



Technical and Vocational Education and Training (TVET) Council



## **Occupational Standards of Competence**

# **Management Level 3 (Revised 2022)**

Hastings House West, Balmoral Gap, Hastings, Christ Church, Barbados  
Telephone: (246) 435-3096 Fax: (246) 429 2060 E-mail: [office@tvetcouncil.com.bb](mailto:office@tvetcouncil.com.bb)

Revised 2021  
Published by:  
The Technical and Vocational Education and Training (TVET) Council  
Hastings House West  
Balmoral Gap  
Christ Church  
BARBADOS, W.I.  
Tel: (246) 435-3096  
Fax: (246) 429-2060  
Email: [office@tvetcouncil.com.bb](mailto:office@tvetcouncil.com.bb) Website: [www.tvetcouncil.com.bb](http://www.tvetcouncil.com.bb)

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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 – National Register on Vocational Education and Training (VET)  
Chartered Management Institute (CMI), UK  
Institute of Leadership and Management (ILM), City & Guilds of London, UK  
Instructus Skills - National Occupational Standards, UK

### Members of the Management Working Group (2009)

Ms. Elaine Bourne	-	Human Resource Management Association of Barbados Inc (HRMAB)
Ms. Yvonne Hall	-	Sagicor Life Inc.
Mrs. Donna Hunte-Cox (Alternate)	-	Sagicor Life Inc.
Ms. Dawn Layne	-	Barbados Shipping and Trading Company Limited (BS&T)
Ms. Sue Lynch	-	Goddard Enterprises Limited
Dr. Hensley Sobers	-	The Central Bank of Barbados
Mr. Bryan Toppin (Alternate)	-	Cave Hill School of Business (CHSB)
Ms. Marjorie Wharton	-	Cave Hill School of Business (CHSB)
Ms. Velma Wiltshire	-	Barbados Institute of Management and Productivity (BIMAP)

### Technical Experts for Management Level 3 (Revised 2022)

Mrs. Caroline Bennett-Jarvis	-	Human Resource Development Practitioner and Business Professional, Barbados
Mr. Jefferson Rock	-	Manager of Administration and Office Services (Retired), Trainer in Management, Barbados
Ms. Debra Hope	-	Technical Writer, TVET Council
Mr. Richard Blades	-	Blades and Blades Consultancies
Ms. Brittany Braithwaite	-	Human Resource Management Association of Barbados (HRMAB)

### Validation Committee Members

Dr. Sonia Greenidge-Franklyn	-	Barbados Institute of Management and Productivity (BIMAP)
Ms. Georgia Innis	-	Sagicor Cave Hill School of Business and Management
Dr. Captain Dreana Marshall-Stuart	-	Barbados Defence Force (BDF)
Ms. Sheena Mayers-Granville	-	The Barbados Employers' Confederation (BEC)
Mr. Anthony Olton	-	The Potter Centre
Staff Sergeant Hilroy Stout	-	Barbados Defence Force (BDF)
Mrs. Kimberely Watson	-	Barbados Community College (BCC)
Ms. Marjorie Wharton	-	Breakthrough Performance Coaching

# **Qualification Overview**

**NVQB**

**in**

**Management**

**Level 3**

**(revised 2022)**

## **NVQB in Management Level 3 (revised 2022)**

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### **Qualification Overview**

The NVQ Level 3 in Management (revised 2022) is aimed at persons in management roles across all occupations and sectors of employment. Achievement at this level recognises the ability to gain and apply fundamental knowledge, skills and understanding across a variety of areas, to independently gather and analyse information and complete tasks in a range of contexts, with guidance only as necessary.

Candidates at this level must demonstrate that they can:

- Interact with the immediate work environment using their own initiative and lead established teams
- Take substantial responsibility for initiating and completing tasks and procedures where the overall goal is clear
- Exercise responsibility for supervising or guiding others
- Manage assigned resources within defined and supervised areas of work
- Play a role in the evaluation of work and the improvement of practices and processes.

(Source: CARICOM Qualifications Framework)

Like all NVQs, this qualification is competence based. This means that it is linked to candidates' 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 the Qualification for?**

This qualification is aimed at persons who are responsible for the control of activities, the work output of a team and who have the ability and the opportunity to demonstrate recognisable management skills such as developing working relationships, preparing for change, dealing with conflict, managing work priorities and supervising individuals and teams.

### **Jobs within the occupational area**

This qualification is for those working in any of the following or similar roles:

- First line manager
- Team or project lead
- Section manager
- Trainee manager
- Senior supervisor
- Junior manager
- Junior non-commissioned officer
- Other knowledgeable, experience personnel in diverse junior-level management roles that are equipped to undertake the roles and responsibilities at hand.

## **NVQB Qualification Management Level 3 (Revised 2022)**

The NVQB in Management Level 3 was developed in June 2009 and approved as a Caribbean Vocational Qualification in 2013. In 2021, the TVET Council determined that due to the age of the standard, the content needed to be updated to reflect best practices and trends in industry and that the format should be amended to reflect the current requirements of the Caribbean Association of National Training Agencies (CANTA) for standardisation and ease of use.

The original NVQB Management Level 3 qualification comprises five (5) mandatory units and eight (8) optional units, from which two (2) units are to be selected:

### **Mandatory Units**

1. Manage own resources and professional development
2. Provide leadership in own area of responsibility
3. Allocate and monitor the progress and quality of work in own area
4. Ensure health and safety requirements are met in own area of responsibility
5. Manage a project

### **Optional Units (select two)**

1. Promote equality of opportunity and diversity in own area of responsibility
2. Encourage innovation in own area of responsibility
3. Plan change
4. Implement change
5. Develop productive working relationships with colleagues
6. Recruit, select and keep colleagues
7. Provide learning opportunities for colleagues
8. Manage a budget

The newly revised NVQB Management Level 3 now comprises eleven (11) mandatory units as indicated below.

1. Manage health and safety within own area of responsibility
2. Manage personal work priorities and professional development
3. Develop working relationships with colleagues and stakeholders
4. Promote equality of opportunity, diversity and inclusion
5. Supervise individual and team performance
6. Allocate and quality assure the work of a team
7. Prepare for and implement change
8. Deal with conflict
9. Chair and lead meetings
10. Support remote and virtual teams
11. Develop and deliver a presentation

# **A010503 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE**

## **MANAGEMENT - LEVEL 3 (REVISED 2022)**

To achieve the full qualification, candidates must complete all eleven (11) mandatory units.

<b><u>Mandatory Units (All must be completed)</u></b>	<b><u>CODES</u></b>
<b>1. Manage safety and health in own area of responsibility</b>	<b>UA41703</b>
1.1 Evaluate responsibilities and liabilities in relation to safety and health legislation and regulations	
1.2 Assess and minimise safety and health risks in own area of responsibility	
1.3 Review safety and health policies in own area of responsibility	
1.4 Monitor safety and health in own area of responsibility	
<b>2. Manage personal work priorities and professional development</b>	<b>UA41803</b>
2.1 Identify personal and professional development requirements	
2.2 Set and meet work priorities	
2.3 Develop and maintain professional competence	
<b>3. Develop working relationships with colleagues and stakeholders</b>	<b>UA41903</b>
3.1 Establish working relationships with colleagues	
3.2 Identify stakeholders and their relevance to the organisation	
3.3 Establish working relationships with colleagues and stakeholders	
3.4 Create an environment of trust and mutual respect with colleagues and stakeholders	
3.5 Monitor and review the effectiveness of working relationships with colleagues and stakeholders	
<b>4. Promote equality of opportunity, diversity and inclusion</b>	<b>UA42003</b>
4.1 Access sources of information and assistance related to equal opportunity Policies and practices	
4.2 Promote equality of opportunity, diversity and inclusion within own area of responsibility	
4.3 Monitor equality of opportunity, diversity and inclusion within own area of responsibility	
<b>5. Supervise individual and team performance</b>	<b>UA42103</b>
5.1 Link individual and work group activities to organisational goals	
5.2 Set performance standard expectations	
5.3 Measure performance achievements	
5.4 Renegotiate performance and learning and development plans	
5.5 Identify and support learning opportunities to enhance performance	



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

**CODES**

- |            |  |                |
|------------|--|----------------|
| <b>6.</b>  | <b>Allocate and quality assure the work of a team</b>        | <b>UA42203</b> |
| 6.1        | Plan work for a team   |                |
| 6.2        | Allocate work across a team                                  |                |
| 6.3        | Manage team members to achieve team objectives               |                |
| 6.4        | Quality assure work in own team                              |                |
| <b>7.</b>  | <b>Prepare for and implement change</b>                      | <b>UA42303</b> |
| 7.1        | Plan for change  |                |
| 7.2        | Implement and monitor change                                 |                |
| 7.3        | Work with ambiguity in the workplace                         |                |
| <b>8.</b>  | <b>Deal with conflict</b>                                    | <b>UA42403</b> |
| 8.1        | Identify causes of conflict                                  |                |
| 8.2        | Establish and implement strategies for dealing with conflict |                |
| 8.3        | Evaluate responses and outcomes of conflict                  |                |
| <b>9.</b>  | <b>Chair and lead meetings</b>                               | <b>UA42503</b> |
| 9.1        | Prepare for meetings   |                |
| 9.2        | Chair meetings   |                |
| 9.3        | Follow up on post-meeting matters                            |                |
| <b>10.</b> | <b>Support remote and virtual teams</b>                      | <b>UA42603</b> |
| 10.1       | Assess the support required by remote or virtual teams       |                |
| 10.2       | Support remote or virtual teams                              |                |
| <b>11.</b> | <b>Develop and deliver a presentation</b>                    | <b>UA42703</b> |
| 12.1       | Develop a presentation                                       |                |
| 12.2       | Prepare to deliver a presentation                            |                |
| 12.3       | Deliver a presentation                                       |                |

**UA41703****Manage safety and health in own area of responsibility**

## Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to manage safety and health requirements in own area of responsibility. It details the outcomes required to evaluate responsibilities and liabilities, assess risks and communicate and monitor safety and health policies to comply with regulatory and organisational requirements for safety and health.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |   |  |
|---|--|
| 1. Evaluate responsibilities and liabilities in relation to safety and health legislation and regulations | 1.1 Assess personal responsibilities and liabilities under legislative and organisational safety and health policies and procedures.   |
|   | 1.2 Identify and confirm with key stakeholders, organisational responsibilities under health and safety legislation.   |
|   | 1.3 Identify and consult with relevant health and safety specialists when identified issues cannot be dealt with within own remit.   |
| 2. Assess and minimise safety and health risks in own area of responsibility                              | 2.1 Confirm that the work environment and practices in own area of responsibility comply with organisational safety and health policy statements and are reviewed at regular intervals.                  |
|   | 2.2 Consult with persons in own area of responsibility or their representatives on safety and health issues in accordance with organisational and legislative safety and health policies and procedures. |
|   | 2.3 Confirm that a system is in place within the organisation for identifying health and safety hazards and assessing risks in own area of responsibility.   |

- |    |   |   |  |
|----|---|---|--|
|    | 2.4   | Take action to eliminate and manage identified hazards and risks within the limits of own responsibility in accordance with organisational safety and health policies and procedures. |  |
|    | 2.5   | Refer identified hazards and risks outside own scope of authority to appropriate persons in accordance with organisational safety and health policies and procedures.                 |  |
|    | 2.6   | Confirm that sufficient resources are allocated across own area of responsibility to deal with safety, health and hygiene issues.   |  |
| 3. | Review health and safety policies in own area of responsibility | 3.1   | Confirm that the safety and health of persons and the security of resources and information are prime considerations when designing or reviewing the work environment and practices.                                 |
|    |   | 3.2   | Evaluate written safety and health policies against requirements for own area of responsibility.   |
| 4. | Monitor safety and health in own area of responsibility         | 4.1   | Evaluate the effectiveness of systems used to identify and assess health and safety hazards and risks within own area of responsibility in accordance with organisational safety and health policies and procedures. |
|    |   | 4.2   | Communicate and discuss written organisational safety and health policies and procedures with persons in own area of responsibility and other relevant parties and confirm understanding.                            |
|    |   | 4.3   | Assess the work environment within own area of responsibility against organisational safety and health policies and procedures.  |
|    |   | 4.4   | Identify and report to key stakeholders, non-compliance with organisational safety and health policies and practices within own area of responsibility.  |

- 4.5 Identify and evaluate the safety and health requirements in project or operational plans within own area of responsibility to ensure compliance with legislative and organisational safety and health policy and procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

1. **Safety and health policies and procedures** may include but not limited to:
  - Safe work techniques
  - Safe work environment
  - Emergency, fire and accident
  - Security of documents, cash, equipment, people
  - Hygiene practices
2. **Risks** may include but not limited to:
  - Use and maintenance of equipment and materials
  - Poor working practices
  - Unsafe behaviour
  - Ill health issues
  - Condition of workplace
3. **Key stakeholders** may include but not limited to:
  - Senior management
  - Person responsible for organisational health and safety policy and implementation
  - Staff
  - Customers

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates must know and understand:*

1. Why it is important to evaluate personal responsibilities and liabilities under safety and health legislation and the organisational safety and health policies and procedures and how to do so.
2. What are the organisation's responsibilities under health and safety legislation.
3. What are the types of health and safety specialists within the organisation and industry.
4. Why it is important to identify and consult with a health and safety specialist when identified issues are outside own remit and what are the organisational procedures for doing so.
5. How to confirm with key stakeholders that the work environment and practices in own area of responsibility comply with organisational safety and health policy statements and are reviewed at regular intervals.
6. Why it is important to consult regularly with persons in own area of responsibility or their representatives on safety and health issues and what are the requirements for doing so.
7. What systems are in place within the organisation for identifying hazards and assessing risks and how to use them.
8. What action can be taken within the limits of own responsibility to eliminate and manage identified hazards and risks and what are the organisational safety and health policies and procedures for doing so.
9. What are the types of hazards and risks that may arise in the workplace in relation to safety and health.
10. How to refer identified hazards and risks outside own scope of authority to the appropriate person and what are the organisational safety and health policies and procedures for doing so.
11. Why it is important to make the safety and health of persons and the security of resources and information prime considerations when designing or reviewing working environments and practices and how to do so.
12. What are the resources required to deal with safety, health and hygiene issues.
13. How to allocate sufficient resources across own area of responsibility to deal with safety, health and hygiene issues.
14. How to review written safety and health policies against the requirements for own area of responsibility.
15. How to communicate recommendations for changes to safety and health policies to individuals within own area of responsibility and what are the organisational requirements for doing so.
16. Why it is important to share and discuss written safety and health policies to persons in own area of responsibility and other relevant parties and confirm understanding.
17. How to evaluate systems for identifying and assessing health and safety hazards and risks within own area of responsibility.

18. How to assess the work environment within own area of responsibility against organisational safety and health policies and procedures.
19. How to identify and report non-compliance with organisational safety and health policies and practices within own area of responsibility to key stakeholders.
20. How to identify and evaluate the safety and health requirements in project or operational plans within own area of responsibility to ensure compliance to legislative and organisational safety and health policies and procedures.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than 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
- Case study
- Personal statement
- Witness testimony
- Professional discussion
- Products of work

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

### (3) Context of Assessment

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

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

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



## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence.

This unit focuses on the need for managers to be organised, focused and skilled, in order to effectively manage the work of others.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |  |   |
|--|---|
| 1. Identify personal and professional development requirements | 1.1 Evaluate own current and future personal and professional development needs relating to the role, team, vision and objectives of the organisation.<br><br>1.2 Agree upon a personal and professional development plan with own manager that reflects the organisation's plans and own responsibilities and accountabilities.<br><br>1.3 Maintain and document personal performance in varying work conditions, work contexts and contingencies. |
| 2. Set and meet work priorities                                | 2.1 Prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives.<br><br>2.2 Use technology to manage work priorities and commitments in accordance with organisational policies.<br><br>2.3 Maintain an appropriate work-life balance and ensure stress is managed and health attended to.  |
| 3. Develop and maintain professional competence                | 3.1 Assess and document personal knowledge and skills against competency standards to determine development needs, priorities and plans.  |

- 3.2 Seek feedback from relevant personnel on own development needs and use the feedback to identify and develop ways to improve competence.
- 3.3 Identify and participate in personal and professional development opportunities suitable to personal learning styles that address identified needs, priorities and plans.
- 3.4 Participate in networks to enhance personal knowledge, skills and work relationships.
- 3.5 Review progress toward personal and professional objectives.
- 3.6 Identify and develop new skills to achieve and maintain a competitive edge.
- 3.7 Amend the personal and professional development plan in the light of feedback received from others.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Responsibilities and accountabilities** may include but not limited to:

- Expectations of workplace performance as expressed in a performance plan
- Outputs as expressed in position descriptions
- Statement of conduct outlining an individual's responsibilities/actions/performance

**2. Competency standards** may include but not limited to:

- Organisation specific units of competency consistent with work requirements
- Nationally endorsed units of competency consistent with work requirements

**3. Relevant personnel** may include but not limited to:

- Colleagues at the same level and more senior managers
- Internal or external customers
- Team members

**4. Development opportunities** may include but not limited to:

- Shadowing
- Coaching and mentoring
- Structured training programmes
- On the job

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates must know and understand:*

1. What are the principles and techniques involved in performance measurement.
2. Why it is important to evaluate own current and future personal and professional development needs relating to the role, team, vision and objectives of the organisation and how to do so.
3. What are the work methods and practices that can improve personal performance and professional development.
4. Why it is important to evaluate own current and future personal and professional development needs relating to the role, team, vision and objectives of the organisation and how to do so.
5. What are the components of a personal development plan.
6. Why it is important to agree a personal and professional development plan with own manager that reflects the organisation's plans and own responsibilities and accountabilities and how to do so.
7. How to maintain and document personal performance in varying work conditions, work contexts and contingencies.
8. How to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives.
9. Which technologies to use to manage the work priorities of the team.
10. How to use technology efficiently and effectively to manage work priorities and commitments in accordance with organisational policy.
11. Why it is important to maintain an appropriate work-life balance and ensure stress is effectively managed and health attended to and how to do so.
12. What are the competency standards that relate to own work role.
13. Why it is important to assess and document personal knowledge and skills against competency standards to determine development needs, priorities and plans and how to do so.
14. How to seek feedback from relevant personnel on own development needs and use the feedback to identify and develop ways to improve competence.
15. What personal and professional development opportunities are available.
16. How to participate in personal and professional development opportunities that address identified needs, priorities and plans.
17. Why it is important to review progress toward personal and professional objectives and how to do so.
18. How to amend the personal and professional development plan in the light of feedback received from others.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than 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
- Case study
- Scenario
- Personal statement
- Witness testimony
- Professional discussion
- Products of work

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

**(3) Context of Assessment**

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

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

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

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to develop productive working relationships with workplace colleagues and stakeholders.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |   |  |
|---|--|
| 1. Establish working relationships with colleagues                                    | 1.1 Evaluate and document the roles, responsibilities, interests and concerns of colleagues to develop productive working relationships.   |
|   | 1.2 Create an environment of trust and mutual respect, particularly where you have no authority or shared authority over those with whom you are working.                        |
| 2. Identify stakeholders and their relevance to the organisation                      | 2.1 Obtain and document relevant background information on the organisation's stakeholders and the nature of their interest to determine the scope of the collaboration.         |
|   | 2.2 Evaluate and document the roles, responsibilities, interests and concerns of stakeholders in accordance with organisational procedures.                                      |
|   | 2.3 Evaluate and document the limitations for collaborating with different types of stakeholders.  |
| 3. Establish working relationships with colleagues and stakeholders                   | 3.1 Identify and agree a common sense of purpose with colleagues and stakeholders.   |
|   | 3.2 Communicate with colleagues and stakeholders to keep them informed in accordance with organisational procedures.   |
| 4. Create an environment of trust and mutual respect with colleagues and stakeholders | 4.1 Consult colleagues and stakeholders in relation to key decisions and activities and take account of their views, motivations, expectations and attitudes to potential risks. |

- 4.2 Provide colleagues and stakeholders with appropriate information to enable them to perform.
  - 4.3 Fulfil agreements made with colleagues and stakeholders and keep them up to date, using their preferred way of communication and in accordance with organisational procedures.
  - 4.4 Advise colleagues and stakeholders of any difficulties or where it will be impossible to fulfil agreements in accordance with organisational procedures.
  - 4.5 Identify and resolve conflicts of interest and disagreements with colleagues and stakeholders in ways that minimise damage to work activities and to the individuals and organisations involved.
- 5. Monitor and review the effectiveness of working relationships with colleagues and stakeholders
  - 5.1 Obtain feedback from colleagues and stakeholders to identify areas for improvement.
  - 5.2 Evaluate wider developments to identify issues of potential interest or concern to colleagues and stakeholders, both presently and in the future and to identify new stakeholders.

**RANGE STATEMENT**

*All range statements must be assessed:*

1. **Stakeholders** may include but not limited to:
  - Individuals who may be affected by the activities and performance of the organisation
  - Organisations who may be affected by the activities and performance of the organisation



**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates must know and understand:*

1. Why it is important to create an environment of trust and mutual respect, particularly where you have no authority or shared authority over those with whom you are working.
2. What are the benefits of developing productive working relationships with colleagues and stakeholders.
3. Who are the different stakeholders of the organisation.
4. Why it is important to identify and document background information of the organisation's stakeholders and how to do so.
5. Why it is important to evaluate and document the roles, responsibilities, interests and concerns of colleagues and stakeholders and what are the organisational procedures for doing so.
6. How to assess and document the importance of identified stakeholders.
7. Why it is important to discuss and agree a common sense of purpose with colleagues and stakeholders and how to do so.
8. How to communicate effectively with colleagues and stakeholders.
9. Why it is important to communicate effectively with colleagues and stakeholders and what are the organisational procedures for doing so.
10. What information is appropriate to colleagues and stakeholders and what are the factors that need to be taken into consideration.
11. Why it is important to consult colleagues and stakeholders in relation to key decisions and activities and take account of their views, motivations, expectations and attitudes to potential risks and how to do so.
12. Why it is important to fulfil agreements made with colleagues and stakeholders and to keep them up to date and how to do so.
13. Why it is important to advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements and how to do so.
14. How to identify and resolve conflicts of interest and disagreements with colleagues and stakeholders in ways that minimise damage to work and activities and to the individuals and organisations involved.
15. Why it is important to obtain feedback from colleagues and stakeholders, to identify areas for improvement and what are the methods for doing so.
16. How to monitor wider developments to identify issues of potential interest or concern to colleagues and stakeholders, both presently and in the future and to identify new stakeholders.
17. How to provide colleagues and stakeholders with useful feedback on the effectiveness of working relationships.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than 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
- Case study
- Witness testimony
- Professional discussion
- Products of work

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

**(3) Context of Assessment**

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

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

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

## UA42003

**Promote equality of opportunity, diversity and inclusion**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to foster and promote equality of opportunity, diversity and inclusion in the workplace.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |   |   |
|---|---|
| 1. Access sources of information and assistance related to equal opportunity policies and practices | 1.1 Identify the organisational and own responsibilities and liabilities under equality, diversity and inclusion legislation and any relevant codes of practice.  |
|   | 1.2 Engage appropriate persons in own organisation and other key stakeholders in promoting equality of opportunity, diversity and inclusion.  |
| 2. Promote equality of opportunity, diversity and inclusion within own area of responsibility.      | 2.1 Gain the commitment of management to promoting equality of opportunity, diversity and inclusion.  |
|   | 2.2 Confirm that the commitment to promoting equality of opportunity, diversity and inclusion underpins the organisational vision, values, objectives and plans.  |
|   | 2.3 Use and ensure that employees use language and behaviour that support organisational commitment to equality of opportunity, diversity and inclusion.  |
| 3. Monitor equality of opportunity, diversity and inclusion within own area of responsibility       | 3.1 Review the diversity and needs of the organisation's current and potential customers and identify areas where needs are not being satisfied and/or where the diversity of customers should be improved. |
|   | 3.2 Review the diversity of the workforce at all levels in comparison to the population and the organisation's current and potential customers and identify areas for improvement.                          |

- 3.3 Confirm that the organisation has a formal written equality, diversity and inclusion policy and action plan and that these are clearly communicated to employees and other relevant stakeholders.
- 3.4 Make use of specialist expertise in relation to equality, diversity and inclusion issues, where required.
- 3.5 Maintain systems to monitor, review and report on progress in relation to equality of opportunity, diversity and inclusion within own organisation.
- 3.6 Use the findings to identify required actions and changes to practice.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Legislation** may include but not limited

to:

- Sex discrimination
- Race discrimination
- Disability discrimination
- Workplace relations

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates must know and understand:*

1. What are the organisational and own responsibilities and liabilities under equality, diversity and inclusion legislation and any relevant codes of practice.
2. What are the definitions of equality of opportunity, diversity and inclusion.
3. What are the different forms that discrimination and harassment might take.
4. Why it is important to engage appropriate persons in own organisation and other key stakeholders in promoting equality of opportunity, diversity and inclusion and how to do so.
5. Why it is important to gain the commitment of management to promoting equality of opportunity, diversity and inclusion and how to do so.
6. How to confirm that commitment to promoting equality of opportunity, diversity and inclusion underpins the organisational vision, values, objectives and plans.
7. Why it is important to use and ensure that employees use language and behaviour that support the organisation's commitment to equality of opportunity, diversity and inclusion and how to do so.
8. How to recognise when the behaviour, words and actions of others do not support a commitment to equality of opportunity, diversity and inclusion.
9. Why it is important to review the diversity and needs of own organisation's current and potential customers and identify areas where needs are not being satisfied and where the diversity of customers should be improved and how to do so.
10. Why it is important to review the diversity of the workforce at all levels in comparison to the population and own organisation's current and potential customers and identify areas for improvement and how to do so.
11. How to confirm that own organisation has a formal written equality, diversity and inclusion policy and action plan and that these are clearly communicated to all employees and other relevant stakeholders.
12. How to make use of specialist expertise in relation to equality, diversity and inclusion issues, where required.
13. How to maintain systems to monitor, review and report on progress in relation to equality of opportunity, diversity and inclusion within own organisation.
14. How to use the findings to identify required actions and changes to practice.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than 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
- Case study
- Written evidence
- Witness testimony
- Professional discussion
- Products of work

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

### (3) Context of Assessment

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

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

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

## UA42103

## Supervise individual and team performance

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manage performance in accordance with the organisation's performance management system. It includes linking individual and/or team activities to organisational goals, setting performance expectations, measuring performance achievements and renegotiating performance and development plans.

ELEMENT	PERFORMANCE CRITERIA
<i>Candidates must be able to:</i>	
1. Link individual and work group activities to organisational goals	1.1 Identify relevant legislation, organisational regulations, policies and guidelines relating to performance management. 1.2 Identify, link and explain the organisation's mission, vision and goals in accordance with individual needs. 1.3 Align individual and team activities with organisational goals in consultation with team members. 1.4 Prioritise individual and team activities in accordance with strategic and operational plans.
2. Set performance standard expectations	2.1 Identify and clarify individual and team performance standards in accordance with operational plans. 2.2 Encourage and motivate individuals to take responsibility for their own learning and development, including practising and reflecting on what they have learned. 2.3 Consult, negotiate and agree upon performance standards in accordance with operational plans. 2.4 Develop and agree upon performance, learning and/or development plans to document team and individual performance targets, standards and professional development objectives.



- 2.5 Develop performance targets and key performance indicators in accordance with operational plans.
  - 2.6 Implement performance plans in accordance with operational plans and organisational procedures.
- 3. Measure performance achievements
  - 3.1 Monitor, appraise and measure individual performance against performance goals and required organisational outcomes.
  - 3.2 Manage and document disagreement or conflict in accordance with organisational guidelines and procedures.
  - 3.3 Identify, recognise and reward outstanding performance in accordance with the operational plan and organisational procedures.
  - 3.4 Address under-performance promptly in accordance with organisational guidelines and procedures.
  - 3.5 Identify and implement areas and strategies for improvement to continuously improve performance and outcomes.
- 4. Renegotiate performance and learning and development plans
  - 4.1 Document and use the results of performance management to identify strengths and performance gaps in accordance with organisational procedures.
  - 4.2 Acquire learning to inform knowledge management strategies and transfer skills to other staff.
  - 4.3 Renegotiate and agree upon performance standards in accordance with organisational procedures.
  - 4.4 Document agreed performance standards and related professional development in accordance with the operational plan and organisational procedures.

- 4.5 Discuss and agree upon personal development plans which include learning activities to be undertaken, learning objectives to be achieved, required resources and timescales.
- 5. Identify and support learning opportunities to enhance performance
  - 5.1 Confirm and agree upon learning and development opportunities and objectives to enhance performance and meet developing organisational and team goals.
  - 5.2 Provide individuals with specific objectives and valid feedback on their work performance and discuss and agree on the ways in which their work can be improved.
  - 5.3 Support individuals in undertaking learning activities, make required resources available and make efforts to remove obstacles to learning.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Team** may include but not limited to:

- An existing team
- Group formed for a special purpose or project

**2. Learning and development opportunities** may include but not limited to:

- External study and formal course participation
- Access to organisational documents (reference materials, best practices, repository information, archives)
- Mentoring and coaching
- Conferences, workshops
- Work shadowing opportunities or work rotation

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates must know and understand:*

1. What are the organisational regulations, policies, procedures and guidelines relating to performance management.
2. What is an organisation performance management system.
3. Why it is important to identify, link and explain the organisation's mission, vision and goals in accordance with individual needs and how to do so.
4. How to align individual and team activities with organisational goals in consultation with team members.
5. How to prioritise individual and team activities in accordance with the strategic and operational plans.
6. How to identify and clarify individual and team performance standards in accordance with operational plans.
7. How to encourage and motivate individuals to take responsibility for their own learning and development, including practising and reflecting on what they have learned.
8. Why it is important to consult, negotiate and agree upon performance standards in accordance with operational plans and how to do so.
9. Why it is important to develop and agree upon performance, learning and development plans and to document team and individual performance targets, standards and professional development objectives and how to do so.
10. How to develop performance targets and key performance indicators in accordance with operational plans.
11. How to implement performance plans in accordance with operational plans.
12. How to monitor, appraise and measure individual performance against performance goals and required organisational outcomes.
13. How to manage and document disagreement or conflict in accordance with organisational procedures.
14. How to identify and reward outstanding performance in accordance with the operational plan and organisational procedures.
15. Why it is important to address underperformance promptly in accordance with organisational guidelines and procedures and how to do so.
16. Why it is important to identify and implement areas and strategies for improvement to continuously improve performance and outcomes and how to do so.
17. How to document and use the results of performance management to identify strengths and performance gaps in accordance with organisational procedures.
18. Why it is important to acquire learning to inform knowledge management strategies and transfer skills to other staff and how to do so.

19. How to renegotiate and agree upon performance standards in accordance with organisational procedures.
20. How to identify and agree upon learning and development opportunities and objectives to enhance performance and meet developing organisational and team goals and how to do so.
21. How to document agreed performance standards and related professional development in accordance with the operational plan and organisational procedures.

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**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than 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
- Case study
- Personal statement
- Witness testimony
- Professional discussion
- Products of work

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

**(3) Context of Assessment**

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

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

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

**UA42203**

**Allocate and quality assure the work of a team**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to ensure that the work required of own team is effectively and fairly allocated amongst team members and that the progress and quality of the work is checked to ensure that the required standard of performance is being met.

**ELEMENT** **PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |   |  |
|---|--|
| 1. Plan work for a team                           | <ul style="list-style-type: none"> <li>1.1 Confirm and document the work required of the team with the manager and seek clarification where necessary, on any outstanding points and issues.</li> <li>1.2 Plan and document how the team will undertake its work, identifying any priorities or critical activities in accordance with the operational or business plan.</li> <li>1.3 Identify and make effective use of the available resources in accordance with the operational or business plan.</li> </ul> |
| 2. Allocate work across a team                    | <ul style="list-style-type: none"> <li>2.1 Share work with team members on a fair basis taking account of team members' skills, knowledge, competence and existing workload.</li> <li>2.2 Share work with team members on a fair basis taking account of team members' background and experience.</li> <li>2.3 Discuss and agree upon the standard of work required by the team.</li> </ul>  |
| 3. Manage team members to achieve team objectives | <ul style="list-style-type: none"> <li>3.1 Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.</li> <li>3.2 Address and document any concerns team members may have about their work.</li> </ul>  |

- 4. Quality assure work in own team
  - 4.1 Check and record the progress and quality of the work of team members against the expected standard performance.
  - 4.2 Provide team members with prompt, specific feedback designed to maintain and improve their performance.
  - 4.3 Support team members in identifying and dealing with problems and unforeseen events.
  - 4.4 Motivate team members to complete the work they have been allocated on time and to the standard required.
  - 4.5 Provide the additional support and resources team members require to complete their work on time and to the standard required.
  - 4.6 Identify and document unsatisfactory performance, discuss the causes and agree upon ways of improving performance with team members.
  - 4.7 Identify and acknowledge successful completion of significant pieces of work by team members according to organisational procedures.



**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Plan** may include but not limited to:

- Notes of meetings
- Work plan
- Schedule or timetable

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates must know and understand:*

1. Why it is important to confirm and document the work required of the team with the manager and seek clarification where necessary, on any outstanding points and issues and how to do so.
2. How to plan and document how the team will undertake its work, identifying any priorities or critical activities in accordance with the operational or business plan.
3. How to identify and make effective use of available resources in accordance with the operational or business plan
4. Why it is important to allocate work to team members on a fair basis taking account of team members' skills, knowledge and competence and existing workload and how to do so.
5. Why it is important to allocate work to team members on a fair basis taking account of team members' background and experience.
6. How to discuss and agree the standard of work required by the team and how to do so.
7. How to encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.
8. Why it is important to address and document any concerns team members may have about their work and how to do so.
9. How to check and record the progress and quality of the work of team members regularly against the standard performance expected.
10. How to provide team members with prompt, specific feedback designed to maintain and improve their performance.
11. What are the different methods for motivating, supporting and encouraging team members to complete the work they have been allocated and continuously improve their performance.
12. How to support team members in identifying and dealing with problems and unforeseen events.
13. How to motivate team members to complete the work they have been allocated on time and to the standard required.
14. How to provide additional support and resources team members require to complete their work on time and to the standard required.
15. Why it is important to identify and document unsatisfactory performance, discuss the causes and agree ways of improving performance with team members and how to do so.
16. How to recognise and acknowledge successful completion of significant pieces of work by team members.

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**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than 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
- Case study
- Personal statement
- Witness testimony
- Professional discussion
- Products of work

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

**(3) Context of Assessment**

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

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

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

**UA42303****Prepare for and implement change**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to implement change in the workplace. It includes preparing for, implementing and monitoring change and working with ambiguity in the face of change.

This unit applies to those in a workplace where changes require adapting to new procedures and providing feedback on the changes.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |                    |   |
|--------------------|---|
| 1. Plan for change | <ul style="list-style-type: none"> <li>1.1 Explain to the team, the need for change within the department or organisation and the potential consequences of not implementing change.</li> <li>1.2 Explain the roles and responsibilities of a change management project team.</li> <li>1.3 Develop a plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources.</li> <li>1.4 Devise and record options once the need for change in work practices is accepted within the work unit in accordance with the operational plan and organisational policy.</li> <li>1.5 Identify the advantages, disadvantages and consequences of proposed suggested workplace changes.</li> <li>1.6 Discuss suggested workplace changes with senior management and colleagues and act upon them as required in accordance with the operational plan.</li> <li>1.7 Identify and address negativity or resistance to change in the workplace by emphasising the need for change.</li> </ul> |
|--------------------|---|

2. Implement and monitor change
  - 3.1 Change and document own work practices according to agreed arrangements and the operational plan.
  - 3.2 Advise and support others to adjust to changes in the work practice.
  - 3.3 Promote the benefits of change as the opportunity arises.
  - 3.4 Identify opportunities for continuous improvement in the workplace and refer for approval and action.
  - 3.5 Monitor and document change to determine the effectiveness of revised procedures and advise senior staff of findings.
  
3. Manage ambiguity in the workplace
  - 4.1 Identify ambiguity and uncertainty relating to changed roles, functions and procedures and apply focused strategies for coping.
  - 4.2 Apply a flexible approach when carrying out instructions for changes to work practices.
  - 4.3 Accommodate and follow up on issues relating to change that cannot be resolved in accordance with organisational policies and procedures.

**RANGE STATEMENT**

*All range*

*statements must be assessed:*

1. **Change** may include but not limited to:
  - Imposed or self-initiated
  - Individual, team, organisational or regional level
2. **Focused strategies** may include but not limited to:
  - Clearly identifying the problem
  - Seeking advice and direction for clarifying or dealing with a problem
  - Developing a plan of action
  - Seeking feedback on planned action
3. **Flexible approach** may include but not limited to:
  - Having a positive attitude to change even though there may be some ambiguity about what is required
  - Being prepared to perform work differently one day to the next

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates must know and understand:*

1. What are the principles of adapting to change.
2. Why it is important to explain to the team, the need for change and the potential consequences of not implementing change and how to do so.
3. What are the various types of change management models.
4. What are group dynamics.
5. Why it is important to explain the roles and responsibilities of a change management project team and how to do so.
6. What are SMART objectives.
7. Why it is important to develop a plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources and how to do so.
8. Why it is important to devise and record options once the need for change in work practices is accepted within the work unit and how to do so.
9. Why it is important to identify the advantages, disadvantages and consequences of proposed suggested workplace changes and how to do so.
10. How to discuss suggested workplace changes with management and colleagues and act upon them as required in accordance with the operational plan.
11. Why it is important to identify and address negativity or resistance to change in the workplace by emphasising the need for change and how to do so.
12. Why it is important to change and document own work practices according to agreed arrangements and in accordance with the operational plan and how to do so.
13. Why it is important to advise and support others to adjust to changes in the work practice and how to do so.
14. Why it is important to promote the benefits of change as the opportunity arises and how to do so.
15. Why it is important to identify opportunities for continuous improvement in the workplace and refer for approval and action and how to do so.
16. Why it is important to monitor and document change to determine the effectiveness of revised procedures and advise senior staff of findings and how to do so.
17. Why it is important to identify ambiguity and uncertainty relating to changed roles, functions and procedures and apply focused strategies for coping and how to do so.
18. Why it is important to apply a flexible approach when carrying out instructions for changes to work practices and how to do so.
19. Why it is important to accommodate issues relating to change that cannot be resolved immediately and how to do so.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than 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
- Case study
- Personal statement
- Witness testimony
- Professional discussion
- Products of work

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

### (3) Context of Assessment

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

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

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



UA42403

Deal with conflict

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to handle difficult interpersonal situations and address conflict that may arise in day-to-day work activities. It includes identifying the causes of conflict, establishing and implementing strategies for dealing with conflict and evaluating responses and outcomes.

ELEMENT	PERFORMANCE CRITERIA
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*Candidates must be able to:*

- |  |  |
|--|--|
| 1. Identify causes of conflict                                   | 1.1 Acknowledge and document conflict situation, including causes and establish the position of each party.<br>1.2 Take steps to prevent escalation of conflict in accordance with organisational procedures.<br>1.3 Accept and treat all points of view with respect and in accordance with organisational policy and procedures.<br>1.4 Identify, clarify and confirm factors and issues relevant to the situation with those involved.<br>1.5 Identify and confirm the scope of own authority when dealing and resolving conflict situations.<br>1.6 Initiate proceedings to settle the conflict with minimal delay in accordance with legislation and organisational procedures. |
| 2.1 Establish and implement strategies for dealing with conflict | 2.1 Use effective conflict resolution techniques to deal with complaints.<br>2.2 Encourage all parties involved in the conflict to take shared responsibility for finding a solution to the situation.   |

- 2.3 Provide assertive feedback to the parties within the scope of own authority and accept constructive feedback from the parties non-defensively in accordance with organisational policy and procedures.
    - 2.4 Agree on outcomes that meet individual requirements and are in accordance with organisational policy.
    - 2.5 Seek assistance where necessary and in accordance with organisational procedures.
  - 3 Evaluate responses and outcomes of conflict
    - 3.1 Maintain records and reports in accordance with organisational procedures and requirements.
    - 3.2 Provide accurate and constructive observations of incidents in reviewing and debriefing the situation.
    - 3.3 Assess and review the effectiveness of responses in accordance with organisational procedures.

**RANGE STATEMENT**

*All range statements must be assessed*

1. **Conflict situations** may include but not limited to:
  - Conflict amongst work colleagues or work teams
  - Employee complaint or grievance
  - Customer complaint or grievance
2. **Causes** may include but not limited to:
  - Difference of opinion
  - Different ways of working
  - Poor communication
  - Workplace bullying
  - Customer dissatisfaction
3. **Conflict resolution techniques** may include but not limited to:
  - Collaboration
  - Negotiation
  - Persuasion
  - Mediation
4. **Legislation** may include but not limited to:
  - Regulations and guidelines relating to the management of conflict in the workplace
  - Codes of practice
5. **Assistance** may include but not limited to:
  - From mediators
  - From senior management
  - From colleagues

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates must know and understand:*

1. What are different types of conflict situations experienced within the workplace.
2. What are the typical causes of conflict within the workplace.
3. Why it is important to analyse the conflict situation and causes and establish the position of each party and how to do so.
4. Why it is important to take steps to prevent the escalation of conflict and when and how to do so.
5. Why it is important to accept and treat all points of view with respect and how to do so.
6. Why it is important to identify, clarify and confirm factors and issues relevant to the situation and how to do so.
7. Why it is important to identify and confirm the scope of own authority when dealing and resolving conflict situations.
8. Why it is important to initiate proceedings to settle conflict with minimal delay in accordance with legislation and organisational procedures and when to do so.
9. How to initiate organisational procedures to settle conflict with minimal delay.
10. What is conflict resolution.
11. What are effective conflict resolution techniques to deal with complaints.
12. Why it is important to encourage all parties involved in the conflict to take shared responsibility for finding a solution to the situation and how to do so.
13. Why it is important to provide assertive feedback to the parties within the scope of own authority, accept constructive feedback non-defensively and how to do so.
14. Why it is important to agree upon outcomes that meet individual requirements and organisational policy.
15. Why it is important to seek assistance where necessary in accordance with organisational procedures and when to do so.
16. Why it is important to maintain records and reports in accordance with organisational procedures and how to do so.
17. Why it is important to provide accurate and constructive observations of incidents in reviewing and debriefing the situation and how to do so.
18. Why it is important to evaluate and review the effectiveness of responses in accordance with organisational procedures and how to do so.

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**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than 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
- Case study
- Personal statement
- Scenarios
- Witness testimony
- Professional discussion
- Products of work

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

**(3) Context of Assessment**

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

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

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

## UA42503

## Chair and lead meetings

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manage a range of meetings, including overseeing the meeting preparation processes, chairing meetings, organising the minutes, reporting meeting outcomes and dealing with post-meeting matters.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |                         |  |
|-------------------------|--|
| 1. Prepare for meetings | <ul style="list-style-type: none"> <li>1.1 Identify and document the type, purpose and objectives of the meeting in accordance with organisational requirements.</li> <li>1.2 Confirm that the venue and resources are appropriate for the meeting.</li> <li>1.3 Identify and confirm meeting participants in accordance with organisational requirements.</li> <li>1.4 Consult participants attending the meeting for agreement on the meeting objectives.</li> <li>1.5 Provide participants attending the meeting with sufficient notice, information and meeting documentation to allow them to prepare and contribute.</li> <li>1.6 Create and distribute an agenda in advance of the meeting in accordance with meeting protocols.</li> <li>1.7 Confirm that the minute-taker is briefed on and understands the method for recording the meeting in accordance with organisational requirements and meeting conventions.</li> </ul> |
| 2. Chair meetings       | <ul style="list-style-type: none"> <li>2.1 Identify and discuss actions agreed upon from the previous meeting when applicable.</li> <li>2.2 Facilitate meetings ensuring confidentiality of content and discussion, organisational requirements and agreed conventions for the type of meeting.</li> </ul>   |

- 2.3 Allocate discussion time in a way that is consistent with the importance, urgency and complexity of the key points of the agenda.
  - 2.4 Facilitate meetings to ensure that they are focused, time efficient and achieve the required outcomes.
  - 2.5 Facilitate meetings to allow participation, discussion, the resolution of issues and achievement of consensus.
  - 2.6 Acknowledge the contributions, viewpoints and the difference of opinions of others and include them in the discussion in a respectful and constructive manner.
  - 2.7 Provide information and summaries clearly and at appropriate points during the meeting to assist in mutual understanding and agreement.
  - 2.7 Discourage unhelpful arguments and digressions with positive direction.
  - 2.8 Encourage feedback from those attending and use constructive feedback to improve the effectiveness of future meetings.
  - 2.9 Summarise the agreed actions of the meeting, allocate responsibilities and timescales and confirm future arrangements, if necessary.
3. Follow up on post-meeting matters
- 3.1 Review transcribed meeting notes to ensure they reflect a true and accurate record of the meeting and are formatted in accordance with organisational requirements.
  - 3.2 Document decisions and follow agreed practice for the distribution of minutes.
  - 3.3 Provide clear, accurate and concise information about decisions and recommendations made at the meeting to those who need it.

**RANGE STATEMENT**

*All range statements must be assessed*

**1. Organisational requirements** may include but not limited to:

- Policies, procedures and protocols regarding membership of meetings
- Representative roles and responsibilities
- Recording and reporting requirements
- Code of conduct for meeting attendees

**2. Meeting protocols** may include but not limited to:

- Application of formal and informal meeting procedures
- Consensus decision making



**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates must know and understand:*

1. Why it is important to identify and document the type, purpose and objectives of a meeting in accordance with organisational requirements and how to do so.
2. How to confirm that the venue and resources are appropriate for the meeting.
3. Why it is important to identify and confirm meeting participants in accordance with organisational requirements and how to do so.
4. Why it is important to consult participants attending the meeting for agreement on the meeting objectives and how to do so.
5. How to provide participants attending the meeting with sufficient notice, information and meeting documentation to allow them to prepare and contribute effectively.
6. What are the organisational protocols for preparing and chairing meetings.
7. How to create and distribute an agenda in advance of the meeting in accordance with meeting protocols and when to do so.
8. Why it is important to confirm that the minute-taker is briefed on and understands the method, organisational requirements and meeting conventions for recording the meeting and when to do so.
9. What leadership styles and methods to use to help those attending the meeting to make useful contributions.
10. Why it is important to identify and discuss actions agreed upon from the previous meeting when applicable and how to do so.
11. How to chair meetings ensuring confidentiality of content and discussion, organisational requirements and agreed conventions for the type of meeting.
12. How to allocate discussion time in a way that is consistent with the importance, urgency and complexity of the key points of the agenda.
13. How to chair meetings to ensure that they are focused, time efficient and achieve the required outcomes.
14. What types of techniques can be used for consultation, participation and conflict management.
15. How to chair meetings to allow participation, discussion, the resolution of issues and achievement of consensus.
16. What are the principles of active listening, questioning, clarifying and re-phrasing.
17. Why it is important to acknowledge the contributions, viewpoints and the difference of opinions of others and include them in the discussion in a respectful and constructive manner and how to do so.
18. How to provide information and summaries clearly and at appropriate points during the meeting to assist in mutual understanding and agreement.

19. Why it is important to discourage unhelpful arguments and digressions courteously and with positive direction and how to do so.
20. What strategies can be used to make people feel confident and assured in their participation and contributions.
21. Why it is important to encourage feedback from those attending and use constructive feedback to improve the effectiveness of future meetings and how to do so.
22. How to summarise the agreed actions of the meeting, allocate responsibilities and timescales and confirm future arrangements if necessary.
23. Why it is important to review transcribed meeting notes to ensure they reflect a true and accurate record of the meeting and are formatted in accordance with organisational requirements.
24. How to document decisions clearly and follow agreed practice for the distribution of minutes.
25. How to provide clear, accurate and concise information about decisions and recommendations made at the meeting to those who need it.

## EVIDENCE GUIDE

*For assessment purposes:*

### 1. Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than 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
- Case study
- Personal statement
- Witness testimony
- Professional discussion
- Products of work

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

### 3. Context of Assessment

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

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

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

**UA42603**

**Support remote or virtual teams**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to support persons who work remotely or at different locations to communicate effectively and make them feel part of a team.

**ELEMENT** **PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |  |  |   |
|--|--|---|
| <p>1. Assess the support required by remote or virtual teams</p> | <p>1.1</p> <p>1.2</p> <p>1.3</p> <p>1.4</p> <p>1.5</p> | <p>Identify and discuss the key challenges for remote or virtual workers with management and stakeholders.</p> <p>Identify resource requirements within the organisation for providing communication tools and processes for remote or virtual working.</p> <p>Identify and select effective tools and processes that are capable of supporting remote or virtual teams.</p> <p>Identify processes and systems that will enable persons to connect to the organisation’s information and knowledge systems in accordance with established procedures.</p> <p>Plan how to assure the safety and security of staff work in the remote team in accordance with organisational policy and procedures.</p> |
| <p>2. Support remote or virtual teams</p>                        | <p>2.1</p> <p>2.2</p> <p>2.3</p>                       | <p>Provide guidelines, training, information and coaching to support remote or virtual teams in accordance with organisational and human resource policies.</p> <p>Identify areas for improvement from monitoring processes, information and tools in accordance with organisational policy.</p> <p>Facilitate interactive collaboration amongst internal and external stakeholders in accordance with organisational policy and procedures.</p>  |

- 2.4 Take action to ensure that team members adhere to organisational regulatory, professional, performance and commercial requirements.
- 2.5 Take action to ensure that data security and confidentiality issues arising from remote or virtual working are addressed.
- 2.6 Take action to ensure that records management issues arising from remote or virtual working are addressed.

**RANGE STATEMENT**

*All range statements must be assessed*

**1. Remote or virtual workers** may include but not limited to:

- Contractor
- Consultant
- Staff who work from home
- Casual

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates must know and understand:*

1. What are the organisational working practices and how these affect teams, virtual teams and remote workers.
2. What are the regulatory, professional, performance and commercial requirements that apply to working remotely and in teams and how to obtain that knowledge.
3. What are the mechanisms or systems that can be used to measure employee performance when working remotely.
4. What are the main challenges of working remotely or virtually.
5. Why it is important to identify and discuss with managers and stakeholders, the key challenges for remote or virtual workers and how to do so.
6. How to identify resource requirements for providing communication tools and processes for remote or virtual working in accordance with organisational policies and procedure.
7. What are the range of tools and techniques available to support remote/virtual working, including face-to-face and technology-enabled techniques.
8. How to identify and select effective tools and processes that are capable of supporting remote or virtual teams in accordance with organisational policy.
9. How to identify processes and systems that will enable individuals to connect to information and knowledge remotely and securely.
10. Why it is important to plan how to assure the safety and security of staff work in the remote teams in accordance with organisational policy and procedures and how to do so.
11. What guidelines, training, information and coaching to use to provide support to remote or virtual teams in accordance with organisational policy.
12. How to identify areas for improvement from monitoring processes, information and tools in accordance with organisational policy and how to do so.
13. How to facilitate interactive collaboration amongst internal and external stakeholders in accordance with organisational policy and procedures and how to do so.
14. What action to take to ensure that team members adhere to regulatory, professional, performance and commercial requirements in accordance with organisational policy.
15. What are the records, information and knowledge management issues arising from team and virtual working.
16. What action to take to ensure that data security and confidentiality issues arising from remote or virtual working are addressed.
17. What action to take to ensure that records management issues arising from remote or virtual working are addressed.

## EVIDENCE GUIDE

*For assessment purposes:*

### 1. Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than 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
- Professional discussion
- Witness testimony
- Professional discussion
- Products of work

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

### 3. Context of Assessment

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

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

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



## UA42703

## Develop and deliver a presentation

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to develop and deliver a presentation.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |                                      |  |
|--------------------------------------|--|
| 1. Develop a presentation            | <ul style="list-style-type: none"> <li>1.1 Identify the purpose, content, style, timing and audience for a presentation.</li> <li>1.2 Select a communication media that is appropriate to the nature of a presentation, message and audience and in accordance with organisational requirements.</li> <li>1.3 Tailor a presentation to fit the timescale and audience needs.</li> <li>1.4 Prepare a presentation that is logically structured, summarises the content and addresses the brief.</li> <li>1.5 Take action to ensure that the presentation adheres to organisational guidelines and policies.</li> <li>1.6 Develop materials that support the content of a presentation.</li> </ul> |
| 2. Prepare to deliver a presentation | <ul style="list-style-type: none"> <li>2.1 Confirm the layout of the venue and ensure that equipment and resources function correctly prior to making a presentation.</li> <li>2.2 Develop contingency plans for potential equipment and resource failure.</li> <li>2.3 Take action to ensure that the presentation fits the available time slot.</li> </ul>   |
| 3. Deliver a presentation            | <ul style="list-style-type: none"> <li>3.1 Speak clearly and confidently, using language that is appropriate for the topic and audience.</li> <li>3.2 Vary voice tone, pitch, pace and volume appropriately when delivering a presentation.</li> </ul>   |

- 3.3 Use body language in a way that reinforces messages.
- 3.4 Use equipment and resources effectively when delivering a presentation.
- 3.5 Facilitate the presentation within the agreed timeframe.
- 3.6 Encourage audience participation using a variety of methods and techniques.
- 3.7 Respond to questions in a way that meets audience needs.
- 3.8 Evaluate the effectiveness of a presentation and document areas for improvement.

**RANGE STATEMENT**

*All range statements must be assessed*

1. **Presentation** may include but not limited to:
  - Electronic
  - Paper-based
2. **Communication media** may include but not limited to:
  - Visual (screen, flipchart, whiteboard, paper)
  - Verbal (face to face, virtual, teleconference)
3. **Audiences** may include but not limited to:
  - Internal (colleagues, senior managers, other departments)
  - External (individuals, companies)
4. **Contingency plans** may include but not limited to:
  - Agreement for post-event hand outs
  - Back up file retrieval (USB sticks, hard copy)
  - Secondary emergency equipment
  - Pre-event testing of equipment
  - Knowledge of IT support available
5. **Methods and techniques** may include but not limited to:
  - Questions to audience
  - Practice activities

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates must know and understand:*

1. Why it is important to identify the purpose, content, style, timing and audience for a presentation and how to do so.
2. How to select a communication media that is appropriate to the nature of a presentation, message and audience and is in accordance with organisational requirements.
3. How to tailor a presentation to fit the timescale and audience's needs.
4. How to prepare a presentation that is logically structured, summarises the content and addresses the brief.
5. Why it is important to take action to ensure that a presentation adheres to organisational guidelines and policies and how to do so.
6. How to develop materials that support the content of a presentation.
7. How to confirm the layout of the venue, correct functioning of equipment and resources prior to making a presentation and when to do so.
8. Why it is important to develop contingency plans for potential equipment and resource failure and when to do so.
9. How to develop contingency plans.
10. What action to take to ensure that the presentation fits the time slot available.
11. How to speak clearly and confidently, using language that is appropriate for the topic and audience.
12. How vary voice tone, pace and volume appropriately when delivering a presentation.
13. How to use body language in a way that reinforces messages.
14. How to use equipment and resources effectively when delivering a presentation.
15. How to deliver a presentation within the agreed timeframe.
16. What is the variety of methods and techniques to use to encourage audience participation.
17. How to encourage audience participation using a variety of methods and techniques.
18. How to respond to questions in a way that meets the audience's needs.
19. How to evaluate the effectiveness of a presentation.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than 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
- Case study
- Personal statement
- Witness testimony
- Professional discussion
- Products of work

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

### (3) Context of Assessment

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

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

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

**Assessment methods**

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

**Assessors**

The Assessor guides and assesses the candidate. His/her role is to determine 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. Recognises 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**

The NVQ Coordinator is the centre contact within each approved Centre offering NVQs. He/she 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, 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 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).