

# SVQ in Management at SCQF Level 7 (8385-03)

Version 1.5 (March 2018)

## Qualification Handbook

## Qualification at a glance

<b>Subject area</b>	Management and Leadership
<b>City &amp; Guilds number</b>	8385
<b>Age group approved</b>	16-19, 19+
<b>Entry requirements</b>	There are no formal educational requirements but participants will undertake an initial assessment to determine the appropriate SVQ Level and optional units. Participants should normally be employed in a first line management role. Competence may be demonstrated in the private sector, not-for-profit sector or public sector. Participants may be employed as full-time, part-time, paid or voluntary members of staff.
<b>Assessment types</b>	Portfolio
<b>Approvals</b>	Approval application required
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
SVQ in Management at SCQF Level 7	8385-03	GN1E 47

Version and date	Change detail	Section
1.0 September 2017	Handbook created	All
1.1 October 2017	Minor amends to: – Entry requirements – Who did we develop the qualification with? – What opportunities for progression are there? – Qualification registration validity – Website link to Assessment Strategy	Qualification at a glance Introduction Assessment
1.2 October 2017	Accreditation number updated	Qualification at a glance

Version and date	Change detail	Section
1.3 November 2017	SQA Awarding Body Criteria (2007) replaced with SQA Regulatory Principles Version 2 (December 2014)	Appendix 2 - Sources of general information
1.4 February 2018	Structure table headings amended. Is it part of an apprenticeship framework or initiative? - Answer changed to Yes	Structure Introduction
1.5 March 2018	Reference to Regulatory Arrangements for the Qualifications and Credit Framework removed	Appendix 2 - Sources of general information

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# 1 Introduction

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

Area	Description
Who is the qualification for?	The Management SVQ at SCQF Level 7 is for practising first line managers who have: <ul style="list-style-type: none"><li>• a tightly defined area of responsibility</li><li>• some limited opportunity for taking decisions and managing budgets</li><li>• responsibility for achieving specific results by using resources effectively, and</li><li>• responsibility for allocating work to team members, colleagues or contractors.</li></ul>
What does the qualification cover?	The SVQ in Management at SCQF level 7 covers the range of activities which managers working at this level are expected to carry out. This can be managing budgets, allocating work to team members/colleagues/contractors, achieving specific results and some decision making.
Is it part of an apprenticeship framework or initiative?	Yes
Who did we develop the qualification with?	The qualification is based on National Occupational Standards developed by Skills CFA. The qualification structures, core skills signposting and assessment strategy were developed by Qualifications for Industry (QFI) and approved by SQA Accreditation.
What opportunities for progression are there?	Learners may progress to the following qualifications: <ul style="list-style-type: none"><li>• SVQ in Management at SCQF 9</li><li>• SVQ in Management at SCQF 11</li></ul>

## Structure

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

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

SVQ in Management at SCQF Level 7				
City & Guilds Unit Number	Unit Title	SCQF Level	SCQF Credit	Assessment Method
<b>Mandatory</b>				
300	Develop your knowledge, skills and competence	7	6	Portfolio of evidence
301	Lead your team	7	9	Portfolio of evidence
302	Manage people's performance at work	7	14	Portfolio of evidence
303	Provide healthy, safe, secure and productive working environments and practices	7	7	Portfolio of evidence
<b>Optional</b>				
304	Develop operational plans	8	11	Portfolio of evidence
305	Promote equality of opportunity, diversity and inclusion	8	9	Portfolio of evidence
306	Implement change	8	11	Portfolio of evidence
307	Develop and sustain productive working relationships with colleagues	6	6	Portfolio of evidence
308	Recruit, select and retain people	9	14	Portfolio of evidence
309	Support individuals' learning and development	7	6	Portfolio of evidence
310	Help individuals address problems affecting their performance	6	5	Portfolio of evidence
311	Build teams	7	8	Portfolio of evidence
312	Manage conflict in teams	7	5	Portfolio of evidence

313	Lead meetings to achieve objectives	7	4	Portfolio of evidence
314	Coach individuals	7	6	Portfolio of evidence
315	Initiate and follow disciplinary procedures	6	6	Portfolio of evidence
316	Initiate and follow grievance procedures	6	6	Portfolio of evidence
317	Manage budgets	7	11	Portfolio of evidence
318	Manage the use of financial resources	8	14	Portfolio of evidence
319	Manage physical resources	8	5	Portfolio of evidence
320	Manage the environmental and social impacts of your work	8	4	Portfolio of evidence
321	Use information to take effective decisions	8	4	Portfolio of evidence
322	Communicate information and knowledge	7	3	Portfolio of evidence
323	Manage projects	8	11	Portfolio of evidence
324	Prepare for and participate in quality audits	8	6	Portfolio of evidence
325	Manage customer service	6	9	Portfolio of evidence
326	Manage corporate social responsibility (CSR)	8	14	Portfolio of evidence
327	Evaluate change	9	6	Portfolio of evidence
328	Induct individuals into their roles	6	4	Portfolio of evidence
329	Manage the redeployment of people	7	7	Portfolio of evidence
330	Manage flexible working	8	8	Portfolio of evidence
331	Promote staff wellbeing	6	5	Portfolio of evidence
332	Mentor individuals	6	5	Portfolio of evidence



333	Manage quality audits	7	7	Portfolio of evidence
334	Sell products and services	9	5	Portfolio of evidence
335	Develop and sustain collaborative relationships with other departments	7	5	Portfolio of evidence
336	Monitor and solve customer service problems	6	6	Portfolio of evidence
337	Work with others to improve customer service	6	8	Portfolio of evidence
338	Obtain physical resources	8	5	Portfolio of evidence
339	Implement operational plans	8	5	Portfolio of evidence

## 2 Centre requirements

### Approval

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

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

### Resource requirements

#### *Centre staffing*

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

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

The assessor must:

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

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

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

### Learner entry requirements

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

### Age restrictions

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

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

## 3 Delivering the qualification

### Initial assessment and induction

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

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

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

### *Recording documents*

Candidates and centres may decide to use a paper-based or electronic method of recording evidence. Copies of City & Guilds recording documents can be downloaded from the City & Guilds website.

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

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

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

## 4 Assessment

### Summary of assessment methods

#### *Candidates must:*

- have a completed portfolio of evidence for each unit

#### *Time constraints*

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

Qualification registration is valid for four years.

### Assessment strategy

An Assessment Strategy for the SVQs in Management has been developed to ensure greater clarity to the assessment of SVQs; to ensure their quality; and also promote confidence in those who gain them. This document is based on the Assessment Strategy and NOS and provides information on the requirements of the Assessment Strategy for centres. The full Assessment Strategy document is available to view and can be downloaded from the SQA Accreditation website at: [Assessment Strategy Team Leading and Management.doc](#)

#### *Recognition of prior learning (RPL)*

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

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

The Centre Manual contains further information on RPL.

## 5 Units

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

These units each have the following:

- **Unit overview** — this provides information on what the unit is about, who the unit is intended for. This section of the unit is for guidance.
- **Skills** — this section lists the main generic skills which are needed to perform effectively
- **Performance criteria** — this section describes the activities managers are expected to perform.
- **Behaviours** — this section outlines the soft skills which managers need in order to carry out their role effectively. These behaviours are crucial for an effective manager and should fall out naturally from performance. However, there is no longer a requirement to assess behaviours as part of the SVQs in Management.
- **Knowledge and understanding** — this is split into general Knowledge and Understanding; industry /sector specific Knowledge and Understanding; and context specific Knowledge and Understanding. This section defines the Knowledge and Understanding required to carry out the role effectively.

### *Unit evidence requirements*

In order to achieve any unit, the candidate must demonstrate that they meet all its requirements.

This details the types of, and a minimum amount of, evidence candidates must produce to demonstrate competence.

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

## Unit 300

## Develop your knowledge, skills and competence

<b>Unit level:</b>	SCQF 7
<b>Credit value:</b>	6
<b>Unit aim:</b>	This unit is about taking responsibility for developing your own knowledge, skills and competence to meet the current and future requirements of your work and to support your personal and career development.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to all managers and leaders

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### Skills

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

- Communicating
- Evaluating
- Learning
- Obtaining feedback
- Planning
- Reflecting
- Reviewing
- Self-assessment
- Setting objectives

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### Outcome of effective performance

You must be able to:

- P1 Monitor trends and developments in your sector and area of professional expertise and evaluate their impact on your work role.

- P2 Evaluate, at appropriate intervals, the current and future requirements of your work role, taking account of the vision and objectives of your organisation.
  - P3 Identify the learning methods which work best for you and ensure that you take these into account in identifying and undertaking development activities.
  - P4 Identify any gaps between the current and future requirements of your work role and your current knowledge, skills and competence.
  - P5 Discuss and agree, with those you report to, a development plan which both addresses any identified gaps in your knowledge, skills and competence and supports your own career and personal goals.
  - P6 Undertake the activities identified in your development plan and evaluate their contribution to your performance.
  - P7 Get regular feedback on your performance from those who are able to provide objective, specific and valid feedback.
  - P8 Review and update your development plan in the light of your performance, any development activities undertaken and any wider changes.
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### **Behaviours which underpin effective performance**

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
  - 2 Seek opportunities to improve performance
  - 3 Develop knowledge, understanding, skills and performance in a systematic way
  - 4 Encourage and welcome feedback from others and use this feedback constructively
  - 5 Reflect on your experiences and use the lessons to guide your decisions and actions
  - 6 Agree challenging but achievable objectives
  - 7 Demonstrate awareness of your own values, motivations and emotions
  - 8 Give a consistent and reliable performance
  - 9 Recognise and make the most of your own strengths
  - 10 Recognise your limitations and seek to minimise their impact
  - 11 Make effective use of available resources
  - 12 Seek new sources of support when necessary
- 

### **Knowledge and understanding**

You need to know and understand:

#### **General knowledge and understanding**

- K1 The principles which underpin professional development.
  - K2 How to evaluate the current requirements of a work role and how the requirements may evolve in the future.
  - K3 How to monitor changes, trends and developments.
  - K4 How to evaluate the impact of different factors on your role.
  - K5 How to identify development needs to address any identified gaps between the requirements of your work role and your current knowledge, understanding and skills.
  - K6 What an effective development plan should contain and the length of time that it should cover.
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- K7 The importance of taking account of your career and personal goals when planning your professional development.
- K8 The range of different learning methods and how to identify the methods which work best for you.
- K9 The type of development activities that can be undertaken to address identified gaps in your knowledge, skills and competence.
- K10 How to evaluate the extent to which development activities have contributed to your performance.
- K11 How to update development plans in the light of your performance, any development activities undertaken and any wider changes.
- K12 How to identify and use appropriate sources of feedback on your performance.

### **Industry/sector specific knowledge and understanding**

- K13 Industry/sector requirements for the development or maintenance of knowledge, skills and competence.

### **Context specific knowledge and understanding**

- K14 The requirements of your work role including the limits of your responsibilities.
- K15 Your own career and personal goals.
- K16 Your preferred learning methods.
- K17 Your current levels of knowledge, skills and competence.
- K18 Identified gaps in your current knowledge, skills and competence.
- K19 Your personal development plan.
- K20 Available development opportunities and resources in your organisation.
- K21 Your organisation's policy and procedures in terms of personal development.
- K22 Possible sources of feedback in your organisation.



## Unit 301

## Lead your team

<b>Unit level:</b>	SCQF 7
<b>Credit value:</b>	9
<b>Unit aim:</b>	This unit is about providing direction to the members of your team and motivating and supporting them to achieve both team objectives and their individual work objectives.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	The unit is relevant to team leaders, project managers and other managers who are responsible for leading teams.

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### Skills

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

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

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## Outcome of effective performance

You must be able to:

- P1 Clearly communicate the purpose and objectives of the team to all members.
- P2 Involve members in planning how the team will achieve its objectives.
- P3 Ensure that each member of the team has individual work objectives and understands how these contribute to achieving the objectives of the team and the organisation as a whole.
- P4 Encourage and support team members to achieve their individual work objectives and those of the team and provide recognition when objectives have been achieved.
- P5 Steer the team successfully through difficulties and challenges.
- P6 Encourage and recognise creativity and innovation within the team.
- P7 Empower team members to develop their own ways of working and take their own decisions within agreed boundaries.
- P8 Encourage team members to take responsibility for their own development needs.
- P9 Give team members support and advice when they need it especially during periods of setback and change.
- P10 Motivate team members to present their own ideas and listen to what they say.
- P11 Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead.
- P12 Win, through your performance and behaviour, the trust and support of team members.

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## Behaviours which underpin effective performance

- 1 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 2 Make time available to support others
- 3 Support others to make effective use of their abilities
- 4 Encourage others to take decisions autonomously, when appropriate
- 5 Recognise the achievements and success of others
- 6 Encourage and welcome feedback from others and use this feedback constructively
- 7 Act within the limits of your authority
- 8 Refer issues outside the limits of your authority to appropriate people
- 9 Show integrity, fairness and consistency in decision-making
- 10 Take personal responsibility for making things happen
- 11 Protect your own and others' work against negative impacts
- 12 Seek to understand people's needs and motivations
- 13 Create a sense of common purpose
- 14 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

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## Knowledge and understanding

You need to know and understand:

### **General knowledge and understanding**

- K1 Different ways of communicating effectively with members of a team.
- K2 How to set objectives which are SMART (Specific, Measurable, Agreed, Realistic and Time-bound).
- K3 How to plan the achievement of team objectives and the importance of involving team members in this process.
- K4 The importance of and being able to show team members how personal work objectives contribute to achievement of team objectives.
- K5 How to get and make use of feedback from people on your leadership performance.
- K6 How to select and successfully apply methods for motivating, supporting and encouraging team members and recognising their achievements.
- K7 Types of difficulties and challenges that may arise and ways of identifying and addressing them.
- K8 The importance of encouraging others to take the lead and ways in which this can be achieved.
- K9 How to encourage and recognise creativity and innovation within a team.

### **Industry/sector specific knowledge and understanding**

- K10 Legal, regulatory and ethical requirements in the industry/sector.

### **Context specific knowledge and understanding**

- K11 Individuals within your team, their roles, responsibilities, competences and potential.
- K12 Your team's purpose, objectives and plans.
- K13 The personal work objectives of members of your team.
- K14 The types of support and advice that team members are likely to need and how to respond to these.
- K15 Standards of performance for the work of your team.

<b>Unit level:</b>	SCQF 7
<b>Credit value:</b>	14
<b>Unit aim:</b>	This unit is about managing people's performance to ensure the objectives of your area of responsibility are achieved.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders who are responsible for managing people's performance across the organisation or their area of responsibility.

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## Skills

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

- Acting assertively
- Communicating
- Decision-making
- Delegating
- Empowering
- Evaluating
- Involving others
- Leadership
- Monitoring
- Motivating
- Planning
- Presenting information
- Prioritising
- Problem solving
- Providing feedback
- Reviewing
- Setting objectives
- Team building
- Valuing and supporting others

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## Outcome of effective performance

You must be able to:

- P1 Plan with individuals how overall objectives for your area of responsibility will be achieved, identifying any priorities or critical activities and making best use of the available resources.
- P2 Delegate responsibilities to individuals on a fair basis taking account of:
  - P2.1 their skills, knowledge and competence
  - P2.2 their backgrounds and experience,
  - P2.3 their existing workloads, and
  - P2.4 opportunities for their development.
- P3 Agree SMART (Specific, Measurable, Agreed, Realistic and Time-bound) objectives with individuals, including the standard of performance expected.
- P4 Agree with individuals how and when progress towards, and achievement of, objectives will be monitored, reviewed and evaluated.
- P5 Ensure individuals are committed to achieving their objectives and understand their unique contribution to team and organisational objectives.
- P6 Discuss and agree with individuals effective methods for achieving their objectives and the resources, support and supervision they require.
- P7 Provide individuals with the resources, support and supervision agreed and, where required, additional support and/or resources to deal with problems or unforeseen events.
- P8 Monitor progress against objectives and evaluate performance against the standard expected at agreed times.
- P9 Provide individuals with prompt, specific feedback, designed to maintain and improve their performance.
- P10 Identify any unsatisfactory performance, discuss the causes and agree ways of improving performance with the individuals concerned.
- P11 Review objectives with individuals at agreed times and evaluate the extent to which they have been achieved.
- P12 Recognise successful achievement of objectives in line with your organisation's policy.
- P13 Review plans, responsibilities and objectives periodically and in the light of changes in personnel and any significant changes to organisational plans and objectives.
- P14 Communicate plans, responsibilities and objectives and any changes to these clearly to those affected.

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## Behaviours which underpin effective performance

- 1 Seize opportunities presented by the diversity of people
- 2 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 3 Present information clearly, concisely, accurately and in ways that promote understanding
- 4 Keep people informed of plans and developments in a timely way
- 5 Support others to make effective use of their abilities
- 6 Give feedback to others to help them maintain and improve their performance

- 7 Act within the limits of your authority
  - 8 Show integrity, fairness and consistency in decision making
  - 9 Prioritise objectives and plan work to make the effective use of time and resources
  - 10 Clearly agree what is expected of others and hold them to account
  - 11 Take pride in delivering high quality work
  - 12 Create a sense of common purpose
  - 13 Use a range of leadership styles appropriate to different people and situations
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## **Knowledge and understanding**

**You need to know and understand:**

### **General knowledge and understanding**

- K1 How to plan to meet objectives, identify priorities and critical issues, and use resources effectively.
- K2 How to delegate fairly and effectively.
- K3 How to develop SMART (Specific, Measurable, Agreed, Realistic and Time-bound) objectives with individuals.
- K4 How to clarify with individuals the standards of performance required.
- K5 How to develop and agree with individuals a plan for monitoring, reviewing and evaluating their progress and achievement of objectives.
- K6 How to gain individuals' commitment to their objectives.
- K7 The methods, resources, support and supervision necessary for achieving objectives.
- K8 Cultural differences and how to take these into account when managing people's performance.
- K9 How to provide individuals with feedback designed to maintain and improve their performance.
- K10 The importance of identifying and addressing unacceptable or poor performance, and how to do so.
- K11 The importance of reviewing objectives and performance regularly, and how to do so.
- K12 How to recognise performance in line with your organisation's policy.
- K13 Principles and methods of effective communication and how to apply them.

### **Industry/sector specific knowledge and understanding**

- K14 Industry/sector requirements for the development or maintenance of knowledge, skills and competences.
- K15 Industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work.

### **Context specific knowledge and understanding**

- K16 Individuals within your area of responsibility, their roles, responsibilities, competences and potential.
  - K17 The objectives for your area of responsibility.
  - K18 The available resources for undertaking the required work.
  - K19 The plan of work for your area of responsibility.
  - K20 Your organisation's personal and professional development policy and procedures.
  - K21 The diversity of your workforce.
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- K22 Your organisation's standards or level of expected performance.
- K23 Your organisation's policies and procedures for dealing with poor performance.
- K24 Your organisation's grievance and disciplinary policies and procedures.
- K25 Your organisation's performance appraisal systems.
- K26 Your organisation's reward policy.

## Unit 303

# Provide healthy, safe, secure and productive working environments and practices

<b>Unit level:</b>	SCQF 7
<b>Credit value:</b>	7
<b>Unit aim:</b>	This unit is about ensuring that the physical environment and working practices in your area of responsibility comply with your organisation's health and safety policy statement and that physical resources are secure. It recognises that, in the drive for increased productivity, health, safety and security must not be compromised.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders who are responsible for health and safety, security and productivity in their area of responsibility.

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### Skills

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

- Communicating
- Consulting
- Decision-making
- Information management
- Involving others
- Leadership
- Monitoring
- Planning
- Presenting information
- Prioritising
- Questioning
- Reporting
- Reviewing



- Risk management
  - Thinking systematically
- 

## Outcome of effective performance

You must be able to:

- P1 Identify your personal responsibilities and liabilities under health and safety legislation.
  - P2 Ensure your organisation's health and safety policy statement is clearly communicated to all people in your area of responsibility and other relevant people.
  - P3 Ensure the working environments and practices in your area of responsibility comply with your organisation's health and safety policy statement and are reviewed at regular intervals and in light of significant changes.
  - P4 Ensure regular consultation takes place with people in your area of responsibility or their representatives on health and safety issues.
  - P5 Ensure that a system is in place for identifying health and safety hazards and assessing risks in your area of responsibility.
  - P6 Ensure that a system is in place for identifying and assessing risks to the security of resources in your area of responsibility.
  - P7 Ensure that prompt and effective action is taken to eliminate or control identified hazards and manage identified risks.
  - P8 Refer identified hazards and risks outside your level/area of authority to the appropriate people.
  - P9 Ensure that the health and safety of people and the security of resources and information are prime considerations when designing or reviewing working environments and practices.
  - P10 Ensure that sufficient resources are allocated across your area of responsibility to deal with health, safety and security issues.
  - P11 Seek and make use of specialist expertise, where required.
  - P12 Ensure that systems are in place for effective monitoring, measuring and reporting of health, safety and security performance in your area of responsibility.
  - P13 Demonstrate your personal commitment to health, safety, security and productivity through your actions.
- 

## Behaviours which underpin effective performance

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
  - 2 Seek opportunities to improve performance
  - 3 Identify people's preferred ways of communicating
  - 4 Use communication media and styles appropriate to different people and situations
  - 5 Keep people informed of plans and developments in a timely way
  - 6 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
  - 7 Act within the limits of your authority
  - 8 Refer issues outside the limits of your authority to appropriate people
  - 9 Watch out for potential risks and hazards
-

- 10 Identify and raise ethical concerns
  - 11 Take personal responsibility for making things happen
  - 12 Clearly agree what is expected of others and hold them to account
  - 13 Protect your own and others' work against negative impacts
  - 14 Identify the implications or consequences of a situation
- 

## **Knowledge and understanding**

You need to know and understand:

### **General knowledge and understanding**

- K1 Why health, safety and security in the workplace are important.
- K2 Your personal responsibilities and liabilities under health and safety legislation.
- K3 How to keep up with legislative and other developments relating to health and safety.
- K4 The requirement for organisations to have a written health and safety policy statement.
- K5 How to communicate the written health and safety policy statement to people who work in your area of responsibility and other relevant parties.
- K6 How and when to review the application of the written health and safety policy statement in your area of responsibility and produce/provide findings to inform development.
- K7 How to identify risks to the security of resources and information and actions you can take to mitigate these risks.
- K8 How and when to consult with people in your area of responsibility or their representatives on health, safety and security issues.
- K9 Sources of specialist expertise in relation to health, safety and security.
- K10 Ways of developing a culture in your area of responsibility which puts health, safety and security first.
- K11 The type of hazards and risks that may arise in relation to health and safety – how to establish and use systems for identifying hazards and assessing risks and the type of actions that should be taken to control or eliminate them.
- K12 How to establish systems for monitoring, measuring and reporting on health, safety and security performance in your area of responsibility.
- K13 Why and how health, safety and security should inform planning and decision-making.
- K14 The importance of setting a good example to others in relation to health, safety and security.
- K15 The type of resources required to deal with health, safety and security issues.

### **Industry/sector specific knowledge and understanding**

- K16 Sector-specific legislation, regulations, guidelines and codes of practice relating to health, safety and security.
- K17 Health, safety and security risks, issues and developments which are particular to the industry or sector.

### **Context specific knowledge and understanding**

- K18 Other relevant people with an interest in health, safety and security in your area of responsibility.

- K19 Your organisation's written health and safety policy statement and how it is communicated to people who work for your organisation, people in your area and to other relevant parties.
- K20 Sources of specialist expertise.
- K21 The operational plans for your area of responsibility.
- K22 The resources allocated to and across your area of responsibility for health, safety and security.
- K23 Allocated responsibilities for health, safety and security in your area and your organisation in general.
- K24 Systems in place in your area of responsibility for identifying hazards and assessing risks and taking action.
- K25 Whom to refer to when identified hazards or risks are outside your level/area of authority.
- K26 Systems in place for monitoring, measuring and reporting of health, safety and security performance in your area of responsibility.

<b>Unit level:</b>	SCQF 8
<b>Credit value:</b>	11
<b>Unit aim:</b>	This unit is about developing that operational plan. Every organisation should have an overall strategic business plan and each identified area of responsibility should also have an operational plan that will contribute to achieving the objectives set out in the strategic business plan.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders with responsibility for developing operational plans for their area of responsibility.

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### Skills

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

- Building consensus
- Communicating
- Consulting
- Decision-making
- Delegating
- Evaluating
- Influencing
- Innovating
- Involving others
- Persuading
- Planning
- Presenting information
- Prioritising
- Reflecting
- Reviewing
- Risk management

- Setting objectives
- 

## Outcome of effective performance

You must be able to:

- P1 Engage appropriate people within your area of responsibility and other key stakeholders in developing operational plans.
  - P2 Develop operational plans that are consistent with organisational values and strategy and the specific objectives of your area of responsibility.
  - P3 Ensure the operational plan complements and exploits synergies with other areas within the organisation.
  - P4 Consider both innovative approaches and tried-and-tested solutions.
  - P5 Evaluate the risks involved and develop realistic plans to manage significant risks.
  - P6 Identify resource requirements and evaluate their availability both now and in the future.
  - P7 Identify reliable indicators and methods for monitoring and evaluating the plan.
  - P8 Communicate the plan in ways that engage the commitment of those involved and the support of other key stakeholders.
  - P9 Review and redefine the operational plan, in the light of changes to organisational strategy or the operating environment.
- 

## Behaviours which underpin effective performance

- 1 Seize opportunities presented by the diversity of people
  - 2 Seek opportunities to improve performance
  - 3 Encourage, generate and recognise innovative solutions
  - 4 Present information clearly, concisely, accurately and in ways that promote understanding
  - 5 Reflect on your experiences and use the lessons to guide your decisions and actions
  - 6 Agree challenging but achievable objectives
  - 7 Prioritise objectives and plan work to make effective use of time and resources
  - 8 Create a sense of common purpose
  - 9 Take account of the impact of your own actions on others
  - 10 Work towards a clearly defined vision of the future
- 

## Knowledge and understanding

You need to know and understand:

### General knowledge and understanding

- K1 How to engage employees and stakeholders in operational planning.
  - K2 Principles and methods of short to medium-term planning.
  - K3 The importance of creativity and innovation in operational planning.
  - K4 How to develop and assign objectives which are SMART (Specific, Measurable, Agreed, Realistic and Time-bound).
-

- K5 How to analyse and manage risk.
- K6 How to develop and plan for contingencies.
- K7 How to identify resource requirements and evaluate their availability and sustainability.
- K8 How to develop and use an evaluation framework.
- K9 The principles and methods of effective communication, and how to apply them.

#### **Industry/sector specific knowledge and understanding**

- K10 Legal, regulatory and ethical requirements in your sector.
- K11 Significant trends and developments in your sector.
- K12 Actual and potential competitors, and their strategies and plans.
- K13 Actual and potential collaborators, and their strategies and plans.

#### **Context specific knowledge and understanding**

- K14 Your organisation's operating environment.
- K15 The overall vision of your organisation and the objectives you are responsible for achieving.
- K16 Your organisation's actual and potential customer base.
- K17 Opportunities in your organisation's operating environment.
- K18 How to respond to opportunities in your organisation's operating environment.
- K19 Colleagues and other key stakeholders, and their needs and expectations.
- K20 Processes for engaging with employees and their representatives within your organisation.
- K21 Sources of information you can use to monitor and evaluate plans.

## Unit 305

# Promote equality of opportunity, diversity and inclusion

<b>Unit level:</b>	SCQF 8
<b>Credit value:</b>	9
<b>Unit aim:</b>	This unit is about taking a lead in actively promoting equality of opportunity, diversity and inclusion in your organisation.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders with particular responsibility for promoting equality of opportunity, diversity and inclusion within their organisation.

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### Skills

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

- Communicating
- Consulting
- Empathising
- Evaluating
- Influencing
- Information management
- Involving others
- Leadership
- Leading by example
- Monitoring
- Persuading
- Planning
- Reporting
- Reviewing
- Valuing and supporting others

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## Outcome of effective performance

You must be able to:

- P1 Identify your organisation's and your own responsibilities and liabilities under equality, diversity and inclusion legislation and any relevant codes of practice.
- P2 Engage appropriate people in your organisation and other key stakeholders in promoting equality of opportunity, diversity and inclusion.
- P3 Gain the commitment of management to promoting equality of opportunity, diversity and inclusion.
- P4 Ensure commitment to promoting equality of opportunity, diversity and inclusion underpins your organisation's vision, values, objectives and plans.
- P5 Use, and ensure people working for your organisation use, language and behaviour that support your organisation's commitment to equality of opportunity, diversity and inclusion.
- P6 Review the diversity and needs of your organisation's current and potential customers and identify areas where needs are not being satisfied and/or where the diversity of customers should be improved.
- P7 Review the diversity of the workforce, at all levels, in comparison to the population and your organisation's current and potential customers and identify areas for improvement.
- P8 Ensure your organisation has a written equality, diversity and inclusion policy and action plan and that these are clearly communicated to all people who work for the organisation and other relevant stakeholders.
- P9 Make use of specialist expertise in relation to equality, diversity and inclusion issues, where required.
- P10 Maintain systems to monitor, review and report on progress in relation to equality of opportunity, diversity and inclusion within your organisation.
- P11 Use the findings to identify required actions and changes to practice.

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## Behaviours which underpin effective performance

- 1 Seize opportunities presented by the diversity of people
- 2 Constructively challenge the status quo and seek better alternatives
- 3 Identify people's preferred ways of communicating
- 4 Use communication media and styles appropriate to different people and situations
- 5 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 6 Show respect for the views and actions of others
- 7 Support others to make effective use of their abilities
- 8 Demonstrate a clear understanding of different customers and their real and perceived needs
- 9 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 10 Show integrity, fairness and consistency in decision-making
- 11 Take action to uphold individuals' rights
- 12 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation



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## Knowledge and understanding

You need to know and understand:

### General knowledge and understanding

- K1 Your organisation's and your personal responsibilities and liabilities under equality, diversity and inclusion legislation and any relevant codes of practice.
- K2 Different definitions of diversity and inclusion.
- K3 The different forms which discrimination and harassment might take.
- K4 The business case for ensuring equality of opportunity and promoting diversity and inclusion.
- K5 Why it is important to ensure senior management commitment to promoting equality of opportunity, diversity and inclusion and how this can be achieved.
- K6 Why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality of opportunity, diversity and inclusion.
- K7 How to recognise when the behaviour, words and actions of others does and does not support a commitment to equality of opportunity, diversity and inclusion.
- K8 The importance of reviewing the diversity and needs of an organisation's current and potential customers in order to identify areas for improvement and how to do so effectively.
- K9 The importance of reviewing the diversity of an organisation's workforce, at all levels, in order to identify areas for improvement and how to do so effectively.
- K10 How to develop an effective written equality, diversity and inclusion policy and what it should cover.
- K11 How to communicate the organisation's equality, diversity and inclusion policy to all people who work for the organisation and other relevant parties.
- K12 Sources of specialist expertise in relation to equality, diversity and inclusion.
- K13 How to establish systems for monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion within an organisation.

### Industry/sector specific knowledge and understanding

- K14 Sector-specific legislation, regulations, guidelines and codes of practice relating to equality, diversity and inclusion.
- K15 Equality, diversity and inclusion issues and developments that are particular to the industry or sector.

### Context specific knowledge and understanding

- K16 The overall vision, values, objectives, plans and culture of your organisation.
- K17 The planning and decision-making processes within your organisation.
- K18 Your organisation's current and potential customers and their needs.
- K19 The diversity of your organisation's workforce.
- K20 Key stakeholders with an interest in equality, diversity and inclusion in your organisation.
- K21 Your organisation's written equality, diversity and inclusion policy and action plan and how they are communicated to people who work for the organisation and to other relevant stakeholders.
- K22 Mechanisms for consulting with people who work for the organisation or their representatives on equality, diversity and inclusion issues.

- K23 Sources of specialist expertise in relation to equality, diversity and inclusion used by your organisation.
- K24 Systems in place for effective monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion.

## Unit 306

## Implement change

<b>Unit level:</b>	SCQF 8
<b>Credit value:</b>	11
<b>Unit aim:</b>	This unit is about putting into practice your plans to change processes, systems, structures, roles or cultures.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is for managers and leaders who are responsible for implementing change programmes across the organisation or in their particular area of responsibility.

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### Skills

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

- Assessing
- Communicating
- Contingency planning
- Decision-making
- Delegating
- Evaluating
- Influencing
- Information management
- Involving others
- Managing conflict
- Monitoring
- Motivating
- Negotiating
- Obtaining feedback
- Persuading
- Planning
- Presenting information
- Problem solving
- Risk management

- Stress management
- Team building
- Time management
- Valuing and supporting others

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## Outcome of effective performance

You must be able to:

- P1 Engage appropriate people within your organisation and other key stakeholders in implementing change
- P2 Put into practice your plan for change in line with agreed timescales and available resources
- P3 Delegate responsibilities to competent people in line with your plan
- P4 Provide people with the training, support or encouragement they require.
- P5 Implement contingency plans or take appropriate alternative action in the event of risks materialising.
- P6 Identify, evaluate and resolve any problems or obstacles that arise.
- P7 Maintain the continuity of business activities during the period of change.
- P8 Monitor progress against your plan and take appropriate action in response to any significant variances.
- P9 Communicate progress regularly and provide opportunities for people to give feedback.
- P10 Provide recognition for people and teams who achieve results.
- P11 Make sure change is effective and meets the requirements of the organisation.

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## Behaviours which underpin effective performance

- 1 Address multiple demands without losing focus or energy
- 2 Seize opportunities presented by the diversity of people
- 3 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 4 Find practical ways to overcome obstacles
- 5 Present information clearly, concisely, accurately and in ways that promote understanding
- 6 Make time available to support others
- 7 Recognise the achievements and success of others
- 8 Clearly agree what is expected of others and hold them to account
- 9 Recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal
- 10 Work towards a clearly defined vision of the future

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## Knowledge and understanding

You need to know and understand:

### **General knowledge and understanding**

- K1 How to engage employees and stakeholders in implementing change.
- K2 The main models and methods for managing change effectively, and their strengths and weaknesses.
- K3 Effective planning techniques.
- K4 Theory and understanding of teams, including an understanding of team-building techniques and how to apply them.
- K5 How to assess the risks and benefits associated with strategies and plans.
- K6 The importance of contingency planning and how to do so effectively.
- K7 How to make critical decisions.
- K8 The obstacles to change, and the techniques that deal with these.
- K9 Stakeholder expectations and how they influence the process.
- K10 The principles and methods of effective communication and how to apply them.

### **Industry/sector specific knowledge and understanding**

- K11 Your organisation's current position in its sector and operating environment, compared with its main competitors, relevant to the change programme.
- K12 The range of information sources that are relevant to the sector in which your organisation operates.
- K13 Current and emerging trends and developments in your sector.

### **Context specific knowledge and understanding**

- K14 Individuals within your area of work, their roles, responsibilities, competences and potential.
- K15 The vision for the future, the reasons for change, the risks and expected benefits.
- K16 Business critical activities and interdependencies.
- K17 The factors that need to be changed, and the associated priorities and reasons.
- K18 Your organisation's communication channels, both formal and informal.
- K19 Change management frameworks and methods used in your organisation.

## Unit 307

## Develop and sustain productive working relationships with colleagues

<b>Unit level:</b>	SCQF 6
<b>Credit value:</b>	6
<b>Unit aim:</b>	This unit is about developing and sustaining productive working relationships with colleagues within your own organisation.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders who work with colleagues in their own organisation but not with external stakeholders

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### Skills

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

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

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### Outcome of effective performance

You must be able to:

- P1 Establish working relationships with relevant colleagues within your organisation.
  - P2 Recognise and respect the roles, responsibilities, interests and concerns of colleagues.
  - P3 Seek to create a climate of trust and mutual respect, particularly where you have no authority, or shared authority, over those you are working with.
  - P4 Seek to understand difficult situations and issues from colleagues' perspectives and provide support, where necessary, to move things forward.
  - P5 Provide colleagues with appropriate information to enable them to perform effectively.
  - P6 Consult colleagues in relation to key decisions and activities and take account of their views.
  - P7 Fulfil agreements made with colleagues and let them know.
  - P8 Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements.
  - P9 Identify and resolve conflicts of interest and disagreements with colleagues in ways that minimise damage to work activities and to the individuals involved.
  - P10 Monitor and review the effectiveness of working relationships with colleagues in order to identify areas for improvement.
  - P11 Seek and provide feedback in order to improve your own and your colleagues' performance.
- 

### **Behaviours which underpin effective performance**

- 1 Identify people's preferred ways of communicating
  - 2 Use communication media and styles appropriate to different people and situations
  - 3 Present information clearly, concisely, accurately and in ways that promote understanding
  - 4 Keep people informed of plans and developments in a timely way
  - 5 Show respect for the views and actions of others
  - 6 Comply with and ensure others comply with legal requirements, industry regulations, organisational policies and professional codes
  - 7 Seek to understand people's needs and motivations
  - 8 Clarify your own and others' expectations of relationships
  - 9 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation
  - 10 Honour your commitments to others
  - 11 Recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal
  - 12 Take account of the impact of your own actions on others
- 

### **Knowledge and understanding**

You need to know and understand:

#### **General knowledge and understanding**

- K1 The benefits of developing productive working relationships with colleagues.
  - K2 Principles of effective communication and how to apply them in order to communicate effectively with colleagues.
-

- K3 Why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues.
- K4 The importance of creating a climate of trust and mutual respect where you have no authority, or shared authority, over those you are working with.
- K5 The importance of understanding difficult situations and issues from other perspectives and providing support, where necessary, to move things forward.
- K6 How to identify and meet the information needs of colleagues.
- K7 What information it is appropriate to provide to colleagues and the factors that need to be taken into consideration.
- K8 How to consult with colleagues in relation to key decisions and activities.
- K9 The importance of taking account, and being seen to take account, of the views of colleagues.
- K10 Why communication with colleagues on fulfilment of agreements or any problems affecting or preventing fulfilment is important.
- K11 How to identify conflicts of interest with colleagues and the techniques that can be used to manage or remove them.
- K12 How to identify disagreements with colleagues and the techniques for sorting them out.
- K13 The damage that conflicts of interest and disagreements with colleagues can cause to individuals and organisations.
- K14 How to monitor and review the effectiveness of working relationships with colleagues.
- K15 How to get and make effective use of feedback from colleagues.
- K16 How to provide colleagues with feedback designed to improve their performance.

#### **Industry/sector specific knowledge and understanding**

- K17 Sector-specific legislation, regulations, guidelines and codes of practice.
- K18 Units of behaviour and performance in your industry or sector.
- K19 The culture of your industry or sector.

#### **Context specific knowledge and understanding**

- K20 The vision, values, objectives, plans, structure and culture of your organisation.
- K21 Relevant colleagues, their work roles and responsibilities.
- K22 Agreements with colleagues.
- K23 The identified information needs of colleagues.
- K24 Mechanisms for consulting with colleagues on key decisions and activities.
- K25 Your organisation's planning and decision-making processes.
- K26 Mechanisms for communicating with colleagues.
- K27 Power, influence and politics within your organisation.
- K28 Units of behaviour and performance that are expected in your organisation.
- K29 Mechanisms in place for monitoring and reviewing the effectiveness of working relationships with colleagues.



<b>Unit level:</b>	SCQF 9
<b>Credit value:</b>	14
<b>Unit aim:</b>	This unit is about recruiting and selecting people to undertake identified activities or work roles within your area of responsibility.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is not intended for human resources specialists. It is relevant to managers and leaders who are responsible for recruiting and selecting people for their organisation or their particular area of responsibility.

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### Skills

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

- Communicating
- Consulting
- Decision-making
- Evaluating
- Information management
- Interviewing
- Monitoring
- Negotiating
- Obtaining feedback
- Planning
- Presenting information
- Problem solving
- Providing feedback
- Reviewing
- Team building
- Valuing and supporting others

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## Outcome of effective performance

You must be able to:

- P1 Engage appropriate people within your organisation and other key stakeholders in recruiting and selecting people.
- P2 Ensure you comply with your organisation's recruitment and selection policies and procedures.
- P3 Seek and make use of specialist resources, where required.
- P4 Review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of people or their knowledge, skills and competence.
- P5 Identify and evaluate the options for addressing any identified shortfalls and decide on the best options to follow.
- P6 Ensure the availability of up-to-date job descriptions and person specifications where there is a need to recruit.
- P7 Establish the stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved.
- P8 Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants.
- P9 Draw up fair, clear and appropriate criteria for assessing and selecting applicants, taking into account their knowledge, skills and competence and their potential to work effectively with colleagues.
- P10 Ensure the recruitment and selection process is carried out fairly, consistently and effectively.
- P11 Keep applicants fully informed about the progress of their applications, in line with organisational policy.
- P12 Offer positions to applicants who best meet the selection criteria.
- P13 Provide clear, accurate and constructive feedback to unsuccessful applicants, in line with organisational policy.
- P14 Evaluate whether the recruitment and selection process has been successful and identify any areas for improvements.
- P15 Seek to provide work opportunities that challenge individuals to make effective use of their knowledge, skills and competences and develop their potential.
- P16 Review individuals' performance and development systematically and provide feedback designed to improve their performance.
- P17 Recognise individuals' performance and recognise their achievements in line with your organisation's policy.
- P18 Help individuals appreciate the opportunities for career and professional development within the organisation and to take advantage of them.
- P19 Provide opportunities for individuals to discuss issues about their work or development with you.
- P20 Identify when individuals are dissatisfied with their work or development and seek with them solutions that meet both the individual's and organisation's needs.
- P21 Recognise when individuals' values, motivations and aspirations are incompatible with your organisation's vision, objectives and values and seek alternative solutions with the individuals concerned.
- P22 Discuss their reasons with individuals planning to leave your organisation and seek to resolve any issues or misunderstandings.

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## Behaviours which underpin effective performance

- 1 Seize opportunities presented by the diversity of people
  - 2 Identify people's information needs
  - 3 Present information clearly, concisely, accurately and in ways that promote understanding
  - 4 Keep people informed of plans and developments in a timely way
  - 5 Give feedback to others to help them maintain and improve their performance
  - 6 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
  - 7 Act within the limits of your authority
  - 8 Show integrity, fairness and consistency in decision-making
  - 9 Protect the confidentiality and security of information
  - 10 Check the accuracy and validity of information
  - 11 Take and implement difficult and/or unpopular decisions, where necessary
- 

## Knowledge and understanding

You need to know and understand:

### General knowledge and understanding

- K1 How to engage employees and other stakeholders in recruitment, selection and retention activities.
  - K2 How to review the workload in your area in order to identify shortfalls in the number of colleagues and the pool of knowledge, skills and competence.
  - K3 How to identify actual skills and avoid stereotyping with regard to skills levels and work ethics.
  - K4 Different options for addressing identified shortfalls and their associated advantages and disadvantages.
  - K5 What job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them.
  - K6 Different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved.
  - K7 Different recruitment and selection methods and their associated advantages and disadvantages.
  - K8 Why it is important to give fair, clear and accurate information on vacancies to potential applicants.
  - K9 How cultural differences in language, body language, tone of voice and dress can differ from expectations.
  - K10 How to measure applicants' competence and capability and assess whether they meet the stated requirements of the vacancy.
  - K11 How to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues.
  - K12 The importance of keeping applicants informed about progress and how to do so.
-

- K13 The importance of providing clear, accurate and constructive feedback to unsuccessful applicants and how to do so.
- K14 How to review the effectiveness of recruitment and selection in your area.
- K15 Active listening and questioning techniques.
- K16 The importance of recognising individual performance and how to do so.
- K17 The importance of providing opportunities for individuals to discuss issues with you.
- K18 Alternative solutions that may be deployed when individuals' values, motivations and aspirations are incompatible with their work or your organisation's vision, objectives and values.
- K19 The importance of understanding the reasons why individuals are leaving an organisation.

### **Industry/sector specific knowledge and understanding**

- K20 Recruitment and selection issues and specific initiatives and arrangements within the industry/sector.
- K21 Working culture and practices of the industry/sector.

### **Context specific knowledge and understanding**

- K22 Individuals within your area of responsibility, their roles, responsibilities, competences and potential.
- K23 Work requirements in your area.
- K24 Agreed operational plans and changes in your area.
- K25 The staff turnover rate in your area.
- K26 Job descriptions and person specifications for confirmed vacancies.
- K27 Local employment market conditions.
- K28 Your organisation's structure, values and culture.
- K29 Employment policies and practices within your organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.
- K30 Specialist resources available to support recruitment, selection and retention, and how to make use of them.

## Unit 309

## Support individuals' learning and development

<b>Unit level:</b>	SCQF 7
<b>Credit value:</b>	6
<b>Unit aim:</b>	This unit is about providing individuals within your team or area of responsibility with opportunities to address their learning needs and develop their potential to the full.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders at all levels who have individuals reporting to them.

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### Skills

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

- Coaching
- Communicating
- Decision-making
- Delegating
- Empathising
- Empowering
- Evaluating
- Inspiring
- Involving others
- Leading by example
- Mentoring
- Monitoring
- Motivating
- Persuading
- Planning
- Problem solving
- Providing feedback

- Questioning
  - Reviewing
  - Setting objectives
  - Thinking strategically
  - Valuing and supporting others
- 

## Outcome of effective performance

You must be able to:

- P1 Promote the benefits of learning to people in your area of responsibility and recognise their willingness and efforts to learn.
  - P2 Give individuals objective, specific and valid feedback on their work performance, discussing and agreeing how they can improve.
  - P3 Engage individuals in identifying and obtaining information on a range of possible learning activities to address identified learning needs.
  - P4 Discuss with individuals future roles and responsibilities that are compatible with their competences and potential.
  - P5 Discuss and agree personal development plans which include learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales.
  - P6 Support individuals in undertaking learning activities, making required resources available and making efforts to remove any obstacles to learning.
  - P7 Provide individuals with appropriate opportunities to apply their developing competences in the workplace.
  - P8 Recognise and make use of unplanned learning opportunities.
  - P9 Discuss with individuals their experience of learning activities and the extent to which learning objectives have been achieved.
  - P10 Discuss with individuals their progress and their readiness to take on new roles and responsibilities, and agree the support and supervision they will require.
  - P11 Appoint individuals to roles and responsibilities that are compatible with their competences and potential.
  - P12 Provide individuals with the support and supervision they require and ensure they receive specific feedback to enable them to improve their performance.
  - P13 Discuss and agree revisions to personal development plans in the light of their performance, learning activities undertaken and any wider changes.
  - P14 Encourage people to take responsibility for their own learning and development, including practising and reflecting on what they have learned.
  - P15 Seek and make use of specialist expertise, where required.
- 

## Behaviours which underpin effective performance

- 1 Seize opportunities presented by the diversity of people
  - 2 Recognise changes in circumstances promptly and adjust plans and activities accordingly
  - 3 Find practical ways to overcome obstacles
-

- 4 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
  - 5 Support others to make effective use of their abilities
  - 6 Recognise the achievements and success of others
  - 7 Develop knowledge, understanding, skills and performance in a systematic way
  - 8 Inspire others with the desire to learn
  - 9 Show integrity, fairness and consistency in decision making
  - 10 Say no to unreasonable requests
  - 11 Address performance issues promptly and resolve them directly with the people involved
  - 12 Clearly agree what is expected of others and hold them to account
- 

## Knowledge and understanding

You need to know and understand:

### General knowledge and understanding

- K1 The benefits of learning for individuals and organisations and how to promote these.
  - K2 Ways in which you can develop a culture in which learning is valued and willingness and efforts to learn are recognised.
  - K3 How to identify potential future roles and responsibilities for individuals.
  - K4 How to provide individuals with the support and supervision they need.
  - K5 How to provide individuals with objective, specific and valid feedback designed to improve their performance.
  - K6 How to prioritise individuals' learning needs, including taking account of organisational needs and priorities and the personal and career development needs of individuals.
  - K7 Different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff).
  - K8 How/where to identify and obtain information on different learning activities.
  - K9 Why it is important for individuals to have a written personal development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources).
  - K10 How to set learning objectives which are SMART (Specific, Measurable, Agreed, Realistic and Time-bound).
  - K11 What type of support individuals might need to undertake learning activities, the resources needed and the types of obstacles they may face and how they can be resolved.
  - K12 How to evaluate whether learning activities have achieved their intended learning objectives.
  - K13 The importance of regularly reviewing and updating personal development plans in the light of performance, any learning activities undertaken and any wider changes.
  - K14 How to take account of equality legislation, any relevant SVQ in Management at SCQF level 7(GM2623) — Assessment Guidance and Units 127 codes of practice and general diversity and inclusion issues in providing learning opportunities for colleagues.
  - K15 How to encourage people to take responsibility for their own learning and development, including personal reflection on their performance.
  - K16 Sources of specialist expertise in relation to identifying and providing learning for colleagues.
-

### **Industry/sector specific knowledge and understanding**

- K17 Industry/sector requirements for the development or maintenance of knowledge, skills and competence.
- K18 Learning issues and specific initiatives and arrangements that apply within the industry/sector.
- K19 Working culture and practices of the industry/sector.

### **Context specific knowledge and understanding**

- K20 Individuals in your team, their roles, responsibilities, competences and potential.
- K21 Identified gaps in individuals' knowledge, skills and competence.
- K22 Identified learning needs of individuals.
- K23 Learning styles or combinations of styles preferred by individuals.
- K24 Individuals' personal development plans.
- K25 Learning activities and resources available in/to your organisation.
- K26 Opportunities for individuals' career development in your organisation.
- K27 Opportunities for applying developing competences in the workplace.
- K28 Support and supervision available to individuals within your organisation.
- K29 Sources of specialist expertise available in relation to identifying and providing learning and development opportunities for individuals.
- K30 Your organisation's learning and personal and professional development policy and practices.
- K31 Your organisation's policies in relation to equality and diversity.
- K32 Your organisation's performance appraisal systems.



## Unit 310

## Help individuals address problems affecting their performance

<b>Unit level:</b>	SCQF 6
<b>Credit value:</b>	5
<b>Unit aim:</b>	This unit is about helping individuals address problems affecting their performance. These may be work-related problems or problems arising from their personal circumstances.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders who have people reporting to them.

---

### Skills

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

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

---

## Outcome of effective performance

You must be able to:

- P1 Give people opportunities to approach you with problems affecting their performance.
- P2 Identify performance issues and bring these promptly to the attention of the individuals concerned.
- P3 Discuss problems with individuals at a time and place appropriate to the type, seriousness and complexity of the problem.
- P4 Check that individuals understand the level of seriousness of the problem and the likely consequences if it is not resolved effectively.
- P5 Gather and check information to accurately identify the problem and its cause.
- P6 Discuss the range of alternative courses of action and agree with individuals timely and effective ways of dealing with the problem.
- P7 Refer individuals to support services or specialists, where necessary.
- P8 Keep confidential records of your discussions with individuals about problems affecting their performance.
- P9 Ensure your actions are in line with your organisation's policies.

---

## Behaviours which underpin effective performance

- 1 Find practical ways to overcome obstacles
- 2 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 3 Make time available to support others
- 4 Give feedback to others to help them maintain and improve their performance
- 5 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 6 Show integrity, fairness and consistency in decision-making
- 7 Address performance issues promptly and resolve them directly with the people involved
- 8 Protect the confidentiality and security of information
- 9 Check the accuracy and validity of information
- 10 Identify the implications or consequences of a situation
- 11 Take timely decisions that are realistic for the situation
- 12 Take and implement difficult and/or unpopular decisions, where necessary

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## Knowledge and understanding

You need to know and understand:

### General knowledge and understanding

- K1 The importance in giving people opportunities to approach you with problems affecting their performance.
- K2 How to encourage individuals to approach you with problems affecting their performance.

- K3 The importance of identifying performance issues and bringing these promptly to the attention of the individuals concerned.
- K4 The importance of discussing problems with individuals at a time and place appropriate to the type, seriousness and complexity of the problem.
- K5 How to gather and check the information you need to identify the problem and its cause.
- K6 The importance of identifying the problem accurately.
- K7 The range of alternative courses of action to deal with the problem.
- K8 The importance of discussing and agreeing with the individual a timely and effective way of dealing with the problem.
- K9 How to recognise obstacles to individuals' performance and help them overcome these.
- K10 When to refer individuals to support services or specialists.
- K11 The importance of keeping a confidential record of your discussions with individuals about problems affecting their performance, and how to do so.
- K12 The importance of ensuring your actions are in line with your organisation's policies for managing people and their performance.

### **Industry/sector specific knowledge and understanding**

- K13 Industry/sector requirements for helping individuals address problems affecting their performance.

### **Context specific knowledge and understanding**

- K14 The types of problems that individuals in your area of responsibility may encounter which can affect their performance.
- K15 Your role, responsibilities and limits of authority when dealing with individuals' problems.
- K16 The range of support services or specialists that exist inside and outside your organisation.
- K17 Your organisation's policies for managing people and their performance.

## Unit 311

## Build teams

<b>Unit level:</b>	SCQF 7
<b>Credit value:</b>	8
<b>Unit aim:</b>	This unit is about forming a team and developing it through its various stages of growth. It covers teams set up for a particular project or to carry out a specific task and also teams that are ongoing. It is equally relevant to cases where the manager has to set up the team from scratch and to those situations where the manager inherits an existing team and needs to help it to function effectively.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders who are responsible for leading teams either on an on-going basis or for a one-off project.

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### Skills

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

- Acting assertively
- Communicating
- Decision-making
- Empowering
- Evaluating
- Involving others
- Leadership
- Monitoring
- Obtaining feedback
- Planning
- Presenting information
- Problem solving
- Providing feedback
- Reviewing
- Setting objectives

- Team building
- Valuing and supporting others

---

## Outcome of effective performance

You must be able to:

- P1 Clearly communicate the purpose of the team – what it has to achieve, and why a team rather than an individual approach is required.
- P2 Identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose.
- P3 Identify team members' knowledge, skills and competences and agree their particular roles within the team.
- P4 Use team selection and development processes to develop any knowledge, skills and competences lacking in the team.
- P5 Agree with team members the behaviours that are likely to help the achievement of the team purpose and those that should be avoided because they are likely to hinder progress.
- P6 Help team members understand their unique contribution to the team, the contributions expected of fellow team members and how these complement and support each other.
- P7 Provide opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust.
- P8 Allow time for the team to develop through its stages of growth.
- P9 Help the team seize opportunities presented by changes in the team composition and support the introduction of new team members.
- P10 Encourage team members to share problems with each other and solve these creatively together.
- P11 Encourage open communication between team members, including providing feedback designed to enhance the performance of fellow team members and the team as a whole.
- P12 Review the performance of the team at appropriate points and evaluate how well its purpose is being achieved.
- P13 Celebrate team and individual successes together, and acknowledge when things go wrong, before refocusing the team's energy on achieving its purpose.
- P14 Disband the team if and when its purpose has been achieved and it is no longer required for other purposes.

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## Behaviours which underpin effective performance

- 1 Present information clearly, concisely, accurately and in ways that promote understanding
- 2 Keep people informed of plans and developments in a timely way
- 3 Support others to make effective use of their abilities
- 4 Clearly agree what is expected of others and hold them to account
- 5 Check individuals' commitment to their roles and responsibilities
- 6 Create a sense of common purpose
- 7 Communicate a vision that inspires enthusiasm and commitment

- 8 Identify and work with people and organisations that can provide support for your work
  - 9 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation
  - 10 Recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal
- 

## **Knowledge and understanding**

You need to know and understand:

### **General knowledge and understanding**

- K1 The principles of effective communication and how to apply them.
- K2 How to identify the diversity of knowledge, skills and competence required to achieve the team purpose.
- K3 The importance of selecting team members with the required knowledge, skills, competence and different personalities so they can play complementary roles within the team, and how to do so.
- K4 The importance of agreeing with team members the behaviours that are likely to help achievement of the team purpose and those that are likely to hinder progress and should be avoided.
- K5 How to help team members to understand their unique contribution to the team purpose, the contributions expected of fellow team members and how these complement and support each other.
- K6 The importance of providing opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust.
- K7 How to encourage team members to get to know each other's strengths and weaknesses and build mutual respect and trust.
- K8 The importance of encouraging open communication between team members, and how to do so.
- K9 How to provide feedback to team members to enhance the performance of fellow team members and the team as a whole.
- K10 The importance of allowing time for the team to develop through its stages of growth, and how to do so.
- K11 The importance of celebrating team and individual successes together and commiserating together when things go wrong.
- K12 Ways of refocusing the team's energy on achieving its purpose.

### **Industry/sector specific knowledge and understanding**

- K13 Industry/sector requirements for building and managing teams.

### **Context specific knowledge and understanding**

- K14 The purpose of the team and what has to be achieved.
- K15 The required mix of expertise, knowledge and skills to achieve the team purpose.

<b>Unit level:</b>	SCQF 7
<b>Credit value:</b>	5
<b>Unit aim:</b>	This unit is about managing conflicts between members of your team.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to all managers and leaders who may need to manage conflict in their teams.

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## Skills

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

- Acting assertively
- Balancing competing needs and interests
- Building consensus
- Communicating
- Decision-making
- Empathising
- Information management
- Involving others
- Leadership
- Leading by example
- Managing conflict
- Monitoring
- Obtaining feedback
- Presenting information
- Problem solving
- Questioning
- Reporting
- Reviewing
- Risk management
- Stress management

- Team building
  - Valuing and supporting others
- 

## Outcome of effective performance

You must be able to:

- P1 Communicate clearly to team members the units of work and behaviour expected of them.
  - P2 Help team members understand how the roles of different team members interface, complement and support each other.
  - P3 Identify and address any issues with organisational structures, systems or procedures that are likely to give rise to conflict.
  - P4 Identify and address any issues with organisational structures, systems or procedures that are likely to give rise to conflict.
  - P5 Encourage team members to resolve their own problems and conflicts amongst themselves.
  - P6 Take prompt action to deal with conflicts when the team members concerned are not able to resolve the conflicts themselves.
  - P7 Acknowledge and show respect for team members' emotions regarding the conflict and seek to manage any negative emotions.
  - P8 Investigate impartially the causes of the conflict, giving all parties opportunities to present the facts and their perceptions about the conflict.
  - P9 Identify and agree with team members how to resolve the conflict, without apportioning blame.
  - P10 Seek help from colleagues or specialists, where necessary.
  - P11 Comply with organisational and legal requirements when resolving conflicts.
  - P12 Maintain complete, accurate and confidential records of conflicts and their outcomes, in line with organisational policy.
- 

## Behaviours which underpin effective performance

- 1 Respond promptly to crises and problems with a proposed course of action
  - 2 Find practical ways to overcome obstacles
  - 3 Present information clearly, concisely, accurately and in ways that promote mutual understanding
  - 4 Show respect for the views and actions of others
  - 5 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
  - 6 Address performance issues promptly and resolve them directly with the people involved
  - 7 Clearly agree what is expected of others and hold them to account
  - 8 Protect your own and others' work against negative impacts
  - 9 Protect the confidentiality and security of information
  - 10 Recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal
-



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## Knowledge and understanding

You need to know and understand:

### General knowledge and understanding

- K1 The principles of effective communication and how to apply them.
- K2 How to help team members understand how the roles of different team members interface, complement and support each other.
- K3 How to identify and address any issues with organisational structures, systems or procedures that are likely to give rise to conflict.
- K4 The importance of identifying potential conflicts between team members and taking preventative action to avoid these, and how to do so.
- K5 The importance of giving team members opportunities to discuss with you serious problems that directly or indirectly affect their work, and how to encourage team members to do so.
- K6 The importance of taking prompt action to bring up and deal with conflicts when they arise and when the team members concerned are not able to resolve the conflicts themselves.
- K7 Ways of dealing with conflicts when they arise and what types of action should be taken and when.
- K8 The importance of acknowledging and showing respect for team members' emotions regarding the conflict and how to seek to manage any negative emotions.
- K9 How to identify impartially the causes of the conflict, giving all parties opportunities to present the facts and their perceptions about the conflict.
- K10 The importance of identifying and agreeing with team members how to resolve the conflict, without apportioning blame, and how to do so.
- K11 When to seek help from colleagues or specialists.

### Industry/sector specific knowledge and understanding

- K12 Industry/sector requirements for managing conflict in teams.

### Context specific knowledge and understanding

- K13 The standards of work and behaviour expected of team members.
- K14 How the roles of different team members interface, complement and support each other.
- K15 The organisational structures, systems and procedures that are likely to give rise to conflict.
- K16 The range of specialists inside and outside of the organisation and colleagues.
- K17 Organisational and legal requirements for resolving conflicts and maintaining records of conflicts and their outcomes.

## Unit 313

## Lead meetings to achieve objectives

<b>Unit level:</b>	SCQF 7
<b>Credit value:</b>	4
<b>Unit aim:</b>	This unit is about leading meetings in order to achieve their objectives, which may be to solve problems, take decisions, consult with people or to exchange information and knowledge.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders who are required to lead meetings to achieve objectives.

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### Skills

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

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

---

### Outcome of effective performance

You must be able to:

- P1 Establish the purpose and objectives of the meeting.
  - P2 Confirm that a meeting is the best way to achieve the objectives.
  - P3 Prepare carefully how you will lead the meeting and identify who needs to participate.
  - P4 Invite participants, giving them sufficient notice to enable them to attend and stating:
    - P4.1 the importance of the meeting
    - P4.2 the role they will be expected to play, and
    - P4.3 the preparation they need to do.
  - P5 Circulate relevant information in advance and, if required, brief participants individually on the content and purpose of the meeting and their roles.
  - P6 Set a fixed time for the meeting to begin and end and allocate time appropriately for each agenda item.
  - P7 State the purpose of the meeting at the start and check that all participants understand why they are present and what is expected of them.
  - P8 Clarify specific objectives at the beginning of each agenda item.
  - P9 Encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants.
  - P10 Discourage unhelpful comments and digressions, refocusing attention on the objectives of the meeting.
  - P11 Manage time flexibly, giving more time to particular agenda items, if necessary, whilst ensuring key objectives are met and participants are kept informed of changes in the agenda.
  - P12 Summarise the discussion at appropriate times and allocate action points to participants at the end of each agenda item.
  - P13 Take decisions within the meeting's authority, remit or terms of reference.
  - P14 Observe any formal procedures or standing orders that apply to the meeting.
- 

## **Behaviours which underpin effective performance**

### **You need to know and understand:**

- 1 Address multiple demands without losing focus or energy
- 2 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 3 Present information clearly, concisely, accurately and in ways that promote understanding
- 4 Show respect for the views and actions of others
- 5 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 6 Show integrity, fairness and consistency in decision-making
- 7 Prioritise objectives and plan work to make the effective use of time and resources
- 8 Clearly agree what is expected of others and hold them to account
- 9 Make effective use of existing sources of information
- 10 Check the accuracy and validity of information
- 11 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

- 12 Recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal
  - 13 Specify the assumptions made and risks involved in understanding a situation
  - 14 Take timely decisions that are realistic for the situation
- 

## Knowledge and understanding

You need to know and understand:

### General knowledge and understanding

- K1 The importance of establishing the purpose and objectives of the meeting and how to do so.
- K2 The importance of confirming a meeting is the best way to achieve these objectives.
- K3 The importance of preparing how you will lead the meeting and how to do so.
- K4 How to identify who needs to participate in the meeting.
- K5 The importance of inviting participants, giving them sufficient notice to enable them to attend.
- K6 The importance of informing participants of the role they will be expected to play, the preparation they need to do and the importance of the meeting.
- K7 How to identify relevant information participants require in advance of the meeting.
- K8 The importance of circulating relevant information in advance and, if required, briefing participants individually on the content and purpose of the meeting and their roles.
- K9 The importance of setting a fixed time for the meeting to begin and end and allocating time appropriately for each agenda item.
- K10 How to allocate time appropriately for each agenda item.
- K11 The importance of stating the purpose of the meeting at the start and checking that all participants understand why they are present and what is expected of them.
- K12 The importance of clarifying specific objectives at the beginning of each agenda item.
- K13 The importance of encouraging all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants, and how to do so.
- K14 The importance of discouraging unhelpful comments and digressions, refocusing attention on the objectives of the meeting, and how to do so.
- K15 How to manage time flexibly, giving more time to particular agenda items, if necessary, whilst ensuring the key objectives are met and participants are kept informed of changes in the agenda.
- K16 The importance of summarising the discussion at appropriate times and allocating action points to participants at the end of each agenda item and how to do so.
- K17 The importance of taking decisions within the meeting's authority, remit or terms of reference and how to do so.
- K18 The importance of checking that decisions and action points are accurately recorded and promptly communicated to those who need to know.
- K19 How to evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective.

### Industry/sector specific knowledge and understanding

- K20 Industry/sector requirements for leading meetings.
-

### **Context specific knowledge and understanding**

- K21 The people who need to participate and the roles they will be expected to play.
- K22 The types and sources of information required in advance of the meeting.
- K23 The meeting's authority, remit or terms of reference.
- K24 Any formal procedures or standing orders that apply to the meeting.
- K25 The people who are affected by the decisions and need to know about them.

<b>Unit level:</b>	SCQF 7
<b>Credit value:</b>	6
<b>Unit aim:</b>	This unit is about helping individuals – either in your own team or from another work group – to develop and maintain their performance through coaching.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders who have a specific responsibility for coaching individuals.

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## Skills

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

- Coaching
- Communicating
- Demonstrating
- Empathising
- Empowering
- Evaluating
- Influencing
- Information management
- Inspiring
- Leading by example
- Learning
- Monitoring
- Motivating
- Networking
- Obtaining feedback
- Planning
- Presenting information
- Problem solving
- Providing feedback

- Questioning
- Reflecting
- Reviewing
- Thinking systematically
- Valuing and supporting others

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## Outcome of effective performance

You must be able to:

- P1 Help individuals identify and prioritise their needs for coaching.
- P2 Ensure that individuals' coaching requirements are in line with your organisation's objectives.
- P3 Establish with individuals
- P3.1 the specific area(s) in which they want to develop their performance
  - P3.2 their current unit of performance
  - P3.3 the unit of performance they wish to achieve
  - P3.4 why they want to develop their performance
  - P3.5 the support they can expect from you, and the commitment you expect from them.
- P4 Establish with individuals
- P4.1 the coaching you will provide
  - P4.2 the timescale
  - P4.3 the location, frequency and duration of meetings
  - P4.4 points at which progress will be reviewed
  - P4.5 how progress will be measured and assessed.
- P5 Explore with individuals the skills they need to develop and the behaviours they need to change in order to meet the desired unit of performance.
- P6 Explore with individuals obstacles which could hinder their progress and how to remove these obstacles.
- P7 Plan with individuals how they can develop new skills and behaviours in a logical step-by-step sequence.
- P8 Provide opportunities for individuals to develop new skills and experiment with alternative behaviours with confidence.
- P9 Encourage individuals to identify and seize opportunities to apply their newly-developed skills and behaviours to their work.
- P10 Explore with individuals any risks involved in applying their newly-developed skills and behaviours to their work and help them plan how to reduce these risks to levels acceptable to them and the organisation.
- P11 Encourage individuals to reflect on their progress and clarify their thoughts and feelings about it.
- P12 Monitor the individuals' progress in a systematic way.
- P13 Provide specific feedback designed to improve individuals' skills, reinforce effective behaviours and enhance their motivation to achieve the desired unit of performance.
- P14 Agree with individuals when they have achieved the desired unit of performance, or when they no longer require coaching.
- P15 Encourage and empower individuals to take responsibility for developing and maintaining their own self-awareness, performance and impact.

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## Behaviours which underpin effective performance

- 1 Seek opportunities to improve performance
- 2 Find practical ways to overcome obstacles
- 3 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 4 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 5 Support others to make effective use of their abilities
- 6 Give feedback to others to help them maintain and improve their performance
- 7 Recognise the achievements and success of others
- 8 Inspire others with the desire to learn
- 9 Address performance issues promptly and resolve them directly with the people involved
- 10 Check individuals' commitment to their roles and responsibilities
- 11 Communicate clearly the value and benefits of a proposed course of action
- 12 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

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## Knowledge and understanding

You need to know and understand:

### General knowledge and understanding

- K1 Relevant coaching models, tools and techniques, and how to apply these.
- K2 The skills effective coaches require, and how to apply these skills.
- K3 How to establish a coaching contract with individuals and what the contract should cover.
- K4 How to help individuals identify the skills they need to develop and the behaviours they need to change.
- K5 How to help individuals identify and remove obstacles that could hinder their progress.
- K6 How to help individuals prepare a plan to develop their skills and/or adapt their behaviours.
- K7 How to help individuals try out new skills and behaviours in safe environments.
- K8 How to help individuals identify and seize opportunities to apply their newly-developed skills and behaviours to their work.
- K9 How to help individuals assess and manage risks associated with new skills and behaviours.
- K10 The importance of individuals reflecting on their progress and how to help them do this.
- K11 The importance of monitoring individuals' progress in developing new skills and behaviours and how to do this.
- K12 How to give individuals specific feedback designed to improve their skills, reinforce effective behaviours and enhance their motivation.
- K13 The importance of recognising when individuals have achieved their development objectives.
- K14 How to empower individuals to take responsibility for their own development.



### **Industry/sector specific knowledge and understanding**

K15 Industry/sector requirements for supporting individuals to improve their performance.

### **Context specific knowledge and understanding**

K16 Individuals in your area of work, their roles, responsibilities, competences and potential.

K17 Your organisation's objectives.

K18 Sources of information, resources and advice in your organisation.

K19 Your organisation's policies and practices in relation to coaching.

## Unit 315

## Initiate and follow disciplinary procedures

<b>Unit level:</b>	SCQF 6
<b>Credit value:</b>	6
<b>Unit aim:</b>	This unit is about initiating and following your organisation's disciplinary procedure in response to misconduct or unsatisfactory performance of a member of your team.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders when they need to initiate and follow their organisation's disciplinary procedure.

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### Skills

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

- Acting assertively
- Assessing
- Communicating
- Decision-making
- Empathising
- Information management
- Interviewing
- Monitoring
- Presenting information
- Providing feedback
- Questioning
- Reporting
- Reviewing

---

### Outcome of effective performance

You must be able to:

- P1 Keep individuals fully informed about:
- P1.1 the units of conduct and performance expected of them, and
  - P1.2 your organisation's current procedure for dealing with misconduct or unsatisfactory performance.
- P2 Seek support from colleagues or human resources or legal specialists on any aspects of implementing disciplinary procedures about which you are unsure.
- P3 Carry out necessary investigations promptly to establish the facts relating to any misconduct or unsatisfactory performance.
- P4 Take preventative measures to resolve issues and deal with cases of minor misconduct or unsatisfactory performance informally, where you consider that an informal approach is likely to resolve the situation effectively.
- P5 Follow your organisation's formal disciplinary procedure in serious cases of misconduct or unsatisfactory performance.
- P6 Keep full and accurate records throughout the disciplinary process and store these confidentially as long as, but no longer than, necessary.
- 

### **Behaviours which underpin effective performance**

- 1 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
  - 2 Present information clearly, concisely, accurately and in ways that promote understanding
  - 3 Keep people informed of plans and developments in a timely way
  - 4 Give feedback to others to help them maintain and improve their performance
  - 5 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
  - 6 Act within the limits of your authority
  - 7 Refer issues outside the limits of your authority to appropriate people
  - 8 Show integrity, fairness and consistency in decision making
  - 9 Say no to unreasonable requests
  - 10 Address performance issues promptly and resolve them directly with the people involved
  - 11 Protect the confidentiality and security of information
  - 12 Take and implement difficult and/or unpopular decisions, if necessary
- 

### **Knowledge and understanding**

You need to know and understand:

#### **General knowledge and understanding**

- K1 The importance of fully informing individuals about the units of conduct and performance expected.
  - K2 How to carry out investigations to establish facts relating to any misconduct or unsatisfactory performance.
  - K3 Informal approaches to dealing with cases of minor misconduct or unsatisfactory performance, and when this type of approach is likely to resolve the situation effectively.
-

- K4 The differences between misconduct, gross misconduct and unsatisfactory performance, and how each should be handled.
- K5 The importance of following your organisation's formal disciplinary procedure in serious cases of misconduct or unsatisfactory performance.
- K6 The importance of communicating clearly, concisely and objectively, and how to do so.
- K7 How to keep full and accurate records throughout the disciplinary process and store these confidentially as long as, but no longer than, necessary.

#### **Industry/sector specific knowledge and understanding**

- K8 Industry/sector requirements for supporting individuals to improve their performance.

#### **Context specific knowledge and understanding**

- K9 Your organisation's procedures for dealing with misconduct or unsatisfactory performance.
- K10 The units of conduct and performance expected of individuals.
- K11 Sources of advice, guidance and support from colleagues, human resources or legal specialists.
- K12 The limits of your own knowledge, skills and competence.
- K13 Your organisation's policies and procedures for keeping full and accurate records.

## Unit 316

## Initiate and follow grievance procedures

<b>Unit level:</b>	SCQF 6
<b>Credit value:</b>	6
<b>Unit aim:</b>	This unit is about initiating and following your organisation's disciplinary procedure in response to misconduct or unsatisfactory performance of a member of your team.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders when they need to initiate and follow their organisation's disciplinary procedure.

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### Skills

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

- Acting assertively
- Assessing
- Communicating
- Decision-making
- Empathising
- Information management
- Managing conflict
- Presenting information
- Questioning
- Reporting
- Reviewing

---

### Outcome of effective performance

You must be able to:

P1 Keep individuals fully informed about your organisation's current procedure for raising grievances.

- P2 Seek support from colleagues or human resources or legal specialists on any aspects of implementing grievance procedures about which you are unsure.
  - P3 Identify potential grievances and take preventative measures to resolve issues where possible.
  - P4 If an individual raises a concern, problem or complaint with you, seek to resolve the situation informally, if you consider that an informal approach is likely to resolve the situation effectively.
  - P5 Follow your organisation's formal grievance procedure, if an individual raises a grievance with you in writing.
  - P6 Keep full and accurate records throughout the grievance process and store these confidentially as long as, but no longer than, necessary.
- 

### **Behaviours which underpin effective performance**

- 1 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
  - 2 Present information clearly, concisely, accurately and in ways that promote understanding
  - 3 Keep people informed of plans and developments in a timely way
  - 4 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
  - 5 Make time available to support others
  - 6 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
  - 7 Act within the limits of your authority
  - 8 Show integrity, fairness and consistency in decision making
  - 9 Protect the confidentiality and security of information
  - 10 Check the accuracy and validity of information
  - 11 Seek concrete information in an ambiguous situation
  - 12 Identify the implications or consequences of a situation
- 

### **Knowledge and understanding**

You need to know and understand:

#### **General knowledge and understanding**

- K1 The importance of fully informing individuals about your organisation's current procedure for raising grievances.
  - K2 Informal approaches to dealing with concerns, problems or complaints raised with you, and when this type of approach is likely to resolve the situation effectively.
  - K3 The importance of following your organisation's formal grievance procedure, and when to do so.
  - K4 How to conduct a meeting with an individual to discuss their grievance.
  - K5 How to investigate the grievance fully.
  - K6 The importance of communicating clearly, concisely and objectively, and how to do so.
  - K7 How to keep full and accurate records throughout the grievance process and store these confidentially as long as, but no longer than necessary.
-

### **Industry/sector specific knowledge and understanding**

K8 Industry/sector requirements for implementing grievance procedures.

### **Context specific knowledge and understanding**

K9 Your organisation's procedure for dealing with grievances.

K10 Sources of advice, guidance and support from colleagues, human resources or legal specialists.

K11 Your organisation's policies and procedures for keeping full and accurate records.

## Unit 317

## Manage budgets

<b>Unit level:</b>	SCQF 7
<b>Credit value:</b>	11
<b>Unit aim:</b>	This unit is about managing the budget for your area of responsibility or for specific projects or activities.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders with budget responsibility for an operational area or for specific projects or activities

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### Skills

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

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

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### Outcome of effective performance

You must be able to:



- P1 Engage appropriate colleagues and other key stakeholders in managing budgets.
  - P2 Gather and evaluate information to prepare a realistic budget for your area of responsibility, activity or project.
  - P3 Submit your proposed budget for approval by those with decision-making responsibility for budgets, clearly specifying assumptions made, risks involved and how these will be managed.
  - P4 Discuss and, if appropriate, negotiate the proposed budget with those with decision-making responsibility and agree the final budget.
  - P5 Use the agreed budget to actively monitor and control performance for your area of responsibility, activity or project.
  - P6 Identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from those with decision-making responsibility, if required.
  - P7 Propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with those with decision-making responsibility.
  - P8 Provide ongoing information on performance against the budget to those with decision-making responsibility.
  - P9 Advise relevant people promptly if you have identified evidence of potentially fraudulent activities.
  - P10 Gather information from implementation of the budget to assist in the preparation of future budgets.
- 

### **Behaviours which underpin effective performance**

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
  - 2 Present information clearly, concisely, accurately and in ways that promote understanding
  - 3 Keep people informed of plans and developments in a timely way
  - 4 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
  - 5 Act within the limits of your authority
  - 6 Identify and raise ethical concerns
  - 7 Accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives
  - 8 Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
  - 9 Make effective use of existing sources of information
  - 10 Check the accuracy and validity of information
  - 11 Communicate clearly the value and benefits of a proposed course of action
  - 12 Work towards win-win solutions
- 

### **Knowledge and understanding**

You need to know and understand:

#### **General knowledge and understanding**

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- K1 How to engage colleagues and stakeholders in managing budgets.
- K2 The purposes of budgetary systems.
- K3 Where to get and how to evaluate the available information in order to be able to prepare a realistic budget.
- K4 How to discuss, negotiate and confirm a budget with those with budgetary responsibility and the key factors that should be covered.
- K5 How to use a budget to actively monitor and control performance for a defined area or activity of work.
- K6 The main causes of variances and how to identify them.
- K7 What different types of corrective action which could be taken to address identified variances.
- K8 How unforeseen developments can affect a budget and how to deal with them.
- K9 The importance of agreeing revisions to the budget and communicating the changes.
- K10 The importance of providing regular information on performance against the budget to other people.
- K11 Types of fraudulent activities and how to identify them.
- K12 The importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets.

#### **Industry/sector specific knowledge and understanding**

- K13 Factors, trends and developments that are likely to affect the setting of budgets in your industry/sector.

#### **Context specific knowledge and understanding**

- K14 The area or activity that the budget is for.
- K15 The vision, objectives and operational plans for your area of responsibility.
- K16 The budgeting periods used in your organisation.
- K17 Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets.
- K18 The agreed budget, how it can be used and how much it can be changed without approval.
- K19 The limits of your authority.
- K20 Who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format.
- K21 What to do and who to contact if you suspect fraud has been committed.

<b>Unit level:</b>	SCQF 8
<b>Credit value:</b>	14
<b>Unit aim:</b>	This unit is about managing financial resources in order to achieve the objectives for your organisation or your area of responsibility.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is for managers and leaders who manage financial resources for their organisation or a major area of responsibility, project or programme of work.

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## Skills

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

- Analysing
- Communicating
- Contingency planning
- Delegating
- Evaluating
- Forecasting
- Information management
- Involving others
- Monitoring
- Negotiating
- Planning
- Presenting information
- Problem solving
- Reporting
- Risk management
- Valuing and supporting others

---

## Outcome of effective performance

You must be able to:

- P1 Confirm your financial responsibilities, including the limits of your authority, with those to whom you report.
- P2 Engage key stakeholders in managing finance to achieve objectives for your organisation or area of responsibility.
- P3 Gather and evaluate available financial information and the objectives and associated plans and identify priorities, potential problems and risks.
- P4 Identify and make use of opportunities to delegate responsibility for budgets for clearly defined activities to colleagues, providing them with the required ongoing support and resources.
- P5 Discuss and, if appropriate, negotiate delegated budgets with colleagues and agree provisional budgets.
- P6 Develop a realistic master budget for your organisation or area and submit it for approval by those with decision-making responsibility for budgets, clearly specifying assumptions made, risks involved and how these will be managed.
- P7 Discuss and, if appropriate, negotiate the proposed master budget with those with decision-making responsibility and communicate the final budget to colleagues in your area.
- P8 Establish systems to monitor and evaluate performance against delegated budgets and the master budget and put contingency plans in place.
- P9 Identify the causes of any significant variances between what was budgeted for and what actually happened and discuss and ensure prompt corrective action is taken, obtaining agreement from those with decision-making responsibility, if required.
- P10 Propose revisions to the master budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with those with decision-making responsibility.
- P11 Provide ongoing information on the financial performance of your area to those with decision-making responsibility.
- P12 Advise relevant people promptly if you have identified evidence of any potentially fraudulent activities.
- P13 Review the financial performance of your organisation or area and identify improvements to be implemented in the future.

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## Behaviours which underpin effective performance

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 2 Present information clearly, concisely, accurately and in ways that promote understanding
- 3 Keep people informed of plans and developments in a timely way
- 4 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 5 Act within the limits of your authority
- 6 Identify and raise ethical concerns

- 7 Accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives
  - 8 Clearly agree what is expected of others and hold them to account
  - 9 Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
  - 10 Make effective use of existing sources of information
  - 11 Check the accuracy and validity of information
  - 12 Communicate clearly the value and benefits of a proposed course of action
  - 13 Work towards win-win solutions
  - 14 Identify the implications or consequences of a situation
  - 15 Specify the assumptions made and risks involved in understanding a situation
  - 16 Take and implement difficult and/or unpopular decisions, if necessary
- 

## **Knowledge and understanding**

You need to know and understand:

### **General knowledge and understanding**

- K1 The purposes of budgetary systems.
- K2 The importance of agreeing your financial responsibilities, including the limits of your authority, with those to whom you report.
- K3 Where to get and how to evaluate the available financial information in order to be able to prepare a realistic master budget for your area.
- K4 The importance of taking account of the objectives and associated plans of your area in developing and operating the master budget.
- K5 How to identify opportunities and delegate responsibility for budgets.
- K6 The importance of consulting with colleagues in identifying priorities, potential problems and risks and generally preparing the budget for your area.
- K7 How to discuss, negotiate and confirm budgets with colleagues in your area and with people who control the finance and the key factors that should be covered.
- K8 How to establish systems to monitor and evaluate performance against budgets.
- K9 The importance of contingency plans and the type of contingencies that may occur.
- K10 The main causes of variances and how to identify them.
- K11 What different types of corrective action could be taken to address identified variances.
- K12 The importance of agreeing revisions to the budget and communicating the changes.
- K13 The importance of providing regular information on the financial performance of your area to relevant people and what they might want to know.
- K14 Types of fraudulent activities and how to identify them.
- K15 How to review the financial performance of your area against the stated objectives.

### **Industry/sector specific knowledge and understanding**

- K16 Factors, trends and developments that are likely to affect financial management in your industry/sector.
- K17 Legal, regulatory and ethical requirements in the industry/sector.

### **Context specific knowledge and understanding**

- K18 The scope and nature of your area of responsibility including the vision, objectives and operational plans.
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- K19 Your financial responsibilities, including the limits of your authority.
- K20 Those with budgetary responsibility in your organisation.
- K21 Financial information available in your organisation.
- K22 Activities for which budgets have been delegated.
- K23 The budgeting periods used in your organisation.
- K24 Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets.
- K25 The agreed master budget for your area, including delegated budgets.
- K26 Systems established for managing and evaluating performance against budgets.
- K27 Contingency plans put in place.
- K28 What to do and whom to contact if you suspect fraud has been committed.
- K29 Who needs information on the financial performance of your area, what information they need, when they need it and in what format.

## Unit 319

## Manage physical resources

<b>Unit level:</b>	SCQF 8
<b>Credit value:</b>	5
<b>Unit aim:</b>	This unit is about managing the physical resources (equipment, materials, premises, services and energy supplies) required to carry out planned activities in your area of responsibility.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to all managers and leaders who are responsible for the physical resources in their area of responsibility.

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### Skills

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

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

---

### Outcome of effective performance

You must be able to:

- P1 Engage those who use resources in planning how they can be used most efficiently and monitoring their actual use.
  - P2 Plan to use resources in ways that are effective, efficient and minimise any adverse impact on the environment.
  - P3 Take appropriate action to ensure the security of resources and that they are used safely.
  - P4 Ensure that resources no longer required are disposed of in ways that minimise any adverse impact on the environment.
  - P5 Negotiate with colleagues over the use of shared resources, taking into account the needs of the different parties involved and the overall objectives of your organisation.
  - P6 Monitor the quality of resources and patterns of resource use systematically.
  - P7 Take timely corrective action to deal with any significant variances between actual and planned resource use.
- 

### **Behaviours which underpin effective performance**

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
  - 2 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
  - 3 Act within the limits of your authority
  - 4 Prioritise objectives and plan work to make the effective use of time and resources
  - 5 Accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives
  - 6 Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
  - 7 Make effective use of existing sources of information
  - 8 Seek to understand people's needs and motivations
  - 9 Create a sense of common purpose
  - 10 Communicate clearly the value and benefits of a proposed course of action
  - 11 Work towards win-win solutions
- 

### **Knowledge and understanding**

You need to know and understand:

#### **General knowledge and understanding**

- K1 Why it is important to engage those who use resources in managing how they are used, and how to do so.
  - K2 How to develop an operational plan and make adjustments to the plan if required resources cannot be obtained in full.
  - K3 How to negotiate the use of shared resources with colleagues to optimise resource use for all concerned.
  - K4 The potential environmental impact of resource use/disposal and actions you can take to minimise any adverse impact.
-



- K5 Risks associated with the types of resources used and actions you can take to ensure resources are secure and used safely.
- K6 The importance of monitoring the quality and use of resources continuously, and how to do so.
- K7 The types of corrective actions (e.g. changing planned activities, changing the ways in which resources are used for activities, renegotiating the availability of resources) you can take in case of significant discrepancies between actual and planned resource use.

**Industry/sector specific knowledge and understanding**

- K8 Industry/sector requirements for managing physical resources.

**Context specific knowledge and understanding**

- K9 Past patterns of resource use in your area of responsibility and how to access this information.
- K10 Trends and developments that affect future demand for resources in your area of responsibility and how to evaluate the likely impact of these.
- K11 The planned activities in your area of activity and possible contingencies.
- K12 Actual and potential suppliers of the resources you need.

## Unit 320

## Manage the environmental and social impacts of your work

<b>Unit level:</b>	SCQF 8
<b>Credit value:</b>	4
<b>Unit aim:</b>	This unit is about managing work activities and resources in your area of responsibility in order to minimise the negative impact – and maximise the positive impact – they may have on the environment and society as a whole.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to all managers and leaders who are responsible for the physical resources in their area of responsibility.

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### Skills

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

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

---

### Outcome of effective performance

You must be able to:

- P1 Engage people in your area of responsibility and other key stakeholders in identifying opportunities for, and contributing to, improving the environmental and social impacts.
  - P2 Organise work activities and the use of resources in your area of responsibility so that they
    - P2.1 are sustainable
    - P2.2 are efficient and effective
    - P2.3 comply with legal requirements and environmental policies
    - P2.4 minimise negative and maximise positive impacts on the environment and society as a whole.
  - P3 Identify the environmental and social impacts of work activities and the use of resources in your area of responsibility.
  - P4 Report promptly any identified risks to the environment, which you do not have the ability to control.
  - P5 Identify and implement changes to work activities and the use of resources that will reduce negative and increase positive impacts on the environment and society as a whole.
  - P6 Communicate the environmental and social benefits resulting from changes to work activities and the use of resources.
  - P7 Obtain specialist advice, where necessary, to help you identify and manage the environmental and social impacts of your work activities and use of resources.
- 

### **Behaviours which underpin effective performance**

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
  - 2 Respond promptly to crises and problems with a proposed course of action
  - 3 Present information clearly, concisely, accurately and in ways that promote understanding
  - 4 Keep people informed of plans and developments in a timely way
  - 5 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
  - 6 Act within the limits of your authority
  - 7 Watch out for potential risks and hazards
  - 8 Make appropriate information and knowledge available promptly to those who need it and have a right to it
  - 9 Encourage others to share information and knowledge within the constraints of confidentiality
  - 10 Create a sense of common purpose
  - 11 Make effective use of available resources
  - 12 Identify the implications or consequences of a situation
- 

### **Knowledge and understanding**

You need to know and understand:

General knowledge and understanding

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- K1 How to organise work activities and the use of resources in your area of responsibility so that they are efficient, effective and sustainable.
- K2 The importance of organising work activities and the use of resources so that they minimise their negative and maximise their positive environmental and social impacts, and how to do so.
- K3 The importance of identifying the environmental and social impacts of work activities and the use of resources in your area of responsibility, and how to do so.
- K4 The importance of reporting promptly any identified risks to the environment which you do not have the ability to control, and how to do so.
- K5 How to engage employees and other key stakeholders in managing the environmental and social impacts of work.
- K6 How to identify and implement changes to work activities and the use of resources that will reduce their negative and increase their positive environmental and social impacts.
- K7 The principles of effective communication and how to apply them.

### **Industry/sector specific knowledge and understanding**

- K8 Industry/sector requirements for managing environmental performance.
- K9 Industry/sector requirements for corporate social responsibility.

### **Context specific knowledge and understanding**

- K10 Legal requirements and environmental and social policies and how to comply with them.
- K11 The types of risks to the environment that you do not have the ability to control.
- K12 People in your area of responsibility who are able to contribute to, and identify opportunities for, improving the environmental and social impacts of work.
- K13 The range of environmental and social specialists that exists inside and/or outside your organisation.
- K14 Your role, responsibilities and limits of your authority.

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Unit level:	SCQF 8
Credit value:	4
Unit aim:	This unit is about taking sound decisions based upon a valid analysis of the best available information.
Relationship to NOS:	National Occupational Standards for Management and Leadership
Who is the unit for?	This unit is relevant to all managers and leaders.

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### Skills

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

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

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### Outcome of effective performance

You must be able to:

- P1 Identify those who may be affected by the decision and their interests.
- P2 Engage, where appropriate, those who are able to contribute to the decision-making process or will be affected by the decision.

- P3 Establish the objectives of the decision to be taken – clarify what you are trying to achieve by taking the decision and check that everyone involved agrees.
- P4 Identify the information you need to take the decision and the sources of this information.
- P5 Obtain sufficient relevant information to allow you to take the decision and verify its accuracy and reliability.
- P6 Take timely action to remedy inadequate, unreliable, contradictory or ambiguous information.
- P7 Analyse the information to identify facts, patterns and trends that may impact on your decision.
- P8 Identify and evaluate the range of options open to you.
- P9 Draw conclusions supported by reasoned arguments and reliable information, clearly stating any assumptions you have made and risks that may be involved.
- P10 Take decisions
  - P10.1 in line with your objectives
  - P10.2 within the scope of your authority
  - P10.3 consistent with values, policies and guidelines
  - P10.4 in time for necessary action to be taken.
- P11 Obtain help and advice if
  - P11.1 you do not have adequate information
  - P11.2 the decision is outside your area of responsibility or scope of authority
  - P11.3 your decisions are likely to conflict with values, policies and guidelines.
- P12 Communicate your decision and rationale clearly to those who are affected.

### **Behaviours which underpin effective performance**

- 1 Present information clearly, concisely, accurately and in ways that promote understanding
- 2 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 3 Act within the limits of your authority
- 4 Show integrity, fairness and consistency in decision-making
- 5 Check the accuracy and validity of information
- 6 Seek concrete information in an ambiguous situation
- 7 Seek to understand people's needs and motivations
- 8 Identify the range of elements in a situation and how they relate to each other
- 9 Build a plausible picture from limited data
- 10 Specify the assumptions made and risks involved in understanding a situation
- 11 Test a variety of options before taking a decision
- 12 Take timely decisions that are realistic for the situation
- 13 Take decisions in uncertain situations or based on incomplete information when necessary
- 14 Take and implement difficult and/or unpopular decisions, if necessary

### **Knowledge and understanding**

You need to know and understand:

### **General knowledge and understanding**

- K1 The importance of engaging those who are able to contribute or may be affected in the decision-making process, and how to do so.
- K2 The importance of setting objectives for the decision, and how to make it clear what the decision must achieve and what is outside the scope of the decision.
- K3 How to identify the information you need to take the decision.
- K4 How to judge whether you have sufficient, accurate, reliable and relevant information to allow you to take the decision.
- K5 How to identify if information is inadequate, unreliable, contradictory or ambiguous, and how to remedy this in a timely way.
- K6 How to analyse information to identify relevant facts, patterns and trends.
- K7 The range of options open to you and how to evaluate the options.
- K8 How to justify your conclusions.
- K9 The importance of ensuring your decisions are in line with your organisation's values, policies and guidelines.
- K10 The importance of showing any assumptions you have made and risks that may be involved, and how to do so.
- K11 The importance of taking decisions in time for necessary action to be taken.
- K12 How to communicate your decision clearly and concisely.

### **Industry/sector specific knowledge and understanding**

- K13 Industry/sector requirements for using information to take decisions.

### **Context specific knowledge and understanding**

- K14 People who are able to contribute to the decision-making process or will be affected by the decision.
- K15 Facts, patterns and trends that may impact on your decision.
- K16 Your organisation's policies, values and guidelines.
- K17 The scope of your authority for taking decisions and when you need to refer to someone else.
- K18 Whom to go to for advice if you do not have adequate information, the decision is outside your area of responsibility, or your decisions conflict with policies, values and guidelines.

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Unit level:	SCQF 7
Credit value:	3
Unit aim:	This unit is about communicating information and knowledge to a wide range of people.
Relationship to NOS:	National Occupational Standards for Management and Leadership
Who is the unit for?	This unit is relevant to all managers and leaders.

---

### Skills

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

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

---

### Outcome of effective performance

You must be able to:

- P1 Identify the information and knowledge people need and why they need them.
- P2 Communicate information and knowledge only to those who have a right to them, in line with policies and legal requirements.



- P3 Identify how people prefer to receive information and knowledge and what media, languages, styles, timing and pace are most appropriate.
  - P4 Check that the information and knowledge you are communicating are current, accurate and complete.
  - P5 Take action to minimise any interference or disruption to your communication.
  - P6 Communicate in ways that help people to understand the information and knowledge you are communicating and their relevance.
  - P7 Use a variety of techniques to gain and maintain people's attention and interest and to help them retain information and knowledge.
  - P8 Adjust and fine-tune your communication in response to both verbal and non-verbal feedback.
  - P9 State the level of confidence that can be placed in the information and knowledge you are communicating; i.e. whether they are based on rigorously researched evidence, widely accepted facts or personal opinion.
  - P10 Where you have to use jargon, technical terms or abbreviations, explain these carefully.
  - P11 Confirm that people have received and understood the information and knowledge you have communicated.
- 

### **Behaviours which underpin effective performance**

- 1 Seize opportunities presented by the diversity of people
  - 2 Identify people's information needs
  - 3 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
  - 4 Identify people's preferred ways of communicating
  - 5 Use communication media and styles appropriate to different people and situations
  - 6 Present information clearly, concisely, accurately and in ways that promote understanding
  - 7 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
  - 8 Check the accuracy and validity of information
  - 9 Make appropriate information and knowledge available promptly to those who need it and have a right to it
  - 10 Seek to understand people's needs and motivations
  - 11 Take timely decisions that are realistic for the situation
- 

### **Knowledge and understanding**

You need to know and understand:

#### **General knowledge and understanding**

- K1 How to identify people's needs for information and knowledge and their motivations for acquiring it.
  - K2 The importance of communicating information and knowledge only to those who have a right to it.
  - K3 How to establish people's preferred communication media, languages, styles, timing and pace.
-

- K4 The importance of checking the currency, accuracy and completeness of the information and knowledge you are communicating, and how to do so.
- K5 How to take action to minimise any interference or disruption to your communication.
- K6 The importance of structuring your communication in ways that facilitate people's reception and understanding, and how to do so.
- K7 Techniques to gain and maintain people's attention and interest and to help them retain information and knowledge, and how to use a variety of relevant techniques.
- K8 The importance of using verbal and non-verbal feedback to help you fine-tune your communication, and how to do so.
- K9 The importance of communicating the level of confidence that can be placed on the information and knowledge, i.e.; whether it is based on rigorously researched evidence, widely accepted facts or personal opinion.
- K10 The importance of carefully explaining jargon, technical terms or abbreviations.
- K11 The importance of confirming that people have received and understood the information and knowledge you have communicated, and how to do so.

### **Industry/sector specific knowledge and understanding**

- K12 Industry/sector requirements for communicating information and knowledge.

### **Context specific knowledge and understanding**

- K13 The needs, motivations and preferences of the people you are communicating with.
- K14 Policies and legal requirements relating to communication.
- K15 Who has a right to the information and knowledge you are communicating.
- K16 The jargon, technical terms and abbreviations commonly used in the context in which you are working.

## Unit 323

## Manage projects

<b>Unit level:</b>	SCQF 8
<b>Credit value:</b>	11
<b>Unit aim:</b>	This unit is about managing projects for which you have been given responsibility.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders who are required to manage projects.

---

### Skills

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

- Acting assertively
- Communicating
- Consulting
- Contingency planning
- Decision-making
- Delegating
- Evaluating
- Information management
- Involving others
- Leadership
- Managing conflict
- Monitoring
- Motivating
- Negotiating
- Planning
- Presenting information
- Prioritising
- Problem solving
- Providing feedback
- Reporting

- Reviewing
- Risk management
- Setting objectives
- Stress management
- Thinking systematically
- Time management

---

## Outcome of effective performance

You must be able to:

- P1 Discuss and agree the key objectives and scope of the proposed project and the available resources with the project sponsors and other key stakeholders.
- P2 Identify how the proposed project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken.
- P3 Develop, in consultation with project team members, a realistic and thorough plan for undertaking the project and achieving its objectives.
- P4 Discuss and agree the project plan with the project sponsors and other key stakeholders, making changes where necessary.
- P5 Brief project team members on the project plan and their roles and responsibilities and provide ongoing support, encouragement and information.
- P6 Put processes and resources in place to manage potential risks arising from the project and deal with contingencies.
- P7 Implement the project plan, selecting and applying effective project management tools and techniques to monitor, control and review progress.
- P8 Communicate progress to the project sponsor, other key stakeholders and project team members on a regular basis.
- P9 Identify, in the light of progress, problems encountered or changes to organisational objectives, any required changes to the project plan, obtaining agreement from project sponsors and other key stakeholders where necessary.
- P10 Deliver project objectives on time and within budget.
- P11 Confirm satisfactory completion of the project with the project sponsor and any key stakeholders.
- P12 Evaluate the success of the project, identifying what lessons can be learned and shared.
- P13 Celebrate the completion of the project, recognising the contributions of project team members.

---

## Behaviours which underpin effective performance

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 2 Identify the range of elements in a situation and how they relate to each other
- 3 Present information clearly, concisely, accurately and in ways that promote understanding
- 4 Act within the limits of your own authority
- 5 Watch out for potential risks and hazards
- 6 Prioritise objectives and plan work to make the effective use of time and resources

- 7 Take personal responsibility for making things happen
  - 8 Clearly agree what is expected of others and hold them to account
  - 9 Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
  - 10 Take pride in delivering high quality work
  - 11 Create a sense of common purpose
  - 12 Make effective use of available resources
  - 13 Seek new sources of support when necessary
  - 14 Identify the implications or consequences of a situation
  - 15 Take timely decisions that are realistic for the situation
- 

## Knowledge and understanding

You need to know and understand:

### General knowledge and understanding

- K1 The characteristics of projects as opposed to routine management functions/activities.
- K2 The role and key responsibilities of a project manager.
- K3 Key stages in the project life cycle.
- K4 The importance of the relationship between the project manager and the project sponsors and any key stakeholders.
- K5 Why it is important to discuss and agree the key objectives and scope of a proposed project with the project sponsors and any key stakeholders before detailed planning commences.
- K6 The type of information needed for effective project planning.
- K7 Why it is important to be able to identify and understand how a project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken.
- K8 Why it is important to consult with relevant people in developing a project plan and how to do so effectively.
- K9 What should be included in a project plan, particularly activities, required resources and timescales and why the plan needs to be discussed and agreed with the project sponsors and any key stakeholders.
- K10 Why it is important that any project team members are briefed on the project plan, their roles and responsibilities and how to do so effectively.
- K11 Ways of providing ongoing support, encouragement and information to any project team members.
- K12 Ways of identifying and managing potential risks in relation to the project.
- K13 The importance of contingency planning and how to do it effectively.
- K14 How to select from and apply a range of project management tools and techniques to monitor, control and review progress of the project.
- K15 Effective ways of communicating with project sponsors and any key stakeholders during a project.
- K16 The importance of agreeing changes to the project plan with the project sponsors and any key stakeholders.
- K17 The type of changes that might need to be made to a project plan during implementation.

- K18 Why it is important to confirm satisfactory completion of the project with the project sponsors and any key stakeholders and how to do so effectively.
- K19 How to establish effective systems for evaluating the success of projects and identifying lessons for the future.
- K20 The importance of recognising the contributions of project team members to the success of projects and different ways of doing so.

### **Industry/sector specific knowledge and understanding**

- K21 Project management tools and techniques commonly used in the industry or sector.
- K22 Risks and contingencies common to the industry/sector.
- K23 Industry/sector specific legislation, regulations, guidelines and codes of practice.

### **Context specific knowledge and understanding**

- K24 The project sponsors – the individual or group for whom the project is being undertaken.
- K25 Key stakeholders – the individuals or groups who have a significant interest in the success of the project and the organisation.
- K26 The agreed key objectives and scope of the proposed project and the available resources.
- K27 The overall vision, objectives and plans of the organisation and any other relevant programmes of work or other projects being undertaken.
- K28 Your organisation's project management methodology, policy and procedures.
- K29 Mechanisms for consulting on the development of the project plan and the views/thoughts received from relevant people in relation to proposals.
- K30 The agreed project plan.
- K31 The roles and responsibilities of any project team members.
- K32 Methods used for briefing, supporting, encouraging and providing information to any project team members.
- K33 Processes and resources put in place to manage potential risks and deal with contingencies.
- K34 Type and nature of potential risks identified and contingencies encountered.
- K35 Specific project management tools and techniques used to monitor, control and review progress.
- K36 Processes in place for communicating information on progress of the project to the project sponsors, any key stakeholders and any project team members.
- K37 Processes in place for identifying and agreeing changes to the project plan and any changes which have been made.
- K38 Processes for confirming satisfactory completion of the project with the project sponsors and any key stakeholders.
- K39 Processes for evaluating the success of the project and any lessons which have been learned from undertaking the project.
- K40 Methods used for recognising the contributions of any project team members to successful projects.

## Unit 324

## Prepare for and participate in quality audits

<b>Unit level:</b>	SCQF 8
<b>Credit value:</b>	6
<b>Unit aim:</b>	This unit is about preparing for, and participating in, quality audits of your area of responsibility as part of a formal quality management system.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership

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### Skills

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

- Communicating
- Information management
- Monitoring
- Planning
- Presenting information
- Reporting
- Reviewing

---

### Outcome of effective performance

You must be able to:

- P1 Establish clearly the quality units and procedures that apply to your area of responsibility.
- P2 Monitor work in your area of responsibility to ensure it consistently meets quality units and complies with procedures.
- P3 Check that all relevant records and documentation are complete, up to date and accessible.
- P4 Check that any corrective actions agreed in previous audits have been taken and that any recommendations have been considered and acted upon, where appropriate.

- P5 Provide the auditor with access to all relevant information, records and documentation.
  - P6 Discuss with the auditor the results of the audit and agree appropriate corrective actions to remedy any non-conformances and the date by which the actions should be carried out.
  - P7 Discuss with the auditor any areas where business processes, quality units or procedures could be improved.
  - P8 Make a realistic plan to carry out any agreed corrective actions.
  - P9 Carry out corrective actions by agreed dates.
- 

## **Behaviours which underpin effective performance**

- 1 Seek opportunities to improve performance
  - 2 Find practical ways to overcome obstacles
  - 3 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
  - 4 Present information clearly, concisely, accurately and in ways that promote understanding
  - 5 Keep people informed of plans and developments in a timely way
  - 6 Show respect for the views and actions of others
  - 7 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
  - 8 Act within the limits of your authority
  - 9 Use cost-effective, time-effective and ethical means to gather, store and retrieve information
  - 10 Check the accuracy and validity of information
  - 11 Make appropriate information and knowledge available promptly to those who need it and have a right to it
  - 12 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation
- 

## **Knowledge and understanding**

You need to know and understand:

### **General knowledge and understanding**

- K1 Quality management principles and methods.
- K2 How to monitor work to ensure it consistently meets quality units and complies with procedures.
- K3 The importance of ensuring that records and documentation are complete and up to date and how to make these readily accessible to auditors.
- K4 How to identify areas where business processes, quality systems or procedures could be improved.
- K5 How to plan and monitor to ensure that corrective actions are carried out by agreed dates.

### **Industry/sector specific knowledge and understanding**

- K6 Industry/sector requirements for quality management and auditing.
-



### **Context specific knowledge and understanding**

K7 The quality units and procedures that apply to your area of responsibility.

K8 The records and documentation required for your area of responsibility.

K9 Corrective actions agreed in previous audits.

K10 Recommendations for improvements made in previous audits.

Unit level:	SCQF 6
Credit value:	9
Unit aim:	This unit is about managing the delivery of customer service.
Relationship to NOS:	National Occupational Standards for Management and Leadership
Who is the unit for?	This unit is relevant to managers and leaders who are required to manage the delivery of customer service as part of a broader management role.

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## Skills

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

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

---

## Outcome of effective performance

You must be able to:

- P1 Engage people within your organisation and other key stakeholders in managing customer service.
  - P2 Establish clear and measurable units of customer service, taking into account customers' expectations, your organisation's resources and any legal or regulatory requirements.
  - P3 Organise people and other resources to meet customer service units, taking account of varying levels of demand and likely contingencies.
  - P4 Ensure people delivering customer service are competent to carry out their duties, and provide them with any necessary training, support and supervision.
  - P5 Ensure people understand the units of customer service they are expected to deliver and the extent of their autonomy in responding to customers' requests and problems.
  - P6 Take responsibility for dealing with customers' requests and problems referred to you, seeking advice from specialists and/or more senior managers, where necessary.
  - P7 Ensure customers are kept informed about the actions you are taking to deal with their requests or problems.
  - P8 Encourage staff and customers to provide feedback on their perceptions of the units of customer service.
  - P9 Continuously monitor the units of customer service delivered, customers' requests and problems and feedback from staff and customers.
  - P10 Analyse customer service data to identify the causes of problems and opportunities for improving customer service.
  - P11 Make or recommend changes to processes, systems or units in order to improve customer service.
- 

### **Behaviours which underpin effective performance**

- 1 Respond promptly to crises and problems with a proposed course of action
  - 2 Seek opportunities to improve performance
  - 3 Encourage others to take decisions autonomously, when appropriate
  - 4 Demonstrate a clear understanding of different customers and their real and perceived needs
  - 5 Empower staff to solve customer problems within clear limits of authority
  - 6 Take personal responsibility for resolving customer problems referred to you by other staff
  - 7 Recognise recurring problems and promote changes to structures, systems and processes to resolve these
  - 8 Encourage and welcome feedback from others and use this feedback constructively
  - 9 Prioritise objectives and plan work to make the effective use of time and resources
  - 10 Take personal responsibility for making things happen
  - 11 Clearly agree what is expected of others and hold them to account
  - 12 Honour your commitments to others
  - 13 Identify the implications or consequences of a situation
  - 14 Take timely decisions that are realistic for the situation
- 

### **Knowledge and understanding**

You need to know and understand:

## **General knowledge and understanding**

- K1 How to engage people within your organisation and other stakeholders in managing customer service.
- K2 How to establish clear and measurable units of customer service, taking into account customers' expectations and your organisation's resources.
- K3 How to organise staffing and other resources to meet customer service units, and the importance of taking account of varying levels of demand and likely contingencies.
- K4 How to identify likely contingencies when organising staffing and other resources.
- K5 How to identify sustainable resources and ensure their effective use when organising the delivery of customer service.
- K6 The importance of ensuring customer service staff are competent to carry out their duties, and providing them with any necessary support, and how to do so.
- K7 The importance of ensuring staff understand the units of customer service they are expected to deliver and the extent of their autonomy in responding to customers' requests and problems.
- K8 The importance of taking responsibility for dealing with customers' requests and problems referred to you, seeking advice from specialists and/or more senior managers, where necessary.
- K9 The importance of keeping customers informed about the actions you are taking to deal with their requests or problems.
- K10 How to identify and manage potential issues before they develop into problems.
- K11 How to deal with customers' requests and/or problems.
- K12 The importance of encouraging staff and customers to provide feedback on their perceptions of the units of customer service.
- K13 How to monitor the units of customer service delivered, customers' requests and problems and feedback from staff and customers, and the importance of doing so continuously.
- K14 The types of customer service data available and how to analyse such data to identify the causes of problems and opportunities for improving customer service.
- K15 Types of problems and opportunities for improving customer service.
- K16 The importance of making or recommending changes to processes, systems and/or units in order to improve customer service, and how to do so.

## **Industry/sector specific knowledge and understanding**

- K17 Industry/sector requirements for the delivery of customer service.

## **Context specific knowledge and understanding**

- K18 Individuals within your area of work, their roles, responsibilities, competences and potential.
- K19 Your organisation's key stakeholders and their interests.
- K20 Your organisation's customers and their expectations of customer service.
- K21 Your organisation's complaints policy and procedures.
- K22 Your organisation's available resources.
- K23 Your organisation's staffing in relation to delivering customer service.
- K24 Sources of advice, guidance and support from customer service specialists or more senior managers.

## Unit 326

## Manage corporate social responsibility (CSR)

Unit level:	SCQF 8
Credit value:	14
Unit aim:	This unit is about managing corporate social responsibility (CSR), aligning your organisation's values and behaviour with the expectations and needs of its stakeholders, not just its customers and investors, but also its employees, suppliers, communities, regulators, special interest groups and society as a whole.
Relationship to NOS:	National Occupational Standards for Management and Leadership
Who is the unit for?	This unit is for managers and leaders who have the specific responsibility for managing CSR for their organisation.

### Skills

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

- Assessing
- Balancing competing needs and interests
- Building consensus
- Communicating
- Consulting
- Evaluating
- Influencing
- Inspiring
- Involving others
- Leadership
- Monitoring
- Networking
- Persuading
- Presenting information

- Reporting
- Reviewing
- Setting objectives

---

## Outcome of effective performance

You must be able to:

- P1 Engage people within your organisation and other key stakeholders in reviewing and developing your organisation's CSR policy and objectives.
- P2 Evaluate the impact of your organisation on the environment, the local community and society as a whole and ways in which its impact can be more beneficial.
- P3 Ensure your CSR policy and objectives reflect your organisation's vision and values and its legal, ethical, social and environmental responsibilities.
- P4 Communicate to people within your organisation and other stakeholders your CSR policy and its benefits both to your organisation and society.
- P5 Ensure your organisation's normal business activities – particularly employment, selection of collaborators/suppliers, use of resources, health and safety – comply with your CSR policy.
- P6 Support initiatives which create shared value for your organisation, the community and the wider social and physical environment.
- P7 Monitor compliance with your CSR policy and progress towards its objectives and take appropriate action.
- P8 Provide advice, guidance and support towards achieving CSR objectives, when required.
- P9 Report achievement of, and progress towards, your CSR objectives to stakeholders, encouraging their feedback.
- P10 Review your organisation's CSR policy and objectives, in the light of results, feedback from stakeholders and any significant changes in the operating environment.

---

## Behaviours which underpin effective performance

- 1 Seize opportunities presented by the diversity of people
- 2 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 3 Identify people's preferred ways of communicating
- 4 Use communication media and styles appropriate to different people and situations
- 5 Make time available to support others
- 6 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 7 Identify and raise ethical concerns
- 8 Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
- 9 Communicate clearly the value and benefits of a proposed course of action
- 10 Work towards win-win solutions
- 11 Acknowledge differing points of view and seek to build consensus
- 12 Seek to influence the climate and culture of the organisation
- 13 Recognise stakeholders' needs and interests and manage these effectively

## Knowledge and understanding

You need to know and understand:

### General knowledge and understanding

- K1 How to engage employees and other stakeholders in CSR.
- K2 How to measure the impact of your organisation on the environment, the local community and society.
- K3 The principles and methods of effective communication, and how to apply them.
- K4 The principles and methods of effective negotiation, and how to apply them.
- K5 Consensus-building principles, methods and techniques.
- K6 Corporate social responsibility (CSR) principles, methods, tools and techniques.
- K7 How to monitor compliance with the CSR policy.
- K8 How to provide people with the advice, guidance and support they need.
- K9 How to evaluate the effectiveness of a CSR policy.
- K10 How to report achievement of, and progress towards, CSR objectives.

### Industry/sector specific knowledge and understanding

- K11 Legal, regulatory and ethical requirements in your sector.

### Context specific knowledge and understanding

- K12 Individuals within your area of work, their roles, responsibilities, competences and potential.
- K13 Your organisation's legal, ethical, social and environmental responsibilities.
- K14 Your organisation's activities.
- K15 Your organisation's operating environment.
- K16 Your organisation's stakeholders, their interests and expectations.
- K17 Your organisation's values.
- K18 Your organisation's vision.

## Unit 327

## Evaluate change

Unit level:	SCQF 9
Credit value:	6
Unit aim:	This unit is about evaluating change. It involves checking to see whether the objectives have been achieved, identifying any other benefits or disadvantages resulting from the change and learning the lessons from the change process itself.
Relationship to NOS:	National Occupational Standards for Management and Leadership
Who is the unit for?	This unit is relevant to managers who are responsible for evaluating organisational change processes.

---

### Skills

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

- Analysing
- Communicating
- Evaluating
- Information management
- Presenting information
- Reflecting
- Reviewing

---

### Outcome of effective performance

You must be able to:

- P1 Engage appropriate people within your organisation and other key stakeholders in evaluating change.
- P2 Evaluate the results of the change process against the success criteria agreed with key stakeholders.
- P3 Establish the reasons for any failure to meet the success criteria in full.
- P4 Evaluate the impact on people involved in the change process.



- P5 Identify any unanticipated benefits or disadvantages arising from the change and the reasons for these.
  - P6 Review the change process, including any deviations from the original plan, and identify the lessons to be learned for future change processes.
  - P7 Calculate the net value of the change and determine whether it meets the expectations of key stakeholders.
  - P8 Communicate the findings of your evaluation to key stakeholders with recommendations for any further changes required.
- 

### **Behaviours which underpin effective performance**

- 1 Seek opportunities to improve performance
  - 2 Present information clearly, concisely, accurately and in ways that promote understanding
  - 3 Reflect on your experiences and use the lessons to guide your decisions and actions
  - 4 Check the accuracy and validity of information
  - 5 Recognise stakeholders' needs and interests and manage these effectively
  - 6 Identify the range of elements in a situation and how they relate to each other
  - 7 Identify the implications or consequences of a situation
  - 8 Build a plausible picture from limited data
  - 9 Specify the assumptions made and risks involved in understanding a situation
- 

### **Knowledge and understanding**

You need to know and understand:

#### **General knowledge and understanding**

- K1 How to engage employees and other stakeholders in evaluating change.
- K2 The principles and methods of effective communication and how to apply them.
- K3 How to analyse change processes to identify the causes of success or failure and unanticipated benefits or disadvantages.
- K4 How to identify lessons to be learned and applied to future change processes.
- K5 How to calculate net value of changes.
- K6 How to formulate and present recommendations.

#### **Industry/sector specific knowledge and understanding**

- K7 Legal, regulatory and ethical requirements in your sector.

#### **Context specific knowledge and understanding**

- K8 Individuals within your area of work, their roles, responsibilities, competences and potential.
- K9 Your organisation's stakeholders, their interests and expectations.
- K10 Your organisation's culture.

## Unit 328

## Induct individuals into their roles

<b>Unit level:</b>	SCQF 6
<b>Credit value:</b>	4
<b>Unit aim:</b>	This unit is about inducting individuals – who may be new recruits or people already in the organisation – into new work roles.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is not intended for human resources specialists. It is relevant to managers and leaders who are responsible for inducting individuals into new work roles in their organisation or their particular area of responsibility.

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### Skills

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

- Communicating
- Evaluating
- Inspiring
- Involving others
- Obtaining feedback
- Presenting information
- Prioritising
- Providing feedback
- Valuing and supporting others

---

### Outcome of effective performance

You must be able to:

- P1 Engage appropriate people within your organisation and other key stakeholders in inducting people into their roles.

- P2 Ensure you comply with your organisation's induction, equality, diversity and inclusion policies.
  - P3 Seek and make use of specialist resources, where required.
  - P4 Welcome individuals and explain the unique contribution they are expected to make to achieve the objectives of the organisation and their work area.
  - P5 Explain to individuals the purpose and importance of a structured induction programme.
  - P6 Establish individuals' needs for information about your organisation, organisational policies and practices, their work roles and people they will work with.
  - P7 Establish any specific learning and development needs to enable individuals to perform their duties safely and effectively.
  - P8 Provide individuals with an induction programme to meet their information, learning and development needs.
  - P9 Take account of individuals' diverse needs when designing their induction programmes.
  - P10 Introduce individuals to the people they will work with, explaining respective roles and how they will interface.
  - P11 Encourage individuals to take responsibility for monitoring their progress and completing their induction programmes.
  - P12 Provide support, supervision and feedback to enable individuals to perform effectively as soon as possible.
  - P13 Obtain feedback and engage individuals in evaluating the effectiveness of their induction programmes and identifying any areas for improvement.
- 

### **Behaviours which underpin effective performance**

- 1 Seize opportunities presented by the diversity of people
  - 2 Identify people's information needs
  - 3 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
  - 4 Present information clearly, concisely, accurately and in ways that promote understanding
  - 5 Make time available to support others
  - 6 Support others to make effective use of their abilities
  - 7 Give feedback to others to help them maintain and improve their performance
  - 8 Inspire others with the desire to learn
  - 9 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
  - 10 Watch out for potential risks and hazards
  - 11 Agree challenging but achievable objectives
  - 12 Prioritise objectives and plan work to make the effective use of time and resources
  - 13 Clearly agree what is expected of others and hold them to account
  - 14 Make appropriate information and knowledge available promptly to those who need it and have a right to it.
- 

### **Knowledge and understanding**

**You need to know and understand:**

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### **General knowledge and understanding**

- K1 How to engage employees and other stakeholders in induction processes.
- K2 How to identify individuals' information, learning and development needs.
- K3 The purpose and importance of a structured induction programme.
- K4 What an induction programme should cover.
- K5 How to identify and take account of individuals' diverse needs in induction programmes.
- K6 How to encourage individuals to take responsibility for their progress.
- K7 How to provide the support, supervision and feedback individuals need.
- K8 How and when to review individuals' progress towards achieving the objectives in their induction programmes.
- K9 How to obtain and make use of feedback.
- K10 The importance of evaluating the effectiveness of induction programmes and identifying areas for improvement.

### **Industry/sector specific knowledge and understanding**

- K11 Employment practices in your sector.
- K12 Legal, regulatory and ethical requirements in your sector.
- K13 Working culture and practices in your sector.

### **Context specific knowledge and understanding**

- K14 Your organisation's induction policy.
- K15 Your organisation's equality, diversity and inclusion policy.
- K16 Specialist resources available to support induction and how to make use of them.
- K17 Individuals within your area of responsibility, their roles, responsibilities, competences and potential.
- K18 The diverse needs of your workforce.
- K19 Training and development opportunities and resources available.

Unit level:	SCQF 7
Credit value:	7
Unit aim:	This unit is about redeploying people to new roles, new areas of the organisation and/or new locations.
Relationship to NOS:	National Occupational Standards for Management and Leadership
Who is the unit for?	This unit is relevant to managers and leaders who are responsible for redeploying people in their organisation or their particular area of responsibility.

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## Skills

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

- Communicating
- Consulting
- Decision-making
- Empathising
- Evaluating
- Information management
- Involving others
- Managing conflict
- Negotiating
- Planning
- Presenting information
- Reviewing
- Thinking systematically
- Valuing and supporting others

---

## Outcome of effective performance

You must be able to:

- P1 Engage appropriate people within your organisation and other key stakeholders in developing plans for redeploying people.
  - P2 Ensure you comply with your organisation's redeployment policies and procedures.
  - P3 Seek and make use of specialist resources, where required.
  - P4 Establish the business need to redeploy people to different roles, areas of the organisation and/or locations and communicate the reasons to those involved.
  - P5 Draw up fair and clear criteria for selecting individuals for redeployment.
  - P6 Apply selection criteria objectively to identify those individuals to be redeployed.
  - P7 Make clear offers to individuals selected for redeployment, specifying:
    - P7.1 the new job title, location and reporting arrangements
    - P7.2 any changes in salary, benefits or other terms and conditions
    - P7.3 any relocation allowances
    - P7.4 the alternatives if the offer is not accepted
    - P7.5 the date by which the offer must be accepted or rejected.
  - P8 Provide induction, support, supervision and feedback to enable individuals to perform safely and effectively in their new roles as soon as possible.
  - P9 Evaluate the redeployment process with those involved and identify any areas for improvements.
- 

## **Behaviours which underpin effective performance**

You need to know and understand:

- 1 Seek to turn unexpected events into opportunities rather than threats
  - 2 Identify people's information needs
  - 3 Present information clearly, concisely, accurately and in ways that promote understanding
  - 4 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
  - 5 Make time available to support others
  - 6 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
  - 7 Act within the limits of your authority
  - 8 Show integrity, fairness and consistency in decision making
  - 9 Clearly agree what is expected of others and hold them to account
  - 10 Protect the confidentiality and security of information
  - 11 Identify the range of elements in a situation and how they relate to each other
- 

## **Knowledge and understanding**

You need to know and understand:

### **General knowledge and understanding**

- K1 How to engage employees and other stakeholders in redeployment processes.
  - K2 Principles and methods of effective communication and how to apply them.
-

- K3 How to establish fair and clear criteria for redeployment.
- K4 What redeployment offers should cover.
- K5 The importance of providing induction, support, supervision and feedback to individuals being redeployed and how to do so.
- K6 The importance of evaluating the effectiveness of redeployment processes and identifying areas for improvement.

#### **Industry/sector specific knowledge and understanding**

- K7 Consultation requirements in your sector.
- K8 Employment practices in your sector.
- K9 Legal, regulatory and ethical requirements in your sector.

#### **Context specific knowledge and understanding**

- K10 Your organisation's redeployment policies and procedures.
- K11 Specialist resources available to support redeployment processes and how to make use of them.
- K12 The business need for redeploying people.
- K13 Employment contracts with people working in and for your organisation.
- K14 Individuals within your area of work, their roles, responsibilities, competences and potential.
- K15 Your own role, responsibilities and level of authority.

<b>Unit level:</b>	SCQF 8
<b>Credit value:</b>	8
<b>Unit aim:</b>	This unit is about managing flexible working arrangements. There is a wide range of flexible working arrangements available, covering both when people work (full time, part time, flexi-time, time off in lieu, job sharing, annual hours etc) and where people work (home working, tele-working, hot-desking etc).
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders who have the authority to take decisions regarding the flexible working of their staff

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### Skills

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

- Acting assertively
- Balancing competing needs and interests
- Communicating
- Decision-making
- Empathising
- Evaluating
- Innovating
- Monitoring
- Presenting information
- Reviewing
- Thinking strategically
- Valuing and supporting others

---

### Outcome of effective performance



## You must be able to:

- P1 Engage staff, their representatives and other key stakeholders in developing and managing flexible working arrangements.
  - P2 Ensure staff understand:
    - P2.1 their rights under flexible working legislation
    - P2.2 your organisation's flexible working policy, and
    - P2.3 the flexible working arrangements available to them.
  - P3 Evaluate the range of flexible working arrangements and identify those which are consistent with the nature of your organisation's business, its strategy and values.
  - P4 Evaluate opportunities to introduce flexible working arrangements to support business processes and the achievement of objectives.
  - P5 Consider the impact of flexible working arrangements on the management of your area and other parts of the organisation.
  - P6 Introduce flexible working arrangements in consultation with staff, their representatives and other key stakeholders.
  - P7 Verify that flexible working arrangements are compatible with the workload of the team and the achievement of objectives.
  - P8 Consider requests for flexible working from staff and seek to accommodate these, where possible.
  - P9 State clear reasons if you decide to refuse a flexible working request, ensuring these reasons are consistent with your organisation's policy and legal requirements.
  - P10 Handle appeals to decisions to refuse a flexible working request in line with your organisation's policy and legal requirements.
  - P11 Seek support from specialists, where necessary.
  - P12 Engage staff, their representatives and other key stakeholders in reviewing flexible working arrangements on a regular basis
- 

## Behaviours which underpin effective performance

- 1 Seek to turn unexpected events into opportunities rather than threats
  - 2 Try out new ways of working
  - 3 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
  - 4 Present information clearly, concisely, accurately and in ways that promote understanding
  - 5 Keep people informed of plans and developments in a timely way
  - 6 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
  - 7 Support others to realise their potential and achieve their personal aspirations
  - 8 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
  - 9 Take action to uphold individuals' rights
  - 10 Show integrity, fairness and consistency in decision making
  - 11 Say no to unreasonable requests
  - 12 Check the accuracy and validity of information
  - 13 Identify the implications or consequences of a situation
  - 14 Take and implement difficult and/or unpopular decisions, if necessary
-

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## Knowledge and understanding

You need to know and understand:

### General knowledge and understanding

- K1 How to engage staff, their representatives and other key stakeholders in developing, managing and reviewing flexible working arrangements.
- K2 The range of flexible working arrangements available.
- K3 Principles and methods of effective communication and how to apply them.
- K4 How to consult with staff, their representatives and other key stakeholders.
- K5 Legal requirements relating to flexible working.
- K6 How to evaluate requests for flexible working and identify ways of accommodating these.
- K7 Legitimate reasons for refusing requests for flexible working.

### Industry/sector specific knowledge and understanding

- K8 Industry/sector requirements for consultation with employees and their representatives.

### Context specific knowledge and understanding

- K9 Individuals within your area of work, their roles, responsibilities, competences and potential.
- K10 Your organisation's flexible working policy and the flexible working arrangements available within this policy.
- K11 Your organisation's business, strategy and values.
- K12 Your organisation's stakeholders and their interests.
- K13 Sources of specialist support.

## Unit 331

## Promote staff wellbeing

<b>Unit level:</b>	SCQF 6
<b>Credit value:</b>	5
<b>Unit aim:</b>	This unit is about promoting the wellbeing of your staff.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders who have staff reporting to them and the authority to take action to promote their wellbeing.

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### Skills

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

- Communicating
- Empathising
- Evaluating
- Leadership
- Leading by example
- Obtaining feedback
- Planning
- Problem solving
- Reviewing
- Risk management
- Setting objectives
- Stress management
- Team building
- Valuing and supporting others

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### Outcome of effective performance

You must be able to:

- P1 Engage staff, their representatives and other key stakeholders in promoting staff wellbeing.
  - P2 Review key indicators and use these to measure improvements in staff wellbeing.
  - P3 Evaluate levels of staff wellbeing through analysis of available quantitative and qualitative data.
  - P4 Develop a wellbeing culture and implement specific initiatives to enhance staff wellbeing in identified areas.
  - P5 Ensure objectives and workloads of staff are achievable within the working hours available.
  - P6 Provide staff with the training, support and supervision they need to be able to fulfil their responsibilities effectively both now and in the future.
  - P7 Make yourself available to discuss confidentially with staff problems affecting their wellbeing.
  - P8 Recognise indications that staff have problems affecting their wellbeing and take prompt and effective action to alleviate the problems, where possible.
  - P9 Consult with, or refer staff to, specialists, where their problems are outside your area of competence or authority.
- 

### **Behaviours which underpin effective performance**

- 1 Seize opportunities presented by the diversity of people
  - 2 Try out new ways of working
  - 3 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
  - 4 Make time available to support others
  - 5 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
  - 6 Act within the limits of your authority
  - 7 Refer issues outside the limits of your authority to appropriate people
  - 8 Watch out for potential risks and hazards
  - 9 Show integrity, fairness and consistency in decision making
  - 10 Address performance issues promptly and resolve them directly with the people involved
  - 11 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation
  - 12 Identify the implications or consequences of a situation
- 

### **Knowledge and understanding**

You need to know and understand:

#### **General knowledge and understanding**

- K1 How to engage staff, their representatives and other key stakeholders in promoting staff wellbeing.
  - K2 Key indicators (such as attendance, retention, working hours, productivity, job satisfaction, innovative suggestions) and measures of staff wellbeing.
-

- K3 Quantitative data (such as absenteeism, staff turnover, accident records, overtime) which can be used to evaluate levels of staff wellbeing.
- K4 Qualitative information (such as supervisory meetings, appraisals, exit interviews, staff surveys, body language) which can be used to evaluate levels of staff wellbeing.
- K5 How to analyse quantitative data and qualitative information to evaluate levels of staff wellbeing.
- K6 Initiatives that can be implemented to reduce stress and enhance staff wellbeing.
- K7 How to calculate achievable objectives and workloads for staff.
- K8 The importance of providing staff with opportunities to discuss issues affecting their wellbeing.
- K9 How to recognise indications that staff are having problems affecting their wellbeing.
- K10 The range of actions you can take to alleviate problems affecting staff wellbeing.

### **Industry/sector specific knowledge and understanding**

- K11 Industry/sector requirements for consultation with employees and their representatives.
- K12 Industry/sector requirements for enhancing staff wellbeing.

### **Context specific knowledge and understanding**

- K13 Data available in your organisation that can inform an assessment of staff wellbeing.
- K14 Individuals within your area of work, their roles, responsibilities, competences and potential.
- K15 Sources of specialist expertise.
- K16 Your organisation's vision, strategy, values and culture.
- K17 Your organisation's stakeholders and their interests.

<b>Unit level:</b>	SCQF 6
<b>Credit value:</b>	5
<b>Unit aim:</b>	This unit is about helping individuals – either in your own team or from another work group – to develop and maintain their performance through mentoring. Mentoring includes providing information and advice to individuals and facilitating their access to the people and resources they need in order to develop and progress.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders who have a specific responsibility for mentoring individuals.

---

### Skills

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

- Communicating
- Empathising
- Empowering
- Evaluating
- Influencing
- Information management
- Inspiring
- Leading by example
- Learning
- Mentoring
- Monitoring
- Motivating
- Networking
- Planning
- Presenting information
- Problem solving

- Providing feedback
- Questioning
- Reflecting
- Reviewing
- Valuing and supporting others

---

## Outcome of effective performance

You must be able to:

- P1 Help individuals clarify what they require and expect from mentoring.
- P2 Check that mentoring is appropriate to meet the individual's requirements and expectations.
- P3 Ensure that individuals' mentoring requirements and expectations are in line with your organisation's objectives.
- P4 Clarify your own expectations of the mentoring process.
- P5 Establish with individuals the information and advice they require and the people and resources they need to access.
- P6 Establish with individuals
  - P6.1 the mentoring you will provide
  - P6.2 the timescale
  - P6.3 the location, frequency and duration of meetings
  - P6.4 points at which progress will be reviewed
  - P6.5 how progress will be measured and assessed.
- P7 Facilitate individuals' access to the information, people and resources they require for their development.
- P8 Provide advice to individuals based on your own knowledge and experience and facilitate individuals' access to other sources of advice, if required.
- P9 Encourage individuals to reflect on their progress and articulate their thoughts and feelings about it.
- P10 Monitor individuals' progress and provide specific feedback designed to improve their performance.
- P11 Agree with individuals when they no longer require mentoring.
- P12 Encourage and empower individuals to take responsibility for developing and maintaining their own self-awareness, performance and impact.

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## Behaviours which underpin effective performance

- 1 Seek opportunities to improve performance
- 2 Find practical ways to overcome obstacles
- 3 Present information clearly, concisely, accurately and in ways that promote understanding
- 4 Keep people informed of plans and developments in a timely way
- 5 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 6 Support others to make effective use of their abilities
- 7 Give feedback to others to help them maintain and improve their performance

- 8 Recognise the achievements and success of others
  - 9 Inspire others with the desire to learn
  - 10 Make appropriate information and knowledge available promptly to those who need it and have a right to it
  - 11 Introduce people and organisations with common interests to each other
  - 12 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation
- 

## **Knowledge and understanding**

You need to know and understand:

### **General knowledge and understanding**

- K1 How to establish a mentoring contract with individuals and what the contract should cover.
- K2 How to facilitate individuals' access to the information, people and resources they require.
- K3 The importance of individuals reflecting on their progress and how to help them do this.
- K4 The importance of monitoring individuals' progress and how to do this.
- K5 How to give individuals specific feedback designed to improve their performance.
- K6 The importance of recognising when individuals have achieved their development objectives.
- K7 How to empower individuals to take responsibility for their own development.

### **Industry/sector specific knowledge and understanding**

- K8 Industry/sector requirements for supporting individuals to improve their performance.

### **Context specific knowledge and understanding**

- K9 Individuals in your area of work, their roles, responsibilities, competences and potential.
- K10 Your organisation's objectives.
- K11 Sources of information, resources and advice in your organisation.
- K12 Your organisation's policies and practices in relation to mentoring.



Unit level:	SCQF 7
Credit value:	7
Unit aim:	This unit is about managing a programme of quality audits to ensure people are complying with your organisation's quality system and procedures.
Relationship to NOS:	National Occupational Standards for Management and Leadership
Who is the unit for?	This unit is relevant to managers and leaders who, as part of their role, are responsible for managing quality audits.

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## Skills

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

- Assessing
- Communicating
- Delegating
- Evaluating
- Information management
- Involving others
- Monitoring
- Planning
- Presenting information
- Problem solving
- Providing feedback
- Reviewing
- Risk management
- Thinking systematically

---

## Outcome of effective performance

You must be able to:

- P1 Engage people within your organisation and other key stakeholders in auditing compliance with your organisation's quality systems.
  - P2 Establish the scope and objectives of quality audits.
  - P3 Evaluate the relative risks – probability and impact – of organisational processes not complying with quality systems.
  - P4 Develop a programme of quality audits which prioritises those areas and processes at greatest risk.
  - P5 Develop, support and supervise a sufficient number of competent people to carry out the programme of audits.
  - P6 Allocate audits to competent people on an equitable basis, taking into account their expertise and development needs.
  - P7 Ensure those responsible for organisational processes understand the requirements of quality systems and procedures and their roles within quality audits.
  - P8 Monitor progress of quality audits against the planned programme and take effective action in the event of significant variances or changes in organisational strategy, risk assessment or resource availability.
  - P9 Evaluate the results of quality audits and report non-compliance and associated risks to senior management with the appropriate level of urgency.
  - P10 Provide feedback to those whose performance was audited in ways which enhance their confidence and commitment to quality.
  - P11 Use the results to inform risk assessment and the preparation of future quality audit programmes.
- 

## **Behaviours which underpin effective performance**

### **You need to know and understand:**

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 2 Seek opportunities to improve performance
- 3 Present information clearly, concisely, accurately and in ways that promote understanding
- 4 Keep people informed of plans and developments in a timely way
- 5 Support others to make effective use of their abilities
- 6 Give feedback to others to help them improve their performance
- 7 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 8 Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
- 9 Make effective use of existing sources of information
- 10 Check the accuracy and validity of information
- 11 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation
- 12 Identify the implications or consequences of a situation
- 13 Take timely decisions that are realistic for the situation

---

## Knowledge and understanding

You need to know and understand:

### General knowledge and understanding

- K1 How to engage people within your organisation and other stakeholders in auditing compliance with your organisation's quality systems.
- K2 Quality management principles, methods, tools and techniques.
- K3 Risk management principles, methods, tools and techniques.
- K4 How to prioritise areas and processes at greatest risk of non-compliance.
- K5 How to develop a quality audit programme.
- K6 How to carry out quality audits.
- K7 The competences quality auditors require.
- K8 How to calculate the resources required to deliver a quality audit programme.
- K9 Principles and methods of effective communication and how to apply them.
- K10 How to monitor progress against plans and identify significant variances.
- K11 How to evaluate the results of quality audits and identify cases of non-compliance which require urgent attention.
- K12 How to provide feedback those whose performance was audited in ways which enhance their confidence and commitment to quality.
- K13 How to identify the lessons learned.

### Industry/sector specific knowledge and understanding

- K14 Legal, regulatory and ethical requirements in your sector/industry.
- K15 Industry/sector requirements for quality assurance.

### Context specific knowledge and understanding

- K16 Individuals within your work area, their roles, responsibilities, competences and potential.
- K17 Your organisation's key stakeholders and their interests.
- K18 Your organisation's quality systems.
- K19 The people in your organisation with responsibility for quality.
- K20 Your organisation's strategy.
- K21 Your organisation's resources.

<b>Unit level:</b>	SCQF 9
<b>Credit value:</b>	5
<b>Unit aim:</b>	This unit is about the activities involved within the sales cycle in matching products and services to customers' needs.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to those involved in selling their organisation's products and services, but are not necessarily sales specialists. For example, such individuals might be 'general' managers within larger organisations, or managers and/or proprietors within small to medium-sized organisations.

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## Skills

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

- Assessing
- Communicating
- Empathising
- Information management
- Innovating
- Negotiating
- Obtaining feedback
- Persuading
- Presenting information
- Prioritising
- Problem solving
- Questioning
- Reflecting
- Thinking with a focus on customers

---

## Outcome of effective performance

You must be able to:

- P1 Contact customers identified as sales leads, accessing those who can make buying decisions.
- P2 Identify customer requirements through careful questioning, checking for understanding and summarising their buying needs and interests.
- P3 Identify the key features and associated benefits of your relevant products and services, relating these to the needs identified.
- P4 Assess with the customer which of your products and services are suitable for their needs.
- P5 Evaluate potential trade-offs, whereby particular aspects of the product or service's package might be enhanced whilst others of lesser importance might be reduced, which may be beneficial both to the customer and to your organisation.
- P6 Provide accurate information regarding products, services and prices.
- P7 Make proposals to match the customer's requirements.
- P8 Explore any queries or objections raised by the customer and identify any reasons holding the customer back from agreeing the sale.
- P9 Identify and prioritise any concerns the customer may have.
- P10 Provide evidence of the strengths of your organisation and its products and services to address any concerns the customer may have.
- P11 Check that the customer agrees how any concerns can be overcome.
- P12 Interpret verbal and non-verbal buying signals given by the customer and act upon them accordingly in progressing towards closing the sale.
- P13 Close the sale by gaining the commitment of the customer.
- P14 Agree future contact arrangements, including post-sales calls to confirm customer satisfaction where relevant.
- P15 Record all required details accurately and clearly.
- P16 Fulfil all relevant legal, regulatory and ethical requirements.

---

## Behaviours which underpin effective performance

You need to know and understand:

- 1 Encourage, generate and recognise innovative solutions
- 2 Find practical ways to overcome obstacles
- 3 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 4 Present information clearly, concisely, accurately and in ways that promote understanding
- 5 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 6 Show respect for the views and actions of others
- 7 Demonstrate a clear understanding of different customers and their real and perceived needs
- 8 Prioritise objectives and plan work to make the effective use of time and resources

- 9 Seek to understand people's needs and motivations
  - 10 Communicate clearly the value and benefits of a proposed course of action
  - 11 Work towards 'win-win' solutions
  - 12 Honour your commitments to others
  - 13 Respond positively and creatively to setbacks
- 

## **Knowledge and understanding**

**You need to know and understand:**

### **General knowledge and understanding**

- K1 The difference between influencers and decision makers and their relative roles in the decision-making process.
- K2 The key stages in the sales cycle, and how to use this effectively in structuring the sales approach.
- K3 The importance of listening effectively, and of confirming understanding.
- K4 The importance of effective questioning techniques and how to use these.
- K5 The difference between features and benefits, and how to use these effectively in selling.
- K6 The typical range of behaviours displayed by customers, including body language, and how to respond to these constructively in a sales situation.
- K7 Typical objections that can arise in a selling situation, including the difference between sincere and insincere objections, and how to manage these effectively.
- K8 Effective methods for closing sales.

### **Industry/sector specific knowledge and understanding**

- K9 Legal, regulatory and ethical requirements impacting upon selling in your sector.

### **Context specific knowledge and understanding**

- K10 Your organisation's sales plans and objectives, including its target market, key customers and their requirements from your products and services.
- K11 Your organisation's products and services, their features and potential benefits.
- K12 Your organisation's structure and lines of decision-making.
- K13 Competitor sales activities, and key features of their products and services.
- K14 Your own sales targets and plans for achieving these.
- K15 Your organisation's sales process and procedures, including recording requirements.
- K16 Available literature and materials to support the selling process.

## Unit 335

# Develop and sustain collaborative relationships with other departments

<b>Unit level:</b>	SCQF 7
<b>Credit value:</b>	5
<b>Unit aim:</b>	This unit is about developing and sustaining collaborative relationships with other departments within your organisation.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders who need to work in collaboration with other departments in their organisation.

### Skills

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

- Assessing
- Communicating
- Empathising
- Evaluating
- Information management
- Involving others
- Leading by example
- Managing conflict
- Negotiating
- Networking
- Obtaining feedback
- Presenting information
- Prioritising
- Problem solving
- Providing feedback
- Reporting
- Reviewing

- Risk management
  - Valuing and supporting others
- 

## Outcome of effective performance

You must be able to:

- P1 Identify departments within your organisation with which you need to work in order to achieve objectives.
  - P2 Evaluate opportunities to work collaboratively with other departments to improve overall organisational efficiency and effectiveness.
  - P3 Seek to create a climate of trust and mutual respect, particularly where you have no authority, or shared authority, over those you are working with.
  - P4 Agree with other departments:
    - P4.1 the aims and objectives of collaboration
    - P4.2 the benefits each department expects from collaboration
    - P4.3 the resources each department will commit to the collaboration
    - P4.4 the actions each department will take and when
    - P4.5 the expected outcomes and levels of service
    - P4.6 the risks involved in the collaboration and how these will be managed
    - P4.7 arrangements for communicating with each other and reporting progress
    - P4.8 how and when you will review the effectiveness of your collaboration.
  - P5 Take agreed actions at the agreed time; inform the other department if you are unable to do so and the reasons for this.
  - P6 Seek to understand difficult situations and issues from the other department's perspective and provide support, where necessary, to move things forward.
  - P7 Report to, and receive reports from, the other department according to arrangements agreed.
  - P8 Provide specific feedback to the other department in ways that help them to perform effectively and reinforce their commitment and enthusiasm for collaboration.
  - P9 Review the effectiveness of your collaboration at agreed times and agree:
    - P9.1 the extent to which the aims and objectives have been achieved
    - P9.2 the actions carried out by each department, any deviations from the actions agreed and reasons for these
    - P9.3 any failures or mistakes, the reasons for these and ways of avoiding these failures or mistakes in the future
    - P9.4 the resources committed by each department and ways in which these resource costs may be reduced in the future
    - P9.5 the benefits to each department, the value of these benefits and how benefits may be increased in the future
    - P9.6 the extent to which the expectations and service levels have been met
    - P9.7 any changes to make your collaboration more effective in the future.
- 

## Behaviours which underpin effective performance

You need to know and understand:

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- 1 Present information clearly, concisely, accurately and in ways that promote understanding
  - 2 Keep people informed of plans and developments in a timely way
  - 3 Show respect for the views and actions of others
  - 4 Act within the limits of your authority
  - 5 Communicate clearly the value and benefits of a proposed course of action
  - 6 Seek to influence the climate and culture of the organisation
  - 7 Identify and work with people and organisations that can provide support for your work
  - 8 Clarify your own and others' expectations of relationships
  - 9 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation
  - 10 Honour your commitments to others
  - 11 Specify the assumptions made and risks involved in understanding a situation
- 

## **Knowledge and understanding**

You need to know and understand:

### **General knowledge and understanding**

- K1 Principles and methods of effective communication and how to apply them.
- K2 Principles and methods of negotiation and how to negotiate agreements of mutual benefit.
- K3 How to develop service level agreements with other departments and what they should cover.
- K4 How to assess and manage the risks involved in collaborative working.
- K5 How to develop communication protocols with other departments.
- K6 The importance of meeting your commitments and keeping people informed if you are unable to do so.
- K7 How to provide support to help others meet their commitments.
- K8 How to provide specific feedback to help other departments perform effectively and reinforce their commitment and enthusiasm.
- K9 The importance of effectively reviewing collaborative arrangements, and how to do so.

### **Industry/sector specific knowledge and understanding**

- K10 Industry/sector legislation guidelines and codes of practice.

### **Context specific knowledge and understanding**

- K11 Your organisation's structure.
- K12 Your organisation's vision and strategic objectives.
- K13 The nature of the relationship between other departments and your area of responsibility.
- K14 Opportunities for synergy with other departments.
- K15 Individuals departments with which you need to collaborate, their roles, responsibilities, competence and potential.

## Unit 336

## Monitor and solve customer service problems

<b>Unit level:</b>	SCQF 6
<b>Credit value:</b>	6
<b>Unit aim:</b>	This unit is part of the Customer Service Theme of Handling Problems. This Theme covers the behaviours, processes and approaches that are most effective when handling customer service problems. This unit is about the part of your job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems.
<b>Relationship to NOS:</b>	National Occupational Standards for Customer Service

---

### Outcome of effective performance

You must be able to:

#### Solve immediate customer service problems

- P1 Respond positively to customer service problems following organisational guidelines
- P2 Solve customer service problems when you have sufficient authority
- P3 Work with others to solve customer service problems.
- P4 Keep customers informed of the actions being taken
- P5 Check with customers that they are comfortable with the actions being taken
- P6 Solve problems with service systems and procedures that might affect customers before they become aware of them
- P7 Inform managers and colleagues of the steps taken to solve specific problems

#### Identify repeated customer service problems and options for solving them

- P8 Identify repeated customer service problems
- P9 Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option
- P10 Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of your organization

#### Take action to avoid the repetition of customer service problems

- P11 Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated
- P12 Action your agreed solution

P13 Keep your customers informed in a positive and clear manner of steps being taken to solve any service problems

P14 Monitor the changes you have made and adjust them if appropriate

---

## **Knowledge and understanding**

You need to know and understand:

### **General knowledge and understanding**

K1 Organisational procedures and systems for dealing with customer service problems

K2 Organisational procedures and systems for identifying repeated customer service problems.

K3 How the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers

K4 How to negotiate with and reassure customers while their problems are being solved

K5 The opportunities and potential for monitoring and solving customer service problems presented by remote information collection and sharing such as through social media

## Unit 337

# Work with others to improve customer service

<b>Unit level:</b>	SCQF 6
<b>Credit value:</b>	8
<b>Unit aim:</b>	<p>This unit is part of the Customer Service Theme of Development and Improvement. This Theme covers activities and approaches that play a vital part in customer service by seeking and implementing improvements and developments. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers. Teamwork is a key component of delivering and improving excellent customer service. The people you work with to improve customer service may include one or more of the following: team members; colleagues; suppliers; service partners; supervisors; managers; team leaders. The delivery of excellent customer service depends on your skills and those of others. It involves communicating with each other and agreeing how you can work together to give more effective service. You need to work together positively. You must also monitor your own and the team's performance and change the way you do things if that improves customer service. This unit is about how you develop a relationship with others to improve your customer service performance.</p>
<b>Relationship to NOS:</b>	National Occupational Standards for Customer Service

### Outcome of effective performance

You must be able to:

#### Improve customer service by working with others

- P1 Contribute constructive ideas for improving customer service
- P2 Identify what you have to do to improve customer service and confirm this with others
- P3 Agree with others what they have to do to improve customer service
- P4 Co-operate with others to improve customer service
- P5 Keep your commitments made to others
- P6 Make others aware of anything that may affect plans to improve customer service

#### Monitor your own performance when improving customer service

- P7 Discuss with others how what you do affects customer service performance

P8 Identify how the way you work with others contributes towards improving customer service

### **Monitor team performance when improving customer service**

P9 Discuss with others how teamwork affects customer service performance

P10 Work with others to collect information on the team's customer service performance

P11 Identify with others how customer service teamwork could be improved

P12 Take action with others to improve customer service performance

---

## **Knowledge and understanding**

### **You need to know and understand:**

K1 Who else is involved directly or indirectly in the delivery of customer service organisation

K2 The roles and responsibilities of others in your organisation

K3 The roles of others outside your organisation who have an impact on your services or products

K4 What the goals or targets of your organisation are in relation to customer service and how these are set

K5 How your organisation identifies improvements in customer service

## Unit 338

## Obtain physical resources

<b>Unit level:</b>	SCQF 8
<b>Credit value:</b>	5
<b>Unit aim:</b>	This unit is about obtaining the physical resources (equipment, materials, premises, services and energy supplies) required to carry out planned activities in your area of responsibility.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to all managers and leaders who are responsible for obtaining the physical resources in their area of responsibility.

---

### Skills

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

- Analysing
- Communicating
- Contingency planning
- Contingency planning
- Evaluating
- Forecasting
- Information management
- Involving others
- Negotiating
- Planning
- Presenting information
- Prioritising
- Problem solving
- Reviewing
- Risk management

---

## Outcome of effective performance

You must be able to:

- P1 Engage those who use resources in identifying and obtaining the resources required.
- P2 Evaluate past patterns of resource use and trends and developments likely to affect future demand for resources.
- P3 Prepare specifications for the resources required.
- P4 Identify the range and quantity of resources required for the planned activities in your area of responsibility, including likely contingencies.
- P5 Identify sustainable resources and ensure their effectiveness and efficiency.
- P6 Make the business case for the resources required, clearly showing the costs involved and the expected benefits.
- P7 Agree appropriate adjustments to your planned activities, where the required resources cannot be obtained in full.
- P8 Work with suppliers to ensure they deliver resources of the required quality on time.
- P9 Negotiate with colleagues over the use of shared resources, taking into account the needs of the different parties involved and the overall objectives of your organisation.

---

## Behaviours which underpin effective performance

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 2 Find practical ways to overcome obstacles
- 3 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 4 Act within the limits of your authority
- 5 Prioritise objectives and plan work to make the effective use of time and resources
- 6 Accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives
- 7 Make effective use of existing sources of information
- 8 Check the accuracy and validity of information
- 9 Seek to understand people's needs and motivations
- 10 Create a sense of common purpose
- 11 Communicate clearly the value and benefits of a proposed course of action
- 12 Work towards win-win solutions
- 13 Identify the range of elements in a situation and how they relate to each other
- 14 Identify the implications or consequences of a situation
- 15 Take timely decisions that are realistic for the situation

---

## Knowledge and understanding

You need to know and understand:

### General knowledge and understanding

- K1 Why it is important to engage those who use resources in identifying and obtaining resources, and how to do so.
- K2 How to identify the range and calculate the quantity of resources required to carry out planned activities.
- K3 How to identify the range and calculate the quantity of resources required to carry out planned activities.
- K4 How to carry out cost-benefit analyses.
- K5 How to make a business case.
- K6 How to develop an operational plan and make adjustments to the plan if required resources cannot be obtained in full.
- K7 How work with suppliers to ensure they deliver resources of the required quality on time.
- K8 How to negotiate the use of shared resources with colleagues to optimise resource use for all concerned.
- K9 The potential impact of resource use on the environment and actions you can take to minimise any adverse impact.
- K10 Risks associated with the types of resources used and actions you can take to ensure resources are secure and used safely.

### **Industry/sector specific knowledge and understanding**

- K11 Industry/sector requirements for managing physical resources.

### **Context specific knowledge and understanding**

- K12 Past patterns of resource use in your area of responsibility and how to access this information.
- K13 Trends and developments that affect future demand for resources in your area of responsibility and how to evaluate the likely impact of these.
- K14 The planned activities in your area of activity and possible contingencies.
- K15 Actual and potential suppliers of the resources you need.



## Unit 339

## Implement operational plans

<b>Unit level:</b>	SCQF 8
<b>Credit value:</b>	5
<b>Unit aim:</b>	Every organisation should have an overall strategic business plan and each identified area of responsibility should also have an operational plan that will contribute to achieving the objectives set out in the strategic business plan. This unit is about implementing that operational plan.
<b>Relationship to NOS:</b>	National Occupational Standards for Management and Leadership
<b>Who is the unit for?</b>	This unit is relevant to managers and leaders who are responsible for implementing operational plans in their area of responsibility

---

### Skills

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

- Communicating
- Delegating
- Evaluating
- Influencing
- Monitoring
- Planning
- Planning
- Presenting information
- Prioritising
- Problem solving
- Providing feedback
- Reflecting
- Risk management
- Setting objectives

---

## Outcome of effective performance

You must be able to:

- P1 Communicate your operational plan in ways which gain the understanding and support of those involved and other key stakeholders.
- P2 Communicate your operational plan in ways which gain the understanding and support of those involved and other key stakeholders.
- P3 Make available the resources required to achieve the objectives in your operational plan.
- P4 Hold people to account for the achievement of the operational objectives delegated to them and require them to explain variances and propose action to address significant variances.
- P5 Employ reliable indicators and methods for monitoring progress against your plan at agreed intervals.
- P6 Evaluate variances from your plan and the reasons for significant variances.
- P7 Adjust your plan or the deployment of people and resources to take account of significant variances, availability of people and resources, or changes in your organisation's strategy.
- P8 Inform those involved of adjustments to your plan and help them make changes to their own plans.
- P9 Evaluate the implementation of your plan and make recommendations that identify good practice and areas for improvement.

---

## Behaviours which underpin effective performance

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 2 Seek opportunities to improve performance
- 3 Present information clearly, concisely, accurately and in ways that promote understanding
- 4 Reflect on your experiences and use the lessons to guide your decisions and actions
- 5 Act within the limits of your authority
- 6 Refer issues outside the limits of your authority to appropriate people
- 7 Prioritise objectives and plan work to make the effective use of time and resources
- 8 Clearly agree what is expected of others and hold them to account
- 9 Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
- 10 Create a sense of common purpose
- 11 Communicate clearly the value and benefits of a proposed course of action
- 12 Identify the implications or consequences of a situation
- 13 Take timely decisions that are realistic for the situation

---

## Knowledge and understanding

You need to know and understand:

### **General knowledge and understanding**

- K1 Principles and methods of effective communication and how to apply them.
- K2 Principles and methods of delegation.
- K3 How to hold people to account for the achievement of objectives.
- K4 How to use resources effectively to achieve objectives.
- K5 How to consult with colleagues and other key stakeholders.
- K6 Indicators and methods for measuring progress against plan and evaluating the implementation of plans.
- K7 Indicators and methods for measuring progress against plan and evaluating the implementation of plans.
- K8 How to evaluate the implementation of plans and identify and share the lessons learned.

### **Industry/sector specific knowledge and understanding**

- K9 Legal, regulatory and ethical requirements in your sector.
- K10 Trends and developments in your sector.

### **Context specific knowledge and understanding**

- K11 Trends and development in your organisation's operating environment.
- K12 The overall vision of your organisation and the goals you are responsible for achieving.
- K13 Individuals in your area of responsibility, their roles, responsibilities, competences and potential.
- K14 Your organisations key stakeholders and their interests.
- K15 Sources of information you can use to monitor and evaluate plans.
- K16 Procedures for reporting and making recommendations.

## Appendix 1 Relationships to other qualifications

This qualification has connections to the:  
8386-04 SVQ in Management at SCQF Level 9  
8387-05 SVQ in Management at SCQF Level 11

## Appendix 2 Sources of general information

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

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

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

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

- SQA Regulatory Principles Version 2 (December 2014)
- NVQ Code of Practice  
and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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

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

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

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

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance

- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

### *Linking to this document from web pages*

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

## Appendix 3 Glossary

### Key words and concepts

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

#### ***Activities***

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

#### ***Allocating work***

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

#### ***Assessment***

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

#### ***Assessor***

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

#### ***Audit***

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

#### ***Auditees***

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

#### ***Benefits***

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

#### ***Confidentiality***

only providing information to those who are authorised to have it

#### ***Colleagues***

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

#### ***Competence***

the ability to perform in the workplace to the standards required

#### ***Compliance***

meeting the required quality standards, specifications and procedures

#### ***Consultation***

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

#### ***Contributions***

ideas and information which people want or need to raise

***Control system***

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

***Corrective action***

action taken to remedy a situation when actual differs from plan

***Customer***

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

***Development activities***

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

***Development needs***

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

***Development plan***

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

***Digressions***

discussions or contributions which wander away from the purpose

***Disciplinary procedures***

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

***Discrepancies***

differences between actual practice and agreed procedures

***Energy sources***

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

***Ensuring consistency in product and service delivery***

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

***Environment***

physical conditions both inside and outside the organisation

***Equal access***

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

***EU***

European Union

***Evaluation***

a balanced assessment of people's work and behaviour

***Evidence requirements***

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



### ***Examples of evidence***

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

### ***Feedback on performance***

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

### ***Formative assessment***

assessment which takes place during a period of development or performance

### ***Grievance procedures***

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

### ***Impact on the environment***

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

### ***Improvements***

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

### ***Individuals***

colleagues or team members with whom the manager works

### ***Individual aspirations***

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

### ***Knowledge and understanding***

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

### ***Legal requirements***

laws relevant to the quality of products, services or processes

### ***Management and Leadership Standards***

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

### ***Meetings***

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

### ***Monitoring***

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

### ***Objectives***

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

### ***Opportunities***

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

### ***Organisation***

the organisation for which the manager works

***Organisational constraints***

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

***Organisational requirements***

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

***Process***

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

***Performance criteria***

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

***Personnel***

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

***Planning***

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

***Plans***

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

***Policies***

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

***Problems affecting team members' performance***

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

***Procedure***

an agreed way of carrying out an activity or process

***Prioritisation***

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

***Quality***

the standard of product or service needed by the customer

***Quality systems***

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

***Recommendations***

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

***Regulators***

people empowered by government to regulate an industry

***Relevant people***

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

***Requirements***

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

***Resource constraints***

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

***Resources***

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

***Respect for individuals***

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

***Reviewing***

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

***Schedules***

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

***Scottish Vocational Qualification (SVQ)***

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

***Selection criteria***

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

***Standards of behaviour***

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

***Standards of work***

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

***Style of leadership***

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

***Summative assessment***

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

***Suppliers***

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

***Support***

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

***Support services***

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

### ***Systems and procedures***

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

### ***Team members***

people who work as part of a functional or project team

### ***Team objectives***

clearly specified results which a team needs to achieve

### ***Threats***

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

### ***Trends and developments***

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

### ***Trust***

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

### ***Units of competence***

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

### ***Values***

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

### ***Working conditions***

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

## Appendix 4 Individual Development/Assessment Plan (Number...)

Candidate name: ..... Registration no: ..... Adviser/assessor: .....

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

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

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

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

Internal verifier signature: ..... Internal verifier name: ..... Date: .....

## Appendix 5 Outline Report for Workplace Evidence

Candidate name: ..... Registration no: ..... Adviser: .....

Evidence reference: ..... Date of assessment: ..... Assessor: .....

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

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

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

Signature of Adviser/assessor: ..... Date: .....

Internal verifier signature: ..... Internal verifier name: ..... Date: .....

## Appendix 6 Unit Summary Sheet

Candidate name: ..... Registration no: ..... Unit: .....

Assessor name: ..... Internal verifier name: .....

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

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

**Assessment decision** *(tick as appropriate)*

Competent                       Not yet competent

Further evidence required       IDAP ref: \_\_\_\_\_

Signature of candidate: ..... Date: .....

Signature of assessor: ..... Date: .....

Signature of internal verifier ..... Date: .....

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





# Appendix 7 Personal Statement

Candidate name: .....Registration no: .....

Evidence reference	<ul style="list-style-type: none"> <li>Personal statements can be useful in explaining and reflecting on your behaviour in achieving certain outcomes and why you behaved as you did, thus helping to link evidence of outcomes to behaviours and knowledge and understanding.</li> </ul>	Write in the outcomes and behaviours and knowledge & understanding against your statements

<i>Continued on another page?</i>	<i>Page no</i>	<i>Candidate signature</i>
YES      NO      (circle)		

Internal verifier signature: .....

Internal verifier name: ..... Date: .....

## Appendix 8 Useful Contacts

UK learners General qualification information	E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a>
International learners General qualification information	E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a>
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a>
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a>
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a>
Employer Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery	E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a>

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