



Technical and Vocational Education and Training (TVET) Council



Occupational Standards of Competence

Human Resources Management Level 2

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Qualification Overview
NVQB
in
Human Resources Management
Level 2

NVQB in Human Resources Management Level 2

Qualification Overview

The NVQB in Human Resources Management Level 2 is designed to provide training, assessment and recognised certification for persons in human resources management roles across all occupations and sectors of employment. Candidates must be able to maintain and enhance the organization's human resources by planning, implementing, and evaluating employee relations and human resources policies, programs, and practices in accordance to industry standards.

Who is the Qualification for?

The NVQB in Human Resources Management Level 2 is aimed at persons in human resources management roles across all occupations and sectors of employment. The qualification is entry level and aimed at persons who assist the Human Resources Manager and/or Human Resources Management Administrative Assistant. Like all NVQs this qualification is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. Candidates must plan a programme of development and assessment with their assessor and compile a portfolio of evidence to prove that they are competent in their work role.

Jobs within the occupational area

Relevant occupations include:

- Human Resources Assistant
- Human Resources Administrative Assistant

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

A07402 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

HUMAN RESOURCES MANAGEMENT - LEVEL 2

To achieve the full qualification, candidates must complete **all** twelve (12) mandatory units.

| <u>MANDATORY UNITS (ALL MUST BE COMPLETED)</u> | <u>CODE</u> |
|---|--------------------|
| 1. Follow and adhere to human resources policies and procedures | UA08902 |
| 1.1 Identify and confirm human resources policies and procedures | |
| 1.2 Follow and adhere to human resources policies and procedures | |
| 2. Contribute to the delivery of human resources services | UA09002 |
| 2.1 Monitor the delivery of human resources services to customers | |
| 2.2 Evaluate the delivery of human resources services to customers | |
| 2.3 Contribute to the delivery of human resources services | |
| 3. Maintain human resources information systems | UA09102 |
| 3.1 Identify human resources information requirements | |
| 3.2 Identify the selection criteria for human resources information management systems | |
| 3.3 Contribute to the implementation of human resources information systems | |
| 3.4 Monitor the implementation of human resources information systems | |
| 4. Contribute to individuals' learning and development | UA09202 |
| 4.1 Promote learning and development | |
| 4.2 Support learning and development | |
| 4.3 Contribute to monitoring and improving learning and development | |
| 5. Support the implementation of performance management processes | UA09302 |
| 5.1 Contribute to conducting performance management processes | |
| 5.2 Provide information to evaluate the effectiveness of the performance management process | |
| 6. Participate in the recruitment, selection and induction of staff | UA09402 |
| 6.1 Identify recruitment needs | |
| 6.2 Plan for recruitment | |
| 6.3 Support selection processes | |
| 6.4 Contribute to the induction of successful candidates | |

NVQB in Human Resources Management Level 2

| <u>Mandatory Units (all must be completed)</u> | <u>CODE</u> |
|--|--------------------|
| 7. Contribute to the implementation of employee and industrial relations procedures | UA09502 |
| 7.1 Contribute to the communication and implementation of employee relations policies and procedures | |
| 7.2 Contribute to minimising industrial relations conflict | |
| 7.3 Enhance employee relations | |
| 8. Contribute to the protection of the environment | U68402 |
| 8.1 Work in an environmentally conscious way | |
| 8.2 Contribute to continuous improvements in protecting the environment | |
| 9. Manage yourself | U82402 |
| 9.1 Develop knowledge and skills | |
| 9.2 Develop knowledge of work role | |
| 9.3 Manage your time | |
| 9.4 Review own performance | |
| 10. Develop and sustain productive working relationships | U82703 |
| 10.1 Develop productive working relationships | |
| 10.2 Sustain productive working relationships | |
| 11. Develop and sustain collaborative relationships with other departments | U56802 |
| 11.1 Identify other departments | |
| 11.2 Collaborate with other departments | |
| 11.3 Review collaboration with other departments | |
| 12. Communicate with customers and with others | U47402 |
| 12.1 Communicate information to customers and others | |
| 12.2 Respond to customers and others | |
| 13. Communicate with customers and with others | U47402 |
| 12.1 Communicate information to customers and others | |
| 12.2 Respond to customers and others | |

UA08902

Follow and adhere to human resources policies and procedures

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to identify, adhere to and follow human resources related policies and procedures that are consistent with the organisation's strategies and objectives.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Identify and confirm human resources policies and procedures | 1.1 Confirm existing human resources procedures with relevant persons . |
| | 1.2 Identify factors which may influence human resources procedures and discuss with relevant persons . |
| | 1.3 Use effective communication strategies in line with organisational policies. |
| 2. Follow and adhere to human resources policies and procedures | 2.1 Carry out own roles and responsibilities in accordance with current human resources policies and procedures. |
| | 2.2 Confirm that work carried out complies with legal requirements, codes of practice and organisational policies, including equality and diversity |
| | 2.3 Communicate human resources policies and procedures to colleagues and other stakeholders using appropriate communication strategies . |

RANGE STATEMENT

All range statements must be assessed:

1. Relevant persons:

- Human Resources Manager/Officer
- Manager/supervisor

2. Communication strategies:

- Active listening
- Questioning
- Verbal/non-verbal communication
- Face-to-face
- Electronic (e-mails etc.)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the existing human resources policies and procedures.
2. How to identify and confirm existing human resources procedures.
3. Who are the relevant persons with whom you communicate human resources policies and procedures.
4. What are the factors which may influence human resources policies and procedures.
5. What are effective communication strategies and how to use them.
6. What are the organisational policies and procedures for communicating in the workplace.
7. How to work effectively in line with organisational policies and procedures.
8. What are your responsibilities and day to day activities?
9. How to ensure that work complies with legal requirements, codes of practice and organisational policies including equality and diversity.
10. How to effectively communicate HR policies and procedures to colleagues and stakeholders.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge on more than on occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job; that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA09002

Contribute to the delivery of human resources services

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to contribute to and assist in the delivery of human resources services to customers and other stakeholders.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Monitor the delivery of human resources services to customers | 1.1 Identify, confirm and maintain standards of service delivery in accordance with organisational policies and procedures. 1.2 Contribute to the improvement of human resources services as required. 1.3 Maintain accurate and complete records in accordance with organisational policies and procedures. 1.4 Confirm that human resources services comply with all legal requirements , codes of practice and organisational policies. |
| 2. Evaluate the delivery of human resources services to customers | 2.1 Identify and collate human resources information using appropriate methods . 2.2 Make relevant information available to human resources personnel. 2.3 Communicate information to customers using appropriate communication strategies . |
| 3. Contribute to the delivery of human resources services | 3.1 Follow and adhere to changes to human resources policies and procedures. 3.2 Use human resources systems in compliance with all legal requirements . 3.3 Confirm that activities are integrated into the overall human resources structure and information system according to organisational procedures. |

- 3.4 Record and store **information** according to organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Legal requirements:

- Human resources
- Financial
- Employment rights act
- Data protection

2. Appropriate methods:

- Questionnaires
- Surveys
- Interviews
- Focus groups
- Face-to-face

3. Information

- Qualitative information
- Quantitative information

4. Communication strategies:

- Listening
- Questioning
- Probing
- Non-verbal communication/body language

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the standards of service delivery.
2. What are the organisational policies and procedures.
3. What are human resources services.
4. How to maintain accurate and complete records.
5. What are the legal requirements for the delivery of human resources services.
6. How to confirm that human resources services comply with legal requirements, codes of practice and organisational policy.
7. How to identify and gather human resources information.
8. What are appropriate methods of identifying and gathering human resources information.
9. How to collect and collate information.
10. What are the human resources processes.
11. What is customer satisfaction.
12. How to communicate information to customers.
13. How to follow and adhere to changes to human resources which enhance the quality of the organisation's services.
14. How to consult with others to identify their needs.
15. How to integrate activities into the overall human resources structure and information system.
16. How to keep records according to organisational procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge on more than on occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job; that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA09102

Maintain human resources information systems

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to maintain employee and stakeholder communication systems. On completion of this unit, candidates will have demonstrated the ability to maintain human resources information systems.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Identify human resources information requirements | 1.1 Collect, collate and document information requirements of users according to organisational procedures. |
| | 1.2 Identify communication processes to support user needs. |
| | 1.3 Agree on information requirements and communication processes with users and relevant HR personnel. |
| | 1.4 Contribute to the development of a draft information systems management plan with agreed review mechanisms, timeframe and criteria. |
| | 1.5 Specify information requirements in a clear and concise manner. |
| | 1.6 Confirm information requirements are consistent with organisational objectives and policies. |
| | 1.7 Identify resources necessary to meet information requirements within budget parameters. |
| 2. Identify the selection criteria for human resources information management systems | 2.1 Agree on selection criteria for the information management system with relevant groups and individuals. |
| | 2.2 Confirm that the selection criteria for the system has the capability to meet organisational objectives, policies and budget parameters. |

- 2.3 Evaluate potential systems against the criteria and undertake cost benefit and risk analyses in relation to the systems which meet the selection criteria.
 - 2.4 Establish preferences for the system and provide a selection report to appropriate personnel.
 - 2.5 Confirm that the preferred system is capable of being customised to meet organisational and user requirements.
- 3. Contribute to the implementation of human resources information systems
 - 3.1 Support the development of the implementation plan with stakeholders.
 - 3.2 Confirm the roles and responsibilities of the implementation plan with stakeholders.
 - 3.3 Assign resources to meet the implementation plan, timeframe, quality and other objectives.
 - 3.4 Contribute to modifying the implementation schedule to resolve problems that may arise.
 - 3.5 Confirm that groups and individuals contribute to the implementation in accordance with plan objectives.
- 4. Monitor the implementation of human resources information systems
 - 4.1 Monitor information system performance and prepare performance reports in accordance with organisational requirements.
 - 4.2 Obtain feedback from users about the system in accordance with organisational policies and procedures.
 - 4.3 Benchmark system performance against other systems and latest trends and developments.
 - 4.4 Analyse performance gaps and current strategies and introduce improvements.

RANGE STATEMENT

All range statements must be assessed:

1. Communication processes:

- Verbal
- Non-verbal

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to identify ethical issues where there may be conflicts of interest or dilemmas, including resolution where appropriate.
2. How to acknowledge and take account of individual needs, expectations and aspirations in relation to communication and information.
3. How to establish the quantifiable impact on organisational performance of poor communication and information processes.
4. How to calculate the costs and benefits of providing effective communication and information services.
5. How to manage others who provide these services.
6. How to establish good communication and information sharing practice within a range of organisational contexts.
7. How to recognise communication that is coded and decoded by individuals and groups, and how this impacts on communication systems.
8. How to apply the fundamental principles of information management within own organisation.
9. How to identify and apply legislation which controls the gathering and use of information, including how it is collected, stored and reported on.
10. How to identify and apply appropriate industry standards of best practice and codes of practice in relation to information and communication processes.
11. How to obtain and use external information to benchmark or otherwise contrast communication and information processes.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge on more than on occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job; that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA09202

Contribute to individuals' learning and development

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required for candidates to provide individuals within own team or area of responsibility with opportunities to address their learning needs and develop to their full potential.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---|-----|--|
| 1. | Promote learning and development | 1.1 | Promote the benefits of learning to persons in your organisation according to human resources policies and procedures. |
| | | 1.2 | Follow and adhere to specific work objectives given by relevant persons. |
| | | 1.3 | Identify and obtain information on a range of possible learning activities to address identified learning needs. |
| | | 1.4 | Confirm personal development plans which include learning activities to be undertaken, learning objectives to be achieved, required resources and timescales. |
| 2. | Support learning and development | 2.1 | Support individuals in undertaking learning activities , provide required resources and make efforts to remove any obstacles to learning. |
| | | 2.2 | Contribute to providing individuals with appropriate opportunities to apply their developing competencies in the workplace. |
| | | 2.3 | Contribute to identifying and using unplanned learning opportunities. |
| 3. | Contribute to monitoring and improving learning and development | 3.1 | Participate in discussions with individuals regarding progress and readiness to take on new roles. |

3.2 Contribute to discussions to review and update personal development plans regarding performance and **learning activities** undertaken.

3.3 Support individuals to facilitate improvement in their performance and provide feedback within the scope of your role.

Take responsibility for own learning and development, including practising and reflecting on what you have learned.

3.4 Seek specialist expertise from **relevant persons** in areas where there are learning gaps.

RANGE STATEMENT

All range statements must be assessed:

1. Promote:

- Verbal
- Non-verbal

2. Learning activities:

- Conducted outside the workplace
- Conducted within the workplace

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the benefits of learning for individuals and how these can be promoted.
2. What are the ways in which you can develop a culture in which learning is valued and willingness and efforts to learn are recognised.
3. How to review feedback.
4. Who are the relevant persons.
5. What are the ways in which work can be improved.
6. How and where to identify and obtain information on different learning activities.
7. What are the different types of learning activities, their advantages and disadvantages and the required resources (for example, timelines, costs, substitute staff).
8. Why it is important for individuals to have a personal development plan and what should it contain (for example, identified learning needs, learning activities to be undertaken, learning objectives to be achieved, timescales and required resources).
9. How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
10. What type of support individuals might need to undertake learning activities, the resources needed and the types of obstacles they may face and how these can be overcome.
11. How to evaluate whether learning activities have achieved their intended learning objectives.
12. Why it is important to regularly review and update personal development plans in light of performance, taking into account any learning activities undertaken, unplanned learning opportunities and any wider changes.
13. What are the sources of specialist expertise available in relation to identifying and providing learning and development opportunities for individuals.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge on more than on occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used for performance criteria 1.1, 1.6, 2.1, 2.2 and 3.1**

UA09302

Support the implementation of performance management processes

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required for candidates to support others in the delivery of performance management processes.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---|-----|---|
| 1. | Contribute to conducting performance management processes | 1.1 | Adhere to organisational policies and procedures in relation to performance management processes . |
| | | 1.2 | Collect and collate information on the organisation's performance and review procedures. |
| | | 1.3 | Participate in reviewing and discussing management information relating to skills and competencies with relevant persons . |
| | | 1.4 | Maintain accurate, complete and up-to-date records of the outcomes of performance reviews and learning and development action plans. |
| | | 1.5 | Confirm that work meets the requirements for confidentiality at all times. |
| | | 1.6 | Submit requests for information to the relevant persons where the request falls outside your authority |
| | | 1.7 | Collect information on jobs and job descriptions which enable others to evaluate their effectiveness in relation to performance review and capability issues. |
| 2. | Provide information to evaluate the effectiveness of the performance management process | 21 | Provide complete, accurate and up-to-date information to relevant persons for the evaluation of key aspects of the performance management process . |

- 2.2 Explain the reasons for gathering information on **performance management processes** and provide assurances on confidentiality.
- 2.3 Maintain records of the evaluation of the **performance management process**.
- 2.4 Gather and provide information on the extent of compliance with organisational policy, procedures and legal requirements.
- 2.5 Provide only authorised information according to organisational policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Performance management processes:

- Performance reviews
- Assessment of skills and competence
- Career planning

2. Relevant persons:

- Manager/Human Resources Manager
- Supervisor

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to identify the relevant features of the organisation's performance management process.
2. How to determine performance management processes.
3. How to obtain information in a sensitive manner which recognises individual circumstances and concerns.
4. How to identify the organisation compliance policies and procedures.
5. How to identify the types of current organisational information collected about compliance and the formats in which they are held.
6. How to identify and make use of available information.
7. How to identify and use appropriate sources of information.
8. How to identify ethical issues where there may be conflicts of interest or dilemmas, including resolution where appropriate.
9. How to ensure the confidentiality of information.
10. How to present information in acceptable formats.
11. How to apply the organisation's policy on access to information.
12. How to apply organisational procedures for storing, manipulating and updating reward information.
13. How to back up-data and the consequences of or failure to doing so.
14. How to maintain the security of data storage and the consequences of lapses.
15. How to identify and apply the legislation which influences the performance management process.
16. How to implement procedures for ensuring compliance with organisational policy and legal requirements.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than on occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used** for Performance Criteria 1.3 and 3.1.

UA09402

Participate in the recruitment, selection and induction of staff

Unit Descriptor:

This unit describes the knowledge, skills and attitude required for candidates to recruit and select persons to undertake identified activities or work-roles within your area of responsibility. It involves taking a fair and objective approach to recruitment and selection to ensure that individuals who are likely to perform effectively are appointed.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|----------------------------|-----|--|
| 1. | Identify recruitment needs | 1.1 | Identify recruitment needs based on monitoring of service and efficiency levels in the organisation. |
| | | 1.2 | Confirm staffing needs and job descriptions with colleagues. |
| | | 1.3 | Support the approval for recruitment according to organisational recruitment policies. |
| | | 1.4 | Use job descriptions to assist in developing clear and concise selection criteria. |
| | | 1.5 | Confirm that criteria incorporates customer service attitudes and experiences to ensure a fit to the position. |
| 2. | Plan for recruitment | 2.1 | Participate in choosing and organising selection processes taking into account job skill requirements. |
| | | 2.2 | Contribute to creating and disseminating advertisements for positions. |
| | | 2.3 | Collect and collate applications according to organisational policy and confirm with management . |
| | | 2.4 | Participate in the review of applications against selection criteria and contribute to choosing applicants to progress to interview. |

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- | | | |
|----|--|---|
| | 2.5 | Inform unsuccessful applicants of decisions and provide other recruitment information in appropriate media within reasonable timeframes. |
| | 2.6 | Confirm special needs and make necessary arrangements for those progressing. |
| | 2.7 | Record and file recruitment records and decisions according to organisational policy. |
| 3. | Support selection processes | |
| | 3.1 | Use selection criteria as the basis for selection, confirming merit-based selection and adherence to equal employment opportunity principles and law. |
| | 3.2 | Contribute to the evaluation of applicants for customer service attitudes and experiences to ensure a fit to the position. |
| | 3.3 | Participate in the selection of persons according to their attitude, aptitude and fit to the existing organisational culture. |
| | 3.4 | Communicate selection recommendations to appropriate colleagues. |
| | 3.5 | Make employment offers according to organisational procedures. |
| | 3.6 | Advise new employees about employment details according to organisational policies and procedures. |
| | 3.7 | Create and maintain accurate, clear and complete records of the selection process. |
| 4. | Contribute to the induction of successful candidates | |
| | 4.1 | Contribute to planning the content and format of induction programs to reflect organisational objectives and policies. |
| | 4.2 | Include all appropriate information in induction programs according to organisational policy. |
| | 4.3 | Liaise with operational colleagues to ensure that induction programs are implemented in a manner that minimises operational disruption. |

RANGE STATEMENT

All range statements must be assessed:

1. Management:

- Chief Executive Officer, Board and other senior managers
- Industrial Relations, Human Resources Manager
- Line Managers

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to identify and understand why colleagues are leaving and how to do so constructively and sensitively.
2. The types of reasons colleagues might give for leaving
3. How to measure staff turnover.
4. What are the causes and effects of high and low staff turnover.
5. What measures which can be undertaken to address staff turnover problems.
6. How to review the workload in your area to identify shortfalls in the number of colleagues and/or the pool of skills, knowledge, understanding and experience.
7. What are the different options for addressing identified shortfalls and their associated advantages and disadvantages.
8. What job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them.
9. What are the 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.
10. State different recruitment and selection methods and their associated advantages and disadvantages.
11. Why it is important to give fair, clear and accurate information on vacancies to potential applicants.
12. How to judge whether applicants meet the stated requirements of the vacancy.
13. What are sources of specialist expertise in relation to recruitment, selection and retention.
14. How to take account of equality and diversity issues, including legislation and any relevant codes of practice when recruiting and selecting persons and keeping colleagues.
15. How to review the effectiveness of recruitment and selection in your area.
16. What are the current best practices in recruitment, selection and retention.
17. What are the organisation's recognition and reward systems.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than on occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA09502

Contribute to the implementation of employee and industrial relations procedures

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to contribute to the communication and implementation of employee and industrial relations policies and procedures that meet legal requirements. It also covers assisting in dealing with employee relations conflicts and issues and methods of working towards a harmonious industrial relations climate in the workplace.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|--|-----|---|
| 1. | Contribute to the communication and implementation of employee relations policies and procedures | 1.1 | Contribute to the collection and dissemination of relevant legislation, agreements, policies and procedures to persons and groups as required. |
| | | 1.2 | Contribute to the implementation of agreements, policies and procedures according to site, organisational and statutory requirements . |
| | | 1.3 | Support workplace strategies to effectively communicate with relevant persons and groups on employee relations. |
| | | 1.4 | Participate in the promotion of organisational employee relations procedures to relevant persons and groups . |
| | | 1.5 | Complete documentation and reports accurately for management and other relevant parties regarding potential industrial relations conflict. |
| 2. | Contribute to minimising industrial relations conflict | 2.1 | Participate in monitoring the implementation of industrial relations policies and procedures . |
| | | 2.2 | Support management in managing industrial relations conflict within the limits of your authority. |

- 2.3 Contribute to preventing the escalation of industrial relations conflict through the resolution of personal grievances.
- 3. Enhance employee relations
 - 3.1 Participate in implementing strategies to facilitate constructive feedback on employee's work.
 - 3.2 Support the implementation of strategies to strengthen relationships with relevant **persons and groups**.
 - 3.3 Collate and provide information and feedback to **management** on employee and industrial relations.
 - 3.4 Provide information and advice on industrial relations matters to relevant **persons and groups**.

RANGE STATEMENT

All range statements must be assessed:

1. Relevant legislation, agreements, policies and procedures:

- Employment contracts including diversity and leave policies
- Collective agreements (enterprise, social partnership and workplace agreements and protocols)
- Industrial relations legislation
- Reasonable adjustments for workers with disabilities
- Safety and health policies and procedures

2. Persons and groups:

- Employee representatives
- Employer representatives
- Union representatives

3. Organisational and statutory requirements:

- Dispute and grievance settlement procedures
- Relevant industry codes of practice
- Anti-discrimination legislation
- Reporting channels and procedures
- Safety and health policies and procedures

4. Management:

- Chief Executive Officer, Board and other senior HR personnel
- Industrial relations, human resources manager
- Line managers

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are grievance resolution policies and procedures.
2. What are the employee and industrial relations policies and procedures such as enterprise agreements and bargaining.
3. What are the relevant legislation, codes of practice and national standards relevant to the role of the employee representatives and employee organisations, such as:
 - Equal employment opportunity and anti-discrimination
 - International industrial relations systems where work undertaken has an international focus or context
 - Workplace safety and health
 - Relevant industrial relations systems and legislation
4. How to use literacy and verbal communication skills to present information and review complex documents from a range of sources.
5. What negotiation and conflict resolution skills are needed to deal with sensitive information and resolve issues.
6. How and when to source relevant legislation agreements, policies and procedures and how these should be disseminated.
7. How to promote employee relations policies:
 - How to monitor implementation of policies and procedures
 - How to support management of industrial relations conflict within limits of own authority.
8. Who and where to source industrial expertise.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than on occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job; that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

U68402**Contribute to the protection of the environment**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to conduct work activities in a manner that protects the environment. Candidates should take steps to minimize any negative impact on the environment by completing tasks and activities in a way which causes as little damage or disturbance as possible to the environment while following organizational procedures.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Work in an environmentally conscious way | 1.1 Perform duties in accordance with relevant policies and legislation . |
| | 1.2 Execute duties in a manner which minimises environmental damage . |
| | 1.3 Operate and handle equipment and materials in a manner that minimises environmental damage . |
| 2. Contribute to continuous improvements in protecting the environment | 2.1 Identify instances of likely or actual environmental damage and take appropriate action. |
| | 2.2 Identify improvements to procedures and practices in terms of good environmental practice and report to relevant persons. |
| | 2.3 Dispose of hazardous and non-hazardous waste safely according to approved legislative procedures and practices. |
| | 2.4 Contribute to sustainable development particularly in the conservation of energy, water, use of resources and equipment to minimise environmental damage. |

RANGE STATEMENT

All range statements must be assessed:

1. Relevant policies and legislation:

- Organisational policies
- Health and safety at work
- Environmental legislation
- Solid waste management policies
- Recyclable policies

2. Manner which minimises environmental damage:

- Using recycled/reused items and materials where appropriate
- Disposing of polluting substances safely
- Reducing the volume of waste
- Using biodegradable and eco-friendly chemicals
- Planning tasks to reduce the use of fuel and electricity

3. Equipment and materials

- Hand tools
- Power tools
- Personal protective equipment
- Cleaning chemicals
- Soaps and sanitisers
- Paper towels
- Garbage disposal bags
- Cloths and towels
- Containers
- Access equipment

4. Hazardous waste:

- Oils
- Chemicals and solutions
- Harmful materials (asbestos, fibreglass)
- Electronic equipment
- Organic hazards (pest excrement, pest carcasses)

5. Non-hazardous waste:

- Food
- Plant matter
- paper

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the relevant policies and legislation governing environmental protection.
2. How to recognise any likely or actual environmental damage.
3. What are the appropriate actions to take in the discovery of likely or actual environmental damage.
4. What are the ways in which tools and materials should be used in order to minimise environmental damage.
5. What are the different types of pollution.
6. What are the consequences of pollution.
7. How to recognise wastage of energy, water, equipment and materials.
8. What are the methods of working that will minimise pollution and wastage of resources.
9. What are the types of damage which may occur, the impact these can have on the environment and corrective actions to be taken.
10. What are the methods of waste disposal which will minimise the risk to the environment.
11. What are the organisational requirements to prevent wastage.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on no less than three (3) occasions**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U82402

Manage yourself

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to take responsibility for managing yourself to meet the current and future requirements of your work, support your personal and career development and meet objectives.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|--------------------------------|-----|--|
| 1. | Develop knowledge and skills | 1.1 | Develop and demonstrate core knowledge in your own area of expertise and the requirements of work role accordingly. |
| | | 1.2 | Monitor and evaluate trends and developments in your own area of expertise and the impact on your role. |
| | | 1.3 | Evaluate the current and future requirements of your own work role. |
| | | 1.4 | Identify and take into account learning styles which work best when identifying developmental activities. |
| | | 1.5 | Identify and address gaps in knowledge, skills and attitudes for current and future requirements of your own work role. |
| | | 1.6 | Discuss and agree on development plans which address gaps in knowledge, skills and attitudes and seek support for personal and career goals. |
| 2. | Develop knowledge of work role | 2.1 | Establish the purpose of the work role and how it contributes to achieving the organisation's vision and mission. |
| | | 2.2 | Develop objectives which are compatible with your own work role and the vision, mission and values of the organisation. |
| | | 2.3 | Evaluate and resolve conflicts with the organisation's vision, mission and values. |

- 2.3 Evaluate and resolve **conflicts** with the organisation's vision, mission and values.
- 3. Manage your time
 - 3.1 Manage work hours effectively to achieve prioritised **objectives**.
 - 3.2 Delegate responsibilities appropriately where possible.
 - 3.3 Use technology to assist in achieving **objectives** as required.
 - 3.4 Identify and eliminate activities that do not support the achievement of **objectives**.
 - 3.5 Identify new opportunities and urgent situations accurately and make appropriate responses.
 - 3.6 Manage personal emotions effectively.
 - 3.7 Manage relationships with others in ways that assist in achieving **objectives**.
- 4. Review own performance
 - 4.1 Review development plans in light of own performance and update developmental activities in a timely manner.
 - 4.2 Obtain specific and valid **feedback** on performance from relevant persons.
 - 4.3 Adjust performance based on **feedback**.

RANGE STATEMENT

All range statements must be assessed:

1. Learning styles:

- Visual
- Auditory
- Kinesthetic

2. Objectives:

- Objectives (work and personal)
- Organisational policies and requirements

3. Conflict:

- Differences in personalities
- Conflict in assigned task
- Value perceptions
- Behaviour (i.e. passive v aggressive)

4. Feedback:

- Oral
- Written

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the work roles and core knowledge requirements in own area of expertise and how to develop these further.
2. What are the principles that underpin professional development.
3. How to evaluate current requirements of a work role and how these may evolve in the future.
4. How to monitor changes, trends and developments.
5. How to evaluate the impact of different factors on own work role.
6. What is the range of different learning styles and how to identify which styles work best for you.
7. How to identify development needs to address any identified gaps between the requirements of own work role and current knowledge, skills and attitudes.
8. What an effective development plan should contain and the length of time that it should cover.
9. What are your own career and personal goals and why it is important to take account of them when planning your professional development.
10. What are the types of developmental activities that can be undertaken to address identified gaps in own knowledge, skills and attitudes.
11. What are the requirements of own work role including the limits of your responsibilities.
12. How to analyse own work role and how it relates to other roles in the organization.
13. How to gather and validate information.
14. Why it is important to recognize and respect the value perceptions of others.
15. How to evaluate the impact of different factors on own role.
16. Why managing resources (particularly knowledge, skills and time) is important.
17. How to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
18. How to delegate responsibilities.
19. How to measure progress against work objectives.
20. How to manage personal emotions effectively.
21. How to update development plans in light of own performance, any development activities undertaken and any wider changes.
22. How to evaluate the extent to which development activities have contributed to own performance.
23. How to update work objectives based on performance feedback or changes in organisational priorities.

24. How to identify, reflect on and use appropriate sources of feedback on own performance.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than on occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U82703**Develop and sustain productive working relationships**

Unit Descriptor:

This unit describes the knowledge, skills and attitude required to develop and sustain productive and positive working relationships with colleagues within the organisation.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Develop productive working relationships | <ul style="list-style-type: none"> 1.1 Establish productive and positive relationships with colleagues within the organisation. 1.2 Identify and respect roles, responsibilities, interests and concerns of colleagues. 1.3 Develop trust and mutual respect, particularly where you have no authority/shared authority over those with whom you are working. 1.4 Deal with difficult situations and challenges in a sensitive manner. |
| 2. Sustain productive working relationships | <ul style="list-style-type: none"> 2.1 Provide individuals with sufficient information to enable them to perform effectively. 2.2 Consult individuals in relation to key decisions and activities and take their views into account. 2.3 Fulfil agreements made and inform all colleagues. 2.4 Advise individuals promptly of any challenges encountered. 2.5 Identify conflicts of interest, values and disagreements and resolve them in ways that minimise damage to performance and to the individuals involved |

- 2.6 Monitor and review working relationships to identify areas for improvement.
- 2.7 Seek and provide **feedback** to improve the performance of those involved.

RANGE STATEMENT

All range statements must be assessed:

1. Conflicts of interest:

- Undermining of persons' self-interest and values
- Undermining professional interest and values
- Undermining of organisational interests and values

2. Feedback:

- Oral
- Written

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the benefits of developing productive and positive working relationships.
2. What are the principles of effective communication and how to develop productive relationships.
3. Why it is important to create trust and mutual respect.
4. Why it is important to understand how to deal with difficult situations and issues.
5. How to identify and meet the needs of other persons.
6. What information is appropriate to provide to colleagues and the factors that need to be taken into consideration.
7. How to consult with colleagues in relation to key decisions and activities.
8. Why it is important to take account of, and be seen to take account of, the views of colleagues.
9. Why communication with colleagues on fulfilment of agreements or any problems affecting or preventing fulfilment is important.
10. How to identify conflicts of interest and values with colleagues and the techniques that can be used to manage or remove them.
11. How to identify disagreements with colleagues and the techniques for resolving them.
12. What type of damage conflicts of interest and values and disagreements with colleagues can cause to individuals and organisations.
13. How to monitor and review working relationships.
14. How to obtain and make use of feedback from colleagues to improve own performance.
15. How to provide colleagues with feedback designed to improve their performance.
16. What are the mechanisms for consulting with colleagues on key decisions and activities.
17. What are your organisation's planning and decision-making processes.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than on occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U56802**Develop and sustain collaborative relationships with other departments**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to collaborate and sustain supportive relationships with other departments within your organisation.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---------------------------------------|--|
| 1. Identify other departments | <ul style="list-style-type: none"> 1.1 Identify departments with which you need to work to achieve objectives. 1.2 Identify and evaluate opportunities to work collaboratively with other departments. 1.3 Develop trust and mutual respect, particularly amongst those over whom you have no authority. |
| 2. Collaborate with other departments | <ul style="list-style-type: none"> 2.1 Discuss and agree on aims and objectives of collaboration with other departments. 2.2 Discuss expected benefits from collaboration with each department. 2.3 Identify resources for collaboration with each department. 2.4 Agree on actions to be taken by each department and when they will be taken and inform others of the reasons when such actions cannot be completed. 2.5 Identify expected outcomes and levels of service. 2.6 Discuss risks involved in the collaboration and agree on how they will be managed. 2.7 Arrange for communication and reporting with each other according to organisational practices. |

- 2.8 Identify difficult situations and issues from other departments and provide support, where necessary.
 - 2.9 Send and receive reports from other departments according to agreed arrangements.
- 3. Review collaboration with other departments
 - 3.1 Provide departments with feedback in ways that help them to perform and reinforce commitment to collaboration.
 - 3.2 **Review** collaboration with other departments at agreed times.

RANGE STATEMENT

All range statements must be assessed:

1. Objectives:

- Organisational
- Work (operational)
- Personal

2. Review:

- Oral
- Written

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the principles and methods of effective communication and how these should be applied.
2. What are the principles and methods of negotiation and how to negotiate agreements for mutual benefit.
3. How to develop service level agreements with other departments and what they should cover.
4. How to assess and manage the risks and benefits involved in collaborative working.
5. Why it is important to meet your commitments and keep people informed if you are unable to do so.
6. How to provide support to help others meet their commitments.
7. How to provide specific feedback to help other departments perform effectively and reinforce their commitment and enthusiasm.
8. Why it is important to review collaborative arrangements and how to do so.
9. What is the organisational structure.
10. What are the organisation's vision and strategic objectives.
11. What is the nature of the relationship between other departments and your area of responsibility.
12. What are the opportunities for synergy with other departments.
13. Which departments are needed for the collaboration based on their competence and potential.
14. What are the roles and responsibilities of each department.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than on occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U47402**Communicate with customers and with others**

Unit Descriptor:

This unit describes the knowledge, skills and attitude required to politely and effectively communicate with other persons encountered while working.

Clear communication is important to pass on all necessary information and make sure health and safety information and workplace procedures are understood.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Communicate information to customers and others | <ul style="list-style-type: none"> 1.1 Adhere to organisational standards for appearance and positive behaviour. 1.2 Obtain relevant and current information for effective working. 1.3 Communicate with colleagues and other personnel using appropriate communication strategies. 1.4 Communicate information in a systematic and structured manner. |
| 2. Respond to customers and others | <ul style="list-style-type: none"> 2.1 Respond to customers' questions and comments promptly and in a positive manner. 2.2 Acknowledge and respond to communication clearly, courteously and promptly. 2.3 Question persons to confirm that the information received is correctly understood. 2.4 Record information in an appropriate manner in accordance with the organisational procedures. 2.5 Present accurate and current information in a clear and concise manner to the relevant persons. |

- 2.6 Take corrective action when there are difficulties in relaying information.
- 2.7 Report **faults** with **communication equipment** immediately to appropriate persons.
- 2.8 Acknowledge and respond to customers' needs and attitudes.

RANGE STATEMENT

All range statements must be assessed:

1. Customers:

- Internal (colleagues, supervisors etc.)
- External (other organizations , business places, public)

2. Communication:

- Telephone calls
- Emails /internet
- Faxes
- Letters
- Social media
- Face to face /verbal

3. Faults:

- Electronic
- Mechanical
- Physical

4. Communication equipment:

- Telephones (fixed line, mobile)
- Computer equipment
- Smart phones, tablets
- Faxes

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the reasons for communicating with others.
2. What are the organizational procedures for personal appearance and behaviour.
3. How does your behaviour and attitude reflect on your workplace and organization.
4. What is the importance of creating a positive impression.
5. How to obtain your work instructions and verify that the work instructions are up-to-date.
6. What is the reason for checking that the information is understood correctly.
7. What are the different forms of communication available and how they are used.
8. How to use appropriate strategies to communicate with colleagues and other personnel.
9. Why it is important to communicate clearly and provide necessary information.
10. How to communicate information clearly and systematically.
11. Why it is important to respond positively to questions and queries from customers.
12. How to respond to customers' questions and queries courteously, promptly and in a positive manner.
13. What are the organizational procedures for acknowledging and responding to incoming information.
14. How to use effective questioning techniques to ensure information is understood.
15. What are the organizational and workplace procedures for recording information.
16. What is the correct process for transferring information.
17. How to ensure that the correct or authorized person receives the information.
18. How to identify problems in the relaying of information.
19. What are the corrective measures or actions taken to rectify problems in relaying information and how these should be applied.
20. What is the procedure for reporting faults with communication equipment.
21. How to identify customer needs and attitudes.
22. How to respond correctly to customer needs and attitudes.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than on occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job; that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

Assessment methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor's role is determined whether evidence presented by a candidate for assessment within the programme, meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organization/Centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level 1 - Entry Level:

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 - Skilled Occupations:

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 - Technician and Supervisory Occupations:

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 - Technical Specialist and Middle Management Occupations:

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 - Chartered, Professional and Senior Management Occupations:

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

Within each approved Centre offering NVQs, there is a Centre contact who has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers “real” people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competent, for example, in a disciplinary situation.

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate’s work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of an individual’s work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

Mandatory units - are core to a qualification and must to be completed.

Optional units - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Additional units - are units which the candidate can undertake but are not a requirement to achieve a qualification.

Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning and/or observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).