

Develop productive working relationships with colleagues

Unit level:	SCQF 6
Credit value:	9
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	<p>This unit is about developing working relationships with colleagues, within your own organisation and within other organisations that are productive in terms of supporting and delivering your work and that of the overall organisation.</p> <p>'Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions.</p>
Who is the unit for	The unit is recommended for team leaders and first line managers

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

- Communicating
- Managing conflict
- Empathising
- Networking
- Information management
- Leading by example
- Valuing and supporting others
- Involving others
- Providing feedback
- Obtaining feedback
- Stress management
- Prioritising

Outcomes of effective performance

You must be able to:

1. establish working relationships with all colleagues who are relevant to the work being carried out
2. recognise, agree and respect the roles and responsibilities of colleagues
3. understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions
4. create an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with
5. fulfil agreements made with colleagues and let them know
6. advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements
7. identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out
8. exchange information and resources with colleagues to make sure that all parties can work effectively
9. provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement.

Behaviours which underpin effective performance

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

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

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

Industry/sector specific knowledge and understanding

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

Context specific knowledge and understanding

1. current and future work being carried out
2. colleagues who are relevant to the work being carried out, their work roles and responsibilities
3. processes within the organisation for making decisions
4. line management responsibilities and relationships within the organisation
5. the organisation's values and culture
6. power, influence and politics within the organisation
7. standards of behaviour and performance expected in the organisation
8. information and resources that different colleagues might need
9. agreements with colleagues.

Unit 201

Develop productive working relationships with colleagues

Supporting Information

Evidence requirements

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

Unit level:	SCQF 5
Credit value:	12
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	This unit is about ensuring that the work required of your team is effectively and fairly allocated amongst team members. It also involves checking on the progress and quality of the work of team members to ensure that the required level or standard or performance is being met.

Who is the unit for? The unit is recommended for team leaders

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

- Communicating
- Providing feedback
- Planning
- Reviewing
- Motivating
- Valuing and supporting others
- Problem solving
- Monitoring
- Decision making
- Prioritising
- Team building
- Managing conflict
- Information management
- Leadership
- Coaching
- Delegating
- Setting objectives
- Stress management

Outcomes of effective performance

You must be able to:

1. confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues
2. plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources
3. allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development
4. brief team members on the work they have been allocated and the standard or level of expected performance
5. recognise and seek to find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity
6. encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated
7. check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback
8. support team members in identifying and dealing with problems and unforeseen events
9. motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion
10. monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively
11. identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members
12. recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager
13. use information collected on the performance of team members in any formal appraisal of performance.

Behaviours which underpin effective performance

1. You make time available to support others.
2. you clearly agree what is expected of others and hold them to account
3. you prioritise objectives and plan work to make best use of time and resources
4. you state your own position and views clearly and confidently in conflict situations
5. you show integrity, fairness and consistency in decision-making
6. you seek to understand people's needs and motivations
7. you take pride in delivering high quality work
8. you take personal responsibility for making things happen
9. you encourage and support others to make the best use of their abilities
10. you are vigilant for possible risks and hazards.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. different ways of communicating effectively with members of a team
2. the importance of confirming/clarifying the work required of the team with your manager and how to do this effectively
3. how to plan the work of a team, including how to identify any priorities or critical activities and the available resources
4. how to identify sustainable resources and ensure their effective use when planning the work of a team
5. how to identify and take due account of health and safety issues in the planning, allocation and checking of work
6. why it is important to allocate work across the team on a fair basis and how to do so
7. why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so
8. the values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any team members from a different country or culture and how your own values, ethics, beliefs, faith, cultural conventions, perceptions, expectations, use of language, tone of voice and body language may appear to them
9. ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated
10. effective ways of regularly and fairly checking the progress and quality of the work of team members
11. how to provide prompt and constructive feedback to team members
12. how to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated, improve their performance and for recognising their achievements
13. the additional support and/or resources which team members might require to help them complete their work and how to assist in providing this
14. why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively
15. how to take account of diversity and inclusion issues when supporting and encouraging team members to complete the work they have been allocated
16. why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members
17. the type of problems and unforeseen events that may occur and how to support team members in dealing with them
18. how to log information on the ongoing performance of team members and use this information for performance appraisal purposes.

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
Records of work allocation to your team and its members:					
O1 O2 O3 O4 O5	• notes of meetings with your manager, schedules and other documents recording the work required from your team, and any priorities	7, 8	2, 3, 4, 11	1	1, 2, 3, 4
	• detailed work schedules, timetables and other plans for individual and team work activities, tasks, production targets or other ways of defining workloads	2, 3, 5, 7, 8, 10	3, 4, 5, 11	1, 2	1, 2, 3, 4, 5, 6, 8, 9
	• notes of team briefings to allocate individual and team work activities, tasks, targets, etc	1, 2, 3, 4, 5, 6, 7, 9	1, 5, 6, 7, 9, 11	1, 2	1, 2, 3, 4, 5, 6, 7,
	• personal statements (reflections on the process and reasoning behind work allocation, including work priorities, availability of resources, and the relative abilities and development needs of team members)	3, 5, 7, 8, 10	3, 4, 5, 6, 11	1, 2	1, 2, 3, 4, 5, 6, 7, 8, 9
	• witness statements (comments on the process of work allocation and perceptions of its fairness, appropriateness and clarity)	1, 4, 5, 6, 9	-	-	-
Records of the quality and quantity of the team's output:					
O5 O6 O7 O8 O9 O10 O11 O12	• records of the monitoring of work output/production for quality, consistency with specifications, etc (eg quality control charts, etc) that you have collected	2, 5, 7, 8	1, 8, 9, 12, 13, 14, 15	1	1, 2, 3, 4.
	• records of individual and team work output or production records, production/operational reports that you have prepared, etc	2, 5, 7, 8	1, 8, 9, 12, 13, 14, 15	1, 2	1, 2, 3, 4, 5, 6, 8
	• notes, reports, recommendations to managers or other records of problems or critical incidents and action you have taken in relation to supplied materials; equipment, vehicles or facilities; product/service quality; health, safety or security; customers; or team members' work performance (including issues requiring disciplinary action, and training or coaching activity you have undertaken)	4, 5, 7, 8	4, 8, 12, 12, 14, 15	1	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12
	• notes, emails, memos or other records of formal or informal feedback or performance appraisal of team members	2, 5, 9	1, 6, 7, 8, 9, 10, 13, 15	1, 2	1, 2, 5, 6, 7, 8, 9, 10, 11, 12

Outcomes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	<ul style="list-style-type: none"> personal statement (reflections on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services) 	1, 2, 3, 4, 5, 6, 7, 8, 9	4, 8, 12, 12, 14, 15	1, 2	1, 2, 5, 6, 7, 8, 9, 10, 11, 12
	<ul style="list-style-type: none"> witness statements (comments on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services) 	1, 2, 4, 5, 6, 9	-	-	-

Level:	SCQF 5
Credit value:	4
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	<ul style="list-style-type: none"> • Reviewing the workplace, activities and organisation to identify and evaluate the health and safety hazards to employees, other people who may be affected, and physical resources • Assessing the nature and extent of the hazards of the workplace, activities and organisation to determine the health and safety risks to employees, other people who may be affected, and physical resources • Determining relevant risk control measures and safe systems of work • Prioritising risks • Implementing risk control measures • Making sure that the risk control measures meet health and safety statutory requirements and industry best practice

Performance Criteria

Identify and evaluate hazards to health and safety

1. inspect the workplace to identify and evaluate the hazards to the safety of the employees, other people who may be affected, and physical resources
2. observe work activities to identify and evaluate the hazards to the safety of the employees, other people who may be affected, and physical resources
3. examine proposed and new workplaces, equipment, processes or activities in order to identify and evaluate the hazards to the safety of the employees, other people who may be affected and physical resources
4. inspect the workplace to identify and evaluate the hazards to the health of the employees and other people who may be affected
5. observe work activities to identify and evaluate the hazards to the health of the employees and other people who may be affected
6. examine proposed and new workplaces, equipment, processes and activities in order to identify and evaluate the hazards to the health of the employees and other people who may be affected
7. select and use appropriate measuring equipment
8. keep appropriate records of the hazards.

Determine safety and health risks

1. determine risks to safety in the workplace to employees, other people who may be affected, and physical resources
2. determine risks to health in the workplace to employees and other people who may be affected, taking into account existing control measures, the population at risk, the nature of the harm and the likelihood of the occurrence
3. select and use suitable techniques to determine and analyse risks
4. decide the tolerability and/or acceptability of risk
5. select and use appropriate instruments and survey techniques to determine the exposure of employees and other people who may be affected
6. keep appropriate records of the risks.

Determine and implement risk control measures and safe systems of work

1. identify and evaluate the existing risk control measures and current systems of work in your organisation
2. recognise your own limits and where necessary bring in specialist or other assistance
3. identify any additional or improved risk control measures that may be needed in your organisation
4. identify and take into consideration the risk control measures required by health and safety statutory requirements relevant to your organisation and industry best practice
5. involve managers, employee representatives and/or employees in consultation about the risk controls
6. identify the resources needed, and cost-effectiveness, of the risk control measures needed
7. assist in the implementation of risk control measures in your organisation
8. make sure that all those people affected receive the necessary training to gain the competence required for the implementation of risk control measures
9. keep appropriate records of risk control.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

- 1. The nature and role of the identification of health and safety hazards within the organisation**
 - a. health and safety hazards
 - b. risk assessment techniques
 - c. physical resources
 - d. instruments and survey techniques which may be used to determine the exposure of people who may be affected
- 2. Principles and concepts**
 - a. the analysis techniques suitable for determining risks
- 3. External factors influencing the identification of health and safety hazards**
 - a. health and safety statutory requirements
 - b. tolerability/acceptability of risk
 - c. quality management requirements for documentation

4. The nature and role of health and safety risk control measures within the organisation

- a. risk control measures, including safe systems of work

5. External factors influencing health and safety risk control methods

- a. risk control hierarchies
- b. the risk control measures required by health and safety legislation and industry best practice.

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

Who is the unit for? The unit is recommended for team leaders.

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

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

Outcome of effective performance

You must be able to:

1. set out and positively communicate the purpose and objectives of the team to all members
2. involve members in planning how the team will achieve its objectives
3. ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives
4. encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved
5. win, through your performance, the trust and support of the team for your leadership
6. steer the team successfully through difficulties and challenges, including conflict within the team
7. encourage and recognise creativity and innovation within the team

8. give team members support and advice when they need it especially during periods of setback and change
 9. motivate team members to present their own ideas and listen to what they say
 10. encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead
 11. monitor activities and progress across the team without interfering.
-

Behaviours which underpin effective performance

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

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

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

Industry/sector specific knowledge and understanding

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

Context specific knowledge and understanding

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

Evidence requirements

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

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
Records of how you encouraged creativity and innovation in the team:					
O2 O5 O6 O7 O8 O9 O10	• notes and materials produced during creative ideas-generation activities	1, 2, 3, 4, 5, 6, 7, 8	5, 6, 7, 8, 9	1	1, 3, 4
	• records of agreement by managers to introduce innovative ideas developed by the team	1, 2, 3, 4, 5, 6, 7, 8	3, 9	1	4
	• data on performance improvements arising directly from innovations proposed by the team	1	3, 6, 9	1	4
	• records of own appraisal or performance review meetings with manager regarding your role in encouraging creativity and innovation in the team	1, 2, 3, 4, 6, 8	6, 8, 9	1	3
	• personal statement (commentary on how you led the team in developing creative ideas and innovation)	1, 2, 3, 4, 5, 6, 7, 8	1, 5, 6, 9	1	1, 2, 3, 4
	• witness statements by team members (how you led them to develop creative ideas and innovation)	1, 2, 3, 4, 5, 6, 7, 8			

Unit level:	SCQF 6
Credit value:	11
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	This unit is about encouraging and supporting the identification and practical implementation of ideas. The initial ideas will primarily come from members of your team, including yourself, and will focus on new products and/or services improvements to existing products and/or services improvements to existing practices, procedures, systems, ways of working etc. within the team or those of the wider organisation or customers or suppliers.

Who is the unit for? The unit is recommended for team leaders.

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

- Communicating
- Leadership
- Team building
- Problem solving
- Motivating
- Monitoring
- Decision making
- Providing feedback
- Learning
- Valuing and supporting others
- Risk management
- Thinking creatively

Outcome of effective performance

You must be able to:

1. motivate members of your team, including yourself, to identify ideas for new products and/or services and improvements
2. respond enthusiastically to ideas identified by members of your team and provide constructive feedback
3. encourage members of your team to share, discuss and work together in developing initial ideas
4. identify and pursue opportunities to work with other teams to generate and develop ideas
5. discuss and agree with members of your team those ideas which should be developed further, how they should be developed and the required resources
6. provide ongoing support, encouragement and resources to members of your team who are developing and testing ideas and help to remove any identified obstacles
7. agree the practical implementation of ideas, based on the identified benefits, risks and required resources, when you have the authority to do so
8. support members of your team in submitting formal proposals and plans for the practical implementation of ideas to other people for approval
9. oversee practical implementation of ideas by your team and monitor and report on progress.
10. encourage and develop the creativity of members of your team
11. encourage members of your team to take acceptable risks in pursuing innovation and to make and learn from mistakes
12. ensure that the originators and developers of any ideas which are successfully implemented receive recognition for their achievement.

Behaviours which underpin effective performance

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

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

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

Industry/sector specific knowledge and understanding

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

Context specific knowledge and understanding

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

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
Examples of creative ideas and innovation that you have enabled your team to generate or propose:					
O1	• notes, reports and other materials emanating from creative ideas generation sessions that you have led your team and others to produce	1, 2, 3, 4, 6, 7	1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 14	1	1, 2, 3, 4, 5
O2	• proposals that your team has made for innovative products, services or processes	4, 5, 6, 7, 8	2, 6, 7, 8, 9, 10, 11, 12	1	1, 2, 3, 4, 5
O3	• notes of meetings you have had with, or presentations you have made to, managers customers, suppliers and others	1, 2, 3, 5, 6, 7	1, 2, 6, 7, 8, 9, 10, 11	1	2, 4, 5
O4	• personal statement (reflections on your role in leading or encouraging the team to be creative and develop innovative products, services or processes)	1, 4, 5, 6, 7	1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13	1	1, 2, 3, 4, 5
O5	• witness statements (commentaries on your role in leading or encouraging the team to be creative and develop innovative products, services or processes)	1, 4, 5, 6, 7	-	-	-
O6					
O8					
O10					
O11					
O12					
Examples and recognitions of innovations that your team has proposed that have been implemented:					
	• innovative product, service or process specifications arising from proposals made by your team	1, 7	1, 8, 9, 10, 11, 13, 14	1	1, 3, 4
O3	• action plans to introduce innovative products, services or processes	1, 2, 3, 4, 5, 6	1, 6, 9, 10, 11, 13, 14	1	1, 3, 4, 5
O4	• records of prizes, bonuses, awards and other recognition that the team and its members have received for developing innovative products, services or processes	2, 3, 8	4, 15	1	1, 2, 3
O6	• personal statement (reflections on your role in leading the team in introducing innovative products, services or processes that they have proposed)	1, 4, 5, 6, 7	1, 2, 3, 6, 7, 8, 9, 10, 11, 13, 14, 15	1	1, 2, 3, 4, 5
O7	• witness statements (commentaries on your role in leading the team in introducing innovative products, services or processes that they have proposed)	1, 2, 3, 4, 6, 7, 8	-	-	-
O9					
O11					
O12					

Unit 206

Help team members address problems affecting their performance

Unit level:	SCQF 6
Credit value:	5
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	This unit is about helping members of your team address problems affecting their performance. These may be work-related problems or problems arising from their personal circumstances.

The unit involves identifying problems affecting people's performance and discussing these in a timely way with the team members concerned to help them find a suitable solution to their problem. Sometimes you may need to refer the team member to specialist support services.

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

Skills Listed below are the main generic 'skills' which need to be applied in helping team members address problems affecting their performance. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information:

- Acting assertively
- Communicating
- Consulting
- Decision-making
- Empathising
- Information management
- Managing conflict
- Monitoring
- Problem solving
- Providing feedback
- Reviewing
- Setting objectives
- Team building
- Valuing and supporting others

Outcome of effective performance

You must be able to:

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

Behaviours which underpin effective performance

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

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. the importance in giving team members opportunities to approach you with problems affecting their performance
2. how to encourage team members to approach you with problems affecting their performance
3. the importance of identifying performance issues and bringing these promptly to the attention of the team members concerned
4. the importance of discussing problems with team members at a time and place appropriate to the type, seriousness and complexity of the problem
5. how to gather and check the information you need to identify the problem and its cause.
6. the importance of identifying the problem accurately
7. the range of alternative courses of action to deal with the problem
8. the importance of discussing and agreeing with the team member a timely and effective way to dealing with the problem
9. when to refer the team member to support services or specialists
10. the importance of keeping a confidential record of your discussions with team members about problems affecting their performance, and how to do so
11. the importance of ensuring your actions are in line with your organisation's policies for managing people and their performance.

Industry/sector specific knowledge and understanding

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

Context specific knowledge and understanding

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

Unit 206

Help team members address problems affecting their performance

Supporting Information

Evidence requirements

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

Unit level:	SCQF 5
Credit value:	2
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	<p>This unit is about participating in meetings in an active and constructive way.</p> <p>It involves preparation before the meeting, perhaps researching information, consulting with others and clarifying your own objectives and opinions on the various agenda items. It also involves taking a positive stance within the meeting, presenting information and opinions clearly and concisely and acknowledging and building on the contributions of others, in order to arrive at the meeting's objectives. After the meeting, it may be necessary to communicate decisions to other people, in line with any protocol agreed at the meeting</p>

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

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

- Communicating
- Consulting
- Decision-making
- Involving others
- Obtaining feedback
- Planning
- Presenting information
- Providing feedback
- Researching
- Setting objectives
- Time management

Outcome of effective performance

You must be able to:

1. brief yourself on the content of the meeting, identify relevant information and clarify your opinions on various agenda items
2. consult with those who have an interest in the various agenda items in order to understand and be able to represent their opinions
3. clarify your objectives from the meeting – what you hope the meeting will achieve
4. present relevant information to the meeting clearly and concisely
5. present your opinions and the interests of those you are representing in a convincing way, providing evidence to support your case, if required
6. articulate any issues and problems emerging from discussions and propose and evaluate possible solutions
7. acknowledge and constructively discuss information and opinions provided by other people. clarify decisions taken on the various agenda items, where necessary
8. communicate decisions clearly and concisely and in a timely way to those who have an interest in the various agenda items, in line with any communication protocol agreed at the meeting.

Behaviours which underpin effective performance

1. you address multiple demands without losing focus or energy
2. you show respect for the views and actions of others
3. you present information clearly, concisely, accurately and in ways that promote understanding
4. you keep people informed of plans and developments
5. you state your own position and views clearly and confidently in conflict situations
6. you make best use of existing sources of information
7. you check the validity and reliability of information
8. you state own opinions, views and requirements clearly
9. you present ideas and arguments convincingly and in ways that strike a chord with people.
10. you listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

1. the importance of briefing yourself on the content of the meeting
2. how to identify relevant information for the meeting and clarify your opinions on various agenda items
3. the importance of consulting those who have an interest in the various agenda items, and how to do so in order to understand and be able to represent their opinions
4. the importance of setting your objectives for the meeting, and how to do so
5. the importance of presenting relevant information and opinions to the meeting clearly and concisely, and how to do so
6. how to present your opinions and the interests of those you are representing in a convincing way
7. the importance of identifying and articulating any issues and problems emerging from discussions, and how to contribute to resolving them
8. the importance of acknowledging information and opinions provided by other people and how to discuss these constructively
9. the importance of clarifying decisions taken on various agenda items, where necessary, and how to do so
10. the importance of communicating decisions clearly and in a timely way to those who have an interest in the various agenda items, and how to do so in line with any communication protocol agreed at the meeting.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for participating in meetings

Context specific knowledge and understanding

1. the types and sources of information relevant for the meeting
2. people who have an interest in the various agenda items.

Unit 207

Participate in meetings

Supporting Information

Evidence requirements

Out-comes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Records of your participation in meetings				
O1	• notes of discussions and emails and memos showing your consultation with others about the meeting	1, 2, 4, 5, 6, 7	1, 2, 3	-	1, 2
O2	• copies of agenda and preparatory reading with notes of issues to be raised	6, 7	1, 2, 4	-	1
O3	• papers you have presented, copies of any visual aids you have used and notes and minutes of the meeting showing your contribution	1, 2, 3, 4, 5, 6, 7, 8, 9	2, 5, 6, 7, 8, 9	1	1
O4					
O5	• copies of reports, emails or memos you have prepared and notes or copies of presentations used in briefings about the meeting	2, 3, 4, 5, 6, 7, 8, 9	7, 8, 9, 10	-	2
O6					
O7					
O8	• personal statement (your reflections on your participation in meetings)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1	1, 2
O9	• witness statement (comments on your participation in meetings)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Appendix 1	-	-

Unit level:	SCQF 6
Credit value:	6
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	This unit is about initiating and following your organisation's disciplinary procedure in response to misconduct or unsatisfactory performance of a member of your team.

All employing organisations are required to have disciplinary and grievance procedures. As a minimum, these must meet the requirements laid down in relevant employment legislation. However, many organisations have developed more detailed and extensive disciplinary procedures and associated rules to reflect their specific contexts and requirements.

This unit describes the minimum standard of performance expected of managers when they are implementing disciplinary procedures in line with legal and organisational requirements. To meet this standard, managers need both sound technical knowledge of the procedures and well-developed cognitive and interpersonal skills.

Who is the unit for?

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

Skills

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

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

Outcome of effective performance

You must be able to:

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

Behaviours which underpin effective performance

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

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

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

Industry/sector specific knowledge and understanding

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

Context specific knowledge and understanding

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

Unit level:	SCQF 6
Credit value:	6
Relationship to NOS:	National Occupational Standards for Management and Leadership
Aim:	This unit is about initiating and following your organisation's grievance procedure in response to a concern, problem or complaint raised by a member of your team.

All employing organisations are required to have disciplinary and grievance procedures. As a minimum, these must meet the requirements laid down in relevant employment legislation. However, many organisations have developed more detailed and extensive grievance procedures to reflect their specific contexts and requirements.

This unit describes the minimum standard of performance expected of managers when they are implementing grievance procedures in line with legal and organisational requirements. To meet this standard, managers need both sound technical knowledge of the procedures and well-developed cognitive and interpersonal skills.

Who is the unit for? The unit is for line managers who have to deal with potential or actual grievances raised by members of their team. It is not designed for human resources specialists who are required to develop grievance procedures and provide specialist support to line managers who are implementing them.

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

- Acting assertively
- Assessing
- Decision making
- Communicating
- Empathising
- Managing conflict
- Presenting information
- Questioning
- Reporting
- Researching

Outcome of effective performance

You must be able to:

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

Behaviours which underpin effective performance

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

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

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

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for implementing grievance procedures

Context specific knowledge and understanding

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

Unit level:	SCQF 5
Credit value:	5
Relationship to NOS:	Customer Service National Occupational Standards at level 2
Aim:	This unit is all about what to do when it is difficult to meet customer expectations.

Even if the service you give is excellent, some customers will experience problems. Part of your job is to help to resolve those problems. A problem is anything that means customer expectations are not being met. This may be because your customer's expectations involve more than you can offer or because your service procedures have not been followed.

Some problems are reported by customers and sometimes you spot the problem first and resolve it before your customer has even noticed.

As soon as you are aware of a problem, you need to consider the options and then choose a way to put it right.

This Unit is particularly important in customer service because many customers judge how good the customer service of your organisation is by the way problems are handled.

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

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

- Listening
- Recognise repeated problems
- Share feedback
- Choose amongst options
- Work with others
- Resolve problems
- Check progress
- Give explanations

Outcome of effective performance:

You must be able to:

Spot customer service problems

1. listen carefully to your customers about problems they have raised
2. ask your customers about the problem to check your understanding
3. recognise repeated problems and alert the appropriate authority
4. share customer feedback with others to identify potential problems before they happen
5. identify problems with systems and procedures before they begin to affect your customers.

Pick the best solution to resolve customer service problems

1. identify the options for resolving a customer service problems
2. work with others to identify and confirm the options to resolve a customer service problem
3. work out the advantages and disadvantages of each option for your customer and your organisation
4. pick the best option for your customer and your organisation
5. identify for your customer other ways that problems may be resolved if you are unable to help.

Take action to resolve customer service problems

1. discuss and agree the options for solving the problem with your customer
2. take action to implement the option agreed with your customer
3. work with others and your customers to make sure that any promises related to solving the problem are kept
4. keep your customers fully informed about what is happening to resolve problems
5. check with your customers to make sure the problem has been resolved to their satisfaction
6. give clear reasons to your customers when the problem has not been resolved to their satisfaction.

Knowledge and understanding

General knowledge and understanding

You will have an awareness of the basic legal and organisational responsibilities you need to apply when you are dealing with your customers.

You will need to show in your evidence that you have worked within the rules and regulations of your organisation and, where your knowledge of these is limited, you will need to show that you have gone to others for help or advice.

The rules and procedures you need to apply will depend on the industry and organisation you are working in. How much you need to know and understand will depend on your job role and your position in your organisation. You may need to ask somebody in your organisation or your assessor what these rules and regulations are and how they apply to your current job, or you may already know.

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

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

Unit 211

Monitor and solve customer service problems

Unit level:	SCQF 6
Credit value:	6
Relationship to NOS:	Customer Service National Occupational Standards at level 3
Aim:	This unit sits within the Customer Service Theme of Handling Problems. This Theme covers the behaviours, processes and approaches that are most effective when handling customer service problems.

Your job involves delivering and organising excellent customer service. However good the service provided, some of your customers will experience problems and you will spot and solve other problems before your customers even know about them.

This Unit is all about the part of your job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems.

Remember that some customers judge the quality of your customer service by the way that you solve customer service problems. You can impress customers and build customer loyalty by sorting out those problems efficiently and effectively. Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.

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

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

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

Outcome of effective performance

You must be able to:

Spot customer service problems

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

Identify repeated customer service problems and options for solving them

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

Take action to avoid the repetition of customer service problems

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

Knowledge and understanding

General knowledge and understanding

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

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

You will be expected to show that you are aware of:

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

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

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

Unit level:	SCQF 5
Credit value:	5
Relationship to NOS:	Customer Service National Occupational Standards at level 2.
Aim:	<p>This unit sits within the Customer Service Theme of Development and Improvement. This Theme covers activities and approaches that play a vital part in customer service by seeking and implementing improvements and developments.</p> <p>Organisations change the way they deliver service to their customers because customer expectations rise and because other organisations improve the services they offer. Often the most important ideas about how to improve customer service come from people dealing directly with customers.</p> <p>Your job involves delivering customer service. If your organisation has decided to make changes, it is your job to support them and to present them positively to your customers. Also, by listening to customer comments you may have your own ideas about how the service you deliver could be improved.</p> <p>This unit is all about how you provide support for changes that your organisation has introduced. In addition, it covers how you present your own ideas for improvements to someone in your organisation who can authorise trying out the change.</p>

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

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

- Communicate change positively
- Customer service improvements
- Customer feedback
- Collect information
- Use feedback
- Present possibilities for change
- Improve service
- Share ideas
- Implement changes
- Monitor changes

Outcome of effective performance

You must be able to:

Use feedback to identify potential customer service improvements

1. gather informal feedback from your customers when you deal with them
2. use customer feedback procedures to obtain information from your customers
3. use the information obtained from your customers to develop a better understanding of their customer service experience
4. identify ways the service you give could be improved based on information you have gathered
5. share your ideas for improving customer service with colleagues

Implement changes in customer service

1. identify a possible change that could be made to improve customer service
2. present your idea for improving customer service to a colleague with the appropriate authority to approve the change
3. carry out changes to customer service procedures based on your own idea or proposed by your organisation
4. keep your customers informed of changes to customer service
5. give customers a positive impression of changes that have been made
6. work positively with others to support customer service changes

Assist with the evaluation of changes in customer service

1. discuss with others how changes to customer service are working
2. work with others to identify any negative effects of changes and how these can be avoided

Knowledge and understanding

General knowledge and understanding

You need to know and understand the following:

You will have an awareness of the basic legal and organisational responsibilities you need to apply when you are dealing with your customers.

You will need to show in your evidence that you have worked within the rules and regulations of your organisation and, where your knowledge of these is limited, you will need to show that you have gone to others for help or advice.

The rules and procedures you need to apply will depend on the industry and organisation you are working in. How much you need to know and understand will depend on your job role and your position in your organisation. You may need to ask somebody in your organisation or your assessor what these rules and regulations are and how they apply to your current job, or you may already know.

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

1. what your customers' rights are and how these rights limit what you are able to do for your customer
2. the specific aspects of:
 - a. health and safety
 - b. data protection
 - c. equal opportunities
 - d. disability discrimination
 - e. legislation and regulationsthat affect the way the products or services you deal with can be delivered to your customers

3. industry, organisational and professional codes of practice and ethical standards that affect the way the products or services you deal with can be delivered to your customers
4. any contractual agreements that your customers have with your organisation
5. the products or services of your organisation relevant to your customer service role
6. the guidelines laid down by your organisation that limit what you can do within your job
7. the limits of your own authority and when you need to seek agreement with or permission from others
8. any organisational targets relevant to your job, your role in meeting them and the implications for your organisation if those targets are not met
9. how to communicate in a clear, polite, confident way and why this is important
10. how the customer experience is influenced by the way service is delivered
11. how customer feedback from customers is obtained
12. how to work with others to identify and support change in the way service is delivered.

Unit 213

Work with others to improve customer service

Unit level:	SCQF 6
Credit value:	8
Relationship to NOS:	Customer Service National Occupational Standards at level 3
Aim:	This unit sits within the Customer Service Theme of Development and Improvement. This Theme covers activities and approaches that play a vital part in customer service by seeking and implementing improvements and developments.

Teamwork is a key component of delivering and improving excellent customer service. The people you work with to improve customer service may include one or more of the following: team members; colleagues; suppliers; service partners; supervisors; managers; team leaders.

The delivery of excellent customer service depends on your skills and those of others. It involves communicating with each other and agreeing how you can work together to give a more effective service. You need to work together positively. You must also monitor your own and the team's performance and change the way you do things if that improves customer service.

This Unit is all about how you develop a relationship with others to improve your customer service performance.

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

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

- Work with others
- Improve customer service
- Contribute ideas
- Co-operate with others
- Keep commitments
- Monitor own performance
- Monitor joint performance
- Team building
- Valuing and supporting others.

Outcome of effective performance

You must be able to:

Improve customer service by working with others

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

Monitor your own performance when improving customer service

You need to show that you:

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

Monitor joint performance when improving customer service

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

Knowledge and understanding

General knowledge and understanding

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

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

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

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

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

Appendix 1 Relationships to other qualifications

Links to other qualifications

This qualification has connections to the:

- 8313-33/34/90 SVQ 3 in Management at SCQF Level 7
- 8313-44/90 SVQ 4 in Management at SCQF Level 9
- 8344-05 SVQ 5 in Management at SCQF Level 11

Appendix 2 Sources of general information

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

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

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

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

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

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

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

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

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Linking to this document from web pages

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

Appendix 3 Glossary

Key words and concepts

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

Activities

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

Allocating work

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

Assessment

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

Assessor

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

Audit

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

Auditees

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

Benefits

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

Confidentiality

only providing information to those who are authorised to have it

Colleagues

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

Competence

the ability to perform in the workplace to the standards required

Compliance

meeting the required quality standards, specifications and procedures

Consultation

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

Contributions

ideas and information which people want or need to raise

Control system

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

Corrective action

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

Customer

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

Development activities

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

Development needs

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

Development plan

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

Digressions

discussions or contributions which wander away from the purpose

Disciplinary procedures

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

Discrepancies

differences between actual practice and agreed procedures

Energy sources

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

Ensuring consistency in product and service delivery

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

Environment

physical conditions both inside and outside the organisation

Equal access

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

EU

European Union

Evaluation

a balanced assessment of people's work and behaviour

Evidence requirements

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

Examples of evidence

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

Feedback on performance

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

Formative assessment

assessment which takes place during a period of development or performance

Grievance procedures

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

Impact on the environment

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

Improvements

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

Individuals

colleagues or team members with whom the manager works

Individual aspirations

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

Knowledge and understanding

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

Legal requirements

laws relevant to the quality of products, services or processes

Management and Leadership Standards

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

Meetings

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

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			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <i>Continued on another page?</i> YES NO (circle) </td> <td style="width: 15%; padding: 5px;"> <i>Page no</i> </td> <td style="width: 52%; padding: 5px;"> <i>Candidate signature</i> </td> </tr> </table>			<i>Continued on another page?</i> YES NO (circle)	<i>Page no</i>	<i>Candidate signature</i>
<i>Continued on another page?</i> YES NO (circle)	<i>Page no</i>	<i>Candidate signature</i>			
Internal verifier signature: Internal verifier name: Date:					

Appendix 8 Personal statement (imported units)

Candidate name:Registration no:

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

Appendix 9 Unit summary sheet

Candidate name: Registration no: Unit:

Assessor name: Internal verifier name:

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

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

<p>Assessment decision <i>(tick as appropriate)</i></p> <p>Competent <input type="checkbox"/> Not yet competent <input type="checkbox"/></p> <p>Further evidence required <input type="checkbox"/> IDAP ref: _____</p> <p><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></p>	<p>Signature of candidate: Date:</p> <p>Signature of assessor: Date:</p> <p>Signature of internal verifier Date:</p>
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Appendix 10 Element summary sheet (imported units)

Candidate name: Registration no: Element:

Assessor name: Internal verifier name:

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

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

Assessment decision (*tick as appropriate*)

Competent **Not yet competent**

Further evidence required **IDAP ref:**

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

Signature of candidate: Date:

Signature of assessor: Date:

Signature of internal verifier Date:

Useful contacts

UK learners

General qualification information

E: learnersupport@cityandguilds.com

International learners

General qualification information

E: intcg@cityandguilds.com

Centres

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

E: centresupport@cityandguilds.com

Single subject qualifications

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

E: singlesubjects@cityandguilds.com

International awards

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

E: intops@cityandguilds.com

Walled Garden

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

E: walledgarden@cityandguilds.com

Employer

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

E: business@cityandguilds.com

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