



Technical and Vocational Education and Training (TVET) Council



Occupational Standards of Competence

Leadership

Level 3

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Qualification Overview

NVQB

in

Leadership

Level 3

Qualification Overview

The NVQB in Leadership is aimed at persons who work to accomplish professional or organizational goals by motivating and streamlining the efforts of others.

Workers at this level must help train employees or staff to work together and provide the motivation and inspiration needed to meet goals. They also set timelines and deadlines and manage personal issues. They reward good work and offer guidance and support during periods of poor performances, and in most cases are directly accountable for the achievements of their team.

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 leadership responsibilities but no formal training, and are serious about developing their abilities. It is particularly suitable for practising team leaders seeking to move up to the next level of management and managers who need to lead people through organisational change or other pressures. The qualification may be appropriate for persons already holding a relevant professional or vocational qualification in areas such as leadership, management and business administration.

A003003 APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

LEADERSHIP – LEVEL 3

To achieve a full award, candidates must complete all thirteen (13) mandatory units.

Mandatory Units (ALL must be completed)	<u>CODES</u>
1. Manage Yourself	U56402
1.1 Develop knowledge and skills	
1.2 Develop knowledge of work role	
1.3 Manage your time	
1.4 Review own performance	
2. Plan and allocate work to team members	U56502
2.1 Plan work for team members	
2.2 Allocate work to team members	
2.3 Improve team performance	
3. Lead your team	U57503
3.1 Plan work	
3.2 Support work	
4. Build teams	U57603
4.1 Select team members	
4.2 Encourage participation	
4.3 Conclude team responsibilities	
5. Quality assure work in your own team	U57703
5.1 Check quality of work	
5.2 Provide feedback on quality of work	
6. Support individuals' learning and development	U57803
6.1 Promote learning and development	
6.2 Support learning and development	
6.3 Monitor and improve learning and development	
7. Implement operational plans	U57903
7.1 Implement operational plans	
7.2 Monitor own operational plans	

Mandatory Units (All must be completed)

CODES

- | | | |
|------------|---|---------------|
| 8. | Manage stress within a team | U58003 |
| 8.1 | Develop a personal stress management strategy | |
| 8.2 | Develop stress management strategies and techniques | |
| 8.3 | Implement stress management techniques within a team | |
| 8.4 | Develop team and morale building strategies | |
| 8.5 | Monitor and address stress levels within a team | |
| 9. | Collect and analyse information to aid decision making | U58103 |
| 9.1 | Identify circumstances that require a decision to be made | |
| 9.2 | Collect and share information | |
| 9.3 | Make decisions | |
| 10. | Plan and implement change | U58203 |
| 10.1 | Plan change | |
| 10.2 | Implement change | |
| 11. | Provide leadership in own area of responsibility | U58303 |
| 11.1 | Provide leadership within own area of responsibility | |
| 11.2 | Provide support to persons within own area of responsibility | |
| 12. | Manage conflict in teams | U58403 |
| 12.1 | Support team members | |
| 12.2 | Minimise conflict | |
| 12.3 | Encourage conflict resolution | |
| 12.4 | Comply with legal and organisational requirements | |
| 13. | Coach and mentor individuals | U58503 |
| 13.1 | Plan coaching and mentoring | |
| 13.2 | Facilitate coaching | |
| 13.3 | Facilitate mentoring | |
| 13.4 | Monitor the coaching and mentoring process | |

LEADERSHIP — LEVEL 3

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
	<i>To be competent you must achieve the following:</i>
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 Personal learning styles 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 Objectives 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.

ELEMENT	PERFORMANCE CRITERIA
	<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 improving team performance are identified. 3.2 Team members are provided with objectives and valid and specific feedback to improve performance. 3.3 Ways of improving team performance 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.

U57503

Lead your team

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide direction to members of a team and motivate and support them to achieve both team objectives and individual work objectives.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | |
|----|--------------|--|
| 1. | Plan work | 1.1 Purpose and objectives of the team are clearly communicated to all members. |
| | | 1.2 Team members are involved in planning how the team will achieve its objectives. |
| | | 1.3 Team members are given individual work objectives and made to understand how these contribute to achieving team and organizational objectives. |
| 2. | Support work | 2.1 Team members are encouraged and supported to achieve individual work objectives and those of the team and are given recognition when objectives have been achieved. |
| | | 2.2 Team members are successfully guided through difficulties and challenges. |
| | | 2.3 Creativity and innovation are encouraged and recognised within the team. |
| | | 2.4 Team members are empowered to develop their own ways of working and to make decisions within agreed boundaries. |
| | | 2.5 Team members are encouraged to take responsibility for their development needs. |
| | | 2.6 Team members are given support and advice when required, especially during periods of setback and change. |

- 2.7 **Team members** are motivated to present their own ideas and their ideas listened to.
- 2.8 **Team members** are encouraged to take the lead when they have the knowledge and expertise and show a willingness to accept leadership.
- 2.9 Trust and support of **team members** are obtained in response to the leader's support and behaviour.

RANGE STATEMENT

All range statements must be assessed:

A. Purpose:

- (i) Assuring that objectives have been achieved
- (ii) Assuring that quality and customer requirements have been met
- (iii) Appraising team or individual performance
- (iv) Recognising competent performance and achievement

B. Team members:

- (i) People for whom you have line responsibility

C. Planning:

- (i) Short-term
- (ii) Medium-term
- (iii) Long-term

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the different ways of communicating effectively with members of a team.
2. How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
3. How to plan for the achievement of team objectives and the importance of involving team members in this process.
4. What is the importance of demonstrating to team members how personal work objectives contribute to the achievement of team objectives.
5. How to get and make use of feedback from others on your leadership performance and style of leadership.
6. How to select and successfully apply methods for motivating, supporting and encouraging team members and recognising their achievements.
7. What are the types of difficulties and challenges that may arise and the ways in which these can be identified and addressed.
8. Why it is important to encourage others to take the lead and the ways in which this can be achieved.
9. How to encourage and recognise creativity and innovation within a team.
10. Who are the individuals within your own team, their roles, responsibilities, competencies and potential.
11. What are your team's purpose, objectives and plans.
12. What are the personal work objectives of your team members.
13. What are the types of support and advice that team members are likely to need and how to respond to those needs.

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**. 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 an individual 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.

Simulated activities **are not** permitted for this unit.

U57603**Build Teams**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to form a team and develop it through its various stages of growth. It covers teams that are set up for a particular project or to carry out a specific task and also teams that are ongoing. The team can be a new or an existing one that needs help to function effectively.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|----------------------------|---|
| 1. Select team members | <ul style="list-style-type: none"> 1.1 Clear communication is provided on the purpose of the team, what it has to achieve and why a team rather than an individual approach is necessary. 1.2 Expertise, knowledge, skills and attitudes required to achieve the team's purpose are identified and communicated. 1.3 Team members' knowledge, skills and attitudes and their particular roles within the team are identified and communicated. 1.4 Team selection and development processes are used to develop knowledge, skills and attitudes currently lacking within the team. |
| 2. Encourage participation | <ul style="list-style-type: none"> 2.1 Behaviour of team members that is likely to help the achievement of the team's purpose and behaviour which may hinder progress and should be avoided, are agreed upon. 2.2 Team members are assisted in understanding their contribution to the team, the contributions expected of fellow team members and how these complement and support each other. 2.3 Team members are provided with opportunities to get to know each other's strengths and weaknesses and to build mutual respect and trust. |

- 2.4 Time is allowed for the team to develop through various stages of growth.
 - 2.5 Team members are helped in identifying opportunities presented by changes in the team's composition.
 - 2.6 Introduction of new team members is carried out and supported.
 - 2.7 Team members are encouraged to share problems with each other and solve them jointly.
 - 2.8 **Communication** between team members is encouraged to be open, including providing feedback designed to enhance the performance of the team as a whole.
3. Conclude team responsibilities
 - 3.1 The performance of the team is reviewed at appropriate points and evaluated regarding how well the team's purpose is being achieved.
 - 3.2 Team and individual successes are celebrated together and efforts acknowledged when things go wrong, before refocusing the team's energy on achieving its purpose.
 - 3.3 Team is disbanded if and when its purpose has been achieved.

RANGE STATEMENT

All range statements must be assessed:

A. Communication:

- (i) Face to face
- (ii) Oral
- (iii) Non-verbal

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the principles of effective communication and how these should be applied.
2. How to identify the diversity of knowledge, skills and attitudes required to achieve the team's purpose.
3. Why it is important to select team members with the required knowledge, skills, attitudes and different personalities so they can play complementary roles within the team, and how to do so.
4. What is the purpose of the team and what has to be achieved.
5. What are the required mix of expertise, knowledge, skills and attitudes to achieve the team's purpose.
6. Why it is important to agree with team members the behaviours that are likely to help the achievement of the team's purpose and those that are likely to hinder progress and should be avoided
7. How to help team members understand their unique contribution to the team's purpose, the contributions expected of fellow team members and how these complement and support each other.
8. Why it is important to provide opportunities for team members to get to know each other's strengths and weaknesses, build mutual respect and trust and how to do so.
9. Why it is important to encourage open communication between team members, and how to do so.
10. How to provide feedback to team members to enhance the performance of fellow team members and the team as a whole.
11. Why it is important to allow time for the team to develop through various stages of growth, and how to do so.
12. Why it is important to celebrate team and individual successes together and commiserate together when things go wrong.
13. What are the ways of refocusing the team's energy on achieving its purpose.

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.

Simulated activities **are not** permitted for this unit.

U57703**Quality assure work in own team**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to ensure the progress and quality of the work of individuals and team members to ensure that the required standard of performance is being met.

ELEMENT	PERFORMANCE CRITERIA
	<i>To be competent you must achieve the following:</i>
1. Check quality of work	1.1 Progress and quality of work is checked regularly against the expected standard of performance. 1.2 Team members are encouraged to complete allocated work on time and to the required standard. 1.3 Additional support and resources are provided to allow team members to complete work on time and to the required standard. 1.4 Team members are supported in identifying and dealing with problems, unforeseen circumstances or unusual events.
2. Provide feedback on quality of work	2.1 Unsatisfactory performance and the causes are identified and ways of improving performance discussed with team members. 2.2 Feedback designed to maintain and improve performance is promptly provided to team members. 2.3 Significant pieces of work completed by team members are specially recognised. 2.4 Team members are motivated to maintain and continuously improve their performance over time.

- 2.5 Information on the performance of team members is used in formal appraisal of performance.

RANGE STATEMENT

All range statements must be assessed:

- A. Quality of work:**
 - (i) Work objectives
 - (ii) Expected performance

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the effective ways of regularly and fairly checking the progress and quality of the work of team members.
2. How to provide prompt and constructive feedback to team members.
3. How to select and apply different methods of motivating, supporting and encouraging team members to complete the work they have been allocated and continuously improve their performance.
4. How to select and apply different methods for recognising achievements.
5. What are the additional support and/or resources which team members might require to help them complete their work on time and to the required standard, and how to assist in providing them with such.
6. What is your team's plan for undertaking the required work.
7. What are the knowledge, skills, competencies, roles and workloads of team members.
8. What are your organisation's policies and procedures in terms of personal and professional development.
9. What are the reporting lines in your organisation and the limits of your authority.
10. What are your organisation's standards or levels of expected performance.
11. What are your organisation's policies and procedures for dealing with poor performance.
12. What are your organisation's grievance and disciplinary policies and procedures.
13. How to use your organisation's performance appraisal systems.

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**. 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.

U57803**Support individuals' learning and development**

Unit Descriptor:

This unit describes the knowledge, skills and attitude required to provide individuals within your 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 | <ul style="list-style-type: none"> 1.1 Benefits of learning are promoted to persons in your area of responsibility and their willingness to learn is recognised. 1.2 Individuals are given specific objectives and valid feedback on their work performance and the ways in which their work can be improved are discussed and agreed upon. 1.3 Individuals are engaged in identifying and obtaining information on a range of possible learning activities to address identified learning needs. 1.4 Future roles and responsibilities that are compatible with their competencies and potential are discussed with individuals. 1.5 Personal development plans which include learning activities to be undertaken, learning objectives to be achieved, required resources and timescales are discussed and agreed upon. |
| 2. Support learning and development | <ul style="list-style-type: none"> 2.1 Individuals are supported in undertaking learning activities, required resources made available and efforts made to remove any obstacles to learning. 2.2 Individuals are provided with appropriate opportunities to apply their developing competencies in the workplace. |

3. Monitor and improve learning and development
- 2.3 Unplanned learning opportunities are recognised and utilised.
 - 3.1 Experiences of **learning activities** are discussed with individuals on the extent to which learning objectives have been achieved.
 - 3.2 Progress and readiness to take on new roles and responsibilities are discussed with individuals and support and supervision agreed upon.
 - 3.3 Individuals are appointed to roles and responsibilities that are compatible with their competencies and potential.
 - 3.4 Individuals are provided with the support and supervision they require and specific feedback provided to facilitate improvement in their performance.
 - 3.5 Revisions to personal development plans are discussed and agreed upon regarding performance, **learning activities** undertaken and any changes that are made.
 - 3.6 Individuals are encouraged to take responsibility for their own learning and development, including practising and reflecting on what they have learned.
 - 3.7 Specialist expertise is sought in areas where there are learning gaps.

RANGE STATEMENT

All range statements must be assessed:

A. Learning:

- (i) Technical
- (ii) Personal development
- (iii) Interpersonal relations

B. Learning activities:

- (i) Conducted outside the workplace
- (ii) Conducted within the workplace

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the benefits of learning for individuals and organisations 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 identify potential future roles and responsibilities for individuals.
4. How to provide individuals with the support and supervision they need.
5. How to provide individuals with objective, specific and valid feedback designed to improve their performance.
6. How to prioritise individuals' learning needs, including taking account of organisational needs and priorities, interpersonal needs and personal and career development needs.
7. What are the different types of learning activities, their advantages and disadvantages and the required resources (for example, timelines, costs, substitute staff).
8. How and where to identify and obtain information on different learning activities.
9. Why it is important for individuals to have a written personal development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken, learning objectives to be achieved, timescales and required resources).
10. How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
11. 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.
12. How to evaluate whether learning activities have achieved their intended learning objectives.
13. 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.
14. How to take account of equality legislation, relevant codes of practice and general diversity and inclusion issues in providing learning opportunities for colleagues.
15. How to encourage persons to take responsibility for their own learning and development.
16. What are the learning activities and resources available within or which can be made available to your organisation.
17. What are the opportunities for individuals' career development in your organisation.
18. 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 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.

U57903

Implement operational plans

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to implement operational plans. Each organisation should have a strategic business plan and each identified area of responsibility, an organisational plan that will contribute to achieving the objectives set out in the strategic business plan.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | |
|----|-------------------------------|--|
| 1. | Implement operational plans | <p>1.1 Operational plans are communicated in ways which gain the understanding and support of those involved and other stakeholders.</p> <p>1.2 Responsibilities for achieving operational objectives are delegated to individuals and their commitment to these obtained.</p> <p>1.3 Resources required to achieve the objectives in the operational plans are identified and made available.</p> <p>1.4 Personnel are made accountable for the achievement of the operational objectives delegated to them and the explanation of proposed actions to address significant variances.</p> <p>1.5 Reliable indicators and methods are used to measure and monitor progress against the plan at agreed intervals.</p> |
| 2. | Monitor own operational plans | <p>2.1 Significant variances from the plan are identified and evaluated and the reasons for these explained.</p> <p>2.2 Operational plans and required resources are adjusted to take into account significant variances, availability of persons or changes in the organisation's strategy.</p> |

- 2.3 Personnel are informed of adjustments to the plan and assisted in making changes to their own plans.
- 2.4 Implementation of the plan is evaluated and recommendations made which identify good practice and areas for improvement.

RANGE STATEMENT

All range statements must be assessed:

A. Operational plans :

- (i) Organisational plans
- (ii) Tactical plans developed by the department or section to detail products and services
- (iii) Performance
- (iv) Resources (management and allocation)

B. Stakeholders:

- (i) Internal to the organisation
- (ii) External to the organisation

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the principles and methods of delegation.
2. How to hold persons accountable for the achievement of objectives.
3. How to use resources effectively to achieve objectives.
4. How to consult with colleagues and other key stakeholders.
5. What are the indicators and methods for measuring and monitoring progress against plans and evaluating their implementation.
6. How to monitor and control operational plans to achieve objectives.
7. How to evaluate the implementation of plans and identify and share the lessons learned.
8. What are the legal, regulatory and ethical requirements in your sector.
9. What is the overall vision of your organisation and the goals you are responsible for achieving.
10. Who are the individuals in your area of responsibility, their roles, responsibilities, competencies and potential.
11. Who are the organisation's key stakeholders and what are their interests.
12. What are the sources of information that can be used to monitor and evaluate plans.
13. What are the procedures for reporting and making recommendations.

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.

U58003

Manage stress within a team

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to manage your own stress and that of others in a team environment.

ELEMENT	PERFORMANCE CRITERIA
	<i>To be competent you must achieve the following:</i>
1. Develop a personal stress management strategy	1.1 Signs and sources of stress are recognised. 1.2 Techniques to manage your own sources of stress are identified and utilised. 1.3 Your stress and time management skills are demonstrated to others.
2. Develop stress management strategies and techniques	2.1 Potential sources of fatigue and stress in the work environment are analysed and understood by the team. 2.2 Stress management techniques are developed and understood within the team. 2.3 Techniques are developed to support the achievement of key performance indicators (KPIs) and priorities. 2.4 Team members are encouraged to support each other in managing stress. 2.5 Strategies to reduce, manage and deal with stress within a team are adopted. 2.6 Stamina management strategies to maximise performance are adopted. 2.7 Techniques are developed to assist team members to recover effectively from a stressful or difficult situation.

- | | |
|---|---|
| 3. Implement stress management techniques within a team | 3.1 Work routines and procedural strategies to minimise stress and fatigue within the team are adopted. |
| | 3.2 Appropriate time management tools and techniques are utilised. |
| | 3.3 Individual and group training and development programmes are developed as required. |
| | 3.4 Team meetings and other opportunities are used to discuss stress management techniques and to coach staff in how these should be used. |
| | 3.5 Tools, techniques and strategies are regularly evaluated. |
| | 3.6 Team awareness of sources of internal and external support is developed. |
| 4. Develop team and morale building strategies | 4.1 Strategies to engage and develop team members are developed. |
| | 4.2 A communication strategy is developed within the team. |
| | 4.3 Team meetings are managed effectively. |
| | 4.4 A supportive and responsive team environment is developed. |
| | 4.5 Team members are empowered and motivated by delegated responsibilities. |
| 5. Monitor and address stress levels within a team | 5.1 Team members in stressful situations are monitored and supported. |
| | 5.2 Staff reviews are regularly conducted to identify variations and difficulties impacting on work requirements. |
| | 5.3 Individual staff performance is monitored against performance requirements. |

- 5.4 Behavioural signs of stress among team members are responded to appropriately.
- 5.6 Outcomes are discussed and action plans developed with team members as appropriate.

RANGE STATEMENT

All range statements must be assessed:

A. Signs of stress:

- (i) Absence from work
- (ii) Conflict
- (iii) Fatigue
- (iv) Lack of self-esteem and confidence
- (v) Poor work performance
- (vi) Changes in behaviour

B. Sources of stress:

- (i) Complex tasks
- (ii) Difficult customer contact
- (iii) Inadequate physical environment
- (iv) Interpersonal relationships
- (v) Personal issues e.g. family, health etc.
- (vi) Interaction with customers
- (vii) Unreliable technology
- (viii) Interaction with other colleagues

C. Sources of fatigue:

- (i) Excessive overtime
- (ii) External issues
- (iii) Repetitive tasks and contacts

D. Stress management techniques and strategies:

- (i) Debriefing with peers and/or line manager
- (ii) Specific training
- (iii) Taking breaks
- (iv) Intervention strategies i.e. counselling
- (v) Recognising fatigue

E. Stamina management strategies

- (i) Management of personal wellbeing, e.g. breaks, hydration, life balance, meals, recognising fatigue
- (ii) Management of the environment, e.g. climate, ergonomics, noise
- (iii) Management of work, e.g. minimising re-working, sequencing tasks

F. Time management tools and techniques :

- (i) Scheduling tasks and time
- (ii) Organising information
- (iii) Prioritising tasks
- (iv) Self-managing training requirements

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. When to use coaching and mentoring skills to give feedback on difficult and tense situations.
2. What communication skills are required to conduct effective formal and informal meetings and communicate with personnel at all levels of the organisation.
3. What consultation and negotiation skills are required to establish and implement development and action plans for team members.
4. What interpersonal skills are required to establish rapport and build relationships with team members.
5. Which leadership skills should be used to gain the trust and confidence of colleagues and team members.
6. What organisational skills are required to manage your tasks within timeframes.
7. How to apply problem-solving skills to creatively and positively address issues that arise.
8. Which self-management skills are required to be a role model for a team.
9. What team building skills can be used to ensure cohesion within a team
10. Which communication skills to use to conduct formal/informal meetings effectively and communicate with personnel at all levels of the organisation.
11. Which consultation and negotiation skills to use to establish and implement development and action plans for team members.
12. Which interpersonal skills to use to establish rapport and build relationships with team members.
13. Which leadership skills to use to gain the trust and confidence of colleagues and team members.
14. What are behavioural management techniques.
15. What are job role priorities and Key Performance Indicators (KPIs).
16. What are the signs and sources of existing and potential stress or difficult situations.
17. What is stress management and what are stress reduction techniques.
18. What are time management tools and techniques.
19. What are the workplace policies and procedures.

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.

U58103**Collect and analyse information to aid decision making**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to ensure that individuals understand the process of decision-making and are able to identify and analyse information to enable them to reach a final decision.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Identify circumstances that require a decision to be made | 1.1 Circumstances requiring a decision to be made are identified.

1.2 Objectives for making a decision are stated.

1.3 Criteria are established on which to base the decision, in line with organisational objectives. |
| 2. Collect and share information | 2.1 Information required to inform the decision-making process is identified.

2.2 Stakeholders are informed about decisions that are made and the process followed. |
| 3. Make decisions | 3.1 Information is analysed against established criteria for validity and relevance.

3.2 Decision-making techniques are applied to reach a decision.

3.3 Decisions made in line with desired objectives are explained.

3.4 Final decisions are communicated to relevant stakeholders . |

RANGE STATEMENT

All range statements must be assessed:

A. Objectives:

- (i) Management requirements
- (ii) Organisational requirements

B. Information:

- (i) Legislation, guidelines, legal and policy documents
- (ii) Published research, reports and findings
- (iii) Data and information held by other services, agencies and practitioners
- (iv) Information gathered from the client or the client's agent

C. Analysed:

- (i) Qualitative analysis
- (ii) Statistical analysis - quantitative analysis/problem solving/critical analysis
- (iii) Forecasting

D. Stakeholders:

- (i) Persons (internal and external to the organisation)
- (ii) Groups (internal and external to the organisation)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to apply legislation, regulations and organisational policies, procedures and practices relating to information gathering, analysis and decision-making.
2. How to identify sources of information, and analyse and draw conclusions that are logical and justifiable.
3. How to access and use information ethically and legally using critical analysis techniques.
4. How to give and receive feedback on the quality and relevance of both information and decisions.
5. What are the legislation, regulations, policies and procedures relating to the protocols and guidelines for information handling in the organisation.
6. What are the data collection and management procedures.
7. What are the strategies for critically analysing information and communicating advice and information to others.
8. How to distinguish between fact and opinion.
9. What are the situations when it is allowable or necessary to take initiative and act autonomously.
10. Why it is important to give and take feedback on the quality and relevance of information and decisions.

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.

U58203

Plan and implement change

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to develop and put into practice the plans to change processes, systems, structures, roles and culture within the work environment.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|----------------|--|
| 1. Plan change | <ul style="list-style-type: none"> 1.1 Appropriate personnel within the organisation and other key stakeholders are engaged in the planning process. 1.2 Processes, systems, structures, roles and cultures that need to be changed are established with key stakeholders. 1.3 Gaps between the current state and required future state are evaluated. 1.4 Obstacles to change are identified and evaluated. 1.5 Detailed plan to achieve the required change is developed. 1.6 Criteria against which to evaluate the success of the change process are agreed on with the key stakeholders. 1.7 Roles and responsibilities of all those involved in or affected by the change are identified. 1.8 Training and support are arranged for those involved in the change. 1.9 Continuity of business activities during the period of change is arranged. 1.10 Risks associated with the plan are evaluated and contingency arrangements made. |
|----------------|--|

- 1.11 Progress is monitored against the established plan.
 - 1.12 **A communication** strategy is developed to keep persons informed about progress and to allow them to give feedback inclusive of cost, process and other change elements.
 - 1.13 People-related issues are identified and taken into account in planning the change management process.
- 2 Implement change
- 2.1 Appropriate personnel within the organisation and other key stakeholders are engaged early in the process to achieve buy-in in implementing change.
 - 2.2 Plans for change are put into practice in line with agreed timescales and available resources.
 - 2.3 Responsibilities are delegated to competent persons in keeping with the plan.
 - 2.4 Contingency plans are implemented or appropriate alternative action taken in the event of risks materialising.
 - 2.5 Problems or obstacles that arise are identified, evaluated and resolved.
 - 2.6 Progress against the plan is monitored and appropriate action taken in response to significant variances.
 - 2.7 Progress is regularly communicated and opportunities provided for individuals and teams to give feedback.
 - 2.8 Recognition is given to teams and individuals who achieve results
 - 2.9 Change is effective and meets the requirements of the organisation.

RANGE STATEMENT

All range statements must be assessed:

A. Stakeholders:

- (i) Person (internal and external to the organisation)
- (ii) Group (internal and external to the organisation)

B. Communication:

- (i) Oral
- (ii) Non-verbal
- (iii) Media (visual presentation)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to engage employees and stakeholders in planning and implementing change.
2. What are the main models and methods for managing change effectively and their strengths and weaknesses.
3. What are effective planning techniques.
4. What is the theory and understanding of terms, including an understanding of team-building techniques and how to apply them.
5. How to develop and gain consensus on criteria for evaluating the success of the change process.
6. How to assess the risks and benefits associated with strategies and plans.
7. What is the importance of contingency planning and how to do so effectively.
8. How to make critical decisions.
9. What is change and how does it impact people and the losses that they may incur.
10. What are the obstacles to change and the techniques that deal with these.
11. What are the adjustments that people have to make in order to accept the effect of organisational change.
12. What are the stakeholder expectations and how they influence the process.
13. What are the principles and methods of effective communication and how these should be applied.
14. What is your organisation's current position in its sector and operating environment, compared with its main competitors, relevant to the change programme.
15. What is the range of information sources that are relevant to the sector and related sectors, in which your organisation operates.
16. What are the current and emerging trends and developments in the sector.
17. Who are the individuals within your area of work and what are their roles, responsibilities, competencies and potential.
18. What is the vision for the future, the reasons for change, the risks and expected benefits
19. What are the factors that need to be changed and the associated priorities and reasons.
20. What are your organisation's communication channels, both formal and informal.
21. What are the change management methods and framework used in your organisation.

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

U58403**Manage conflict in teams**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to manage interpersonal conflict among members of a team.

ELEMENT	PERFORMANCE CRITERIA
	<i>To be competent you must achieve the following:</i>
1. Support team members	1.1 Team members are informed of the standards of work and behaviour expected of them and what is unacceptable behaviour. 1.2 Team members are assisted in understanding how the roles of different team members interface, complement and support each other. 1.3 Team members are informed of the benefits of identifying strengths and are encouraged to do so.
2. Minimise conflict	2.1 Issues with organisational structure, systems and procedures that are likely to give rise to conflict are identified and addressed. 2.2 Potential conflict between team members are identified and preventative action taken. 2.3 Team members' weaknesses are identified and are positively accommodated from within the team.
3. Encourage conflict resolution	3.1 Team members are empowered to resolve problems and conflicts amongst themselves. 3.2 Conflicts are promptly referred to appropriate persons when team members are unable to resolve them. 3.3 Team members' emotions regarding conflict are respected and acknowledged, and negative emotions managed.

- 3.4 **Causes of conflict** are impartially investigated, giving all parties opportunities to present the facts and their perceptions about the conflict.
 - 3.5 Options to resolve the conflict are identified and agreed on with team members.
 - 3.6 Colleagues and specialists are consulted for assistance where necessary.
 - 3.7 Team members are encouraged to recognise and repair fractured relationships.
- 4. Comply with legal and organisational requirements
 - 4.1 Organisational and legal requirements are complied with when resolving conflicts.
 - 4.2 Confidential records of conflicts and their outcomes are securely managed and maintained in line with organisational policy.

RANGE STATEMENT

All range statements must be assessed:

A. Causes of conflict:

- (i) Delays or poor timing
- (ii) Disputes or arguments amongst work colleagues
- (iii) Misunderstanding or communication barriers
- (iv) Interpersonal and emotional issues
- (v) Violation of organisational values and other ethical issues
- (vi) Human resource issues

B. Appropriate persons:

- (i) Colleagues
- (ii) Supervisors
- (iii) Managers
- (iv) Human Resource Department
- (v) Specialists

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the principles of effective communication and how these should be applied.
2. How to help team members understand how the roles of different team members interface, complement and support each other.
3. What are the work standards and behaviour expected of team members.
4. How to identify, acknowledge and accommodate individual strengths and weaknesses within a team.
5. How to identify and address any issues with organisational structure, systems or procedures that are likely to give rise to conflict.
6. Why it is important to identify potential conflicts among team members, take preventative action to avoid these and how to do so.
7. Why it is important to give team members opportunities to discuss serious problems that directly or indirectly affect their work and how to encourage them to do so.
8. Why it is important to take prompt action to bring up and deal with conflicts as they arise and when the team members concerned are unable to resolve the conflicts themselves.
9. What are the ways of dealing with conflicts when they arise and what types of action should be taken and when.
10. Why it is important to acknowledge and show respect for team members' emotions regarding conflict and how to seek to manage any negative emotions.
11. How to impartially identify the causes of conflict, giving all parties opportunities to present the facts and their perceptions about the conflict.
12. Why it is important to identify and agree with team members on how to resolve conflict, without apportioning blame.
13. When to seek help and make necessary referrals to colleagues, specialists or other appropriate persons.
14. How to acknowledge and effect repair of fractured relationships.
15. What are the organisational and legal requirements for resolving conflicts and securely maintaining records of conflicts and their outcomes.

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.

U58503**Coach and mentor individuals**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to support others, either within your own team or within another work group, to develop and maintain performance through coaching and mentoring.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|-----------------------------|-----|---|
| 1. | Plan coaching and mentoring | 1.1 | Individuals are aided in identifying and prioritising their needs and gaps in knowledge requiring coaching and mentoring. |
| | | 1.2 | Individuals' coaching and mentoring requirements are in line with the organisation's objectives and behavioural expectations. |
| | | 1.3 | Basis of assessment that is both personal and collegial is established. |
| | | 1.4 | Specific areas are identified in which individuals need to develop their performance. |
| | | 1.5 | Current standards of performance and the standards of behaviour to be achieved are established. |
| 2. | Facilitate coaching | 2.1 | Individuals are informed about the support they will receive and the commitment expected from them. |
| | | 2.2 | Individuals are informed of the coaching to be received. |
| | | 2.3 | Individuals are informed of the location, frequency, duration and timescale of meetings. |
| | | 2.4 | Individuals are informed of how progress will be measured, assessed and reviewed. |

- 2.5 Skills that must be developed and the behaviours that need to change are explored in order to meet standards of performance.
 - 2.6 **Obstacles** which could hinder an individual's progress and how to remove those **obstacles** are explored.
 - 2.7 New skills and behaviours and how they can be developed in a step-by-step sequence are planned with individuals.
 - 2.8 Individuals are encouraged to identify and seize opportunities to apply newly developed skills and behaviours to their work.
 - 2.9 Risks involved in applying newly developed skills and behaviours are explored with individuals.
 - 2.10 Individuals are assisted in planning how to reduce risks to levels acceptable to them and the organisation.
3. Facilitate mentoring
- 3.1 Individuals' expectations are clarified regarding what they require and expect from mentoring.
 - 3.2 Mentoring is appropriate and meets individuals' requirements and expectations.
 - 3.3 Individuals' mentoring requirements and expectations are in line with organisational objectives.
 - 3.4 Your expectations of the mentoring process are clarified.
 - 3.5 Information and advice required and the people and resources needed are made accessible.
 - 3.6 Individuals are informed of the mentoring to be provided.

- 3.7 Individuals are informed of the location, frequency, duration and timescale of meetings.
 - 3.8 Individuals are informed of how progress will be measured, assessed and communicated.
 - 3.9 Individuals' access to information, people and resources required for development is facilitated.
 - 3.10 Individuals are provided with advice based on their knowledge, skills, behaviour and experience.
4. Monitor the coaching and mentoring process
- 4.1 Individuals are encouraged to reflect on progress and articulate thoughts and feelings.
 - 4.2 Individuals' progress is monitored in a systematic way.
 - 4.3 Specific feedback given is designed to improve individuals' skills, reinforce behaviours and enhance motivation to achieve standards of performance.
 - 4.4 Standards of performance and the stage at which mentoring is no longer required by individuals are agreed on.
 - 4.5 Individuals are encouraged and empowered to take responsibility for developing and maintaining self-awareness, self-management, performance and impact.

RANGE STATEMENT

All range statements must be assessed:

A. Obstacles:

- (i) Competing interests
- (ii) Immune to change (inherent characteristics, socialisation, belief systems)
- (iii) Resistance to change (deliberate opposition)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the relevant coaching and mentoring models, tools and techniques and how these can be applied.
2. How to provide support, emotional and otherwise, to individuals who are making adjustments to their knowledge, skills and behaviour.
3. What assessment tools are available within the organisation to identify gaps in knowledge, skills and behaviour.
4. What are the skills, knowledge and experience that effective coaches require and how and when these should be applied.
5. How to establish individual coaching contracts with individuals that include gaps in knowledge requiring change.
6. How to help individuals identify the skills they need to develop and the behaviours they need to change.
7. How to help individuals identify and remove obstacles and identify immunity to change that could hinder their overall progress.
8. How to help individuals prepare a plan to develop their skills, knowledge and experience and adjust their behaviours.
9. How to help individuals test new skills and behaviours in a safe environment.
10. How to help individuals identify and seize opportunities to apply newly developed skills and behaviours to their work.
11. How to help individuals assess and manage risks and adjustments associated with new skills and behaviours.
12. Why it is important for individuals to reflect on their progress and how to help them do this.
13. Why it is important to monitor individuals' progress in developing new skills and behaviours and how to do this.
14. How to give individuals specific feedback designed to improve their skills, reinforce effective behaviours and enhance their motivation.
15. Why it is important to recognise when individuals have achieved their development objectives.
16. How to empower individuals to take responsibility for their own development.
17. Who are the individuals in your area of work, their roles, responsibilities, competencies and potential.
18. What are your organisation's objectives.
19. What are the sources of information, resources and advice in your organisation.
20. What are your organisation's policies and practices in relation to coaching.

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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)