

Level 5 NVQ in Management of Health and Safety (3644-[50])

Standards and assessment requirements

QCA ref: 500/3480/7

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Note

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1 Introduction

About this document

This document provides details that centres and candidates will need in order to assess, verify and collect evidence for this N/SVQ qualification and includes:

- the requirements for occupational competence for all those involved in the assessment process
- the assessment methods and requirements
- the national occupational standards and unit evidence requirements
- progression routes.

Other sources of essential information

This document has been designed to be used with the City & Guilds N/SVQ Guide which is made up of:

- *Centre guide* – containing information specifically for centres
- *Candidate logbook* – containing information specifically for candidates and recording forms

Visit the City & Guilds website (www.cityandguilds.com) for the latest versions of these documents.

There are also other City & Guilds documents which contain the latest information regarding the assessment of N/SVQs:

- *Providing City & Guilds qualifications – a guide to centre and qualification (scheme) approval*
- *Ensuring quality* - containing updates on assessment and policy issues
- *City & Guilds centre toolkit* – additional information on running City & Guilds qualifications is given in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates.

Details of general regulations, registration and certification procedures, including fees, are included in the City & Guilds *Catalogue*. This information appears on the online qualification administration service for City & Guilds approved centres, the Walled Garden, at www.walled-garden.com.

If there are any differences between the *N/SVQ Centre Guide* or the *N/SVQ Candidate Guide* and this *Standards and Assessment Requirements* document, this document has the more up-to-date information.

2 ENTO and the National Occupational Standards

Contacting the Standards Setting Body

Name of SSB	ENTO
Address	Kimberley House 47 Vaughan Way Leicester LE1 4SG
Telephone	0116 251 7979
Fax	0116 251 1464
E-mail	info@ento.co.uk
URL	www.ento.co.uk

Apprenticeship framework

See the ENTO website for information on apprenticeship framework: www.ento.co.uk

3 Candidate entry and progression

Candidate work role requirements

This N/SVQ is for those working in any of the following roles or roles similar to these:

- Occupational Health and Safety Practitioners

Candidate entry requirements

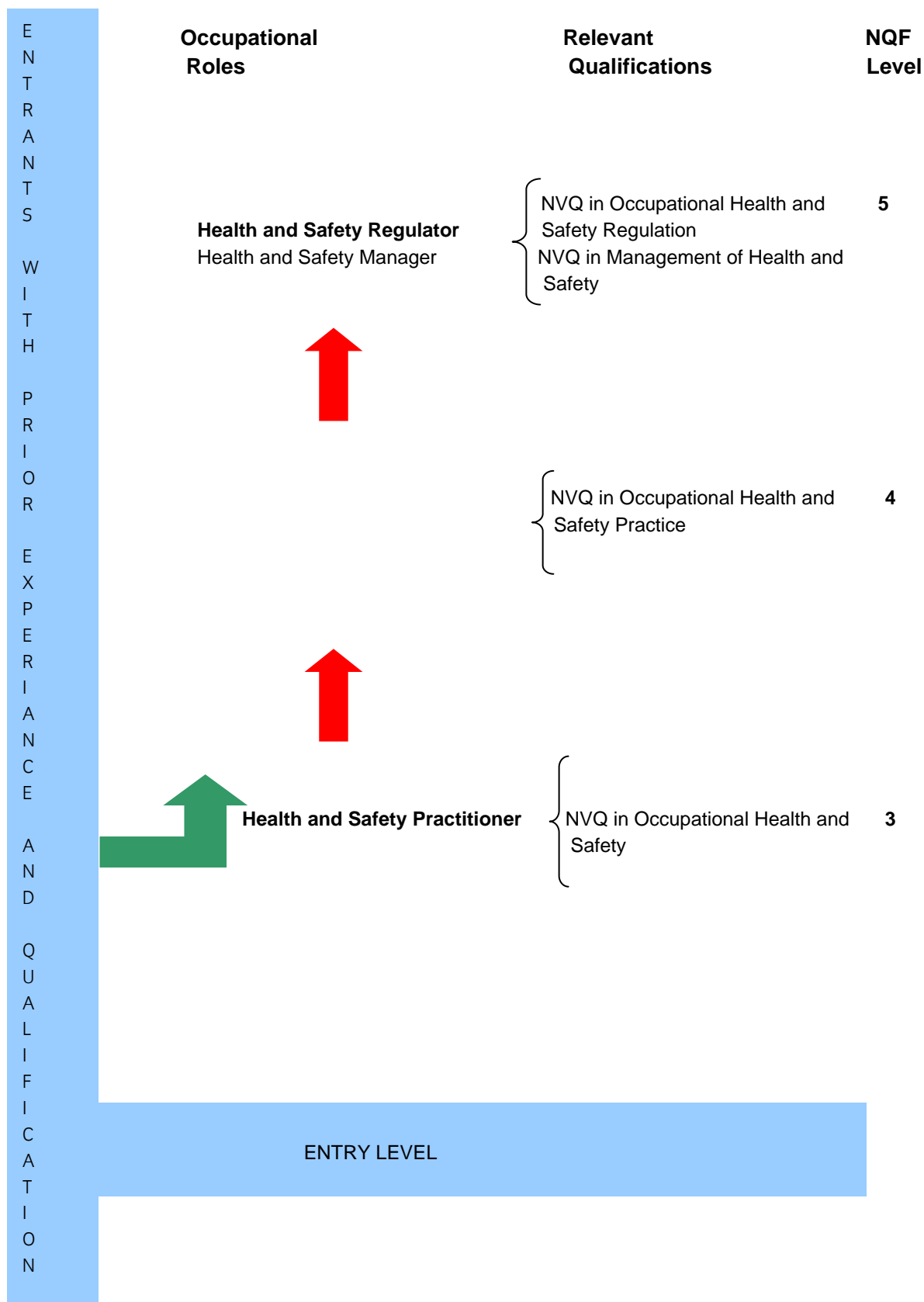
Generally, there is no prescribed prior knowledge, attainment or experience needed to gain access to this qualification. It is recommended that potential candidates are initially assessed on entry, so that levels of literacy, numeracy, communication skills and sector understanding can be determined. This initial assessment should consider previous qualifications and practical experience. Candidates will be employed within the industry or in a realistic working environment and as such would have been through a selection process.

Age restrictions

These N/SVQs are not approved for the use of those who are under 16 years of age. Otherwise, there are no formal entry requirements for candidates undertaking this qualification, however centres must ensure that candidates have the potential and opportunity to gain evidence for the qualification in the work place

For funding purposes, centres are reminded that candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold

4 Health and Safety progression routes



5 Centre resource requirements

There are no additional resource requirements over and above what would be found in a normal workplace.

Registration period

Please check the online catalogue for the latest information on length of registration and the last registration and certification dates.

Where the period of access to assessment offered by a centre is less than the period covered by the candidates' registration with City & Guilds, centres must ensure that this is understood by the candidates.

Additional Information

Award number	QCA reference	Last registration	Last certification
3644-50	500/3480/7	31/12/2010	31/12/2013

6 Assessment method requirements

Introduction

The standards require evidence of consistent occupational competence, as defined by the standards, to be demonstrated through relevant work activities. A variety of assessment methods should be used to confirm competence. Assessment of knowledge should be integrated with the assessment of performance wherever possible and appropriate.

Assessment of performance and knowledge in the workplace

All evidence must be derived from performance in the workplace with no exceptions. Therefore no simulated working conditions have been specified in this Assessment Strategy as the outcomes can be demonstrated by a combination of other assessment methods drawn from:

- Direct observation of the candidate in the workplace
- Witness testimony by colleagues and line managers of the candidate's successful performance of activities in the workplace
- Documentary and other product-based evidence
- A personal report by the candidate endorsed by colleagues

External Quality Control: Independent Assessment

This will require candidates to present a balance of evidence which must include a substantive component which has been assessed by someone who is independent from the candidate. 'Substantive' is defined here as a primary piece of outcome evidence for one or more units of competence. 'Someone independent' is defined here as an assessor who is not the candidate's primary assessor.

The Requirements for Occupational Expertise of Assessors and Verifiers

Assessors

All assessors selected by centres must have sufficient occupational competence to ensure an up to date working knowledge and experience of the principles and practices specified in the standards they are assessing.

Sufficient occupational competence is defined as:

- having held a post for a minimum of 3 years within the last 5 years which involved performing the activities defined in the standards as a practitioner
- or**
- having at least 1 year's experience as a trainer, instructor, assessor or manager and with at least 3 years occupational competence in the competence area of the standards

and for both of the above

- having demonstrated up-dating within the last year involving at least two of the following activities:
 - work placement
 - job shadowing
 - technical skill update training, attending courses or study related to job role
 - other appropriate occupational activity as agreed with the internal verifier.

All assessors will have a sound working knowledge of the content of the standards they are assessing and their assessment requirements. All assessors will either hold the relevant qualification for assessors of national occupational standards or have a development plan indicating progress towards that qualification.

Internal Verifiers

All internal verifiers will have sufficient occupational competence and experience of having conducted assessments of the specific national occupational standards they are verifying or of an appropriate and related occupational standard.

Sufficient occupational competence and experience of having conducted assessments is defined as:

- having been an assessor for the standards being assessed or for a set of related occupational standards within the two years prior to first appointment as an internal verifier
- or**
- being an existing internal verifier for a set of related occupational standards and in either case
 - having demonstrated up-dating within the last year of both occupational competence in the competence area of the standard being verified and in the area of assessment/verification involving at least one activity from each of the following two lists:
 - LIST A: occupational competence in the competence area of the standard
 - work placement
 - job shadowing
 - technical skill update training, attending courses or study related to job role
 - other appropriate occupational activity as agreed with the external verifier
 - LIST B: occupational competence in the area of assessment and verification
 - assessment or verification update training, courses or study
 - participated in standardisation exercises
 - other appropriate assessment or verification related activity as agreed with the external verifier.

All internal verifiers will have direct responsibility and quality control of assessments of the occupational standards or the quality assurance of the assessment process within an assessment centre which has been approved by an awarding body.

All internal verifiers will have a sound working knowledge of assessment and verification principles as defined in the national standards for internal quality assurance and the particular internal verification requirements. All internal verifiers will either hold the relevant qualification for internal verifiers of national occupational standards or have a development plan indicating progress towards that qualification.

External Verifiers

All external verifiers will be drawn from experienced senior practitioners in the broad occupational area of the standards they will verify.

Experienced senior practitioner is defined as:

- having held posts of responsibility involving the monitoring and review of the occupational competence of others
- or**
- having been responsible for internal verification and assessment of national occupational standards

and for both of the above at least two of the following activities:

- having attended at least one external verifier induction/training event run by an Awarding Body
- shadowing an experienced external verifier on centre visits
- collaborative working with Awarding Bodies such as redevelopment of external monitoring systems
- study related to job role.

All external verifiers will have a sound working knowledge and experience of vocational assessment. They must also be familiar with internal as well as external verification procedures as defined in the national standards for external quality assurance. They must also demonstrate competence in the particular external verification procedures set down by the Awarding Body for the qualification (including appeals and complaints procedures).

All external verifiers will either hold the relevant qualification for external verifiers of national occupational standards or have a development plan indicating progress towards that qualification.

7 Roles and occupational expertise requirements

Assessor and Internal Verifier requirements

Assessors must be:

- able to demonstrate they possess practical and up-to-date knowledge of current working practices appropriate to the sector in which they are carrying out assessment practices OR they must be working in the appropriate sector itself;
- competent in the units they are assessing. This is shown through the assessor having achieved the award they are assessing OR provide quality evidence to the external verifier that they are able to make valid judgements of the competence of candidate's. This could be done through a combination of a) personal interview, b) review of employment histories and/or c) examination of the assessor's judgement during assessments
- must be appointed by an approved centre; and
- must have a working knowledge of awards and a full understanding of that part of the award for which they have responsibility
- in possession of the appropriate assessor award (s). As a minimum requirement, the assessor must be in possession of or actively working towards the units A1 (or qualification equivalent).

Internal verifiers must be:

- either working in the appropriate sector itself OR they must be able to demonstrate they possess practical and up-to-date knowledge of current working practices appropriate to the sector in which they are carrying out verification practices; centre
- appointed by an approved centre;
- must have a working knowledge of the awards they are internally verifying
- in possession of or actively pursuing the Unit V1 (or qualification equivalent)

External Verifiers must be:

- Familiar with the industry, and have an understanding of the technical processes and terminology used. The Awarding Body (or in the case of joint awarding arrangements, Cogent), through examination of relevant CV's and references will confirm this
- In possession of or actively pursuing the unit V2 (or qualification equivalent)

Witnesses

There are no specific occupational expertise requirements for witnesses. Witness testimony can provide evidence to establish consistency in a candidate's practice and/or to evidence events which are difficult to plan to observe. In order that the assessor may make an informed judgement about the contribution of the witness' testimony to the overall evidence presented for a unit or qualification, a statement of the witness' status should be included in the candidate's portfolio of evidence. This can be done by using a Witness Status list (form N/SVQ5) or including it as part of the witness testimony itself. The statement should indicate the relationship between the candidate and the witness and should enable the assessor, by defining the role that the witness has played in the gathering of evidence (i.e. as colleague, worker from another organisation) to judge the extent of the witness' knowledge of the National Occupational Standards and understanding of the work roles involved.

Please note: The use of witness testimony from relatives or those with whom the candidate has a significant personal relationship is not acceptable.

Continuous Professional Development requirements

City & Guilds expects all those with formal roles in the assessment or verification process to participate in a minimum of two CPD activities per annum. This can be to update either vocational skills / knowledge or assessment/verification skills/knowledge.

8 Recording assessment and evidence

Confidentiality and privacy

The need to maintain confidentiality and privacy, when putting together portfolios, should be stressed to candidates where appropriate.

Recording forms to use

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate (see N/SVQ Guide for centres and candidates - Recording forms, available on the City & Guilds website). Although it is expected that new centres will 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 N/SVQ candidates and assessors at the centre. City & Guilds also endorses the electronic recording systems Quick Step and Paper Free.

9 The qualification structure and standards

Qualification structure

There are eight mandatory units and ten optional units as listed below. Candidates must complete all eight mandatory units plus three (of the 10) optional units – a total of 11 units.

QCA/SQA unit ref.	City & Guilds Unit no	ENTO unit number	Unit title
Mandatory units			
U1027783	621	B3 (MSC)	Manage the use of financial resources
U1027785	622	B5 (MSC)	Secure financial resources for your organisation's plans
F/104/0475	623	HSP1	Develop and review the organisation's health and safety strategy
D/104/0323	620	HSP13	Influence and keep pace with improvements in health and safety practice
A/104/0314	611	HSP2	Promote a positive health and safety culture
F/104/0314	612	HSP3	Develop and implement the health and safety policy
R/101/4365	624	L2	Identify the learning and development needs of the organisation
F/101/4703	625	P11	Develop a strategy and plan for managing changes in people resourcing
Optional units			
U1027774	626	A2 (MSC)	Manage activities to meet requirements
U1027776	627	A4 (MSC)	Contribute to improvements at work
U1027798	628	C13 (MSC)	Manage the performance of teams and individuals
	629	G2	Contribute to the development of learning within the organisation
L/104/0477	630	HSP14	Develop and implement systems and procedures within the workplace to minimise environmental impact of the organisation
J/104/0316	613	HSP4	Develop and implement effective communication systems for health and safety information
R/101/4358	631	L4	Design learning programmes
H/101/4371	632	L8	Manage the contribution of other people to the learning process
L/101/4378	633	P13	Design, deliver and evaluate changes to organisational structure
R/101/4706	634	P14	Contribute to the design, delivery and evaluation of work procedures

10 About the standards

Availability of standards

This document is available in two ways: either as a free downloadable document from the City & Guilds website, www.cityandguilds.com, or as a 'print on demand' document from our Publications department, for which there is a fee.

City & Guilds publications are available from

Publication Sales
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F +44(0)20 7294 2400

Mapping of old standards to new

This N/SVQ is based on new standards and replaces City & Guilds' Level 5 NVQs/SVQs in Management of Health and Safety. Centres should use the APEL method to confirm transferability of any existing evidence to units in the new N/SVQ structure.

Unit B3 (MSC) Manage the use of financial resources

Unit Summary

This Unit has been imported from the Management Standards

Overview

This unit is about making sure you use financial resources in the most efficient way possible. It covers making recommendations for the use of financial resources and controlling expenditure against budgets.

This unit is for you if you are a manager with responsibility for:

- allocating work to others
- achieving specific results by using resources effectively
- carrying out policy in your defined area of authority
- controlling limited financial budgets, and
- contributing to broader activities such as change programmes and recruitment.

This unit contains two elements

- B3.1 Make recommendations for expenditure
- B3.2 Control expenditure against budgets

In order to make recommendations for expenditure, you need to gather information about expenditure in the past and consider current trends and developments as well as other factors which are likely to affect expenditure in the future. When presenting your recommendations, you need to state the expected benefits from the expenditure you are proposing and also any potential negative consequences. You need to select the expenditure option most consistent with your organisation's plans and objectives.

In order to control expenditure against budgets, you need to give advice to members of your team on how they can help control costs, and get them involved in the process of monitoring and controlling expenditure. Where there are significant variations between actual costs and your budget, you need to take prompt corrective action. You need to keep complete records of expenditure and refer to others if you need to request expenditure beyond the limits of your authority.

Key words and concepts

These definitions are provided to explain how key words and concepts are used in this unit

Budgets

Agreed plans for expenditure covering programmes of work in your area of responsibility.

Corrective action

Action taken to match actual expenditure to budget, such as altering activities, rescheduling expenditure, altering budget allocations and renegotiating budgets .

Expenditure

Outlay for the supplies of goods and services, for personnel, overheads, capital equipment and premises.

Monitoring

Keeping a close eye on activities and expenditure and comparing these with your plans

Organisational objectives

Clearly defined and measurable results which your organisation is scheduled to achieve.

Organisational requirements

The policies, guidelines and procedures of your organisation which you must observe when recommending and monitoring expenditure.

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.

Relevant people

Team members, colleagues working at the same level as yourself, higher-level managers or sponsors, specialists and people outside your organisation.

Significant variations

Substantial differences between actual and budgeted expenditure, which require action in order to maintain overall performance.

Team members

People who work with you as part of a functional or project team; team members may report to you either as their line manager or as the manager in charge of a specific project or activity on which they are working.

Trends and developments

Changes, for instance trends and developments in the market, in technology, in products and services or in processes or working practices, which indicate the future level of expenditure required.

Knowledge and Understanding

To perform effectively in this unit, you need to have knowledge and understanding in the areas of:

- analytical techniques
- communication
- information handling
- involvement and motivation

- organisational context
- resource management.

You will find detailed knowledge requirements listed with each element.

Personal Competencies

In performing effectively in this unit, you will show that you:

Acting assertively

- Take personal responsibility for making things happen.
- Act in an assured and unhesitating manner when faced with a challenge.
- Say no to unreasonable requests.
- State your own position and views clearly in conflict situations.

Communicating

- Listen actively, ask questions, clarify points and rephrase others' statements and check mutual understanding.
- Adopt communication styles appropriate to listeners and situations, including selecting an appropriate time and place.
- Present difficult ideas and problems in ways that promote understanding.

Influencing others

- Present yourself positively to others.
- Create and prepare strategies for influencing others.
- Understand the culture of your organisation and act to work within it or influence it.

Focusing on results

- Establish and communicate high expectations of performance, including setting an example to others.
- Set goals that are demanding of self and others.

Searching for information

- Make best use of existing sources of information.
- Seek information from multiple sources.
- Actively encourage the free exchange of information.
- Challenge the validity and reliability of sources of information.

Thinking and taking decisions

- Break processes down into tasks and activities.
- Use your own experience and evidence from others to identify problems and understand situations.
- Produce a variety of solutions before taking a decision.
- Take decisions which are realistic for the situation.

Unit B3 (MSC) Manage the use of financial resources

Element B3.1 Make recommendations for expenditure

The National Standard

This section provides criteria to assess whether you maintain work activities to meet requirements to the National Standard of competence. It also lists the knowledge and understanding which are essential for effective performance.

Performance criteria

You must ensure that

- a you give opportunities to **relevant people** to make suggestions for future **expenditure**
- b your recommendations take account of past experience, trends, developments and other factors likely to affect future **expenditure**
- c you clearly state the expected benefits from the recommended **expenditure**, and any potential negative consequences
- d where you have considered **alternative options** for expenditure, you provide valid reasons why you have rejected them
- e you provide sufficient, valid information for **relevant people** to make a decision on your recommendations
- f your recommendations for **expenditure** are consistent with your organisation's plans and objectives
- g you present your recommendations to **relevant people** in an appropriate format and at an appropriate time.

Range

at least two of the following types of **relevant people**:

- team members
- colleagues working at the same level
- higher-level managers or sponsors
- financial specialists.

at least two of the following types of **expenditure**:

- supplies
- people
- overhead expenses
- capital equipment.
-

both the following types of **alternative options**:

- other courses of action to achieve the same results
- other ways of funding the same course of actions.

Evidence requirements

You must prove that you make recommendations for expenditure to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet **all** the performance criteria.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is **not** acceptable for this element.

Knowledge requirements

You need to know and understand:

Analytical techniques

- How to analyse expenditure in the past and use the results to make recommendations on more effective use of financial resources in the future.
- How to carry out cost-benefit analyses in regard to proposed expenditure.
- How to identify and evaluate alternative options to proposals on expenditure.

Communication

- How to communicate effectively on issues to do with proposed expenditure.

Involvement and motivation

- How to enable team members, colleagues and line managers to identify and communicate their needs regarding expenditure.
- How to develop and argue an effective case for expenditure.

Organisational context

- The trends and developments which may influence future expenditure and how to forecast and plan for these.
- The procedures which need to be followed to make recommendations for expenditure.

Resource management

- The importance of effective budgetary control to team and organisational efficiency and your role and responsibilities in relation to this.
- The principles and methods which underpin effective budgetary control.
- The importance of keeping accurate records of past expenditure.
- The information which others need to make decisions on expenditure and how to gather and check the validity of this information.

Unit B3 (MSC) Manage the use of financial resources

Element B3.2 Control expenditure against budgets

The National Standard

This section provides criteria to assess whether you maintain work activities to meet requirements to the National Standard of competence. It also lists the knowledge and understanding which are essential for effective performance.

Performance criteria

You must ensure that:

- a you give team members clear and consistent advice on how they can help to control **expenditure**
- b you give team members opportunities to take individual responsibility for **monitoring** and controlling **expenditure**
- c your methods of **monitoring expenditure** are reliable and comply with organisational requirements
- d you monitor **expenditure** against agreed budgets at appropriate intervals
- e you control **expenditure** in line with budgets and organisational requirements
- f the **corrective action** you take in response to actual or potential significant variations from budget is prompt and complies with organisational requirements
- g you refer requests for **expenditure** outside your responsibility promptly to the appropriate people
- h your records of **expenditure** are complete, accurate and available to authorised people only.

Range

at least two of the following types of **monitoring**:

- considering oral information
- considering written information
- examining financial information.

at least two of the following types of **expenditure**:

- supplies
- people
- overhead expenses
- capital equipment.

at least two of the following types of **corrective action**:

- altering activities
- rescheduling expenditure
- altering budget allocations within the limits of your responsibility
- renegotiating budgets.

Evidence requirements

You must prove that you control expenditure against budgets to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet **all** the performance criteria.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is **not** acceptable for this element.

Knowledge requirements

You need to know and understand:

Information handling

- The principles of confidentiality in relation to budgets - what information may be provided to which people.

Involvement and motivation

- The contributions your team members can make to expenditure control.
- How to advise, encourage and motivate team members to help in controlling expenditure.

Organisational context

- Your organisation's requirements for expenditure control.
- The range of variations from the budget which may occur and what effective corrective action to take in response to these.
- The types of requests for expenditure outside your control which are likely to occur and the correct procedures to follow in response to these.

Resource management

- The importance of effective expenditure control to your team and organisation's efficiency and your role and responsibilities in relation to this.
- The principles and systems which underpin effective expenditure control.
- The importance of accurate and comprehensive record keeping to expenditure control and systems to achieve this.

This Unit has been imported from the Management Standards.

Unit Summary

Overview

This unit is about managing your organisation's finance at a strategic level. It covers examining the way your organisation generates and allocates financial resources, evaluating proposals from others on expenditure, and obtaining the financial resources which your organisation needs.

This unit is for you if you are a manager and you:

- have responsibility for substantial programmes and resources
- have responsibility for the strategic development of your organisation
- have a broad span of control
- proactively identify and implement change and quality improvements
- negotiate budgets and contracts, and
- lead high-level meetings.

This unit contains three elements

- B5.1 Review the generation and allocation of financial resources
- B5.2 Evaluate proposals for expenditure
- B5.3 Obtain financial resources for your organisation's activities

To review the generation and allocation of financial resources, you need to gather accurate and up-to-date information on how your organisation generates and allocates finance. You need to select criteria to assess the effectiveness of current practice, and review how well your organisation compares with similar ones.

To evaluate proposals for expenditure, you need to select fair criteria and explain these to your colleagues. You need to provide help and support when they are making proposals for expenditure. You need to evaluate these for costs, benefits and other relevant factors. Finally you need to negotiate the proposals in a way which maintains your colleagues' goodwill.

In order to obtain financial resources for your organisation's activities, you need to make out a clear and persuasive case for your ideas on generating finance, make sure your activities do not endanger the good name of your organisation, and develop feasible contingency plans in case your proposals are unsuccessful.

Key words and concepts

These definitions are provided to explain how key words and concepts are used in this unit

Activities

Methods of obtaining the financial resources your programmes and plans need.

Allocation of financial resources

How finance is distributed within your organisation to support its various programmes and plans.

Criteria

Principles or standards against which proposals can be evaluated.

Evaluation

A balanced assessment of what has been achieved against plans.

Generation of financial resources

Raising the finances necessary to achieve your organisation's plans, for example, obtaining loans or venture capital, obtaining government funds or winning sponsorship.

Legal requirements

Laws relevant to the management of your organisation's finances and methods of generating finance.

Measures

Methods of assessing how well your organisation is performing.

Mission

The long-term goal you wish your organisation to achieve.

Negotiation

The process of reaching agreement with those who are making proposals.

Organisational objectives

Clearly defined and measurable results which your organisation is scheduled to achieve.

Policies

Guidelines which cover the way your organisation deals with key issues, for example preferred lenders or types of sponsors.

Proposals

Requests for financial support for programmes or plans which you are responsible for approving

Relevant people

Team members, colleagues working at the same level, higher-level managers or sponsors.

Review

The ongoing or regular process of information collection, assessment and, where necessary, improvement.

Strategies

Long-term plans which guide your organisation in working towards its mission

Values

Those things your organisation believes in and seeks to realise in its work, for example, customer service, team working, quality or value for money.

Knowledge and Understanding

To perform effectively in this unit, you need to have knowledge and understanding in the areas of:

- communication
- involvement and motivation
- legal requirements
- monitoring and evaluation
- organisational context
- providing support
- resource management
- working relationships.

You will find detailed knowledge requirements listed with each element.

Personal Competencies

Acting strategically

- Display an understanding of how the different parts of the organisation and its environment fit together.
- Work towards a clearly defined vision of the future.
- Clearly relate your goals and actions to the strategic aims of your organisation.
- Take opportunities when they arise to achieve the longer-term aims or needs of your organisation.

Communicating

- Listen actively, ask questions, clarify points and rephrase others' statements and check mutual understanding.
- Adopt communication styles appropriate to listeners and situations, including selecting an appropriate time and place.

Influencing others

- Develop and use contacts to trade information, and obtain support and resources.
- Present yourself positively to others.
- Create and prepare strategies for influencing others.
- Understand the culture of your organisation and act to work within it or influence it

Searching for information

- Actively encourage the free exchange of information.
- Make best use of existing sources of information.
- Seek information from multiple sources.
- Challenge the validity and reliability of sources of information.
- Push for concrete information in an ambiguous situation.

Thinking and taking decisions

- Break processes down into tasks and activities.
- Identify patterns or meaning from events and data which are not obviously related.
- Produce a variety of solutions before taking a decision.
- Take decisions which are realistic for the situation.

Unit B5

Secure financial resources for your organisation's plans

Element

B5.1 Review the generation and allocation of financial resources

The National Standard

This section provides criteria to assess whether you maintain work activities to meet requirements to the National Standard of competence. It also lists the knowledge and understanding which are essential for effective performance.

Performance criteria

You must ensure that

- a your systems for reviewing the generation and allocation of financial resources provide accurate, comprehensive and up-to-date information
- b the criteria you use for assessing the organisation's performance in the generation and allocation of financial resources take account of the type of organisation, its context and culture
- c the criteria you use include commonly accepted performance measures for the generation and allocation of financial resources
- d your review shows how well the organisation is performing compared with other organisations
- e your review shows how effective the organisation's methods are compared to alternative methods of generation and allocation of financial resources
- f you gather, store and use information on the generation and allocation of financial resources in accordance with organisational policies and legal requirements.

Range

At least two of the following methods for the generation of financial resources:

- raising equity finance
- obtaining loans
- obtaining venture capital
- negotiating with government for funds
- obtaining sponsorship
- creative and innovative approaches.

At least one of the following methods for the allocation of financial resources:

- budgeted plans
- internal bidding and departmental competition or collaboration
- external bidding and interorganisational competition or collaboration.

Evidence requirements

You must prove that you review the generation and allocation of financial resources to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is **not** acceptable for this element.

Knowledge requirements

You need to know and understand:

Legal requirements

- legal requirements for the handling of information on the generation and allocation of financial resources.

Monitoring and evaluation

- Systems which may be used to review the generation and allocation of financial resources and their relative advantages and disadvantages to your area of work and available resources.
- The information which is needed to review the generation and allocation of financial resources and how to collect this information.
- How to select criteria which are appropriate to your organisation, its context and culture.
- The commonly accepted performance measures for the generation and allocation of financial resources.
- How to compare your organisation's performance with that of others.
- Alternative methods of generating and allocating financial resources which may be appropriate and how to evaluate these.

Organisational context

- The context and culture of the organisation and the implications of these for resource generation and allocation.
- Organisational requirements for the handling of information.
- Other organisations against which it is appropriate to compare your organisation's performance.

Resource management

- The importance of continuously reviewing the generation and allocation of financial resources and your role and responsibilities in this regard.

Unit B5

Secure financial resources for your organisation's plans

Element

B5.2 Evaluate proposals for expenditure

The National Standard

This section provides criteria to assess whether you maintain work activities to meet requirements to the National Standard of competence. It also lists the knowledge and understanding which are essential for effective performance.

Performance criteria

You must ensure that:

- a you select evaluation criteria which are relevant, fair and clear
- b you provide those submitting proposals with sufficient help to make their proposals effective
- c you evaluate proposals against your stated criteria within the agreed timescale
- d you evaluate proposals for their expected benefits and costs, and according to how realistic and achievable these benefits and costs appear to be
- e the proposals you accept clearly show how they support the organisation's objectives, strategies, values and policies
- f you highlight weaknesses or inconsistencies in proposals and form a justifiable case for rejection or amendment
- g you clearly explain the reasons for the rejection or amendment of proposals to those submitting the proposals
- h you conduct negotiations over proposals in a manner likely to ensure the co-operation, confidence and goodwill of the people involved.

Range

At least one of the following types of **evaluation**:

- comparative
- absolute.

All the following types of **proposals**:

- for long-term programmes of work
- for medium-term programmes of work
- for short-term programmes of work.

Evidence Requirements

You must prove that you evaluate proposals for expenditure to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is **not** acceptable for this element.

Knowledge requirements

You need to know and understand:

Communication

- How to develop and present a case for the acceptance or rejection of proposals.

Monitoring and evaluation

- The range of criteria for evaluating proposals for expenditure and their relative advantages and disadvantages to your role and responsibilities.
- How to evaluate proposals against selected criteria and carry out cost-benefit analyses of these.
- What weaknesses and inconsistencies may be present in proposals and how to identify and evaluate these.

Organisational context

- Your organisation's objectives, strategies, values and policies relevant to evaluating proposals for expenditure.

Providing support

- The types of help those making proposals may need and how to provide support effectively.

Resource management

- Why the thorough evaluation of proposals for expenditure is essential and your role and responsibilities in relation to this.

Working relationships

- Strategies to use when carrying out negotiations on expenditure proposals so that the co-operation, confidence and goodwill of those involved is maintained.

Unit B5

Secure financial resources for your organisation's plans

Element

B5.3 Obtain financial resources for your organisation's activities

The National Standard

This section provides criteria to assess whether you maintain work activities to meet requirements to the National Standard of competence. It also lists the knowledge and understanding which are essential for effective performance.

Performance criteria

You must ensure that:

- a you give opportunities to relevant people to help to obtain financial resources for your organisation's activities
- b the case you make for obtaining resources is clear, consistent and supported by sound argument
- c the way you present your case reflects the commitment of those who will be using the resources
- d your activities to obtain resources are consistent with the good name and image of your organisation and with legal requirements
- e when the resources you need are not obtained in full, you agree realistic alternative courses of action with relevant people
- f all your agreements, communications and other activities to obtain resources are consistent with the mission, values and policies of the organisation.

Range

At least two the following types of **relevant people**:

- team members
- colleagues working at the same level
- higher-level managers or sponsors.

At least two of the following types of **activities to obtain resources**:

- formal proposals
- consultation
- lobbying
- private discussion
- media usage
- publishing documents.

Evidence requirements

You must prove that you obtain financial resources for the organisation's activities to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet **all** the performance criteria.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is **not** acceptable for this element.

Knowledge requirements

You need to know and understand:

Involvement and motivation

- how to encourage and enable team members, colleagues and line managers to help to obtain financial resources for your organisation's work
- how to develop and present a case for obtaining financial resources in a way which is likely to gain the support of key decision makers.

Legal requirements

- legislation relevant to obtaining financial resources.

Organisational context

- the relevant aspects of the organisation's mission, values and policies which may affect agreements and communications concerning the obtaining of financial resources
- how to interpret these and ensure compliance with them.

Resource management

- the range of activities to obtain financial resources and their relative advantages and disadvantages in relation to your organisation
- the importance of having alternative methods of obtaining resources and how to identify and evaluate them.

Unit HSP1 **Develop and review the organisation's health and safety strategy**

This unit is for people with a role which involves establishing an organisation's overall health and safety strategy.

Performance Criteria

You must:

Identify internal and external factors which have an impact on health and safety

- 1 identify and respond to internal factors, including organisational structures, employment strategies, and human and physical resources available
- 2 identify the key change factors impacting on the organisation
- 3 identify and respond to the key drivers of the current internal structure, internal opportunities and rigidities
- 4 identify and review the external factors likely to have an impact on your organisation's health and safety strategy
- 5 select appropriate and cost-effective ways of gathering information for each relevant external factor
- 6 obtain comprehensive and robust information for each relevant external factor
- 7 validate the information gathered with appropriate others
- 8 identify trends and likely future developments in the external factors reviewed
- 9 establish the likely impact of external factors on your organisation's employment strategies
- 10 identify and influence the organisation's employment strategies, policies and practices
- 11 evaluate the organisation's business plan in relation to health and safety

Identify and plan an appropriate change process for health and safety

- 12 involve the appropriate other people in the assessment of necessary change and gain their commitment
- 13 establish any likely changes needed to organisational strategies in relation to issues identified
- 14 review internal organisational structures and resources against any required changes
- 15 identify opportunities and obstacles in structures and systems in relation to any required changes
- 16 develop processes for maximising opportunities for change and minimising obstacles to change
- 17 assess the impact of any changes on organisational resources

Implement the change process

- 18 obtain and maintain the support of those who can champion and deliver change
- 19 maximise the effect of communication systems and information about the change process
- 20 select and develop ways of motivating others to engage in the change process
- 21 encourage and act upon feedback on the change strategy
- 22 identify problems in the change process promptly and resolve conflicts where possible
- 23 create appropriate opportunities for regular and effective review of the change process

- 24 adapt the change strategy in order to attract and maintain the support and commitment of others.

Knowledge requirements

You need to be able to show that you have knowledge and understanding of:

The nature and role of health and safety strategy within the organisation

- a the internal factors, including organisational structures, employment strategies, and human and physical resources available
- b the key change factors impacting on the organisation
- c the key drivers of the current internal structure, internal opportunities and rigidities
- d how to influence the organisation's employment strategies, policies and practices
- e how to evaluate the organisation's business plan in relation to health and safety

Principles and concepts

- f information networks and sources
- g theories of motivation
- h where to obtain comprehensive, valid and reliable information on the external environment
- i sources of organisational performance data
- j how to assess organisational resources against any required changes
- k effective presentation of cases for change in structure and systems
- l how to encourage participation in, and feedback on, change strategy
- m change methodologies
- n objective setting
- o the change cycle and how to use it
- p the impact on the organisation when implementing the required changes
- q the appropriate communication channels for the change strategy
- r how to acknowledge, manage and resolve conflict
- s acceptable forms of compromise which maintain the integrity of the change process

External factors impacting health and safety

- t key requirements of health and safety legislation and any other legal requirements in the workplace
- u how to respond to new legislation
- v benchmarking against current best practice
- w how to respond to technical developments.

Glossary

This section provides explanations and definitions of some of the terms used in this unit.

Control(s)

The means by which the risks identified are eliminated or reduced to acceptable levels.

Employer

Wherever/whoever has responsibility for the workplace/work activity.

Hazard*

A hazard is something with the potential to cause harm (this can include articles, substances, plant or machines, methods of work, the working environment and other aspects of work management).

*** Definition taken from: HSE “Management of health and safety at work – Approved Code of Practice & Guidance”. Reference L21 (ISBN 0-7176-2488-9)**

Learner

Any person in a workplace environment and undertaking learning, including those following a vocational or academic course.

Legislation

The Health and Safety at Work Act 1974 is the main piece of legislation under which nearly all the other regulations are made. It is for this reason that only this piece of legislation is specifically referred to in this Unit.

There is an array of health and safety regulations and codes of practice which affect people at work. There are regulations for those who, for example, work with electricity, or work on construction projects, as well as regulations covering noise at work, manual handling, working with VDUs, or dealing with substances hazardous to health, etc. The specific requirements for all or any of these can be obtained from HSE local offices.

Near miss

An unplanned event that had the potential to result in violence, injury, loss or damage but did not.

Other people

Refers to everyone covered by the Health and Safety at Work Act including: visitors, members of the public, colleagues, contractors, clients, customers, patients and students.

Personal presentation

This includes personal hygiene, use of personal protective equipment, clothing and accessories suitable to the particular workplace.

Physical resources

Property, equipment, plant and machinery, etc.

Risk*

A risk is the likelihood of potential harm from that hazard being realised.

The extent of the risk depends on:

- i the likelihood of that harm occurring;

- ii the potential severity of that harm, i.e. of any resultant injury or adverse health effect; and
- iii the population which might be affected by the hazard, i.e. the number of people who might be exposed.

*** Definition taken from: HSE “Management of health and safety at work – Approved Code of Practice & Guidance”. Reference L21 (ISBN 0-7176-2488-9)**

Resources

This includes: information, documentation, time, control measures, equipment and support (including specialist assistance).

Responsible person/people

The person or people at work to whom any health, safety and welfare issues or hazards should be reported. This could be a supervisor, line manager or your employer.

Manager/Supervisor

One who controls and or directs the work of others

Training Provider

An organisation or individual (usually external) responsible for providing the training, work experience, and/or formal assessment for the learner.

Worker

A person performing services for an employer under a contract of service or an apprenticeship. Workers include; outworkers, those employed on a casual basis, in training and volunteers.

Workplace

The single or multiple areas in which you carry out your work.

Working practices

All activities, procedures, use of materials, substances or equipment and working techniques used in carrying out a work or job related task. This includes procedures for reporting hazards and unsafe working practices.

Workplace Instructions / Policies & Procedures

An organisation’s instructions, method statements, safe systems of work, guidelines and processes on how to behave and perform tasks in the workplace.

POLICIES

- A statement which directs the present and future decisions of an organisation.
- It is intended to influence and determine decisions, actions, and other matters.
- Typically, a policy designates a required process or procedure within an organisation.
- They are often initiated because of some external requirement.

PROCEDURES

- A series of steps following in a regular definite order that implements a policy
- A series of steps or instructions, describing a way of doing things.
- A series of steps to be performed in a regular definite order under specified conditions.
- Documented processes that are used when work affects more than one function or department of an organisation.
- A series of clearly defined steps (and decisions) that explains or describes how one goes about completing a task.

This includes the documentation prepared by the employer about the procedures to be followed for health, safety and welfare matters.

This may be the employer's safety policy, general health and safety statements and written safety procedures covering aspects of the workplace that should be drawn to the attention of employees and that of everyone covered by the Health and Safety at Work etc. Act 1974 (visitors, members of the public, colleagues, contractors, clients, customers, patients, students).

Instructions covering, for example:

- a the use of safe working methods and equipment
- b the safe use of hazardous substances
- c smoking, eating, drinking and drugs
- d what to do in the event of an emergency
- e personal presentation.

Unit HSP13 Influence and keep pace with improvements in health and safety practice

This unit is for people with a role which involves:

- reading and responding to health and safety literature in print and electronic form
- influencing professional colleagues and others on health and safety matters.

Performance Criteria:

You must:

Identify new developments in health and safety

- 1 identify appropriate sources of information and advice on the latest developments in health and safety
- 2 evaluate the impact on your organisation of developments in health and safety legislation, policies and practices
- 3 advocate the adoption in your organisation of new developments in health and safety matters
- 4 contribute to appropriate professional technical groups to enhance the development of health and safety
- 5 maintain your continuous professional development

Influence professional colleagues on health and safety matters

- 6 identify appropriate opportunities to participate in professional discussion and reviews on best practice in health and safety matters
- 7 contribute to appropriate groups and committees engaged in developing health and safety practice
- 8 influence the policies and practices of appropriate professional organisations and groups on health and safety matters
- 9 exchange health and safety best practice with colleagues through meetings, publications, conferences and other appropriated methods
- 10 advocate to professional colleagues the adoption of industry best practice.

Knowledge requirements

You need to be able to show that you have knowledge and understanding of:

The nature and role of improvements in health and safety practice within the organisation

a print-based and electronic sources of information and advice on health and safety matters

Principles and concepts

b effective written and verbal communication

c electronic means of communication

External factors influencing improvements in health and safety practice

d professional, non-professional and technical groups and organisations.

Glossary

This section provides explanations and definitions of some of the terms used in this unit.

Control(s)

The means by which the risks identified are eliminated or reduced to acceptable levels.

Employer

Wherever/whoever has responsibility for the workplace/work activity.

Hazard*

A hazard is something with the potential to cause harm (this can include articles, substances, plant or machines, methods of work, the working environment and other aspects of work management).

*** Definition taken from: HSE “Management of health and safety at work – Approved Code of Practice & Guidance”. Reference L21 (ISBN 0-7176-2488-9)**

Learner

Any person in a workplace environment and undertaking learning, including those following a vocational or academic course.

Legislation

The Health and Safety at Work Act 1974 is the main piece of legislation under which nearly all the other regulations are made. It is for this reason that only this piece of legislation is specifically referred to in this Unit.

There is an array of health and safety regulations and codes of practice which affect people at work. There are regulations for those who, for example, work with electricity, or work on construction projects, as well as regulations covering noise at work, manual handling, working with VDUs, or dealing with substances hazardous to health, etc. The specific requirements for all or any of these can be obtained from HSE local offices.

Near miss

An unplanned event that had the potential to result in violence, injury, loss or damage but did not.

Other people

Refers to everyone covered by the Health and Safety at Work Act including: visitors, members of the public, colleagues, contractors, clients, customers, patients and students.

Personal presentation

This includes personal hygiene, use of personal protective equipment, clothing and accessories suitable to the particular workplace.

Physical resources

Property, equipment, plant and machinery, etc.

Risk*

A risk is the likelihood of potential harm from that hazard being realised.

The extent of the risk depends on:

- i the likelihood of that harm occurring;
- ii the potential severity of that harm, i.e. of any resultant injury or adverse health effect; and
- iii the population which might be affected by the hazard, i.e. the number of people who might be exposed.

*** Definition taken from: HSE “Management of health and safety at work – Approved Code of Practice & Guidance”. Reference L21 (ISBN 0-7176-2488-9)**

Resources

This includes: information, documentation, time, control measures, equipment and support (including specialist assistance).

Responsible person/people

The person or people at work to whom any health, safety and welfare issues or hazards should be reported. This could be a supervisor, line manager or your employer.

Manager/Supervisor

One who controls and or directs the work of others.

Training Provider

An organisation or individual (usually external) responsible for providing the training, work experience, and/or formal assessment for the learner.

Worker

A person performing services for an employer under a contract of service or an apprenticeship. Workers include; outworkers, those employed on a casual basis, in training and volunteers.

Workplace

The single or multiple areas in which you carry out your work.

Working practices

All activities, procedures, use of materials, substances or equipment and working techniques used in carrying out a work or job related task. This includes procedures for reporting hazards and unsafe working practices.

Workplace Instructions / Policies & Procedures

An organisation's instructions, method statements, safe systems of work, guidelines and processes on how to behave and perform tasks in the workplace.

POLICIES

- A statement which directs the present and future decisions of an organisation.
- It is intended to influence and determine decisions, actions, and other matters.
- Typically, a policy designates a required process or procedure within an organisation.
- They are often initiated because of some external requirement.

PROCEDURES

- A series of steps following in a regular definite order that implements a policy.
- A series of steps or instructions, describing a way of doing things.
- A series of steps to be performed in a regular definite order under specified conditions.
- Documented processes that are used when work affects more than one function or department of an organisation.
- A series of clearly defined steps (and decisions) that explains or describes how one goes about completing a task.

This includes the documentation prepared by the employer about the procedures to be followed for health, safety and welfare matters.

This may be the employer's safety policy, general health and safety statements and written safety procedures covering aspects of the workplace that should be drawn to the attention of employees and that of everyone covered by the Health and Safety at Work etc. Act 1974 (visitors, members of the public, colleagues, contractors, clients, customers, patients, students).

Instructions covering, for example:

- a the use of safe working methods and equipment
- b the safe use of hazardous substances
- c smoking, eating, drinking and drugs
- d what to do in the event of an emergency
- e personal presentation.

This unit is for people with a role which involves:

- advocating a positive health and safety culture for your organisation
- developing and communicating a positive health and safety culture for your organisation
- working with key stakeholders in implementing a positive health and safety culture
- maintaining a positive health and safety culture in your organisation
- encouraging directors, senior, line, functional and technical managers and employee representatives of your organisation to lead by example on health and safety matters.

Performance Criteria:

You must:

Gain commitment to a positive health and safety culture

- 1 provide other people with sufficient and clear information about the benefits to your organisation of a positive health and safety culture
- 2 obtain and maintain the support of those in your organisation who can champion a positive health and safety culture
- 3 use appropriate opportunities to communicate information about a positive health and safety culture, and create new opportunities if necessary

Develop and implement links with appropriate people and groups on health and safety matters

- 4 identify the appropriate people and groups in your organisation
- 5 identify the appropriate people and groups external to your organisation
- 6 provide support and assistance to the appropriate people and groups
- 7 use appropriate opportunities to develop and implement additional links with people and groups.

Knowledge requirements

You need to be able to show that you have knowledge and understanding of:

The nature and role of a positive health and safety culture within the organisation

- a the health and safety culture within the organisation
- b the organisation's communication system which can be used to promote the benefits of a positive health and safety culture
- c the people and groups who may be affected by the health and safety process
- d how to engage people and groups in the health and safety process

Principles and concepts

- e providing effective information, advice and guidance to others

External factors influencing a positive health and safety culture

- f other sources of expertise and advice on health and safety matters

Glossary

This section provides explanations and definitions of some of the terms used in this unit.

Control(s)

The means by which the risks identified are eliminated or reduced to acceptable levels.

Employer

Wherever/whoever has responsibility for the workplace/work activity.

Hazard*

A hazard is something with the potential to cause harm (this can include articles, substances, plant or machines, methods of work, the working environment and other aspects of work management).

*** Definition taken from: HSE “Management of health and safety at work – Approved Code of Practice & Guidance”. Reference L21 (ISBN 0-7176-2488-9)**

Learner

Any person in a workplace environment and undertaking learning, including those following a vocational or academic course.

Legislation

The Health and Safety at Work Act 1974 is the main piece of legislation under which nearly all the other regulations are made. It is for this reason that only this piece of legislation is specifically referred to in this Unit.

There is an array of health and safety regulations and codes of practice which affect people at work. There are regulations for those who, for example, work with electricity, or work on construction projects, as well as regulations covering noise at work, manual handling, working with VDUs, or dealing with substances hazardous to health, etc. The specific requirements for all or any of these can be obtained from HSE local offices.

Near miss

An unplanned event that had the potential to result in violence, injury, loss or damage but did not.

Other people

Refers to everyone covered by the Health and Safety at Work Act including: visitors, members of the public, colleagues, contractors, clients, customers, patients and students.

Personal presentation

This includes personal hygiene, use of personal protective equipment, clothing and accessories suitable to the particular workplace.

Physical resources

Property, equipment, plant and machinery, etc.

Risk*

A risk is the likelihood of potential harm from that hazard being realised.

The extent of the risk depends on:

i the likelihood of that harm occurring;

- ii the potential severity of that harm, i.e. of any resultant injury or adverse health effect; and
- iii the population which might be affected by the hazard, i.e. the number of people who might be exposed.

*** Definition taken from: HSE “Management of health and safety at work – Approved Code of Practice & Guidance”. Reference L21 (ISBN 0-7176-2488-9)**

Resources

This includes: information, documentation, time, control measures, equipment and support (including specialist assistance).

Responsible person/people

The person or people at work to whom any health, safety and welfare issues or hazards should be reported. This could be a supervisor, line manager or your employer.

Manager/Supervisor

One who controls and or directs the work of others

Training Provider

An organisation or individual (usually external) responsible for providing the training, work experience, and/or formal assessment for the learner.

Worker

A person performing services for an employer under a contract of service or an apprenticeship. Workers include; outworkers, those employed on a casual basis, in training and volunteers.

Workplace

The single or multiple areas in which you carry out your work.

Working practices

All activities, procedures, use of materials, substances or equipment and working techniques used in carrying out a work or job related task. This includes procedures for reporting hazards and unsafe working practices.

Workplace Instructions / Policies & Procedures

An organisation’s instructions, method statements, safe systems of work, guidelines and processes on how to behave and perform tasks in the workplace.

POLICIES

- A statement which directs the present and future decisions of an organisation.
- It is intended to influence and determine decisions, actions, and other matters.
- Typically, a policy designates a required process or procedure within an organisation.
- They are often initiated because of some external requirement.

PROCEDURES

- A series of steps following in a regular definite order that implements a policy.
- A series of steps or instructions, describing a way of doing things.
- A series of steps to be performed in a regular definite order under specified conditions.
- Documented processes that are used when work affects more than one function or department of an organisation.

- A series of clearly defined steps (and decisions) that explains or describes how one goes about completing a task.

This includes the documentation prepared by the employer about the procedures to be followed for health, safety and welfare matters.

This may be the employer's safety policy, general health and safety statements and written safety procedures covering aspects of the workplace that should be drawn to the attention of employees and that of everyone covered by the Health and Safety at Work etc. Act 1974 (visitors, members of the public, colleagues, contractors, clients, customers, patients, students).

Instructions covering, for example:

- a the use of safe working methods and equipment
- b the safe use of hazardous substances
- c smoking, eating, drinking and drugs
- d what to do in the event of an emergency
- e personal presentation.

Unit HSP3

Develop and implement the health and safety policy

This unit is for people with a role which involves:

- developing the health and safety policy of your organisation with respect to the statutory and organisational requirements
- advocating the health and safety policy to all key stakeholders in your organisation
- implementing the health and safety policy in your organisation
- working with key stakeholders in order to integrate health and safety into your organisation.

Performance Criteria:

You must:

Define the statutory and practical health and safety requirements

- 1 assess the structure of your organisation in relation to health and safety matters
- 2 access the existing health and safety systems and procedures of your organisation
- 3 evaluate the health and safety statutory and practical requirements relating to the input to your organisation of materials, equipment, goods, services and resources
- 4 evaluate the health and safety statutory and practical requirements relating to the conversion processes of your organisation
- 5 evaluate the health and safety statutory and practical requirements relating to the output from your organisation of products, services and inadvertent and/or unwanted and/or necessary goods, materials and waste of all types
- 6 evaluate the health and safety statutory and practical requirements relating to the employees, contractors and other people who may be affected by the activities of your organisation

Develop the health and safety policy

- 7 identify deficiencies in the current health and safety policy of your organisation
- 8 formulate changes to remedy the deficiencies in the health and safety policy of your organisation
- 9 Establish the resource constraints which may influence the health and safety policy of your organisation
- 10 consult with key stakeholders and provide opportunities to review the proposed health and safety policy of your organisation
- 11 establish a strategy for promoting a positive commitment to the health and safety policy among directors, senior, line, functional and technical managers and employee representatives of your organisation
- 12 advocate the adoption in your organisation of an improved health and safety policy

Implement the health and safety policy

- 13 specify the health and safety policy implementation programme for your organisation
- 14 provide support and assistance for the health and safety policy implementation process in your organisation
- 15 take effective action should problems arise during the health and safety policy implementation process in your organisation

- 16 make sure that there are adequate opportunities for feedback during the health and safety policy implementation process in your organisation, and respond appropriately to suggestions
- 17 minimise disruption to the organisation's activities during the implementation process
- 18 apply quality management requirements to all health and safety documentation.

Knowledge requirements

You need to be able to show that you have knowledge and understanding of:

The nature and role of the health and safety policy within the organisation

- a your organisation's existing policies and procedures

Principles and concepts

- b the input-conversion-output model of organisational systems
- c the structure of formal and informal organisational systems
- d individual and group motivation

External factors influencing the health and safety policy

- e statutory health and safety requirements and industry best practice.

Glossary

This section provides explanations and definitions of some of the terms used in this unit.

Control(s)

The means by which the risks identified are eliminated or reduced to acceptable levels.

Employer

Wherever/whoever has responsibility for the workplace/work activity.

Hazard*

A hazard is something with the potential to cause harm (this can include articles, substances, plant or machines, methods of work, the working environment and other aspects of work management).

*** Definition taken from: HSE “Management of health and safety at work – Approved Code of Practice & Guidance”. Reference L21 (ISBN 0-7176-2488-9)**

Learner

Any person in a workplace environment and undertaking learning, including those following a vocational or academic course.

Legislation

The Health and Safety at Work Act 1974 is the main piece of legislation under which nearly all the other regulations are made. It is for this reason that only this piece of legislation is specifically referred to in this Unit.

There is an array of health and safety regulations and codes of practice which affect people at work. There are regulations for those who, for example, work with electricity, or work on construction projects, as well as regulations covering noise at work, manual handling, working with VDUs, or dealing with substances hazardous to health, etc. The specific requirements for all or any of these can be obtained from HSE local offices.

Near miss

An unplanned event that had the potential to result in violence, injury, loss or damage but did not.

Other people

Refers to everyone covered by the Health and Safety at Work Act including: visitors, members of the public, colleagues, contractors, clients, customers, patients and students.

Personal presentation

This includes personal hygiene, use of personal protective equipment, clothing and accessories suitable to the particular workplace.

Physical resources

Property, equipment, plant and machinery, etc.

Risk*

A risk is the likelihood of potential harm from that hazard being realised.

The extent of the risk depends on:

- i the likelihood of that harm occurring;
- ii the potential severity of that harm, i.e. of any resultant injury or adverse health effect; and
- iii the population which might be affected by the hazard, i.e. the number of people who might be exposed.

*** Definition taken from: HSE “Management of health and safety at work – Approved Code of Practice & Guidance”. Reference L21 (ISBN 0-7176-2488-9)**

Resources

This includes: information, documentation, time, control measures, equipment and support (including specialist assistance).

Responsible person/people

The person or people at work to whom any health, safety and welfare issues or hazards should be reported. This could be a supervisor, line manager or your employer.

Manager/Supervisor

One who controls and or directs the work of others.

Training Provider

An organisation or individual (usually external) responsible for providing the training, work experience, and/or formal assessment for the learner.

Worker

A person performing services for an employer under a contract of service or an apprenticeship. Workers include; outworkers, those employed on a casual basis, in training and volunteers.

Workplace

The single or multiple areas in which you carry out your work.

Working practices

All activities, procedures, use of materials, substances or equipment and working techniques used in carrying out a work or job related task. This includes procedures for reporting hazards and unsafe working practices.

Workplace Instructions / Policies & Procedures

An organisation’s instructions, method statements, safe systems of work, guidelines and processes on how to behave and perform tasks in the workplace.

POLICIES

- A statement which directs the present and future decisions of an organisation.
- It is intended to influence and determine decisions, actions, and other matters.
- Typically, a policy designates a required process or procedure within an organisation.
- They are often initiated because of some external requirement.

PROCEDURES

- A series of steps following in a regular definite order that implements a policy.
- A series of steps or instructions, describing a way of doing things.
- A series of steps to be performed in a regular definite order under specified conditions.
- Documented processes that are used when work affects more than one function or department of an organisation.
- A series of clearly defined steps (and decisions) that explains or describes how one goes about completing a task.

This includes the documentation prepared by the employer about the procedures to be followed for health, safety and welfare matters.

This may be the employer's safety policy, general health and safety statements and written safety procedures covering aspects of the workplace that should be drawn to the attention of employees and that of everyone covered by the Health and Safety at Work etc. Act 1974 (visitors, members of the public, colleagues, contractors, clients, customers, patients, students).

Instructions covering, for example:

- a the use of safe working methods and equipment
- b the safe use of hazardous substances
- c smoking, eating, drinking and drugs
- d what to do in the event of an emergency
- e personal presentation.

Unit L2

Identify the learning and development needs of the organisation

Overview

This unit is appropriate for you if your role involves:

- identifying the learning and development opportunities within the organisation
- identifying the expectations of stakeholders and sponsors, and getting their commitment
- identifying overall learning and training needs
- managing learning and development in the organisation.

The activities you are likely to be involved in:

- using audits, surveys and interviews to identify learning and development needs
- identifying the development needs and opportunities for individual work roles
- reviewing developments in technology-based learning
- identifying the existing abilities and competences of individuals within the organisation and planning future training and development needs
- responding to external factors that influence human resources
- working with other people on major new developments
- getting the commitment of other people.

What the unit covers:

- 1 reviewing how capable the whole organisation is of meeting its development needs
- 2 developing a learning and development programme for the organisation.

Unit L2

Identify the learning and development needs of the organisation

Element

L2.1 Review how capable the whole organisation is of meeting its development needs

Performance criteria

You must be able to do the following:

- a Identify the organisation's needs and expectations of learning and development
- b Identify how learning and development contributes to the organisation's objectives and confirm this with key stakeholders
- c Identify the abilities and competences the organisation needs to meet its objectives
- d Evaluate the effect of the organisation's future needs on its ability to carry out its business.
- e Collect information on the existing levels of skills, knowledge and experience of individuals
- f Identify the resources and structures available to meet the needs of the organisation
- g Match the abilities of individuals with the needs of the organisation
- h Identify priority areas for learning and development across the organisation.

Unit L2

Identify the learning and development needs of the organisation

Element

L2.2 Develop a learning and development programme for the organisation

Performance criteria

You must be able to do the following:

- a Identify development opportunities for individuals which will improve the organisation
- b Identify how skills and competences can be shared and transferred between individuals in the organisation
- c Identify appropriate learning and development opportunities inside and outside the organisation
- d Consider different ways of structuring and delivering learning and development, including technology-based delivery and support
- e Identify effective management systems to review and monitor learning programmes
- f Develop learning and development programmes for individuals and groups within the organisation that recognise the needs of the people involved
- g Set out how you will put the programmes into practice and the outcomes you need to achieve
- h Identify the resources you need to put the programmes into practice and how you will get those resources
- i Identify the roles and responsibilities of the people delivering the programme
- j Get the commitment of the people who will put the programme into practice.

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of learning and development within the organisation

- 1 how to identify the features of and necessary conditions for an organisation that continuously learns and develops
- 2 how to identify and respond to the internal factors that drive learning needs
- 3 how issues of equality, equity, diversity and access influence the planning of learning and development
- 4 how to identify a range of possible training and development outcomes that support the organisation's strategy
- 5 how to identify the things that might affect how training is delivered and how to draw up plans to deal with these
- 6 who the main people in the organisation are who can bring about change and how to influence them
- 7 what responses and objections to training and development aims you are likely to get and how to deal with these

Principles and concepts

- 8 how to evaluate different ways of delivering learning and development - and their relevance to the needs of the organisation and individuals

- 9 how to identify and evaluate changes and developments in technology and e-learning - and their relevance to how the organisation delivers learning and development
- 10 how to identify the learning opportunities available and how to use resources to access them
- 11 how to access sources of information to help forecast trends and developments in learning and development
- 12 how to choose appropriate quality control and quality assurance systems when delivering training, and how to take account of current national debates on quality improvement

External factors influencing human resource development

- 13 how to identify the external influences on delivering learning and development policies, including economic, social and political
- 14 how to analyse and use developments in learning and new ways of delivery
- 15 how to identify and use developments in e-learning and other technological developments when planning learning.

Unit P11

Develop a strategy and plan for managing changes in people resourcing

Overview

This unit is appropriate for you if your role involves:

- identifying and responding to external forces influencing people resourcing
- reviewing and improving processes to meet organisational human resource requirements.

The activities you are likely to be involved in:

- identifying key factors influencing the people resourcing strategy
- identifying how the organisation can respond to new demands and imperatives through development of its people
- reviewing existing strategies
- identifying ethical issues where there may be conflicts of interest or dilemmas requiring audit and evaluation
- identifying and evaluating the potential for, and impact of, e-personnel approaches
- gaining the commitment and support of those in the organisation to change.

What the unit covers:

- 1 reviewing and developing a strategy for responding to changes in people resourcing
- 2 reviewing and developing a plan for responding to changes in people resourcing
- 3 taking responsibility for implementing the people resourcing plan
- 4 evaluating the effectiveness of the people resourcing change strategy.

Unit P11

Develop a strategy and plan for managing changes in people resourcing

Element

P11.1 Review and develop a strategy for responding to changes in people resourcing

Performance criteria

You must be able to do the following:

- a establish the external and internal factors exerting influence on the organisation to change
- b prioritise the impact of change factors on the organisation in relation to its aims and objectives and ethical practice
- c assess the impact on, and risk to, the organisation of identified factors
- d review existing change strategies and evaluate them against organisational needs
- e identify the potential role and impact of e-personnel systems
- f plan ways of responding to the required changes within the organisation's aims and resources
- g identify key change agents and sponsors within the organisation and engage their commitment
- h establish systems to monitor the best use of resources
- i establish systems for the early identification of problems in implementing change, and possible alternative strategies or contingencies to adopt.

Unit P11

Develop a strategy and plan for managing changes in people resourcing

Element

P11.2 Review and develop a plan for responding to changes in people resourcing

Performance criteria

You must be able to do the following:

- a consult with all key stakeholders in the design of the change process
- b establish the cultural and structural changes necessary within the organisation to bring about the required change
- c review existing change plans and evaluate them against organisational needs
- d identify the specific development and communication structures needed for change
- e identify the key agents of change and their role within the process
- f explore alternative structures and ways of working likely to generate change and cope with insufficient levels of change
- g develop an integrated approach to change processes
- h establish methods of maintaining the change process at all levels in the organisation
- i set up implementation and monitoring systems against specific criteria
- j establish ways of identifying when change processes are not working, and a strategy for dealing with this
- k establish systems that monitor compliance with legal requirements, codes of practice and organisational policy

Unit P11

Develop a strategy and plan for managing changes in people resourcing

Element

P11.3 Take responsibility for implementing the people resourcing plan

Performance criteria

You must be able to do the following:

- a carry out benchmark activities to identify agreed good practice
- b identify the requirements needed to implement the plan
- c identify appropriate people to implement the process
- d develop a detailed action plan for the implementation
- e identify the key stakeholders in the process and gain their commitment
- f delegate activities to appropriate people to ensure effective implementation
- g take direct responsibility for steering and influencing the implementation process.

Unit P11

Develop a strategy and plan for managing changes in people resourcing

Element

P11.4 Evaluate the effectiveness of the change strategy

Performance criteria

You must be able to do the following:

- a establish the success criteria by which the change strategy will be measured
- b assess the effectiveness and efficiency of the change management process
- c build stakeholder feedback into the evaluation process
- d choose cost-effective methodologies for evaluating programmes
- e collect valid and comprehensive data
- f evaluate the data against the organisation's wider strategic objectives
- g make recommendations to modify or maintain the change management programme.

This Unit has been imported from the Management Standards.

Unit Summary

Overview

This unit is about managing activities and conditions in the workplace to meet the requirements of your organisation and your customers. This involves agreeing the outputs required, planning work activities to deliver these outputs and monitoring these activities to make sure quality requirements have been met. It also involves maintaining healthy, safe and productive work environment and continuously looking for ways to improve the processes involved.

This unit is for you if you are a manager with responsibility for:

- allocating work to others
- achieving specific results by using resources effectively
- carrying out policy in your defined area of authority
- controlling limited financial budgets, and
- contributing to broader activities such as change programmes and recruitment.

This unit contains three elements:

- A2.1 Implement plans to meet customer requirements
- A2.2 Maintain a healthy, safe and productive work environment
- A2.3 Ensure products and services meet quality requirements

In order to implement plans to meet customer requirements, you need to agree these requirements with your customers, plan appropriate work activities, allocate tasks and maintain records in accordance with your organisation's procedures.

To maintain a healthy, safe and productive work environment, you need to make sure that all members of your team are aware of their legal and organisational responsibilities for health and safety. You must continuously seek ways to improve the work environment and take effective action in response to breaches in health and safety requirements.

In order to ensure products and services meet quality requirements, you need to monitor the quality of products and services under your control and make recommendations to improve the processes involved. Where products and services do not meet requirements, you need to take effective action to bring them up to standard.

Key words and concepts

These definitions are provided to explain how key words and concepts are used in this unit.

Activities

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

Corrective action

Altering activities, modifying the use of resources or re-negotiating the allocation of resources in response to deviations from plans.

Customer

The person(s), organisation(s) or department(s), either inside or outside your organisation for whom you are providing services or products.

Improvements

Changes to work conditions or practices designed to improve efficiency or effectiveness.

Monitoring

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

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.

Quality

The standard of product or service required by the customer.

Relevant people

Team members, colleagues working at your level, higher-level managers or sponsors and specialists.

Requirements

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

Team members

People who work with you as part of a functional or project team; team members may report to you either as their line manager or as the manager in charge of a specific project or activity on which they are working.

Work environment

The circumstances in which you and your team work, including the physical environment, equipment, materials and working procedures.

Knowledge and Understanding

To perform effectively in this unit, you need to have knowledge and understanding in the areas of:

- analytical techniques
- communication
- customer relations
- health and safety
- involvement and motivation
- monitoring and evaluation
- organisational context
- planning
- quality management
- workplace organisation.

You will find detailed knowledge requirements listed with each element.

Personal Competencies

In performing effectively in this unit, you will show that you:

Building teams

- keep others informed about plans and progress
- clearly identify what is required of others
- invite others to contribute to planning and organising work.

Communicating

- identify the information needs of listeners
- adopt communication styles appropriate to listeners and situations, including selecting an appropriate time and place
- use a variety of media and communication aids to reinforce points and maintain interest

Focusing on results

- maintain a focus on objectives
- tackle problems and take advantage of opportunities as they arise
- actively seek to do things better
- use change as an opportunity for improvement
- monitor quality of work and progress against plans.

Influencing others

- present yourself positively to others
- create and prepare strategies for influencing others
- use a variety of means to influence others.

Thinking and taking decisions

- break processes down into tasks and activities
- identify a range of elements in and perspectives on a situation
- identify implications, consequences or causal relationships in a situation
- take decisions which are realistic for the situation.

Unit A2

Element

Manage activities to meet requirements

A2.1 Implement plans to meet customer requirements

The National Standard

This section provides criteria to assess whether you maintain work activities to meet requirements to the National Standard of competence. It also lists the knowledge and understanding which are essential for effective performance.

Performance criteria

You must ensure that:

- a you agree requirements with customers in sufficient detail to allow work to be planned effectively
- b your plans allow requirements to be met within agreed time scales
- c you explain plans to relevant people in sufficient detail and at an appropriate level and pace
- d you confirm with relevant people their understanding of, and commitment to, your plans
- e you follow organisational procedures for recording your plans
- f you give opportunities to relevant people to make recommendations for improving plans.

Range

All the following **requirements**:

- quality
- quantity
- delivery
- health and safety.

One of the following types of **customer**:

- internal
- external.

One of the following types of **relevant people**:

- team members
- colleagues working at your level
- higher-level managers or sponsors
- people outside your organisation.

Evidence Requirements

You must prove that you implement plans to meet customer requirements to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet **all** the performance criteria.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is **not** acceptable for this element.

Knowledge requirements

You need to know and understand:

Communication

- how to communicate effectively with team members, colleagues, line managers and people outside your organisation.

Customer relations

- the importance of a focus on customer requirements and quality issues, and your role and responsibilities in relation to this
- the differences between internal and external customers.

Involvement and motivation

- how to encourage and enable team members, colleagues and line managers to help to improve efficiency.

Organisational context

- the records which you need to complete and how this should be done.

Planning

- how to identify customer requirements to a level of detail sufficient for planning work
- the principles of planning work activities, setting objectives and priorities to ensure requirements are met efficiently.

Unit A2

Element

Manage activities to meet requirements

A2.2 Maintain a healthy, safe and productive work environment

The National Standard

This section provides criteria to assess whether you maintain work activities to meet requirements to the National Standard of competence. It also lists the knowledge and understanding which are essential for effective performance.

Performance criteria

You must ensure that:

- a you inform relevant people about their legal and organisational responsibilities for maintaining a healthy, safe and productive work environment
- b you make sufficient support available to relevant people to ensure they can work in a healthy, safe and productive way
- c you provide opportunities for relevant people to make recommendations for improving the work environment
- d the work environment under your control conforms to organisational and legal requirements
- e the work environment under your control is as conducive to healthy, safe and productive working as possible within organisational constraints
- f you respond to breaches in health and safety requirements promptly and in line with organisational and legal requirements;
- g you make recommendations for improving the work environment clearly and promptly to relevant people
- h your records regarding health and safety and the work environment are complete, accurate and comply with organisational and legal requirements.

Range

Two of the following types of **relevant people**:

- team members
- colleagues working at your level
- higher-level managers or sponsors
- people outside your organisation.

All the following features of the **work environment**:

- physical environment
- equipment
- materials
- working procedures.

Evidence Requirements

You must prove that you maintain a healthy, safe and productive work environment to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet **all** the performance criteria.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is **only** acceptable for performance criterion f in this element.

Knowledge requirements

You need to know and understand:

Analytical techniques

- the principles of risk assessment and how to ensure that the work environment is effectively monitored
- how to assess current working conditions and identify possible areas for improvement.

Communication

- how to communicate effectively with team members, colleagues, line managers and people outside your organisation.

Health and safety

- the importance of health and safety at work and your role and responsibility in relation to this
- the organisational and legal requirements for maintaining a healthy, safe and productive work environment
- industrial or professional codes of practice relevant to healthy, safe and productive work environments
- the types of support it may be necessary to provide on health and safety issues and how to provide such support
- how to respond to contradictions between health and safety requirements and organisational constraints.

Organisational context

- the procedures to follow in order to recommend improvements in the work environment
- the records which need to be kept and the organisational and legislative requirements for doing so.

Workplace organisation

- the types of work environments which are most conducive to productive work.

Unit A2

Element

Manage activities to meet requirements

A2.3 Ensure products and services meet quality requirements

The National Standard

This section provides criteria to assess whether you maintain work activities to meet requirements to the National Standard of competence. It also lists the knowledge and understanding which are essential for effective performance.

Performance criteria

You must ensure that:

- a you give opportunities to relevant people to monitor the quality of products and services and recommend improvements to the processes involved
- b your monitoring of the quality of products and services is continuous and complies with your organisation's procedures
- c the products and services within your area of responsibility consistently meet your customers' and organisation's requirements
- d where products, services and the processes involved do not meet agreed requirements, you take prompt and effective action
- e your records relating to the quality of products and services comply with your organisation's procedures.

Range

Two of the following types of **relevant people**:

- team members
- colleagues working at the same level
- higher-level managers or sponsors
- specialists.

All the following types of organisational **requirements**:

- quality standards
- organisational policies
- organisational objectives.

Evidence Requirements

You must prove that you ensure products and services meet quality requirements to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet **all** the performance criteria.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is **not** acceptable for this element.

Knowledge requirements

You need to know and understand:

Involvement and motivation

- the importance of empowering team members to make recommendations on quality improvement and efficiency and how to encourage their contributions.

Monitoring and evaluation

- how to monitor the quality of work taking place in your area of responsibility.

Organisational context

- the standards and organisational requirements which apply to the activities for which you are responsible
- the records which need to be completed and how this should be done
- how to interpret your organisation's policies and determine their implications for quality assurance.

Quality management

- the meaning and importance of quality in the management of activities
- the principles and methods of quality assurance
- deficiencies in quality that are likely to occur and the appropriate corrective actions to take.

Unit Summary

This Unit has been imported from the Management Standards.

Overview

This unit is about making significant contributions to improving team and organisational performance. It covers making improvements in your own area of responsibility as well as making recommendations for improvements to organisational plans.

This unit is for you if you are a manager with responsibility for:

- allocating work to others
- achieving specific results by using resources effectively
- carrying out policy in your defined area of authority
- controlling limited financial budgets, and
- contributing to broader activities such as change programmes and recruitment.

This unit contains two elements:

- A4.1 Improve work activities
- A4.2 Recommend improvements to organisational plans

In order to improve work activities, you need to monitor activities, trends and developments and invite others to come forward with their suggestions for improvements. You need to plan the change, check people's understanding and commitment to the change and monitor the implementation of your plans to ensure the intended improvements are achieved. You also need to ensure that work quality is maintained to an acceptable standard during the period of change.

In order to recommend improvements to organisational plans, you need to support your recommendations with reliable information and check that these recommendations support your organisation's mission and objectives. You then need to present these recommendations to relevant people and discuss them positively and constructively.

Key words and concepts

These definitions are provided to explain how key words and concepts are used in this unit

Activities

Actions, processes, operations or services which must be carried out in order to achieve objectives.

Improvements

Changes to work conditions, processes, products and services designed to improve efficiency or effectiveness.

Mission

The long-term goal your organisation wishes to achieve.

Monitoring

Keeping a close eye on activities in order to identify improvements or modifications which need to be made.

Organisational objectives

Clearly defined and measurable results which your organisation should achieve.

Plans

Documents, or oral plans, 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

Quality

The standard of product or service required by the customer.

Relevant people

Team members, colleagues working at the same level as yourself, higher-level managers or sponsors, specialists and people outside your organisation.

Trends and developments

Changes, for instance trends and developments in the market, in technology, in products and services or in processes or working practices, which suggest possible improvements you can make.

Knowledge and Understanding

To perform effectively in this unit, you need to have knowledge and understanding in the areas of:

- change management
- communication
- continuous improvement
- involvement and motivation
- organisational context
- planning
- working relationships.

You will find detailed knowledge requirements listed with each element.

Personal Competencies

In performing effectively in this unit, you will show that you:

Communicating

- listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding
- identify the information needs of listeners
- adopt communication styles appropriate to listeners and situations, including selecting an appropriate time and place
- encourage listeners to ask questions or rephrase statements to clarify their understanding.

Focusing on results

- actively seek to do things better
- use change as an opportunity for improvement
- establish and communicate high expectations of performance, including setting an example to others
- monitor quality of work and progress against plans.

Influencing others

- present yourself positively to others
- create and prepare strategies for influencing others
- use a variety of means to influence others
- understand the culture of the organisation and act to work within it or influence it.

Thinking and taking decisions

- use your own experience and evidence from others to identify problems and understand situations
- produce a variety of solutions before taking a decision
- produce your own ideas from experience and practice
- take decisions which are realistic for the situation.

The National Standard

This section provides criteria to assess whether you maintain work activities to meet requirements to the National Standard of competence. It also lists the knowledge and understanding which are essential for effective performance.

Performance criteria

You must ensure that:

- a you give opportunities to **relevant people** to make recommendations for improvements to work activities
- b **your monitoring** of activities occurs at intervals most likely to identify potential improvements
- c the information you gather on **trends and developments** is relevant, reliable and sufficient to identify potential improvements
- d you present your recommendations for improvements in activities to **relevant people** at an appropriate time
- e you present your plans for implementing change to **relevant people** at an appropriate time, level and pace
- f you confirm **relevant people's** understanding of the implications of the change and their commitment to their role in it
- g your **monitoring** of the change is sufficient to ensure the intended improvements are achieved
- h you report the results of the change to **relevant people** in the agreed format and timescale
- i the quality of the work for which you are responsible continues to meet the agreed standard throughout the period of change.

Range

At least **two** of the following types of **relevant people**:

- higher-level managers or sponsors
- colleagues working at the same level as yourself
- specialists.

At least **two** of the following types of **monitoring** methods:

- direct observation
- considering oral information
- considering written information.

Both of the following types of **trends and developments**:

- inside your organisation
- outside your organisation.

Evidence Requirements

You must prove that you improve work activities to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this element.

Knowledge requirements

You need to know and understand:

Change management

- how to recommend improvements and how to make and argue an effective case for change
- how to plan for the management of change in a way which minimises adverse effects
- how to identify the broader implications of change for the work of the organisation and its component parts
- the importance of monitoring change and its effects, and how to undertake such monitoring.

Communication

- how to communicate effectively with colleagues, line managers and specialists.

Continuous improvement

- the importance of continuous improvement in activities and plans to organisational effectiveness and your role and responsibility in relation to this
- how to assess current work activities and identify areas for improvement.

Involvement and motivation

- the importance of empowering other staff to make recommendations and methods to encourage them to do so
- how to motivate others to be committed to change.

Organisational context

- the internal and external trends which have a bearing on the future improvements.

Unit A4

Element

Contribute to improvements at work

A4.2 Recommend improvements to organisational plans

The National Standard

This section provides criteria to assess whether you maintain work activities to meet requirements to the National Standard of competence. It also lists the knowledge and understanding which are essential for effective performance.

Performance criteria

You must ensure that:

- a your **recommendations** for improvements to organisational plans are based on sufficient valid and reliable information
- b your **recommendations** support the achievement of the organisation's mission, aims and objectives
- c you accurately identify and record the implications of the recommended changes
- d you clearly present your **recommendations** to the people in the organisation most likely to act on them
- e you handle the **discussions** relating to **recommendations** positively and constructively.

Range

Both of the following types of **recommendations**:

- spoken
- written.

Both the following types of **discussions**:

- one-to-one
- group meetings.

Evidence Requirements

You must prove that you recommend improvements to organisational plans to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet **all** the performance criteria.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is **not** acceptable for this element.

Knowledge requirements

You need to know and understand:

Involvement and motivation

- how to construct and argue an effective case for change both in writing and orally.

Organisational context

- how to proceed if recommendations are at variance with the mission, aims and objectives of your organisation
- your organisation's mission, aims and objectives
- people in your organisation who are likely to act on recommendations.

Planning

- the principles of organisational planning and the models which may be used
- the types of information which are required to make reliable recommendations to plans and the planning process
- how to plan within the framework of the organisation's mission, aims and objectives
- how to identify the likely implications of alterations to plans for the organisation.

Working relationships

- how to handle discussions, actual and potential disagreements in a positive and constructive manner.

Unit Summary

This Unit has been imported from the Management Standards.

Overview

This unit is about making the best use of your team and its members so that they can achieve your organisation's objectives. It covers allocating work, agreeing objectives, and setting out plans and methods of working. It also involves monitoring and evaluating your team's work and providing feedback to them on their performance.

This unit is for you if you are a manager with responsibility for:

- allocating work to others
- achieving specific results by using resources effectively within a defined area of authority, and
- contributing to, or controlling, substantial operational programmes and budgets.

This unit contains four elements:

- C13.1 Allocate work to teams and individuals
- C13.2 Agree objectives and work plans with teams and individuals
- C13.3 Assess the performance of teams and individuals
- C13.4 Provide feedback to teams and individuals on their performance

In order to allocate work to teams and individuals, you need to decide with your team how to distribute tasks and responsibilities. You need to make sure this allocation makes best use of their abilities, and provides opportunities for them to learn and develop in their roles. You need to make it clear what is expected of team members and check their commitment to their work. Where resources are limited, you may have to prioritise objectives or reallocate resources whilst minimising the disruption this may cause.

In order to agree objectives and work plans with teams and individuals, you need to set out and agree objectives and work plans which are specific, measurable, realistic, time-bound and consistent with your organisation's overall objectives and policies. You need to explain ways of working in sufficient detail for your team members to understand their objectives and responsibilities. You also need to update objectives and work plans in the light of progress and changes.

In order to assess the performance of teams and individuals, you need to make it clear why you are monitoring and assessing their performance. You need to encourage them to evaluate their own performance wherever possible. You need to evaluate their performance against clear, agreed criteria, taking into account organisational constraints and personal circumstances.

In order to provide feedback to teams and individuals on their performance, you need to give them regular feedback based on your objective assessment of their performance. Your feedback should acknowledge their achievements and provide constructive suggestions and encouragement. At all times you need to maintain confidentiality and show respect for the individuals concerned. You should also give them the chance to respond to your feedback and suggest how they could improve

their performance in the future.

Key words and concepts

These definitions are provided to explain how key words and concepts are used in this unit.

Allocating work

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

Assessment of performance

A balanced analysis of performance against planned objectives, taking all relevant factors into account

Confidentiality

Only providing information to those who are authorised to have it

Feedback on performance

Information you give to team members on how well they are performing against the objectives which have been agreed.

Monitoring

Keeping a close eye on activities and results, and comparing these with planned objectives; methods include considering spoken and written information provided by others.

Objectives

Clearly defined results which your team and its members need to achieve; objectives should be specific, measurable, realistic and time-bound.

Organisational constraints

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

Organisational objectives

Clearly defined and measurable results which your organisation is scheduled to achieve.

Plans

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

Policies

Guidelines which cover the allocation of work, such as equal opportunities, training and development and performance management policies.

Prioritisation

Deciding the relative importance and urgency of objectives and tasks, so that you know in which order to tackle them.

Relevant people

Team members, colleagues working at the same level as yourself, higher-level managers and sponsors, personnel specialists, people outside the organisation, customers and suppliers.

Resources

The people, time, equipment, materials, services, energy, and premises which you have at your disposal.

Schedules

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

Values

The principles which your organisation believes in and seeks to realise in everything it does; values may be reflected in your 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.

Knowledge and Understanding

To perform effectively in this unit, you need to have knowledge and understanding in the areas of:

- communication
- continuous improvement
- delegation
- information handling
- involvement and motivation
- organisational context
- planning
- providing support.

You will find detailed knowledge requirements listed with each element.

Personal Competencies

In performing effectively in this unit, you will show that you:

Acting assertively

- take a leading role in initiating action and making decisions
- take personal responsibility for making things happen
- take control of situations and events.

Building teams

- actively build relationships with others
- make time available to support others
- encourage and stimulate others to make the best use of their abilities
- evaluate and enhance people's capability to do their jobs
- provide feedback designed to improve people's future performance
- show respect for the views and actions of others
- show sensitivity to the needs and feelings of others
- use power and authority in a fair and equitable manner
- keep others informed about plans and progress
- clearly identify what is required of others
- invite others to contribute to planning and organising work
- set objectives which are both achievable and challenging
- check individuals' commitment to a specific course of action
- use a variety of techniques to promote morale and productivity

- identify and resolve causes of conflict or resistance.

Communicating

- listen actively, ask questions, clarify points and rephrase others' statements and check mutual understanding
- adopt communication styles appropriate to listeners and situations, including selecting an appropriate time and place
- confirm listeners' understanding through questioning and interpretation of non-verbal signals
- modify communication in response to feedback from listeners.

Thinking and taking decisions

- break processes down into tasks and activities
- take decisions which are realistic for the situation.

Unit C13

Manage the performance of teams and individuals

Element

C13.1 Allocate work to teams and individuals

The National Standard

This section provides criteria to assess whether you maintain work activities to meet requirements to the National Standard of competence. It also lists the knowledge and understanding which are essential for effective performance.

Performance criteria

You must ensure that:

- a you give opportunities to your team members to recommend how you should allocate work within the team
- b your allocation of work makes the best use of your team's resources and the abilities of all its members
- c your allocation of work provides your team members with suitable learning opportunities to meet their personal development objectives
- d your allocation of work is consistent with your team's objectives, and the objectives, policies and values of your organisation
- e you clearly define the responsibilities of your team and its individual members, and the limits of their authority
- f you provide sufficient information on your allocation of work in a manner and at a level and pace appropriate to the individuals concerned
- g you confirm team and individual understanding of, and commitment to, work allocations at appropriate intervals
- h where team resources are insufficient, you reach agreement with relevant people on the prioritisation of objectives or reallocation of resources
- i you inform your team and its members of changes to work allocations in a way which minimises the impact on time, cost and inconvenience.

Range

Both of the following contexts:

- normal working
- emergencies.

At least **two** of the following types of **information**:

- spoken
- written
- graphical.

At least **two** of the following types of **relevant people**:

- team members
- colleagues working at the same level as yourself
- higher-level managers or sponsors
- customers
- suppliers.

Evidence Requirements

You must prove that you allocate work to teams and individuals to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet **all** the performance criteria.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is **only** acceptable for performance criterion h) in this element.

Knowledge requirements

You need to know and understand:

Communication

- the importance of defining and communicating team and individual responsibilities clearly
- how to communicate team and individual responsibilities clearly to those involved
- how to develop and present work plans using spoken, written and graphical means.

Delegation

- the importance of the effective allocation of work to your team's performance and your role and responsibilities in relation to this
- the factors which you need to consider when allocating work to individuals within the team
- how to match the allocation of work to learning needs and individual development plans
- how to prioritise and re-prioritise work allocations according to resource availability
- how your changes to work allocations and negotiations around them can impact on cost, time and convenience.

Involvement and motivation

- why your team members should have the opportunity to recommend work allocations
- how to encourage and enable team members to provide suggestions on the allocation of work and be committed to their responsibilities.

Organisational context

- your team objectives, and the organisational policies and values which have a bearing on the allocation of work within your team
- the relevant people with whom negotiations on the allocation of resources need to take place.

Unit C13

Manage the performance of teams and individuals

Element

C13.2 Agree objectives and work plans with teams and individuals

The National Standard

This section provides criteria to assess whether you maintain work activities to meet requirements to the National Standard of competence. It also lists the knowledge and understanding which are essential for effective performance.

Performance criteria

You must ensure that:

- a you give opportunities to your **team members** to help define their own **objectives and work plans**
- b you develop **objectives and work plans** which are consistent with team and organisational objectives and agree these with all personnel in your area of responsibility
- c the **objectives, work plans** and schedules are realistic and achievable within **organisational constraints**
- d the **objectives and work plans** take account of **team members'** abilities and development needs
- e you explain the **objectives and work plans** in sufficient detail and at a level and pace appropriate to your individual **team members**
- f you confirm team and individual understanding of, and commitment to, **objectives and work plans** at appropriate intervals
- g you provide advice and guidance on how to achieve **objectives** in sufficient detail and at times appropriate to the needs of teams and individuals
- h you update the **objectives and work plans** regularly and take account of any individual, team and organisational changes.

Range

At least **one** of the following types of **team member**:

- people for whom you have line responsibility
- people for whom you have functional responsibility.

At least **two** of the following types of **objectives and work plans**:

- short-term
- medium-term
- long-term.

All the following types of **organisational constraints**:

- organisational objectives
- organisational policies
- resources.

Evidence requirements

You must prove that you agree objectives and work plans with teams and individuals to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet **all** the performance criteria.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is **not** acceptable for this element.

Knowledge requirements

You need to know and understand:

Communication

- the importance of good communication when explaining objectives and work plans.

Involvement and motivation

- the importance of consulting with team members and achieving consensus and agreement on objectives and work plans
- how to encourage and enable team members to define their own work objectives and plans
- how to gain the commitment of team members to objectives and work plans
- the types of issues on which your team members may need advice and guidance.

Organisational context

- the organisational objectives and constraints which have a bearing on objectives and work plans.

Planning

- how to identify and devise objectives and work plans for the short, medium and long term
- the importance of agreeing objectives and work plans which are realistic and achievable
- how to match objectives and work plans with individuals' abilities and development needs
- the importance of regularly updating objectives and work plans
- the difference between someone who is within the manager's line management control and someone for whom the manager has functional responsibility, and the implications this difference may have for planning work.

Unit C13

Manage the performance of teams and individuals

Element

C13.3 Assess the performance of teams and individuals

The National Standard

This section provides criteria to assess whether you maintain work activities to meet requirements to the National Standard of competence. It also lists the knowledge and understanding which are essential for effective performance.

Performance criteria

You must ensure that:

- a you clearly explain the purpose of monitoring and assessment to all those involved
- b you give opportunities to teams and individuals to monitor and assess their own performance against objectives and work plans
- c you monitor the performance of teams and individuals at times most likely to maintain and improve effective performance
- d your assessment of the performance of teams and individuals is based on sufficient, valid and reliable information
- e you carry out your assessments objectively, against clear, agreed criteria
- f your assessments take due account of the personal circumstances of team members and the organisational constraints on their work.

Range

At least **two** of the following types of **purpose**:

- assuring that objectives have been achieved
- assuring that quality and customer requirements have been met
- appraising team or individual performance
- assessing performance for reward
- recognising competent performance and achievement.

At least **one** of the following types of **monitoring and assessment**:

- specific to one activity or objective
- general to overall performance of the team or individual.

Both of the following types of **information**:

- qualitative
- quantitative.

All the following types of **organisational constraints**:

- organisational objectives
- organisational policies
- resources.

Evidence requirements

You must prove that you assess the performance of teams and individuals to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet **all** the performance criteria.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is **not** acceptable for this element.

Knowledge requirements

You need to know and understand:

Communication

- the importance of being clear yourself about the purpose of monitoring and assessment and communicating this effectively to those involved.

Continuous improvement

- the importance of monitoring and assessing the ongoing performance of teams and individuals
- different purposes of work monitoring and assessment
- how to make fair and objective assessments
- how to monitor and assess the performance of teams and individuals
- the standards against which work is to be assessed
- the information needed to assess the performance of teams and individuals.

Information handling

- how the necessary information should be gathered and validated.

Involvement and motivation

- the importance of providing opportunities to team members to monitor and assess their own work, and how to enable this.

Organisational context

- the organisational constraints which may affect the achievement of objectives.

Providing support

- the types of personal circumstances which may impact on individual performance.

Unit C13

Manage the performance of teams and individuals

Element

C13.4 Provide feedback to teams and individuals on their performance

The National Standard

This section provides criteria to assess whether you maintain work activities to meet requirements to the National Standard of competence. It also lists the knowledge and understanding which are essential for effective performance.

Performance criteria

You must ensure that:

- a you provide feedback to teams and individuals in a situation and in a form and manner most likely to maintain and improve their performance
- b the feedback you provide is clear, and is based on your objective assessment of their performance against agreed objectives
- c your feedback acknowledges your team members' achievement
- d your feedback provides your team members with constructive suggestions and encouragement for improving future performance against their work and development objectives
- e the way in which you provide feedback shows respect for individuals and the need for confidentiality
- f you give opportunities to teams and individuals to respond to feedback, and to recommend how they could improve their performance in the future.

Range

Both of the following types of **feedback**:

- positive
- negative.

Both of the following forms of **feedback**:

- spoken
- written.

At least **three** of the following types of **situation**:

- during normal day-to-day activities
- when required to maintain motivation, morale and effectiveness
- during formal appraisals
- at team meetings and briefings
- during confidential discussions of work.

Evidence requirements

You must prove that you provide feedback to teams and individuals on their performance to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet **all** the performance criteria.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is **not** acceptable for this element.

Knowledge requirements

You need to know and understand:

Communication

- the importance of good communication skills when providing feedback
- how to provide both positive and negative feedback to team members on their performance
- how to choose an appropriate time and a place to give feedback to teams and individuals
- how to provide feedback in a way which encourages your team members to feel that you respect them.

Continuous improvement

- the importance of providing clear and accurate feedback to your team members on their performance and your role and responsibilities in relation to this.

Information handling

- the principles of confidentiality when providing feedback - which people should receive which pieces of information.

Involvement and motivation

- how to motivate team members and gain their commitment by providing feedback
- the importance of being encouraging when providing feedback to team members and showing respect for those involved
- the importance of providing constructive suggestions on how performance can be improved
- the importance of giving those involved the opportunity to provide suggestions on how to improve their work.

Unit G2

Contribute to the development of learning within the organisation

Overview

This unit is appropriate for you if your role involves:

- developing learning within the organisation
- sustaining the learning organisation.

The activities you are likely to be involved in:

- seeking alternative ways of helping others to learn
- conducting audits of existing systems
- selling the benefits of a learning organisation to others
- contributing to learning strategies and systems.

What the unit covers:

- 1 ensuring the contribution of learning to the organisation
- 2 contributing to learning strategies and processes of the organisation
- 3 assisting the organisation to sustain learning processes.

Unit G2

Contribute to the development of learning within the organisation

Element

G2.1 Ensure the contribution of learning to the organisation

Performance criteria

You must be able to do the following:

- a contribute to the definition of learning and its role within the organisation
- b establish how learning will contribute to organisational performance
- c contribute to a shared understanding of the learning needs of the organisation
- d establish the indicators for successful organisational learning.
- e identify existing opportunities for learning within the organisation
- f identify the barriers to organisational learning and how they may be overcome.

Unit G2

Contribute to the development of learning within the organisation

Element

G2.2 Contribute to the learning strategies and processes of the organisation

Performance criteria

You must be able to do the following:

- a maximise access to learning opportunities in all the core activities of the organisation
- b encourage individuals to take responsibility for and structure their own learning and contribute to the learning of others
- c build learning potential and opportunities into appropriate aspects of the organisation's structures and activities
- d identify barriers to effective learning inherent in organisational structures and processes and review ways of overcoming them
- e match individual learning aspirations to organisational needs
- f identify alternative forms of delivering learning and development and match them to individual and organisational priorities
- g create opportunities for group and team learning.

Unit G2

Contribute to the development of learning within the organisation

Element

G2.3 Assist the organisation to sustain learning processes

Performance criteria

You must be able to do the following:

- a create opportunities for regular personal and team audits of learning successes, mistakes and future needs
- b contribute to the review of shared organisational learning goals
- c review achievements against indicators of success and continuous learning
- d apply the results of learning throughout the organisation and its processes
- e gather information on individual and shared future learning needs across the organisation
- f share assumptions and results of reviews openly with others
- g review alternative ways of delivering learning which cater for diversity of need and differing learning styles.

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of learning within the organisation

- 1 how the learning culture relates to organisational aims and objectives
- 2 how to promote the organisational benefits of a positive learning culture
- 3 how to establish and overcome the likely factors which will hinder a positive learning culture
- 4 how to establish the features of, and necessary conditions for, a continuously developing and learning organisation
- 5 the indicators of a successful learning organisation in terms of new ways of interacting, re-defining relationships and work practices and learning processes and their outcomes
- 6 how to recognise and respond to the influence of organisational culture on the learning process
- 7 how to assess the effect of working relationships and work patterns on the effectiveness of learning within the organisation
- 8 issues of equality, diversity and access, and how they influence learning entitlement
- 9 how to develop a culture of sustained organisational learning
- 10 which factors influence motivation and commitment to organisational learning
- 11 how to identify and encourage the conditions needed for effective learning

Principles and concepts

- 12 ways of extending knowledge and learning across an organisation
- 13 ways of identifying learning needs in organisations and creating a shared learning need
- 14 how to identify and manage the different learning requirements of individuals, teams and groups
- 15 ways of accessing learning opportunities and systems
- 16 how to identify the learning processes and tools needed to react to challenges and change
- 17 ways of achieving knowledge and skills transfer
- 18 how to respond to alternative learning styles of individuals and groups
- 19 how to recognise and overcome blocks to learning
- 20 ways of motivating individuals to look for learning opportunities in their work
- 21 ways of identifying and pooling shared knowledge and experience
- 22 the role of learning groups and teams
- 23 ways of using collective information about organisational learning
- 24 ways of encouraging open and equal feedback on learning
- 25 ways of gathering, considering and using information in new and innovative ways

External factors influencing learning within the organisation

- 26 how to identify and quantify the external influences on the implementation of learning systems within the organisation, including economic, social and political
- 27 how to analyse and make use of relevant national and international debates relating to the role of learning within an organisation.

Unit HSP14 **Develop and implement systems and procedures within the workplace to minimise environmental impact of the organisation**

This unit is for people with a role which involves:

- developing, implementing and testing systems and procedures within the workplace to minimise the environmental impact of the organisation.

Performance Criteria

You must:

Identify the hazards and assess the risk of environmental impact

- 1 identify and evaluate environmental hazards relating to the procedures and practices of your organisation for dealing with solid, liquid and gaseous materials and substances, using inspection of the workplace, observation of work activities, and examination of proposed and new workplaces, equipment and processes and activities
- 2 identify, evaluate and review the policies and procedures of your organisation in relation to the environmental hazards associated with the purchasing and disposal practices
- 3 determine the risks to the environment from the workplace, the activities and procedures and practices of your organisation
- 4 decide the tolerability and/or acceptability of risk
- 5 determine and evaluate environmental hazards and risks using appropriate measuring equipment and survey techniques
- 6 involve directors, senior, line, technical and functional managers, employee representatives and employees in the process of identifying environmental hazards and assessing risk
- 7 keep appropriate records

Determine environmental impact control measures and active and reactive performance monitoring

- 8 identify and evaluate the existing risk control measures and any additional or improved risk control measures that may be needed in your organisation
- 9 prioritise risks
- 10 identify and take into consideration the risk control measures required by environmental protection statutory and common law requirements and industry best practice
- 11 determine the cost-effectiveness of risk control measures in your organisation
- 12 assist in the implementation of risk control measures in your organisation
- 13 identify and assist in the implementation of performance measures to identify the extent of compliance with environmental protection legal requirements and industry best practice
- 14 interpret and evaluate the results of monitoring
- 15 keep appropriate records of environmental protection proactive and reactive performance monitoring

Develop, implement and test emergency procedures for environmental impact events

- 16 develop, implement and test emergency procedures for your organisation, taking into account relevant environmental protection statutory and common law requirements and industry best practice dealing with the control and ongoing effects of an environmental impact event

- 17 establish effective liaison with the appropriate emergency services and the regulatory and local authorities
- 18 respond to the requests of the regulatory and local authorities, the emergency services and, where necessary, the media and other interested parties
- 19 make sure that the correct investigation procedures have been carried out
- 20 keep adequate records

Keep stakeholders informed of environmental protection measures

- 21 inform directors, senior, line, technical and functional managers, employee representatives and employees of the outcomes of environmental active and reactive performance monitoring
- 22 make suitable and appropriate recommendations based on the outcomes of environmental protection proactive and reactive monitoring outcomes
- 23 keep the regulatory and local authorities and, where appropriate, the media and other interested parties, informed of all relevant matters related to environmental protection.

Knowledge requirements

You need to be able to show that you have knowledge and understanding of how to:

The nature and role of improvements in environmental protection practice within the organisation

- a hazards and risks of environmental impact
- b measuring and monitoring equipment and survey techniques to determine the nature and extent of environmental impact events
- c risk control measures appropriate to environmental impact
- d proactive and reactive performance monitoring systems for environmental impact

Principles and concepts

- e effective written and verbal communication
- f electronic and paper records related to environmental protection

External factors influencing the implementation of the health and safety policy

- g environmental protection statutory and practical requirements
- h quality management requirements for documentation.

Glossary

This section provides explanations and definitions of some of the terms used in this unit.

Control(s)

The means by which the risks identified are eliminated or reduced to acceptable levels.

Employer

Wherever/whoever has responsibility for the workplace/work activity.

Hazard*

A hazard is something with the potential to cause harm (this can include articles, substances, plant or machines, methods of work, the working environment and other aspects of work management).

* Definition taken from: HSE "Management of health and safety at work –

Approved Code of Practice & Guidance". Reference L21 (ISBN 0-7176-2488-9)

Learner

Any person in a workplace environment and undertaking learning, including those following a vocational or academic course.

Legislation

The Health and Safety at Work Act 1974 is the main piece of legislation under which nearly all the other regulations are made. It is for this reason that only this piece of legislation is specifically referred to in this Unit.

There is an array of health and safety regulations and codes of practice which affect people at work. There are regulations for those who, for example, work with electricity, or work on construction projects, as well as regulations covering noise at work, manual handling, working with VDUs, or dealing with substances hazardous to health, etc. The specific requirements for all or any of these can be obtained from HSE local offices.

Near miss

An unplanned event that had the potential to result in violence, injury, loss or damage but did not.

Other people

Refers to everyone covered by the Health and Safety at Work Act including: visitors, members of the public, colleagues, contractors, clients, customers, patients and students.

Personal presentation

This includes personal hygiene, use of personal protective equipment, clothing and accessories suitable to the particular workplace.

Physical resources

Property, equipment, plant and machinery, etc.

Risk*

A risk is the likelihood of potential harm from that hazard being realised.

The extent of the risk depends on:

- i the likelihood of that harm occurring;
- ii the potential severity of that harm, i.e. of any resultant injury or adverse health effect; and
- iii the population which might be affected by the hazard, i.e. the number of people who might be exposed.

*** Definition taken from: HSE “Management of health and safety at work – Approved Code of Practice & Guidance”. Reference L21 (ISBN 0-7176-2488-9)**

Resources

This includes: information, documentation, time, control measures, equipment and support (including specialist assistance).

Responsible person/people

The person or people at work to whom any health, safety and welfare issues or hazards should be reported. This could be a supervisor, line manager or your employer.

Manager/Supervisor

One who controls and or directs the work of others

Training Provider

An organisation or individual (usually external) responsible for providing the training, work experience, and/or formal assessment for the learner.

Worker

A person performing services for an employer under a contract of service or an apprenticeship. Workers include; outworkers, those employed on a casual basis, in training and volunteers.

Workplace

The single or multiple areas in which you carry out your work.

Working practices

All activities, procedures, use of materials, substances or equipment and working techniques used in carrying out a work or job related task. This includes procedures for reporting hazards and unsafe working practices.

Workplace Instructions / Policies & Procedures

An organisation's instructions, method statements, safe systems of work, guidelines and processes on how to behave and perform tasks in the workplace.

POLICIES

- A statement which directs the present and future decisions of an organisation.
- It is intended to influence and determine decisions, actions, and other matters.
- Typically, a policy designates a required process or procedure within an organisation.
- They are often initiated because of some external requirement.

PROCEDURES

- A series of steps following in a regular definite order that implements a policy
- A series of steps or instructions, describing a way of doing things.
- A series of steps to be performed in a regular definite order under specified conditions.
- Documented processes that are used when work affects more than one function or department of an organisation.
- A series of clearly defined steps (and decisions) that explains or describes how one goes about completing a task.

This includes the documentation prepared by the employer about the procedures to be followed for health, safety and welfare matters.

This may be the employer's safety policy, general health and safety statements and written safety procedures covering aspects of the workplace that should be drawn to the attention of employees and that of everyone covered by the Health and Safety at Work etc. Act 1974 (visitors, members of the public, colleagues, contractors, clients, customers, patients, students).

Instructions covering, for example:

- a the use of safe working methods and equipment
- b the safe use of hazardous substances
- c smoking, eating, drinking and drugs
- d what to do in the event of an emergency
- e personal presentation.

Unit HSP4 Develop and implement effective communication systems for health and safety information

This unit is for people with a role which involves:

- evaluating health and safety information external to your organisation
- communicating to your organisation relevant health and safety information
- making sure that there is an effective health and safety communication system within your organisation
- making sure that relevant health and safety information from within your organisation is communicated to statutory authorities, local authorities and relevant groups and individuals.

Performance Criteria

You must:

Develop and implement communication systems for health and safety information in your organisation

- 1 identify and evaluate proposed and new health and safety legislation, codes of practice, and standards of relevance to your organisation
- 2 evaluate developments in health and safety risk assessment and control procedures and practices, technical developments and best practice
- 3 develop and implement appropriate communication systems in your organisation for proposed and new health and safety legislation, codes of practice, standards, health and safety risk assessment and control procedures and practices, technical developments and best practice
- 4 keep a record of all relevant health and safety information relating to input materials, goods, equipment, services and resources bought in by your organisation
- 5 develop and implement appropriate communication systems for relevant health and safety information relating to input materials, goods, equipment, services and resources bought in by your organisation
- 6 identify, evaluate and communicate, as necessary, health and safety information and comment of relevance to your organisation

Develop and implement communication systems for health and safety information within your organisation

- 7 develop and implement communication systems for the information resulting from the proactive and reactive monitoring and review of the health and safety performance of your organisation
- 8 develop and implement communication systems for the health and safety performance initiatives of your organisation
- 9 develop and implement communication systems for the health and safety promotion activities of your organisation
- 10 make sure that the health and safety culture and policy are kept in the forefront of the activities of your organisation

Develop and implement communication systems for health and safety information out of your organisation

- 11 make sure that the statutory reporting of the health and safety information of your organisation to the regulatory and local authorities is carried out
- 12 make sure that the relevant health and safety information of your organisation is communicated, where appropriate, to trade associations, voluntary bodies, interested parties and individuals
- 13 make sure that the relevant health and safety information of your organisation for products, services and waste is given to the relevant recipients
- 14 make sure that the relevant health and safety standards and procedures of your organisation are provided to contractors.

Knowledge requirements

You need to be able to show that you have knowledge and understanding of:

Principles and concepts

- a effective written and verbal communication
- b electronic information, retrieval, storage and communication systems

External factors influencing effective communication systems for health and safety information

- c health and safety risk assessment, control procedures and practices, technical developments and best practice
- d proposed and new health and safety legislation, codes of practice and standards
- e health and safety promotional activities relevant to the needs of an organisation
- f health and safety statutory reporting requirements for an organisation
- g health and safety statutory information requirements for the products, services and waste of an organisation
- h health and safety standards and procedures of an organisation that are relevant to the contractors used by the organisation.

Glossary

This section provides explanations and definitions of some of the terms used in this unit.

Control(s)

The means by which the risks identified are eliminated or reduced to acceptable levels.

Employer

Wherever/whoever has responsibility for the workplace/work activity.

Hazard*

A hazard is something with the potential to cause harm (this can include articles, substances, plant or machines, methods of work, the working environment and other aspects of work management).

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Learner

Any person in a workplace environment and undertaking learning, including those following a vocational or academic course.

Legislation

The Health and Safety at Work Act 1974 is the main piece of legislation under which nearly all the other regulations are made. It is for this reason that only this piece of legislation is specifically referred to in this Unit.

There is an array of health and safety regulations and codes of practice which affect people at work. There are regulations for those who, for example, work with electricity, or work on construction projects, as well as regulations covering noise at work, manual handling, working with VDUs, or dealing with substances hazardous to health, etc. The specific requirements for all or any of these can be obtained from HSE local offices.

Near miss

An unplanned event that had the potential to result in violence, injury, loss or damage but did not.

Other people

Refers to everyone covered by the Health and Safety at Work Act including: visitors, members of the public, colleagues, contractors, clients, customers, patients and students.

Personal presentation

This includes personal hygiene, use of personal protective equipment, clothing and accessories suitable to the particular workplace.

Physical resources

Property, equipment, plant and machinery, etc.

Risk*

A risk is the likelihood of potential harm from that hazard being realised.

The extent of the risk depends on:

- i the likelihood of that harm occurring;
- ii the potential severity of that harm, i.e. of any resultant injury or adverse health effect; and
- iii the population which might be affected by the hazard, i.e. the number of people who might be exposed.

*** Definition taken from: HSE “Management of health and safety at work – Approved Code of Practice & Guidance”. Reference L21 (ISBN 0-7176-2488-9)**

Resources

This includes: information, documentation, time, control measures, equipment and support (including specialist assistance).

Responsible person/people

The person or people at work to whom any health, safety and welfare issues or hazards should be reported. This could be a supervisor, line manager or your employer.

Manager/Supervisor

One who controls and or directs the work of others

Training Provider

An organisation or individual (usually external) responsible for providing the training, work experience, and/or formal assessment for the learner.

Worker

A person performing services for an employer under a contract of service or an apprenticeship. Workers include; outworkers, those employed on a casual basis, in training and volunteers.

Workplace

The single or multiple areas in which you carry out your work.

Working practices

All activities, procedures, use of materials, substances or equipment and working techniques used in carrying out a work or job related task. This includes procedures for reporting hazards and unsafe working practices.

Workplace Instructions / Policies & Procedures

An organisation's instructions, method statements, safe systems of work, guidelines and processes on how to behave and perform tasks in the workplace.

POLICIES

- A statement which directs the present and future decisions of an organisation.
- It is intended to influence and determine decisions, actions, and other matters.
- Typically, a policy designates a required process or procedure within an organisation.
- They are often initiated because of some external requirement.

PROCEDURES

- A series of steps following in a regular definite order that implements a policy
- A series of steps or instructions, describing a way of doing things.
- A series of steps to be performed in a regular definite order under specified conditions.
- Documented processes that are used when work affects more than one function or department of an organisation.
- A series of clearly defined steps (and decisions) that explains or describes how one goes about completing a task.

This includes the documentation prepared by the employer about the procedures to be followed for health, safety and welfare matters.

This may be the employer's safety policy, general health and safety statements and written safety procedures covering aspects of the workplace that should be drawn to the attention of employees and that of everyone covered by the Health and Safety at Work etc. Act 1974 (visitors, members of the public, colleagues, contractors, clients, customers, patients, students).

Instructions covering, for example:

- a the use of safe working methods and equipment
- b the safe use of hazardous substances
- c smoking, eating, drinking and drugs
- d what to do in the event of an emergency
- e personal presentation.

Overview

This unit is appropriate for you if your role involves:

- designing learning programmes
- identifying and choosing training and other learning options to meet learners' needs
- setting out the resources needed to deliver learning programmes
- developing the detailed contents of programmes.

The activities you are likely to be involved in:

- working at a range of issues which affect learners' abilities to meet their learning objectives, including delivery methods, times, places, access, guidance and support, and assessment opportunities
- designing learning programmes for individuals and groups with different needs and circumstances and groups of different sizes
- identifying and evaluating different learning processes, such as work experience, job shadowing, courses, resource-based learning, open and flexible learning, distance learning, mentoring and coaching
- designing programmes which develop competencies, skills, knowledge and Key/Core Skills
- reviewing the effect of technology-based delivery and e-learning on the design of learning programmes.

What the unit covers:

- 1 choosing options for meeting learning needs
- 2 designing learning programmes for learners.

Unit L4

Element

Design learning programmes

L4.1 Choose options for meeting learning needs

Performance criteria

You must be able to do the following:

- a identify the learning needs you must deal with
- b identify a range of options for meeting the learning needs
- c identify how technology-based learning and delivery will influence the options available
- d choose the most appropriate options to meet the learning needs
- e provide equal opportunities and access to learning and achievement.

Unit L4

Element

Design learning programmes

L4.2 Design learning programmes for learners

Performance criteria

You must be able to do the following:

- a set out how learning programmes will meet learning objectives
- b choose appropriate methods of delivery to meet learning objectives, including technology-based and e-learning if appropriate
- c plan learning experiences that are relevant to the necessary outcomes
- d combine different learning and assessment opportunities
- e choose relevant methods of evaluating how effective the learning programme is
- f set out how you will monitor and review learners' progress and assess their achievements
- g identify the support and guidance that is available to learners
- h explain the roles and responsibilities of all those involved in delivering the learning programme
- i identify the resources needed to deliver the programme
- j agree learning programmes with the appropriate people

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of learning programmes

- 1 how to design learning programmes which meet different learning needs
- 2 the features and the conditions needed for success in a given learning process
- 3 how to use different learning opportunities and create an organised learning programme
- 4 how to identify and evaluate the realistic options that are available in learning and development

Principles and concepts

- 5 how to identify issues of equal opportunities and practices that do not discriminate against other people in promoting individual learning
- 6 how to identify and evaluate changes and developments in technology and e-learning and their relevance to delivering learning and development
- 7 which approaches to use in designing learning programmes to meet learning needs
- 8 how to monitor and review learning programmes
- 9 how to monitor and review learners' progress
- 10 how to evaluate how effective learning programmes are

External factors influencing learning programmes

- 11 how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning programmes
- 12 how to identify the external influences on putting learning and development policies into practice, including economic, social and political
- 13 how to analyse and use developments in learning and new ways of delivery, including technology-based delivery and e-learning support.

Unit L8

Manage the contribution of other people to the learning process

Overview

This unit is appropriate for you if your role involves:

- co-ordinating a range of people who contribute to a learning programme
- delivering learning programmes by working with other people
- ensuring that learning programmes are organised.

The activities you are likely to be involved in:

- identifying the people who will contribute to learning programmes and explaining the requirements to them
- giving contributors information on their role in the overall learning programme
- monitoring the quality of individual contributions
- working with contributors and giving them guidance on the requirements.

What the unit covers:

- 1 agreeing roles and resources with contributors
- 2 co-ordinating the activities of contributors
- 3 monitoring and reviewing how effective contributors are.

Unit L8

Manage the contribution of other people to the learning process

Element

L8.1 Agree roles and resources with contributors

Performance criteria

You must be able to do the following:

- a give contributors clear and accurate information about the learning programme, the needs of learners and the planned outcomes
- b ensure that individual contributions are co-ordinated as part of an organised learning programme
- c assess how competent the contributor is to provide the necessary input
- d agree the learning objectives to be covered
- e agree how you will evaluate inputs
- f give contributors appropriate support materials, including technology-based materials.

Unit L8

Manage the contribution of other people to the learning process

Element

L8.2 Co-ordinate the activities of contributors

Performance criteria

You must be able to do the following:

- a give contributors accurate information about learners and their progress and the activities of other contributors
- b give contributors the opportunities to work together effectively
- c regularly work with contributors to monitor progress
- d give each contributor all necessary guidance and support on requirements, procedures and timescales.

Unit L8

Manage the contribution of other people to the learning process

Element

L8.3 Monitor and review how effective contributors are

Performance criteria

You must be able to do the following:

- a give contributors the opportunities to respond to comments on their performance and the quality of their input
- b monitor how organised the learning experience is and the value of individual contributions to it
- c ensure that contributors give evidence of having achieved the agreed outcomes
- d evaluate contributions against agreed criteria
- e give contributors constructive feedback on their performance, including poor performance or lack of competence
- f give clear and justified reasons if you no longer want to use a contributor for future learning programmes.

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of providing learning

- 1 how to identify the overall aims and objectives of learning programmes and the place of individual contributions
- 2 how to use individual contributions in an organised learning programme
- 3 how to identify and evaluate the competence of contributors
- 4 how to manage individual contributions within an overall budget and timescale

Principles and concepts

- 5 how to identify and provide the information contributors need
- 6 how to ensure contributions are suitable for learners' needs
- 7 how to set out specific outcomes for each contributor
- 8 how to apply equal opportunities, and practices that do not discriminate against people, to individual contributions
- 9 how to monitor and review contributors' inputs to the overall learning programme
- 10 how to evaluate contributions against the necessary outcomes
- 11 how to work with contributors to ensure they make an effective contribution
- 12 how to support contributors to ensure they are effective
- 13 how to produce materials which are suitable for learners
- 14 what type of evidence is suitable for achieving the agreed outcomes
- 15 how to give constructive feedback
- 16 how to identify and meet any legal requirements

External factors influencing learning agreements

- 17 how to ensure everybody acts in line with health, safety and environmental protection good practice
- 18 how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning materials
- 19 how to analyse and use developments in learning and new ways of delivery, including technology-based learning and e-learning.

Overview

This unit is appropriate for you if your role involves:

- reviewing organisational structures and work processes
- implementing changes to the organisation's structure and work processes
- contributing to the identification and development of organisational culture.

The activities you are likely to be involved in:

- evaluating the effectiveness of communication systems and team working
- comparing structures in other organisations
- identifying ethical issues where there may be conflicts of interest or dilemmas requiring audit and evaluation
- evaluating organisational structure in relation to organisational effectiveness and efficiency
- identifying and evaluating the potential for, and impact of, e-personnel approaches.

What the unit covers:

- 1 reviewing the current organisational structure
- 2 making appropriate recommendations for changes to organisational structure
- 3 implementing recommended changes to organisational structure
- 4 developing the processes and evaluating the changes to organisational structure.

Unit P13

Design, deliver and evaluate changes to organisational structure

Element

P13.1 Review the current organisational structure

Performance criteria

You must be able to do the following:

- a define the criteria to be used to measure the effectiveness of existing structures
- b identify the factors which influence the need to change organisational structures
- c review existing structures and evaluate them against organisational needs
- d evaluate the effectiveness of structures in each functional area and how they relate to each other
- e identify the potential role and impact of e-personnel systems
- f identify the changes required to organisational structure which will enhance efficiency and effectiveness
- g evaluate the alternative ways of delivering the changes
- h assess the impact of the proposed changes on organisational structures and individual employees.

Unit P13

Design, deliver and evaluate changes to organisational structure

Element

P13.2 Make appropriate recommendations for changes to organisational structure

Performance criteria

You must be able to do the following:

- a identify the key stakeholders involved in making changes to organisational structures
- b prioritise recommendations in line with overall organisational strategy and needs
- c prepare a clear case for the recommendations with justification for them
- d provide accurate and detailed estimates of the time, people and resources needed to deliver the recommendations
- e identify the potential role and impact of e-personnel systems
- f present recommendations to appropriate stakeholders in a manner which is likely to gain their support
- g provide opportunities for stakeholders to raise concerns and queries.

Unit P13

Design, deliver and evaluate changes to organisational structure

Element

P13.3 Implement recommended changes to organisational structure

Performance criteria

You must be able to do the following:

- a establish the resources available and required in order to bring about the changes
- b draw up detailed implementation plans for changes to specific structures and processes based on identified priorities
- c ensure the understanding and commitment of all parties involved in the implementation based on clear information
- d implement changes within specified budget and timescale
- e identify problems over implementation promptly and inform all parties of any changes or delays in the implementation plan
- f maintain accurate, complete and up-to-date records of changes made
- g provide regular reports on the progress to internal sponsors and disseminate to others
- h ensure that the implementation process complies with legal requirements, codes of practice and organisational policy.

Unit P13

Design, deliver and evaluate changes to organisational structure

Element

P13.4 Develop the processes and evaluate the changes to organisational structure

Performance criteria

You must be able to do the following:

- a define the success criteria by which to measure changes to structures
- b design and select procedures for evaluating the effectiveness of existing structures with appropriate key stakeholders
- c involve appropriate senior managers in the evaluation process
- d ensure that review procedures and data collection are fully documented
- e base information used on reliable and valid data which is collected regularly and systematically
- f make objective and thorough evaluations of the information which contain accurate cost and benefit analyses, as well as practical and realistic implementation plans
- g draw conclusions and develop proposals which reflect the objectives of the organisation and the needs of individual departments, as well as taking into account all relevant internal and external factors.

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

Nature and role of change in organisational structure

- 1 how to identify and assess the trends, influences and pressures which may lead to change in the organisation
- 2 how to establish the influence of organisational culture and values on proposed changes
- 3 how to conduct an accurate risk assessment of introducing changes into the organisation
- 4 how to establish the key factors which influence the design of the current structures and work processes
- 5 how to identify and evaluate alternatives to the current structures
- 6 how to work within the budget and timescales required for implementation
- 7 how to maintain a clear link between proposed changes and the organisation's goals and objectives
- 8 how to ensure effective project management of the improvement plan

Principles and concepts

- 9 how to develop internal processes to review organisational structures
- 10 how to identify and involve key stakeholders in the evaluation of organisational structures
- 11 how to establish and take account of the needs, aspirations and capabilities of employees
- 12 how to identify appropriate forms of ethical auditing to help clarify and resolve ethical tensions where they occur
- 13 how to identify those aspects of the changes likely to meet with opposition, and how to overcome such opposition
- 14 how the organisation gathers and processes information
- 15 how to ensure that appropriate data is gathered to support the decision-making process
- 16 how to ensure the accuracy, back-up and security of information and ways of avoiding any lapses in data storage, including compliance with appropriate legislation
- 17 how to select appropriate survey methods and review procedures to obtain good quality information
- 18 how to apply data collection and analysis principles
- 19 how to recognise and overcome the limitations of data
- 20 how to apply cost/benefit analyses within the evaluation process
- 21 how the perceptions, aspirations and capabilities of employees can be taken into account when evaluating existing structures and work processes and making proposals for change
- 22 how to summarise and present information and proposals to decision-makers

External factors influencing organisational structure and work processes

- 23 how to identify and assess the main external trends, influences and pressures which may lead to change in the organisation
- 24 how to identify and apply the legislation which influences organisational structures
- 25 where and how to find appropriate external information to benchmark or otherwise contrast other responses to organisational structure
- 26 how to identify and make use of developments in e-personnel and other technological developments when planning the delivery of personnel services.

Overview

This unit is appropriate for you if your role involves:

- reviewing work processes
- implementing changes to work processes.

The activities you are likely to be involved in:

- evaluating the effectiveness of communication systems and team working
- identifying changes needed in relation to job design and new patterns of working
- reviewing practices in other organisations through surveys and interviews
- identifying ethical issues where there may be conflicts of interest or dilemmas requiring audit and evaluation
- evaluating work practices in relation to organisational efficiency and effectiveness
- identifying and evaluating the potential for, and impact of, e-personnel approaches.

What the unit covers:

- 1 reviewing current work processes
- 2 reviewing the impact of changes to technology on work processes
- 3 making appropriate recommendations for change to work processes
- 4 implementing changes to work processes
- 5 developing the procedures and systems to evaluate the changes to work processes.

Unit P14

Contribute to the design, delivery and evaluation of work procedures

Element

P14.1 Review current work processes

Performance criteria

You must be able to do the following:

- a define the criteria to be used to measure the effectiveness of work processes
- b identify the factors which influence the need to change work processes
- c review existing work processes and evaluate them against organisational needs
- d evaluate the effectiveness of each work process and how they relate to each other
- e identify the role and potential impact of e-personnel systems
- f identify the changes required to work processes which will enhance efficiency and effectiveness
- g evaluate the alternative ways of delivering the changes
- h assess the impact of the proposed changes on work processes and individual employees.

Unit P14

Contribute to the design, delivery and evaluation of work procedures

Element

P14.2 Review the impact of changes to technology on work processes

Performance criteria

You must be able to do the following:

- a identify appropriate benchmarks of good practice in relation to new technologies
- b establish the organisation's plans for the introduction of new technology, and evaluate its impact on how job roles will be defined
- c identify the major changes in technology which will have an impact on the way in which work roles are organised
- d evaluate the potential of e-personnel and its impact on work practices
- e identify opportunities for new technologies to enhance existing work practices
- f assess the implications of introducing new technologies on the nature and structure of existing work processes.

Unit P14

Contribute to the design, delivery and evaluation of work procedures

Element

P14.3 Make appropriate recommendations for changes to work processes

Performance criteria

You must be able to do the following:

- a identify the key stakeholders involved in making changes to work structures
- b prioritise recommendations in line with overall organisational need
- c prepare a clear case for the recommendations with justification for them
- d provide accurate and detailed estimates of the time, people and resources needed to deliver the recommendations
- e present recommendations to appropriate stakeholders in a manner which is likely to gain their support
- f provide opportunities for stakeholders to raise concerns and queries.

Unit P14

Contribute to the design, delivery and evaluation of work procedures

Element

P14.4 Implement changes to work processes

Performance criteria

You must be able to do the following:

- a establish the resources available and required in order to bring about the changes.
- b draw up detailed implementation plans for changes to specific work processes based on identified priorities
- c ensure the understanding and commitment of all parties involved in the implementation based on clear information
- d implement changes within specified budget and timescale
- e identify problems over implementation promptly and inform all parties of any changes or delays in the implementation plan
- f maintain accurate, complete and up-to-date records of changes made
- g provide regular reports on the progress to internal sponsors and disseminate to others
- h ensure that the implementation process complies with legal requirements, codes of practice and organisational policy.

Unit P14

Contribute to the design, delivery and evaluation of work procedures

Element

P14.5 Develop procedures and systems to evaluate the changes to work processes

Performance criteria

You must be able to do the following:

- a define the success criteria by which to measure changes to work processes
- b design and select procedures for evaluating the effectiveness of existing work processes with appropriate key stakeholders
- c involve appropriate senior managers, employee representatives and employees in the evaluation process
- d ensure that review procedures and data collection are fully documented
- e base information used on reliable and valid data which is collected regularly and systematically
- f make objective and thorough evaluations of the information which contain accurate cost and benefit analyses, as well as practical and realistic implementation plans
- g draw conclusions and develop proposals which reflect the objectives of the organisation and the needs of individual departments, as well as taking into account all relevant internal and external factors.

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

Nature and role of change in organisational work processes

- 1 how to identify and assess the trends, influences and pressures which may lead to change in the organisation
- 2 how to establish the influence of organisational culture and values on proposed changes
- 3 how to conduct an accurate risk assessment of introducing changes into the organisation
- 4 how to establish the key factors which influence the design of the current work processes
- 5 how to identify and evaluate alternatives to the current work processes
- 6 how to work within the budget and timescales required for implementation
- 7 how to maintain a clear link between proposed changes and the organisation's goals and objectives
- 8 how to ensure effective project management of the improvement plan

Principles and concepts

- 9 how to develop internal processes to review organisational work processes
- 10 how to identify and involve key stakeholders in the evaluation of organisational work processes
- 11 how to identify appropriate forms of ethical auditing to help clarify and resolve ethical tensions where they occur
- 12 how to establish and take account of the needs, aspirations and capabilities of employees
- 13 how to identify those aspects of the changes likely to meet with opposition, and how to overcome such opposition
- 14 how the organisation gathers and processes information
- 15 how to ensure that appropriate data is gathered to support the decision-making process
- 16 how to ensure the accuracy, back-up and security of information and ways of avoiding any lapses in data storage, including compliance with appropriate legislation
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- 20 how to apply cost/benefit analyses within the evaluation process
- 21 how the perceptions, aspirations and capabilities of employees can be taken into account when evaluating existing structures and work processes and making proposals for change
- 22 how to summarise and present information and proposals to decision-makers

External factors influencing work processes

- 23 how to identify and assess the main external trends, influences and pressures which may lead to change in the organisation
- 24 how to identify and apply the legislation which influences organisational work processes
- 25 where and how to find appropriate external information to benchmark or otherwise contrast other responses to organisational work processes
- 26 how to identify and make use of developments in e-personnel and other technological developments when planning the delivery of personnel services.

Appendix 1 Accreditation, national frameworks and qualification level descriptors

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

Nation	Who to contact	Website
England	The Qualifications and Curriculum Authority	www.qca.org.uk
Scotland	The Scottish Qualifications Authority	www.sqa.org.uk
Wales	The Department for Education, Lifelong Learning and Skills Wales	www.new.wales.gov.uk
Northern Ireland	The Council for Curriculum, Examinations and Assessment	www.ccea.org.uk

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