



**Technical and Vocational Education and Training (TVET) Council**



## **Occupational Standards of Competence**

# **Leadership**

## **Level 2**

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Published by:  
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## **ACKNOWLEDGEMENTS**

The Technical and Vocational Education and Training Council thanks the following for their contribution to the development of this document.

Australian Government — Department of Education and Workplace Relations

CFA Business Skills @ Work, London, England

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# **Qualification Overview**

**NVQB**

**in**

**Leadership**

**Level 2**

### **Qualification Overview**

The NVQB in Leadership Level 2 is aimed at persons who have responsibility for planning, allocating and monitoring the work of others and leading a team.

Workers at this level must have some personal autonomy and responsibility and collaborate with others to achieve work and team objectives.

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.

### **Who is this qualification for?**

The qualification is designed for individuals who have a responsibility for the work of others, as they lead a team. It is suitable for people who have just begun a supervisory role, or who have the ability and the opportunity to demonstrate recognisable leadership skills in their job role, for example, providing leadership for a team, communicating information, allocating and checking the work of team members.

## A003002 APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

### LEADERSHIP – LEVEL 2

To achieve a full award, candidates must complete **all** eleven (11) mandatory units.

<b>Mandatory Units (ALL must be completed)</b>	<b><u>CODES</u></b>
<b>1. Manage Yourself</b>	<b>U56402</b>
1.1 Develop knowledge and skills	
1.2 Develop knowledge of work role	
1.3 Manage your time	
1.4 Review your performance	
<b>2. Plan and allocate work to team members</b>	<b>U56502</b>
2.1 Plan work for team members	
2.2 Allocate work to team members	
2.3 Improve team performance	
<b>3. Manage team communications</b>	<b>U56602</b>
3.1 Contribute to planning team communication	
3.2 Agree and conduct communication	
3.3 Review communication methods	
<b>4. Develop and sustain productive working relationships</b>	<b>U56702</b>
4.1 Develop productive working relationships	
4.2 Sustain productive working relationships	
<b>5. Develop and sustain collaborative relationships with other departments</b>	<b>U56802</b>
5.1 Identify other departments	
5.2 Collaborate with other departments	
5.3 Review collaboration with other departments	
<b>6. Lead meetings to achieve objectives</b>	<b>U56902</b>
6.1 Plan meetings	
6.2 Manage and facilitate meetings to achieve objectives	
6.3 Evaluate performance	
<b>7. Represent your area of responsibility in meetings</b>	<b>U57002</b>
7.1 Prepare for meetings	
7.2 Represent own area in meetings	
7.3 Report the outcome	

**Mandatory Units (All must be completed.)**

**CODES**

**8. Communicate information and knowledge**

**U57102**

8.1 Identify required information and knowledge

8.2 Provide information

**9. Use information to make effective decisions**

**U57202**

9.1 Obtain information

9.2 Analyse information

9.3 Make decisions and inform others

**10. Prepare for and participate in quality audits**

**U57302**

10.1 Participate in audit

10.2 Report to auditor

10.3 Implement agreed actions

**11. Provide leadership in your area of responsibility**

**U57402**

11.1 Provide leadership in your area of responsibility

11.2 Provide support to persons in your area of responsibility

## **LEADERSHIP — LEVEL 2**

### **Evidence Requirements**

In order to achieve any unit candidates must demonstrate that they meet all of its requirements. This means all of the performance criteria, range (unless otherwise stated) and every item of knowledge and understanding. Assessors must be able to observe candidates in the workplace/simulated workplace environment under the normal range of work conditions. Candidates must provide tangible evidence to the assessor to support the claim for competence.

### **Simulation**

The units may be assessed on the job, using simulation or using a combination of both. Units will specify where the use of simulation is allowed and can be assessed independently. However, holistic assessment practice with other units is encouraged.



## U56402

## Manage yourself

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to take responsibility for managing self to meet the current and future requirements of own work, support 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 | Core knowledge in your area of expertise and requirements of work role are developed and demonstrated.                                   |
|    |                                | 1.2 | Trends and developments in your area of expertise and the impact on your role are monitored and evaluated.                               |
|    |                                | 1.3 | Current and future requirements of your work role are evaluated at intervals.  |
|    |                                | 1.4 | <b>Personal learning styles</b> which work best are recognised and taken into account when identifying developmental activities.         |
|    |                                | 1.5 | Gaps in knowledge, skills and attitudes and current and future requirements of your work role are identified and addressed.              |
|    |                                | 1.6 | Development plans which address gaps in knowledge, skills and attitudes are discussed, agreed and support own career and personal goals. |
| 2. | Develop knowledge of work role | 2.1 | Purpose of the work role and how it contributes to achieving the organisation's vision and mission is established.                       |
|    |                                | 2.2 | <b>Objectives</b> are developed which are compatible with your work role and the vision, mission and values of the organisation.         |

- 2.3 **Conflicts** with the organisation's vision, mission and values are evaluated and resolved.
- 3 Manage your time
  - 3.1 Work hours are managed effectively to achieve prioritised **objectives**.
  - 3.2 Responsibilities are delegated appropriately where possible.
  - 3.3 Technology is used to assist in achieving **objectives**.
  - 3.4 Activities that do not support the achievement of **objectives** are identified and eliminated.
  - 3.5 New opportunities and urgent situations are accurately identified and appropriate responses made.
  - 3.6 Personal emotions are effectively managed.
  - 3.7 Relationships with others are managed in ways that assist in achieving **objectives**.
- 4. Review your performance
  - 4.1 Development plans are reviewed in light of your performance and developmental activities updated in a timely manner.
  - 4.2 Specific and valid **feedback** on performance is obtained from relevant persons.
  - 4.3 Performance is adjusted based on **feedback**.

**RANGE STATEMENT**

*All range statements must be assessed:*

**A. Learning Styles:**

- (i) Visual
- (ii) Auditory
- (iii) Kinaesthetic

**B. Objectives:**

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

**C. Conflicts:**

- (i) Differences in personalities
- (ii) Conflict in assigned tasks
- (iii) Value perceptions
- (iv) Behaviour (i.e. passive v aggressive)

**D. Feedback:**

- (i) Oral
- (ii) Written

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the work role and core knowledge requirements in your area of expertise and how to develop these further.
2. What are the principles that underpin professional development.
3. How to evaluate the 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 your 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 your 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 your knowledge, skills and attitudes.
11. What are the requirements of your work role including the limits of your responsibilities.
12. How to analyse your work role and how it relates to other roles in the organisation.
13. How to gather and validate information.
14. Why it is important to recognise and respect the value perceptions of others.
15. How to evaluate the impact of different factors on own role.
16. Why managing resources (particularly skills, knowledge 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 your performance, any development activities undertaken and any wider changes.
22. How to evaluate the extent to which development activities have contributed to your performance.

23. How to update work objectives based on performance feedback or changes in organisational priorities.
24. How to identify, reflect and use appropriate sources of feedback on your performance.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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

**U56502****Plan and allocate work to team members**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to ensure that the work required of the team is effectively and fairly allocated, taking account of workloads and opportunities for development.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	<i>To be competent you must achieve the following:</i>
1. Plan work for team members	1.1 Required work of the team, including outstanding points and issues, are clarified and confirmed with the manager. 1.2 Work undertaken is planned and identifies priorities or critical activities, making use of available resources. 1.3 Work is allocated to team members taking into account skills, knowledge, attitudes, background, existing workloads and opportunities for development.
2. Allocate work to team members	2.1 Team members are briefed on the work allocated and the expected standard of performance. 2.2 Team members are encouraged to ask questions, make suggestions and seek clarification in relation to work allocated. 2.3 Concerns team members have about work are addressed.
3. Improve team performance	3.1 Ways of <b>improving team performance</b> are identified. 3.2 Team members are provided with objectives and valid and specific feedback to improve performance. 3.3 Ways of <b>improving team performance</b> are implemented.

**RANGE STATEMENT**

*All range statements must be assessed:*

- A. Improving team performance**
  - (i) Training
  - (ii) One-on-one discussions
  - (iii) Feedback on overall team performance
  - (iv) Team talks and meetings



**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. Why it is important to plan, confirm and clarify priorities and critical activities with the manager and how to do this effectively.
2. How to identify available resources.
3. Why and how work should be allocated fairly.
4. Why and how to brief team members on the work and what is the standard or level of expected performance.
5. How to encourage team members to ask questions, seek clarification and make suggestions in relation to work allocated.
6. How to address the concerns of team members about work allocated.
7. What are the organisation's policies and procedures for personal and professional development.
8. What are the reporting lines in the organisation and the limits of your authority.
9. What are the organisation's standards or levels of expected performance.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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

## U56602

## Manage team communications

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to manage communication with teams, within teams and between different teams.

ELEMENT	PERFORMANCE CRITERIA
	<i>To be competent you must achieve the following:</i>
1. Contribute to planning team communication	1.1 Communication needs are discussed and agreed on with team members. 1.2 <b>Communication methods</b> which meet the needs of team members are agreed on.
2. Agree and conduct communication	2.1 Time and resources, including technology are used effectively. 2.2 Agreement is sought from <b>relevant persons</b> regarding which team members should be contacted for specific purposes. 2.3 <b>Communication methods</b> to be used in urgent or exceptional circumstances are agreed on with team members. 2.4 Information is received by team members in a timely manner as required. 2.5 Required information is provided to <b>relevant persons</b> . 2.6 Team members are provided with opportunities to discuss work and issues that may arise.
3. Review communication methods	3.1 <b>Communication methods</b> are reviewed with team members and other persons at regular intervals. 3.2 Appropriate action is taken to sustain or improve communication.

**RANGE STATEMENT**

*All range statements must be assessed:*

**A. Communication methods:**

- (i) Oral
- (ii) Non-verbal
- (iii) Written
- (iv) Electronic

**B. Information:**

- (i) Oral
- (ii) Non-verbal
- (iii) Written
- (iv) Electronic

**C. Relevant persons:**

- (i) Self
- (ii) Other team members
- (iii) Other persons

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to identify communication needs.
2. What are the principles and methods of effective communication and how these should be applied.
3. What is the range of media (e.g. face to face, written, telephone, e-mail, Internet) and styles of communication (e.g. written, spoken, visual, demonstration) that can be used and their relative benefits in different circumstances.
4. How to discuss and agree on communication needs with team members.
5. How to review the effectiveness of communication methods with team members.
6. Why it is important to provide team members with opportunities to discuss their work and issues arising and how to do so.
7. Who are the individuals in your area of work, their roles, responsibilities, competencies and potential.
8. What are the organisational requirements for reporting and providing information.
9. What are the technologies and other resources available within your organisation that can facilitate communication.
10. Who team members should contact for specific purposes.
11. What are the types of urgent or exceptional circumstances that may arise.
12. How to identify strategies to sustain or improve communication.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to develop and sustain productive and positive working relationships with colleagues within your own organisations

## ELEMENT

## PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

- |    |  |   |
|----|--|---|
| 1  | Develop productive working relationships | 1.1 Productive and positive relationships are established with colleagues within the organisation.  |
|    |  | 1.2 Roles, responsibilities, interests and concerns of colleagues are recognised and respected.   |
|    |  | 1.3 Trust and mutual respect are developed, particularly where you have no authority/shared authority over those with whom you are working.                         |
|    |  | 1.4 Difficult situations and challenges are dealt with in a sensitive manner.   |
| 2. | Sustain productive working relationships | 2.1 Individuals are provided with sufficient information to enable them to perform effectively.   |
|    |  | 2.2 Individuals are consulted in relation to key decisions and activities and their views taken into account.   |
|    |  | 2.3 Agreements made are fulfilled and all colleagues informed.  |
|    |  | 2.4 Individuals are advised promptly of any challenges encountered.   |
|    |  | 2.5 <b>Conflicts</b> of interest, values and disagreements are identified and resolved in ways that minimise damage to performance and to the individuals involved. |

- 2.6 Working relationships are monitored and reviewed to identify areas for improvement.
- 2.7 **Feedback** is sought and provided to improve the performance of those involved.



**RANGE STATEMENT**

*All range statements must be assessed:*

**A. Conflicts of interest:**

- (i) Undermining of persons' self-interest and values
- (ii) Undermining professional interest and values
- (iii) Undermining of organisational interests and values

**B. Feedback:**

- (i) Oral
- (ii) 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 your 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 have to prove that they can carry out all of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work 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 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, 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.

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

Unit Descriptor:

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

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |                                    |     |  |
|----|------------------------------------|-----|--|
| 1. | Identify other departments         | 1.1 | Departments with which you need to work to achieve <b>objectives</b> are identified.   |
|    |                                    | 1.2 | Opportunities to work collaboratively with other departments are identified and evaluated.   |
|    |                                    | 1.3 | Trust and mutual respect are developed, particularly amongst those over whom you have no authority.  |
| 2. | Collaborate with other departments | 2.1 | Aims and <b>objectives</b> of collaboration with other departments are agreed on.  |
|    |                                    | 2.2 | Expected benefits from collaboration with each department are agreed on.   |
|    |                                    | 2.3 | Resources for collaboration are agreed on with each department.  |
|    |                                    | 2.4 | Actions to be taken by each department and when they will be taken are agreed on and others informed when unable to do so and the reasons why. |
|    |                                    | 2.5 | Expected outcomes and levels of service are agreed on.   |
|    |                                    | 2.6 | Risks involved in the collaboration and how they will be managed are agreed on.  |
|    |                                    | 2.7 | Arrangements for communicating with each other and reporting progress are agreed on.   |

- 2.8 Difficult situations and issues from other departments are understood and support provided, where necessary.
  - 2.9 Reports are sent to and received from other departments according to agreed arrangements.
- 3. Review collaboration with other departments
  - 3.1 Departments are provided with feedback in ways that help them to perform and reinforce commitment to collaboration.
  - 3.2 Collaboration with other departments is **reviewed** at agreed times.

**RANGE STATEMENT**

*All range statements must be assessed:*

**A. Objectives:**

- (i) Organisational
- (ii) Work (operational)
- (iii) Personal

**B. Reviewed:**

- (i) Oral
- (ii) 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 are the individual departments with which you need to collaborate and what are their roles, responsibilities, competence and potential.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

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



## U56902

## Lead meetings to achieve objectives

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to lead meetings to achieve objectives which may be to solve problems, take decisions, consult with others or exchange information and knowledge.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Plan meetings  | <ul style="list-style-type: none"> <li>1.1 Purpose and <b>objectives</b> of meetings are established.</li> <li>1.2 Selected approaches to achieve <b>objectives</b> are confirmed.</li> <li>1.3 Participants who need to attend are identified and preparations for the meeting made methodically.</li> <li>1.4 Participants are invited to the meeting, providing sufficient <b>notice</b> to facilitate their attendance.</li> <li>1.5 Information is circulated in advance and participants briefed individually as necessary, on the content and purpose of the meeting and their role.</li> <li>1.6 Fixed time is set for the meeting with time allocated for each item of the agenda.</li> </ul> |
| 2. Manage and facilitate meetings to achieve objectives | <ul style="list-style-type: none"> <li>2.1 Purpose of the meeting is stated at the start and checks are conducted to ensure that all participants understand why they are present and what is expected of them.</li> <li>2.2 <b>Objectives</b> are clarified at the beginning of each agenda item.</li> </ul>  |

- 2.3 Participants are encouraged to make clear, concise and constructive contributions, whilst acknowledging and building on the contributions of others.
  - 2.4 Distracting comments and digressions are discouraged and attention is refocused on the objectives of the meeting.
  - 2.5 **Meeting protocols** are established and adhered to.
  - 2.6 Key **objectives** are met and participants are kept informed of changes to the agenda
  - 2.7 Time is managed flexibly, giving more time to particular agenda items where necessary.
  - 2.8 Content of discussion is summarised at appropriate times and action points allocated to participants at the end of each agenda item.
  - 2.9 Decisions are taken within the meeting's authority, remit or terms of reference.
  - 2.10 Formal procedures or standing orders that apply to the meeting are observed.
  - 2.10 Decisions and action points are checked, accurately recorded and promptly communicated to relevant persons.
3. Evaluate performance
- 3.1 Purpose and **objectives** of the meeting are evaluated to determine whether they have been achieved.
  - 3.2 Strategies are identified to ensure that meetings are more effective in the future.

**RANGE STATEMENT**

*All range statements must be assessed:*

**A. Objectives:**

- (i) Problem solving – to discuss an issue, conflict or competing interest and how to solve it
- (ii) Information – to give or receive information about a specific idea or important matters concerning attendees
- (iii) Brain storming – to produce new ideas about a specific topic

**B. Notice:**

- (i) Importance of the meeting
- (ii) Context of the meeting agenda
- (iii) Roles of participants
- (iv) Preparation that needs to be undertaken prior to the meeting

**C. Meeting protocols**

- (i) Adoption and seconding of agenda/minutes
- (ii) Dealing with matters arising
- (iii) Minute taking and recording of meetings

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. Why it is important to establish the purpose and objectives of the meeting and how to do so.
2. Why it is important to confirm that a meeting is the best way to achieve objectives.
3. Why it is important to determine how the meeting will be led and how to do so.
4. How to identify who needs to participate in the meeting.
5. Why it is important to give participants sufficient notice to attend the meeting.
6. Why it is important to inform participants of the role they will be expected to play, the preparation they need to undertake and the importance of the meeting.
7. How to identify relevant information that participants require in advance of the meeting.
8. Why it is important to circulate relevant information in advance and if required, brief participants individually on the content and purpose of the meeting and their roles.
9. Why it is important to set a fixed time for the meeting to begin and end and allocate time appropriately for each agenda item.
10. Why it is important to 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.
11. Why it is important to clarify specific objectives at the beginning of each agenda item.
12. Why it is important to encourage all participants to make clear, concise and constructive contributions, whilst acknowledging and building on the contributions of others, and how to do so.
13. Why it is important to discourage distracting comments and digressions and refocus attention on the objectives of the meeting and how to do so.
14. 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.
15. Why it is important to summarise the discussion at appropriate times and allocate action points to participants at the end of each agenda item and how to do so.
16. Why it is important to make decisions within the meeting's authority, remit or terms of reference and how to do so.
17. Why it is important to check that decisions and action points are accurately recorded and promptly communicated to those who need to know.
18. How to evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective.
19. What are the meeting protocols, formal procedures and standing orders relating to facilitating meetings i.e. taking minutes, adoption and seconding of agenda and minutes etc.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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

## U57002

## Represent your area of responsibility in meetings

Unit Descriptor:

This unit describes the knowledge, skills and attitude required to take the lead in representing your area of responsibility in meetings involving other work areas or organisations.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Prepare for meetings                | <ul style="list-style-type: none"> <li>1.1 Purpose, <b>objectives</b> and agenda of the meeting are reviewed and understood.</li> <li>1.2 Relevant information is identified and interests clarified regarding the various agenda items.</li> <li>1.3 Individuals in your area of responsibility are consulted to ensure understanding of interests and opinions.</li> <li>1.4 <b>Objectives</b> of the meeting are clarified in regard to what the meeting will achieve.</li> </ul>   |
| 2. Represent your own area in meetings | <ul style="list-style-type: none"> <li>2.1 Information relevant to the meeting is presented clearly and concisely.</li> <li>2.2 Opinions and interests of those being represented are addressed.</li> <li>2.3 Issues emerging from the discussions which impact on your area of responsibility are identified.</li> <li>2.4 Solutions which meet needs in your area of responsibility are proposed and evaluated.</li> <li>2.5 Information and opinions provided by others are acknowledged and constructively discussed.</li> <li>2.6 Concessions are made to arrive at decisions which balance the needs in your area of responsibility and the needs of other <b>stakeholders</b>.</li> </ul> |

- 2.7 Decisions taken on various agenda items are clarified.
- 3. Report the outcome
  - 3.1 Information and decisions are communicated clearly, concisely, accurately and in a timely manner to relevant people in your area of responsibility and in line with communication protocols agreed on at the meeting.
  - 3.2 Feedback is provided to others to improve the effectiveness of future meetings, where appropriate.

**RANGE STATEMENT**

*All range statements must be assessed:*

**A. Objectives:**

- (i) Problem solving – to discuss an issue, conflict or competing interest and how to solve it
- (ii) Information - to give or receive information about a specific idea or important matters concerning the attendees
- (iii) Brain storming - to produce new ideas about a specific topic

**B. Stakeholders:**

- (i) Individuals (internal to the organisation)
- (ii) Groups (internal to the organisation)
- (iii) Relevant interests external to the organisation



**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. Why it is important to know and understand the purpose, objectives and agenda of the meeting.
2. How to identify relevant information for the meeting and clarify your interests and opinions on the various agenda items.
3. Who are the relevant people in your area of responsibility and their interests.
4. Why it is important to consult relevant people in your area of responsibility and how to do so in order to understand and be able to represent their interests and opinions.
5. Why it is important to set your own objectives for the meeting and how to do so.
6. Why it is important to present relevant information and opinions to the meeting clearly and concisely and how to do so.
7. How to present your opinions and the interests of those you are representing in a convincing manner.
8. Why it is important to identify and articulate any issues or problems emerging from discussions and how to contribute to resolving them.
9. Why it is important to acknowledge information, interests and opinions provided by other persons and how to address these constructively.
10. Why it is important to trade concessions to arrive at consensus and how to do so.
11. Why it is important to clarify decisions taken on various agenda items, where necessary, and how to do so.
12. Why it is important to communicate decisions clearly, concisely, accurately and in a timely manner to relevant people in your area of responsibility and how to do so in line with any communication protocols agreed on at the meeting.
13. How to seek and provide feedback.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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

## U57102

## Communicate information and knowledge

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to communicate information and knowledge to a wide range of persons within the organisation.

ELEMENT	PERFORMANCE CRITERIA
	<i>To be competent you must achieve the following:</i>
1. Identify required information and knowledge	1.1 <b>Information</b> and knowledge required are identified and the reasons why they are needed explained to relevant persons.  1.2 Type of media, language, styles and timing preferred by individuals are identified before forwarding <b>information</b> .
2. Provide information	2.1 <b>Information</b> to be communicated is checked for currency, accuracy and completeness.  2.2 <b>Information</b> is communicated only to those who have a right to it, in line with policies and legal requirements.  2.3 Interference and disruption to communication are minimised.  2.4 <b>Target audience</b> is assisted in understanding the information and knowledge communicated and its relevance.  2.5 Attention and interest of <b>target audience</b> are gained using a variety of <b>techniques</b> to help retain <b>information</b> and knowledge.  2.6 <b>Feedback</b> is used to make adjustments to communication.  2.7 Jargon, technical terms and abbreviations are carefully explained.  2.8 <b>Information</b> communicated is confirmed as having been received and understood.

**RANGE STATEMENT**

*All range statements must be assessed:*

**A. Information:**

- (i) Quantitative
- (ii) Qualitative

**B. Target audience:**

- (i) Individuals
- (ii) Groups

**C. Techniques:**

- (i) Summarising information
- (ii) Facilitating practical activities
- (iii) Reinforcing information provided
- (iv) Conducting presentations
- (v) Note taking

**D. Feedback:**

- (i) Oral
- (ii) Non-verbal

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to identify the need for information and knowledge and the motivation for acquiring the same.
2. Why it is important to communicate information and knowledge only to specific persons.
3. How to establish the preferred communication media, language, style, timing and pace.
4. Why and how to check the currency, accuracy and completeness of the information being communicated.
5. What are the policies and legal requirements relating to communication.
6. How to minimise interference or disruption to communication.
7. Why and how to structure your communication in ways that facilitate clear and accurate reception and understanding.
8. What and how to use a variety of techniques to gain and maintain attention and interest and help retain information and knowledge.
9. How and why to use feedback to make adjustments to presentations.
10. Why it is important to communicate the level of confidence that can be placed in the information and knowledge, i.e. whether it is based on rigorously researched evidence, widely accepted facts or personal opinion.
11. Why it is important to explain jargon, technical terms and abbreviations.
12. What are the jargon, technical terms and abbreviations commonly used in the context in which you are working.
13. Why and how to confirm understanding and receipt of information.
14. What are the needs, motivations and preferences of the target audience.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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

## U57202

## Use information to make decisions

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to make sound decisions based upon a valid analysis of the best available information.

ELEMENT	PERFORMANCE CRITERIA
1. Obtain information	<p><i>To be competent you must achieve the following:</i></p> <p>1.1 Interests of individuals affected by the decision are identified.</p> <p>1.2 Communication takes place with individuals, those who contribute to the decision-making process and those who will be affected by the decision.</p> <p>1.3 <b>Objectives</b> of the decision to be taken are established, clarifying what is to be achieved and ensuring that there is consensus.</p> <p>1.4 <b>Information</b> needed to make the decision and the <b>sources of information</b> are identified.</p> <p>1.5 Sufficient information is obtained to make the decision and verify its accuracy and reliability.</p> <p>1.6 Action is taken in a timely manner to remedy inadequate, unreliable, contradictory or ambiguous information.</p>
2. Analyse information	<p>2.1 Information is <b>analysed</b> to identify facts, patterns and trends that may impact on the decision.</p> <p>2.2 A range of options is identified and evaluated.</p> <p>2.3 Conclusions are drawn, supported by reasoned arguments and reliable information that clearly state any assumptions made and risks that may be involved.</p>

- 3. Make decisions and inform others
  - 3.1 **Decisions** are effectively taken using all relevant information available.
  - 3.2 **Help and advice** are obtained as necessary when decisions are outside your area of responsibility.
  - 3.3 Decisions and rationale are communicated clearly to those who are affected.



**RANGE STATEMENT**

*All range statements must be assessed:*

**A. Information:**

- (i) Quantitative
- (ii) Qualitative

**B. Sources of information**

- (i) Persons within own organisation
- (ii) Internal information systems
- (iii) Published media

**C. Decisions:**

- (i) Affecting operational performance
- (ii) In line with own objectives
- (iii) Within the scope of own authority
- (iv) Consistent with values, policies and guidelines
- (v) In time for necessary action to be taken

**D. Analysed:**

- (i) Formal and planned
- (ii) Informal and ad hoc

**E. Help and advice**

- (i) When adequate information is not available
- (ii) When the decision is outside own area of responsibility or scope of authority
- (iii) When decisions are likely to conflict with values, policies and guidelines

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. Why it is important to know who is able to contribute or may be affected in the decision-making process, why to engage them and how to do so.
2. Why it is important to set objectives for the decision and how to make it clear what the decision must achieve and what is outside the scope of the decision.
3. How to identify the information needed to make the decision.
4. How to judge whether there is sufficient, accurate, reliable and relevant information to make the decision.
5. How to identify if information is inadequate, unreliable, contradictory or ambiguous and how to remedy this in a timely manner.
6. What are the relevant facts, patterns and trends and how to analyse information to identify them.
7. What is the range of options open to you and how these should be evaluated.
8. How to justify your conclusions.
9. Why it is important to ensure decisions are in line with the organisation's values, policies and guidelines.
10. Why it is important to show any assumptions made and risks that may be involved and how to do so.
11. Why it is important to make decisions in time for necessary action to be taken.
12. Whom to go to for advice if adequate information is not available, the decision is outside your area of responsibility, or decisions conflict with policies, values and guidelines.
13. How to communicate your decisions clearly and concisely.
14. What is the scope of your authority for making decisions and when there is the need to refer to someone else.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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

## U57302

## Prepare for and participate in quality audits

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to prepare for and participate in quality audits in an area of responsibility or as part of a formal quality team.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                             |  |
|-----------------------------|--|
| 1. Participate in audit     | <ul style="list-style-type: none"> <li>1.1 Quality of standards and procedures that apply to your area of responsibility are established.</li> <li>1.2 Work in your area of responsibility is monitored to ensure it meets quality standards and complies with procedures.</li> <li>1.3 Records and <b>documentation</b> are checked to ensure they are accurate, complete, up to date and accessible.</li> <li>1.4 Corrective actions agreed on in previous <b>audits</b> are checked to ensure they have been taken and that any recommendations have been considered and acted upon.</li> </ul> |
| 2. Report to auditor        | <ul style="list-style-type: none"> <li>2.1 Auditor is provided with access to all relevant information, records and <b>documentation</b>.</li> <li>2.2 Results of the <b>audit</b> are discussed with the auditor.</li> <li>2.3 Corrective actions to remedy non-conformances and the date by which the actions should be carried out are discussed with the auditor.</li> <li>2.4 Areas for improvement regarding business processes, quality standards or procedures are discussed with the auditor.</li> </ul>  |
| 3. Implement agreed actions | <ul style="list-style-type: none"> <li>3.1 Agreed corrective actions are planned.</li> </ul>   |

- 3.2 Corrective actions are carried out by agreed date.

**RANGE STATEMENT**

*All range statements must be assessed:*

**A. Documentation:**

- (i) Procedures and processes
- (ii) Minutes of meetings
- (iii) Reports
- (vi) Work instructions

**B. Audit:**

- (i) Internal
- (ii) External

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the quality management principles and methods.
2. How to monitor work to ensure it consistently meets quality standards and complies with procedures.
3. Why it is important to ensure that records and documentation are accurate, complete and up to date and how to make these readily accessible to auditors.
4. How to identify areas where business processes, quality systems or procedures could be improved.
5. How to plan and monitor to ensure that corrective actions are carried out by agreed dates.
6. Why it is important that the auditor is provided with relevant information, records and documentation.
7. What are the quality standards and procedures that apply to your area of responsibility and should be discussed with the auditor.
8. What records and documentation are required for your area of responsibility.
9. What are the corrective actions that were agreed on in previous audits.
10. What are the recommendations for improvements made in previous audits.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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



**U57402****Provide leadership in own area of responsibility**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide direction to persons in a defined area, whilst motivating and supporting them to achieve the vision and objectives for that area.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Provide leadership within own area of responsibility      | <ul style="list-style-type: none"> <li>1.1 Persons within your area of responsibility are motivated and encouraged to define the direction and commit themselves to achieving results.</li> <li>1.2 Shared vision and values of the organisation are clearly and enthusiastically communicated to relevant persons.</li> <li>1.3 Link between the vision, objectives and operational plans of your area of responsibility and those of the overall organisation are clearly communicated and understood by persons within your area of responsibility.</li> <li>1.4 Your area of responsibility is successfully led through difficulties, challenges and times of crisis.</li> <li>1.5 A range of <b>leadership styles</b> is developed and used appropriately in situations and when dealing with others.</li> <li>1.6 Persons are motivated to present ideas and provided with feedback to show that they are heard and understood.</li> </ul> |
| 2. Provide support to persons in your area of responsibility | <ul style="list-style-type: none"> <li>2.1 Persons are encouraged to identify and take responsibility for their own development needs.</li> </ul>  |

- 2.2 Persons are provided with support, advice and guidance when they need it, especially during periods of setback and change.
- 2.3 Persons are motivated and supported to achieve their work and development objectives and recognition given for their successes.
- 2.4 Persons are encouraged to take the lead in their own area of responsibility when they have the knowledge and expertise and to show a willingness to accept leadership.
- 2.5 Trust and support of persons across the organisation and key stakeholders are achieved through your performance and behaviour.
- 2.6 Feedback is regularly sought on your performance from key stakeholders and persons across the organisation.

**RANGE STATEMENT**

*All range statements must be assessed:*

**A. Leadership styles:**

- (i) Collaborative
- (ii) Democratic
- (iii) Coaching
- (iv) Affiliated
- (v) Autocratic

**B. Communicated:**

- (i) Orally
- (ii) Written
- (iii) Visually

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. Who are the individuals within your area of responsibility, their roles, responsibilities, competencies and potential.
2. What are your own values, motivations and emotions.
3. What are your strengths and limitations in the leadership role.
4. What are your role, responsibilities and level of authority.
5. How to engage persons within your area of responsibility, across the organisation and other stakeholders in defining the organisation's direction and obtain commitment to achieving results.
6. What are the differences between managing and leading.
7. What are the vision, objectives and culture of the overall organisation.
8. What are the vision, objectives, culture and operational plans for your area of responsibility.
9. How to create a compelling vision for your area of responsibility.
10. What are organisational values and why these are important.
11. What are the different leadership styles and how to select and apply these to different situations and persons.
12. What are the leadership styles used across the organisation.
13. What are the different techniques and methods for communicating with persons across the organisation and how these should be applied.
14. How to select and successfully apply different methods for communicating with people across your area of responsibility.
15. How to obtain and make use of feedback from persons on your leadership performance
16. What are the strengths, limitations and potential of the persons you lead.
17. What are the types of difficulties and challenges that may arise and ways of identifying and addressing them.
18. How to support and nurture a culture which encourages and recognises creativity and innovation.
19. Why it is important to encourage others to take the lead and the ways in which this can be achieved.
20. How to effectively empower persons in your area of responsibility.
21. How to select and successfully apply different methods for encouraging, motivating and supporting persons and recognising achievement.
22. What types of support and advice persons are likely to need and how to respond to these.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than two occasions over a period of time** for competency to be established by the assessor.

### (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:

- Direct observation
- Oral/written questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy and 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 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, 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.

**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**

Organisation/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**

Recognises 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:**

Recognises 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:**

Recognises 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:**

Recognises 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:**

Recognises 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 competently, 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 and 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.

**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 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)