



Technical and Vocational Education and Training (TVET) Council



Occupational Standards of Competence

Management

Level 2

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Qualification Overview
NVQB
In
Management Level 2

NVQ in Management – Level 2

Qualification Overview

Like all NVQs this qualification is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. Candidates plan a programme of development and assessment with their assessor and compile a portfolio of evidence to prove that they are competent in their work role.

Who is this qualification for:

This qualification is intended for individuals who have a responsibility for the work of others, as they lead a team. It is suitable for people who are entering management, or who have the ability and the opportunity to demonstrate recognisable management and leadership skills, for example, providing leadership for your team, encouraging innovation, allocating and checking work.

Relevant occupations include:

- Team Leader
- Supervisor
- Foreman
- Lead operator
- Shift leader/controller

APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE**MANAGEMENT LEVEL 2 – A012 02**

To achieve a full award, candidates must complete six units, including four mandatory units and two optional units. Candidates choose the optional units which best suit their work situation and job role.

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

Manage self	U18902
Provide leadership for your team	U19002
Develop productive working relationships with colleagues	U19102
Ensure your own actions reduce risks to health and safety	U18103

Optional Units (Select two)

Encourage innovation in your team	U19202
Allocate and check work in your team	U19302
Provide learning opportunities	U19402
Resolve customer service problems	U13102
Support customer service improvements	U13202

NVQ in Management – Level 2

Evidence requirements:

The following guidance applies to the evidence requirements of each unit and should be read in conjunction with the unit specification.

In order to achieve any unit you must demonstrate that you meet all of its requirements. This means all of the performance criteria and behaviours and every item of knowledge and understanding. Your assessor must be able to observe you in the workplace and you must provide tangible evidence to your assessor.

To help you identify relevant, tangible evidence the *evidence requirements* for each unit list a wide range of possible items of evidence. Please note, you are not expected to produce each item of evidence listed – the evidence requirements identify examples of the evidence that you might be able to produce. Similarly, the references to *Behaviours* and to *Knowledge and Understanding* suggest what the evidence **may** demonstrate. It is your responsibility to collect appropriate evidence, make sure that it demonstrates the *performance criteria* required, and show which *Behaviours* and *Knowledge and Understanding* are also apparent.

A personal statement may accompany the evidence for each unit. The *Evidence requirements* identify certain performance criteria where this is more likely to be of value. A personal statement is not real work evidence, but it can be useful in explaining and reflecting on your behaviour in achieving certain outcomes and why you behaved as you did, thus helping to link evidence of *performance criteria* to *Behaviours* and *Knowledge and Understanding*. Witness statements should be made both by those who report to you and those to whom you report (except if you do not report to anyone – for example, if you own the organization).

Your assessor must be given sufficient time to become familiar with the evidence. The physical evidence will provide the basis for a dialogue between you and your assessor. This discussion will provide you with an opportunity to show how the physical evidence you have presented covers the performance criteria, behaviours and items of knowledge and understanding.

You must appreciate that your assessor may feel that further evidence is required and the discussion could be used to identify the type of further evidence required and where this can be obtained.

Simulation

Simulation is not allowed. However, wherever access to assessment is jeopardized by this guidance is to be sought from the TVET Council.

U18902

Manage Self

Unit Descriptor:

This unit is mainly about making sure you have the personal resources (particularly knowledge, understanding, skills and time) to undertake your work role and reviewing your performance against agreed objectives. It also covers identifying and undertaking activities to develop your knowledge, skills and understanding where gaps have been identified. The unit is recommended for Supervisors/Foremen.

PERFORMANCE CRITERIA**BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE**

To be competent you must achieve the following:

1. Identify and agree the requirements of your work-role with those you report to.
2. Discuss and agree personal work objectives with those you report to and how you will measure progress.
3. Identify any gaps between the requirements of your work-role and your current knowledge, understanding and skills.
4. Discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills.
5. Undertake the activities identified in your development plan and discuss, with those you report to, how they have contributed to your performance.
6. Get regular and useful feedback on your performance from those who are in a good position to judge it and provide you with objective and valid feedback.
7. Discuss and agree, with those you report to, any changes to your personal work objectives and development plan in the light of performance, feedback received, any development activities undertaken and any wider changes.

This element requires that you:

- a Recognise changes in circumstances promptly and adjust plans and activities accordingly.
- b Prioritise objectives and plan work to make best use of time and resources.
- c Take personal responsibility for making things happen.
- d Take pride in delivering high quality work.
- e Agree achievable objectives for yourself and give a consistent and reliable performance.
- f Find practical ways to overcome barriers.
- g Make best use of available resources and proactively seek new sources of support when necessary.

8. Check, on a regular basis, how you are using your time at work and identify possible improvements.
9. Ensure that your performance consistently meets or goes beyond agreed requirements.

UNDERPINNING KNOWLEDGE AND SKILLS

General underpinning knowledge and skills

1. Why managing your resources (particularly knowledge, understanding, skills and time) is important.
2. How to identify the requirements of a work-role.
3. How to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
4. How to measure progress against work objectives.
5. How to identify development needs to address any identified gaps between the requirements of your work-role and your current knowledge, understanding and skills.
6. What an effective development plan should contain.
7. The type of development activities which can be undertaken to address identified gaps in knowledge, understanding and skills.
8. How to identify whether/how development activities have contributed to your performance.
9. How to get and make effective use of feedback on your performance.
10. How to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes.
11. How to record the use of your time and identify possible improvements.

Industry/sector specific underpinning knowledge and skills

12. Industry/sector requirements for the development or maintenance of knowledge, understanding and skills.

Context specific underpinning knowledge and skills

13. The agreed requirements of your work-role including the limits of your responsibilities.
14. Your agreed personal work objectives.
15. The reporting lines in your organisation.
16. Your current knowledge, understanding and skills.
17. Identified gaps in your current knowledge, understanding and skills.
18. Your personal development plan.
19. Your organisation's policy and procedures in terms of personal development.
20. Available development opportunities and resources in your organisation.
21. Possible sources of feedback in your organisation.

EVIDENCE GUIDE**1. Critical Aspects of Evidence**

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Underpinning Knowledge and Skills		
			General	Industry specific	Context specific
O1	Your evaluation of the requirements of your work role, based on both formal and informal sources:				
	• your job description	-	2	-	13
	• notes of conversations with managers and colleagues about their expectations	e	2,9	12	13,14,15
	• personal statement (reflections on role tasks and responsibilities)	e	2	12	13,14
O2 O9	Your personal work objectives and records of achievement against these objectives:				
	• notes, minutes, reports or other records of performance review or appraisal meetings, team meetings or other meetings at which you agreed your work objectives	a,b,e	3,5,9,10	12	13,14,15 16
	• notes, minutes, reports or other records of performance review or appraisal meetings, team meetings or other meetings, 360° appraisal outcomes, and other formal or informal feedback on your performance	a,b,c,e	5,9,10	12	13,14,15 16,17
	• witness statements (comments on your achievement of agreed objectives)	a,b,c,e	-	-	-
Assessment of your current knowledge, understanding and skills, an analysis of how well these reflect the requirements of your work role and your development plan to address any needs:					
O3 O4 O6 O7	• qualification certificates and transcripts	-	5	-	-
	• personality and skill inventories and assessment centre reports	-	5,9	-	17
	• appraisal/performance review records and notes or other records of informal feedback	c,d,g	1,2,4,5,9	12	16,17
	• development plans	c,f,g	1,6,7	12	17,18,19 20
	• personal statement (reflections or relationship between knowledge, understanding and skills and the requirements of your work role)	d	1,5,6,7,9	12	17,18,19, 20

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Underpinning Knowledge and Skills		
			General	Industry specific	Context specific
O5	Evidence of having undertaken training and development activity to meet identified development needs				
	• attendance certificates and post-course evaluation reports	-	-	12	19,20,21
	• witness statements (comments on your learning and its application to the work role)	d,f,g	-	-	-
	• personal statements (reflections on learning and its application to the work role)	d,f,g	8	12	19,20,21
O8	Work schedules, time plans or similar records of work activity that shows task plans and reviews				
	• proprietary time planner systems and self-designed schedules or plans that you have prepared	a,b,c,e,f,g	3,4,10,11	-	13,14
	• outputs of electronic systems (eg MS Schedule) that you have prepared	a,b,c,e,f,g	3,4,10,11	-	13,14

1. Method of Assessment

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussion and questioning.

2. Context of Assessment

The unit should be assessed using evidence from the workplace. Simulation is **not** allowed.

3. Links to other units

This unit is linked to **unit Manage your own resources and professional development** in the overall suite of National Occupational Standards for management.

U19402**Provide learning opportunities for colleagues**

Unit Descriptor

This unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs.

Encouraging colleagues to take responsibility for their own learning is an aspect of this unit as is your role in providing an ‘environment’, for example, in your team or area of responsibility, in which learning is valued.

For the purposes of this unit, ‘colleagues’ means those people for whom you have line management responsibility.

PERFORMANCE CRITERIA**BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE**

To be competent you must achieve the following:

1. Promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised.
2. Give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve.
3. Work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work-roles and their current knowledge, understanding and skills.
4. Help colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities.
5. Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs.

This element requires that you:

- a. Recognise the opportunities presented by the diversity of people.
- b. Find practical ways to overcome barriers.
- c. Make time available to support others.
- d. Seek to understand individuals’ needs, feelings and motivations and take an active interest in their concerns.
- e. Encourage and support others to make the best use of their abilities.
- f. Recognise the achievements and the success of others.
- g. Inspire others with the excitement of learning.
- h. Confront performance issues and sort them out directly with the people involved.
- i. Say no to unreasonable requests.
- j. Show integrity, fairness and consistency in decision making.

6. Discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales.
7. Work with colleagues to recognise and make use of un-planned learning opportunities.
8. Seek and make use of specialist expertise in relation to identifying and providing learning for colleagues.
9. Support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning.
10. Evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide feedback on the use of learning experience.
11. Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes.
12. Encourage colleagues to take responsibility for their own learning, including practicing and reflecting on what they have learned.

UNDERPINNING KNOWLEDGE AND SKILLS

General underpinning knowledge and skills

1. The benefits of learning for individuals and organisations and how to promote these to colleagues.
2. Ways in which you can develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised.
3. Why it is important to encourage colleagues to take responsibility for their own learning.
4. How to provide fair, regular and useful feedback to colleagues on their work performance.
5. How to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills.
6. How to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs to colleagues.
7. The range of different learning styles and how to support colleagues in identifying the particular learning styles (s) or combination of learning styles which works best for them.
8. Different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff).
9. How/where to identify and obtain information on different learning activities.
10. Why it is important for colleagues to have a written development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources).
11. How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
12. Sources of specialist expertise in relation to identifying and providing learning for colleagues.
13. What type of support colleagues might need to undertake learning activities, the resources needed and the types of obstacles they may face and how they can be resolved.
14. How to evaluate whether a learning activity has achieved the desired learning objectives.
15. The importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes.
16. How to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues.

Industry/sector specific underpinning knowledge and skills

17. Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and professional development.
18. Learning issues and specific initiatives and arrangements that apply within the industry/sector.
19. Working culture and practices of the industry/sector.

Context specific underpinning knowledge and skills

20. Relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation.
21. The work roles of colleagues, including the limits of their responsibilities and their personal work objectives.
22. The current knowledge, understanding and skills of colleagues.
23. Identified gaps in the knowledge, understanding and skill of colleagues.
24. Identified learning needs of colleagues.
25. Learning style (s) or combinations of styles preferred by colleagues.
26. The written development plans of colleagues.
27. Sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues.
28. Learning activities and resources available in/to your organisation.
29. Your organisation's policies in relation to equality and diversity.
30. Your organisation's policies and procedures in relation to learning.
31. Your organisation's performance management systems.

EVIDENCE GUIDE

1. Critical Aspects of Evidence

Performance Criteria	Evidence of Performance Criteria: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Underpinning Knowledge and Skills		
			General	Industry specific	Context specific
	Identification of development needs, plans to meet development needs and monitoring and review of development activity:				
O1 O2 O3 O4 O5 O6 O7	<ul style="list-style-type: none"> notes, memos, emails or other records of feedback and performance appraisals/reviews, and of discussions or identification of learning and development preferences and needs (including learning styles, personal constraints, learning disabilities and difficulties that affect learning) 	c,d,e,f,g h,i,j	1,4,5,6 7,8,12,16	17,18,19	20,21,22 23,24,25 27,29,30 31
O8 O9 O10 O11 O12	<ul style="list-style-type: none"> details of support arrangements inside and outside the organisation (eg a training department's or external supplier's assessment services) that you have identified and arranged for a colleague to access 	b,c,d,e	1,4,12 13,16	17,18,19	24,25,27 28,29,30 31
	<ul style="list-style-type: none"> training and development opportunities (eg coaching, internal and external courses, learning centre/e-learning programmes) that you have identified and enabled colleagues to access to meet agreed learning and development requirements 	a,b,c,d,e g,i,j	1,2,3,5 6,8,9 10,12 13,16	17,18,19	22,24,25 26,27,28, 29,30,31
	<ul style="list-style-type: none"> copies of development or learning plans you have discussed, agreed, reviewed and revised with colleagues 	c,d,e,g,j	1,2,3 10,11	17,18,19	23,24,25 26,28,29 30,31
	<ul style="list-style-type: none"> notes, memos, emails or other records of meeting or discussions you have had with colleagues to review their learning and its effect on their performance 	c,d,e,f h,j	1,2,3 14,15	17,18,19	20,21,22 23,24,29 30,31
	<ul style="list-style-type: none"> personal statement (your reflections on your role in identifying learning requirements, organisation of development activity and review of its effectiveness in improving or enhancing performance) 	a,b,d,e,f h,i	2,3,4,5 6,7,8 10,13,14 15,16	17,18,19	20,21,22 23,24,25 28,29,30 31

Performance Criteria	Evidence of Performance Criteria: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Underpinning Knowledge and Skills		
			General	Industry specific	Context specific
	Identification of development needs, plans to meet development needs and monitoring and review of development activity: (continued)				
	<ul style="list-style-type: none"> witness statements (comments on your role in identifying learning requirements, organising development activity and reviewing of its effectiveness in improving or enhancing performance) 	b,c,d,e,f g,j	-	-	-

2. Methods of Assessment

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony, personal statement, professional discussion and questioning.

3. Context of Assessment

The unit should be assessed using evidence from the workplace. Simulations is **not** allowed.

4. Links to other units

This unit is linked to the **units Recruit, select and keep colleagues, Allocate and check work in your team and Allocate and monitor the progress and quality of work in your area of responsibility** in the overall suite of National Occupational standards for management.

U19102**Develop productive working relationships with colleagues**

Unit Descriptor:

This unit is about developing working relationships with colleagues, within your own organisation and within other organisation, that are productive in terms of supporting and delivering your work and that of the overall organisation. ‘Colleagues’ are any people you are expected to work with, whether they are at a similar position or in other positions. This unit is recommended for team leaders, first line managers, supervisors and foremen.

PERFORMANCE CRITERIA**BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE***To be competent you must achieve the following:**This element requires that you:*

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Establish working relationships with all colleagues who are relevant to the work being carried out. 2. Recognise, agree and respect the roles and responsibilities of colleagues. 3. Understand and take account of the priorities, expectations and authority of colleagues in decisions and actions. 4. Fulfill agreements made with colleagues and let them know. 5. Advise colleagues promptly of any difficulties or where it will be impossible to fulfill agreements. 6. Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out. 7. Exchange information and resources with colleagues to make sure that all parties can work effectively. 8. Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement. | <ol style="list-style-type: none"> a. Present information clearly, concisely, accurately and in ways that promote understanding. b. Seek to understand people’s needs and motivations. c. Make time available to support others. d. Clearly agree what is expected of others and hold them to account. e. Work to develop an atmosphere of professionalism and mutual support. f. Model behaviour that shows respect, helpfulness and co-operation. g. Keep promises and honour commitments. h. Consider the impact of your own actions on others. i. Say no to unreasonable requests. j. Show respect for the views and actions of others. k. Communicate in a timely manner. |
|--|---|

UNDERPINNING KNOWLEDGE AND SKILLS**General underpinning knowledge and skills**

1. The benefits of developing productive working relationships with colleagues.
2. Principles of effective communication and how to apply them in order to communicate effectively with colleagues.
3. How to identify disagreements with colleagues and the techniques for sorting them out.
4. How to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them.
5. How to take account of diversity issues when developing working relationships with colleagues.
6. The importance of exchanging information and resources with colleagues.
7. How to get and make use of feedback on your performance from colleagues.
8. How to provide colleagues with useful feedback on their performance.

Industry/sector specific underpinning knowledge and skills

9. Regulations and codes of practice that apply in the industry or sector.
10. Standards of behaviour and performance in the industry or sector.
11. Working culture of the industry or sector.

Context specified underpinning knowledge and skills

12. Current and future work being carried out.
13. Colleagues who are relevant to the work being carried out, their work roles and responsibilities.
14. Processes within the organisation for making decisions.
15. Line management responsibilities and relationships within the organisation.
16. The organisation's values and culture.
17. Power, influence and politics within the organisation.

Context specific underpinning knowledge and skills (continued)

18. Standards of behaviour and performance expected in the organisation.
19. Information and resources that different colleagues might need.
20. Agreements with colleagues.

EVIDENCE GUIDE**1. Critical Aspects of Evidence**

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Records of activities and agreements with work colleagues that you have completed successfully:				
O1	• notes, minutes or other records of formal and informal meetings with colleagues relating to agreements for action by you and your performance in relation to these agreements	a,b,c,d,e f,g,h,i,j,k	1,2,3 4,5,6 7,8	9,10,11	12,13,14 15,16,17 18,19,20
O2	• emails, memos and other correspondence with colleagues relating to actions you have agreed to undertake and your performance in relation to these agreements	a,b,c,d,e f,g,h,i,j,k	1,2,3 4,5,6	9,10,11	12,13,14 15,16,17 18,19,20
O3					
O4					
O5					
O8	• personal statements (reflections on the nature and effectiveness of your relationships with work colleagues and your fulfillment of your commitments to them)	e,f,g,h,i,j	1,2,3,4 5,6,7	9,10,11	12,13,14 15,16,17 18,19
	• witness statements (comments by colleagues on the nature and effectiveness of your relationships with them and your fulfillment of your commitments to them)	a,b,c,d,f g,j	-	-	-
	Records of relationship difficulties or conflicts at work that you have successfully addressed and feedback you have given and received:				
O1	• notes, minutes or other records of formal and informal meetings with colleagues relating to relationship difficulties or conflicts	a,b,d,e,f g,h,i,j,k	1,2,3,4 5,6,7,8	9,10,11	12,13,14 15,16,17 18,19,20
O2					
O3	• emails, memos and other correspondence with colleagues relating to relationship difficulties or conflicts	a,b,d,e,f g,h,i,j,k	1,2,3,4 5,6	9,10,11	12,13,14 15,16,17 18,19,20
O5					
O6					
O7					
O8	• notes or other records of verbal feedback and copies of memos, emails and letters you have sent in which you have given feedback to colleagues	a,b,c,d,e f,h,j	1,2,3,4 5,6,8	10,11	16,17,18,19

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
Records of relationship difficulties or conflicts at work that you have successfully addressed and feedback you have given and received: (continued)					
O1 O2	• notes or other records of verbal feedback and copies of memos, emails and letters you have received in which colleagues have given feedback to you	j	1,2,3,4 5,6,7	10,11	16,17,18
O3 O5 O6 O7 O8	• personal statements (reflections on your ability to deal effectively with relationship difficulties or conflicts)	e,f,g,h,i,j	1,2,3,4 5,6,7	9,10,11	12,13,14 15,16,17 18,19
	• witness statements (comments by colleagues on your ability to deal effectively with relationship difficulties or conflicts)	a,b,c,d,f g,j	-	-	-

2. Methods of Assessment

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony, personal statements and professional discussion and questioning.

3. Context of Assessment

The unit should be assessed using evidence from the workplace. Simulation is **not** allowed.

4. Links to other units

The unit is closely linked to **unit Develop productive working relationships with colleagues and stakeholders** in the overall suite of National Occupational Standards for management.

U18103**Ensure your own actions reduce risks to health and safety***Note:*

This unit has been taken from the occupational standards developed for the Occupational Safety and Health. The format of the unit is different.

Unit Descriptor:

This unit is for everyone at work. It does not require the candidate to undertake a full risk assessment, it is about having an appreciation of significant risks in the workplace and knowing how to identify and deal with them.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Ensure your own actions reduce risks to health and safety | <ul style="list-style-type: none"> 1.1 Name correctly and locate the persons responsible for health and safety in the workplace. 1.2 Identify which workplace policies are relevant to your working practices. 1.3 Identify those working practices in any part of your job role which could harm yourself or other persons. 1.4 Identify those aspects of the workplace which could harm yourself or other persons. 1.5 Evaluate which of the potentially harmful working practices and the potentially harmful aspects of the workplace are those with the highest risk to you or to others. 1.6 Report those hazards which present a high risk to the persons responsible for health and safety in the workplace. |
|--|--|

2. Reduce the risks to health and safety in your workplace
- 1.7 Deal with hazards with low **risks** in accordance with workplace policies and legal requirements.
 - 2.1 Carry out your working practices in accordance with legal requirements.
 - 2.2 Follow the most recent **workplace policies** for your job role.
 - 2.3 Rectify those health and safety risks within your capability and the scope of your job responsibilities.
 - 2.4 Pass on any suggestions for reducing risks to health and safety within your job role to the responsible persons.
 - 2.5 Personal conduct in the workplace does not endanger the health and safety of yourself or other persons.
 - 2.6 Follow the **workplace policies** and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products.
 - 2.7 Report any differences between **workplace policies** and suppliers' or manufacturers' instructions as appropriate.
 - 2.8 Personal presentation at work:
 - ensures the health and safety of yourself and others
 - meets any legal duties, and
 - is in accordance with **workplace policies**

RANGE STATEMENT

You must cover the items below:

Element 1: Ensure your own actions reduce risks to health and safety

Risks resulting from:

- a. the use and maintenance of machinery or equipment
- b. the use of biological agents or substances
- c. working practices which do not conform to laid down policies
- d. unsafe behaviour
- e. accidental breakages and spillages
- f. environmental factors

Element 2: Reduce the risks to health and safety in your workplace

Workplace policies covering:

- a. the use of safe working methods and equipment
- b. the safe use of hazardous substances
- c. smoking, eating, drinking and drugs
- d. what to do in the event of an emergency
- e. personal presentation

UNDERPINNING KNOWLEDGE AND SKILLS**Essential underpinning knowledge and skills for this unit:**

To ensure your own actions reduce risks to safety and health you should know and understand the following aspects of safety and health legislation:

1. Your legal duties for safety and health in the workplace as required by the Safety and Health at work Act, 2005-12.
2. Your duties for safety and health as defined by any specific legislation covering your job role.

To ensure your own actions reduce risks to safety and health you should know and understand the following relating to risks to safety and health:

3. What hazards may exist in your workplace.
4. The particular safety and health risks which may be present in your own job role and the precautions you must take.
5. The importance of remaining alert to the presence of hazards in the whole workplace.
6. The importance of dealing with or promptly reporting risks.
7. The requirements and guidance on the precautions.

Underpinning knowledge and skills for specific elements

For Element 1.1 you must understand:

8. Agreed workplace procedures relating to controlling risks to safety and health.
9. Responsibilities for safety and health in your job description.
10. The responsible persons to whom to report safety and health matters.

For Element 1.2 you must understand:

11. The specific workplace policies covering your job role.
12. Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products.
13. Safe working practices for your own job role.
14. The importance of personal presentation in maintaining safety and health in the workplace.
15. The importance of personal conduct in maintaining the safety and health of yourself and others.
16. Your range and responsibility for rectifying risks.
17. Workplace procedures for handling risks which you are unable to deal with.

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

For assessment purpose:

Performance evidence must be provided against each of the performance criteria and should be the primary source of evidence, but this will often be supported by questioning or other forms in order to gather evidence of your ability to perform competently across all the range items listed. This performance evidence must be provided from real working practice. In order to demonstrate competence you must be able to show consistent competent performance.

The assessor must see performance evidence for each of the range items, as specified in both elements, appropriate to your own workplace context. Performance evidence must show from the range that you have:

- Identified a minimum of **two** types of **risks** resulting from those listed (element 1.1), and
- Followed a minimum of **four** types of **workplace policies** (element 1.2).

The assessor will need to be satisfied that you have the necessary knowledge and understanding to perform competently in respect of all the range items listed in this unit. Answers to questions and other forms of evidence may additionally be used to demonstrate an understanding of the essential knowledge required for the unit, and for the specific knowledge required for each element.

(2) Methods of Assessment

You are required to provide the following evidence:

One **report** outlining the particular hazards and associated risks you encounter in your workplace (these could affect you or others), both directly (your actual work) and indirectly (other areas you are in contact with; e.g. fire, forklift truck traffic, etc.). You must identify in the report any hazards/risks that you cannot control yourself and show that these have been reported to a responsible person.

Additionally your report must show how you have reduced those safety and health risks you have previously identified. This can be by following instructions, safe systems of work, making the area safe and reporting those hazards/risks etc.

It is expected that your **report** will include evidence to demonstrate your competence in respect of **all** performance criteria from element 1.1 and 3, 4 and 5 from element 1.2.

Your report should be supported by work products.

One **witness testimony** describing how you ensure your own actions reduce risks to safety and health, by a witness who regularly observes your working practices, e.g. a supervisor or team leader.

It is expected that your **witness testimony** will include evidence to demonstrate your competence in respect of performance criteria 6 and 7 from element 1.1 and all performance criteria from 1.2.

PLUS

A record of questioning or professional discussion with your assessor

The **record** of your questioning or professional discussion should identify your thinking and reason for actions and overall approach. The evidence will re-enforce your competence in element 1.1 and 1.2.

Knowledge requirements should occur naturally within the overall report and be re-enforced in the overall questioning/professional discussion.

(3) Context of Assessment

Simulation should not normally be used to produce evidence of a candidate's competence. Wherever practical all evidence must be derived from performance in the workplace. Simulation will be accepted where the candidate or others would be in personal danger or the company's operation would be significantly disrupted through real life assessment. The use of simulation must be approved by the external verifier.

U19202**Encourage innovation in your team**

Unit Descriptor:

This unit is about encouraging and supporting the identification and practical implementation of ideas. The initial ideas will primarily come from members of your team, including yourself, and will focus on:

- **new products and/or services**
- **improvements to existing products and/or services**
- **improvements to existing practices, procedures , systems, ways of working etc. within the team or those of the wider organisation or customers or suppliers**

PERFORMANCE CRITERIA**BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE**

To be competent you must achieve the following:

1. Motivate members of your team, including yourself, to identify ideas for new products and/or services and improvements.
2. Respond enthusiastically to ideas identified by members of your team and provide constructive feedback.
3. Encourage members of your team to share, discuss and work together in developing initial ideas.
4. Identify and pursue opportunities to work with other teams to generate and develop ideas.
5. Discuss and agree with members of your team those ideas which should be developed further, how they should be developed and the required resources.
6. Provide ongoing support, encouragement and resources to members of your team who are developing and testing ideas and help to remove any identified obstacles.

This element requires that you:

- a. Find practical ways to overcome barriers.
- b. Encourage and support others to make the best use of their abilities.
- c. Make time available to support others.
- d. Display a curiosity to learn and try out new things.
- e. Balance risks against the benefits that may arise from taking risks.
- f. Act within the limits of your authority.
- g. Constructively challenge the status quo and seek better alternatives.
- h. Recognise the achievements and the success of others.

7. Agree the practical implementation of ideas, based on the identified benefits, risks and required resources, when you have the authority to do so.
8. Support members of your team in submitting formal proposals and plans for the practical implementation of ideas to other people for approval.
9. Oversee practical implementation of ideas by your team and monitor and report on progress.
10. Encourage and develop the creativity of members of your team.
11. Encourage members of your team to take acceptable risks in pursuing innovation and to make and learn from mistakes.
12. Ensure that the originators and developers of any ideas which are successfully implemented receive recognition for their achievement.

UNDERPINNING KNOWLEDGE AND SKILLS

General underpinning knowledge and skills

1. The benefits of innovation to your team, the overall organisation and its customers.
2. The concepts of creativity and innovation.
3. How to make time available for identifying and developing ideas.
4. How to motivate people to generate and develop ideas.
5. How to provide constructive feedback on ideas to individuals.
6. The importance of communication in innovation and how to encourage communication across your team.
7. The potential obstacles to creativity and whether/how they can be removed.
8. The reasons for selecting initial ideas for further development.
9. How initial ideas might be further developed and tested.
10. How to recognise and manage risk in innovation.
11. How to develop formal proposals and plans for the practical implementation of an idea and how to support others in doing this.
12. How to develop creativity in yourself and others.
13. The resources required for creativity and innovation, particularly time.
14. How to learn from mistakes.
15. How to recognise the achievements of the originators/developers of ideas which have been successfully implemented.

Industry/sector specific underpinning knowledge and skills

16. The sector(s) in which your organisation works.

Context specific underpinning knowledge and skills

17. Your organisation's strategy, if it has one, for innovation.
18. The limits of your authority.
19. Organisational guidelines and procedures for developing and implementing ideas, including whom to submit formal proposals and plans to.
20. The needs of your customers.
21. Opportunities to work with other teams in your organisation.

EVIDENCE GUIDE

1. Critical Aspects of Evidence

Performance Criteria	Evidence of Performance Criteria: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Underpinning Knowledge and Skills		
			General	Industry specific	Context specific
	Examples of creative ideas and innovation that you have enabled your team to generate or propose:				
O1 O2	<ul style="list-style-type: none"> notes, reports and other materials emanating from creative ideas generation sessions that you have led your team and others to produce 	a,b,c,d,f,g	1,2,3,4,5 7,8,9,11, 12,14	16	17,18,19, 20,21
O3 O4 O5	<ul style="list-style-type: none"> proposals that your team has made for innovative products, services or processes 	d,e,f,g,h	2,6,7,8 9,10,11,12	16	17,18,19, 20,21
O6 O8 O10 O11 O12	<ul style="list-style-type: none"> notes of meetings you have had with, or presentations you have made to managers, customers, suppliers and others 	a,b,c,e,f,g	1,2,6,7 8,9,10,11	16	18,20,21
	<ul style="list-style-type: none"> personal statement (reflections on your role in leading or encouraging the team to be creative and develop innovative products, services or processes) 	a,d,e,f,g	1,2,3,4 7,8,9 10,11 12,13	16	17,18,19, 20,21
	<ul style="list-style-type: none"> witness statements (commentaries on your role in leading or encouraging the team to be creative and develop innovative products, services or processes) 	a,d,e,f,g	-	-	-

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Underpinning Knowledge and Skills		
			General	Industry specific	Context specific
O3 O4 O6 O7 O9 O11 O12	Examples and recognitions of innovations that your team has proposed that have been implemented:				
	• innovative product, service or process specifications arising from proposals made by your team	a,g	1,8,9 10,11 13,14	16	17,19,20
	• action plans to introduce innovative products, services or processes	a,b,c,d,e,f	1,6,9 10,11 13,14	16	17,19,20,21
	• records of prizes, bonuses, awards and other recognition that the team and its members have received for developing innovative products, services or processes	b,c,h	4,15	16	17,18,19
	• personal statement (reflections on your role in leading the team in introducing innovative products, services or processes that they have proposed)	a,d,e,f,g	1,2,3,6 7,8,9 10,11 13,14 15	16	17,18,19 20,21
	• witness statements (commentaries on your role in leading the team in introducing innovative products, services or processes that they have proposed)	a,b,c,d,f g,h	-	-	-

2. Method of Assessment

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony, personal statements, professional discussion and questioning.

3. Context of Assessment

The unit should be assessed using evidence from the workplace. Simulation is **not** allowed.

4. Links to other units

This unit is linked to the **units Provide leadership for your team and Encourage innovation in your area of responsibility** in the overall suite of National Occupational Standards for management.

U19302**Allocate and check work in your team**

Unit Descriptor:

This unit is about ensuring that the work required of your team is effectively and fairly allocated amongst team members. It also involves checking on the progress and quality of the work of team members to ensure that the required level or standard or performance is being met.

PERFORMANCE CRITERIA**BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE***To be competent you must achieve the following:*

1. Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.
2. Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.
3. Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development.
4. Brief team members on the work they have been allocated, the standard or level of expected performance and their commensurate authority.
5. Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.

This element requires that you:

- a. Make time available to support others.
- b. Clearly agree what is expected of others and hold them to account.
- c. Prioritise objectives and plan work to make best use of time and resources.
- d. State your own position and views clearly and confidently in conflict situations.
- e. Show integrity, fairness and consistency in decision-making.
- f. Seek to understand people's needs, capabilities and motivations.
- g. Take pride in delivering high quality work.
- h. Take personal responsibility for making things happen.
- i. Encourage and support others to make the best use of their abilities.
- j. Are vigilant for possible risks and hazards.

6. Check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.
7. Support team members in identifying and dealing with problems and unforeseen events.
8. Motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.
9. Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.
10. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.
11. Recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager.
12. Use information collected on the performance of team members in any formal appraisal of performance.
- k. Show trust and confidence in team members.
- l. Reward good performance with expressions of praise and 'thank you'.

UNDERPINNING KNOWLEDGE AND SKILLS

General underpinning knowledge and skills

1. Different ways of communicating effectively with members of a team.
2. The importance of confirming/clarifying the work required of the team with your manager and how to do this effectively.
3. How to plan the work of a team, including how to identify any priorities or critical activities and the available resources.
4. How to identify and take due account of health and safety issues in the planning, allocation and checking of work.
5. Why it is important to allocate work across the team on a fair basis and how to do so.
6. Why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so.
7. Ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated.
8. Effective ways of regularly and fairly checking the progress and quality of the work of team members.
9. How to provide prompt and constructive feedback to team members.
10. How to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated, improve their performance and for recognising their achievements.
11. The additional support and/or resources which team members might require to help them complete their work and how to assist in providing this.
12. Why it is important to monitor the team for conflict and how to identify the cause (s) of conflict when it occurs and deal with it promptly and effectively.
13. Why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members.
14. The type of problems and unforeseen events that may occur and how to support team members dealing with them.
15. How to log information on the ongoing performance of team members and use this information for performance appraisal purposes.

Industry/sector specific underpinning knowledge and skills

16. Industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work.
17. Industry/sector requirements for the development or maintenance of knowledge, understanding and skills.

Context specific underpinning knowledge and skills

18. The members, purpose and objectives of your team.
19. The work required of your team.
20. The available resources for undertaking the required work.
21. The organisation's written health and safety policy statement and associated information and requirements.
22. Your team's plan for undertaking the required work.
23. The skills, knowledge and understanding, experience and workloads of team members.
24. Your organisation's policy and procedures in terms of personal development.
25. Reporting lines in the organisation and the limits of your authority.
26. Organisational standards or levels of expected performance.
27. Organisational policies and procedures for dealing with poor performance.
28. Organisational grievance and disciplinary policies and procedures.
29. Organisational performance appraisal systems.
30. Which aspect of the job can or should be delegated to others.

EVIDENCE GUIDE

1. Critical Aspects of Evidence

Performance Criteria	Evidence of Performance Criteria: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Underpinning Knowledge and Skills		
			General	Industry specific	Context specific
Records of work allocation to your team and its members:					
O1 O2 O3 O4 O5	<ul style="list-style-type: none"> notes of meetings with your manager, schedules and other documents recording the work required from your team, and any priorities. 	g,h	2,3,4 11	16	18,19,20, 21, 30
	<ul style="list-style-type: none"> detailed work schedules, timetables and other plans for individual and team work activities, tasks, production targets or other ways of defining workloads 	b,c,e,g,h,j	3,4,5,11	16,17	18,19,20 21,22,23 25,26
	<ul style="list-style-type: none"> notes of team briefings to allocate individual and team work activities, tasks, targets, etc 	a,b,c,d,e,f g,i	1,5,6 7,9,11	16,17	18,19,20 21,22,23 24
	<ul style="list-style-type: none"> personal statements (reflections on the process and reasoning behind work allocation, including work priorities, availability of resources, and the relative abilities and development needs of team members) 	c,e,g,h,j	3,4,5 6,11	16,17	18,19,20 21,22,23 25,26,27, 30
	<ul style="list-style-type: none"> witness statements (comments on the process of work allocation and perceptions of its fairness, appropriateness and clarity) 	a,d,e,f,i,k	-	-	-
Records of the quality and quantity of the team's output:					
O5 O6 O7	<ul style="list-style-type: none"> records of the monitoring of work output/production for quality, consistency with specifications, etc (eg quality control charts, etc) that you have collected 	b,e,g,h	1,8,9 12,13 14,15	16	18,19 20,21
	<ul style="list-style-type: none"> records of individual and team work output of production records, production/operational reports that you have prepared etc. 	b,e,g,h	1,8,9 12,13 14,15	16,17	18,19,20 21,22,23 25

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Underpinning Knowledge and Skills		
			General	Industry specific	Context specific
O8 O9 O10 O11 O12	Records of the quality and quantity of the team's output: (continued)				
	• notes, reports, recommendations to managers or other records of problems or critical incidents and action you have taken in relation to supplied materials; equipment, vehicles or facilities, product/service quality, health, safety or security; customers, or team members' work performance (including issues requiring disciplinary action and training or coaching activity you have undertaken)	d,e,g,h	4,8,12 13,14 15	16	18,19,20 22,23,24 25,26, 27,28
	• notes, emails, memos or other records of formal or informal feedback of performance appraisal of team members	b,e,i,l	1,6,7 8,9,10 13,15	16,17	18,19,22 23,24,25 26,27,28, 29
	• personal statement (reflections on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services)	a,b,c,d,e f,g,h,i	4,8,12 13,14,15	16,17	18,19,22 23,24,25 26,27,28 29
• witness statements (comments on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services)	a,b,d,e f,i	-	-	-	

2. **Methods of Assessment**

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony, personal statements, professional discussion and questioning.

3. **Context of Assessment**

The unit should be assessed using evidence from the workplace. Simulations is **not** allowed.

4. **Links to other units**

This unit is linked to the units **Provide leadership for your team, Develop productive working relationships with colleagues and Allocate and monitor the progress and quality of work in your area of responsibility** in the overall suite of National Occupational Standards for management.

U19002**Provide leadership for your team**

Unit Descriptor:

This unit is about providing direction to the members of your team and motivating and supporting them to achieve the objectives of the team and their personal work objectives. This unit is recommended for supervisors and foremen.

PERFORMANCE CRITERIA**BEHAVIOUR WHICH UNDERPIN EFFECTIVE PERFORMANCE***To be competent you must achieve the following**This element requires that you:*

- | | |
|---|---|
| 1. Set out and positively communicate the purpose and objectives of the team to all members. | a. Create a sense of common purpose. |
| 2. Involve members in planning how the team will achieve its objectives. | b. Take personal responsibility for making things happen. |
| 3. Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives. | c. Encourage and support others to take decisions autonomously. |
| 4. Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved. | d. Act within the limits of your authority. |
| 5. Win, through your performance, the trust and support of the team for your leadership. | e. Make time available to support others. |
| 6. Steer the team successfully through difficulties and challenges, including conflict within the team. | f. Show integrity, fairness and consistency in decision-making. |

- | | |
|--|--|
| 7. Encourage and recognise creativity and innovation within the team. | g. Seek to understand people's needs and motivations. |
| 8. Give team members support and advice when they need it especially during periods of setback and change. | h. Model behaviour that shows respect, helpfulness and co-operation. |
| 9. Motivate team members to present their own ideas and listen to what they say. | i. Assist the team in solving problems. |
| 10. Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead. | j. Give appropriate feedback. |
| 11. Monitor activities and progress across the team and provide guidance when necessary. | |

UNDERPINNING KNOWLEDGE AND SKILLS

General Underpinning Knowledge and Skills

1. Different ways of communicating effectively with members of a team.
2. How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
3. How to plan the achievement of team objectives and the importance of involving team members in this process.
4. The importance of and being able to show team members how personal work objectives contribute to achievement of team objectives.
5. What are the different styles of leadership and when to use them.
6. How to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their achievements.

General Underpinning Knowledge and Skills (continued)

7. Types of difficulties and challenges that may arise, including conflict within the team, and ways of identifying and overcoming them.
8. The importance of encouraging others to take the lead and ways in which this can be achieved.
9. The benefits of and how to encourage and recognise creativity and innovation within a team.
10. How to solve problems.

Industry/sector specific underpinning knowledge and skills

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

Context specific underpinning knowledge and skills

12. The members, purpose, objectives and plans of your team.
13. The personal work objectives of members of your team.
14. The types of support and advice that team members are likely to need and how to respond to these.
15. Standards of performance for the work of your team.

EVIDENCE GUIDE

1. Critical Aspects of Evidence

Performance Criteria	Evidence of Performance Criteria: <ul style="list-style-type: none"> Possible examples of evidence 	Behaviours	Underpinning Knowledge and Skills		
			General	Industry specific	Context specific
O1 O2 O3 O11	Plans and objectives you have agreed with your team:				
	<ul style="list-style-type: none"> notes and other records of meetings with individuals and the team you have led to discuss and agree objectives and work plans 	a,b,c,d,e,f,g	1,2,3,4,5,6,8	11	12,13,14,15
	<ul style="list-style-type: none"> individual and team objectives and work plans or schedules you have agreed 	a,b,d,e,f,g	2,3,4	11	12,13,15
	<ul style="list-style-type: none"> records or own appraisal or performance review meetings with manager regarding your role in agreeing individual and team objectives and work plans 	b,c,d,e,f,g,h	2,3,4,6,7,8	11	12,13,14,15
	<ul style="list-style-type: none"> personal statement (commentary on how you involved team members in agreeing demanding but realistic individual and team objectives and work plans) 	a,b,c,d,e,f,g,h	1,2,3,4,5,6,8	11	12,13,14,15
	<ul style="list-style-type: none"> witness statements by team members (how you encourage them to set demanding but realistic objectives and accept responsibility for achieving them) 	a,b,c,e,f,g,h,j	-	-	-
O3 O4 O5 O6 O8	Records of the performance of the team and its members:				
	<ul style="list-style-type: none"> data on the quantity and quality of individual and team performance, showing achievement of objectives and plans 	a,b,c,d,e,f,g,h,i,j	2,3,4,7	11	12,13,15
<ul style="list-style-type: none"> notes or other records of meetings, showing how individual and team problems have been resolved 	a,b,c,d,e,f,g,h,i	3,5,6,7,8,9,10	11	14,15	

Performance Criteria	Evidence of Performance Criteria: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Underpinning Knowledge and Skills		
			General	Industry specific	Context specific
O9 O10 O11	Records of the performance of the team and its members: (continued)				
	<ul style="list-style-type: none"> personal statement (commentary on how you motivated individuals, encouraged them to take responsibility, and dealt with individual and team problems) 	a,b,c,d,e, f,g,h,i,j	1,3,4,5 6,7,8	11	12,13,14, 15
	<ul style="list-style-type: none"> witness statements by team members (how you helped them to overcome problems and motivated them to achieve objectives and take on responsibility for activities) 	a,b,c,d,e f,g,h,i,j	-	-	-
O2 O5 O6 O7 O8 O9 O10	Records of how you encouraged creativity and innovation in the team:				
	<ul style="list-style-type: none"> notes and materials produced during creative idea-generation activities 	a, b, c, d, e, f, g, h	5, 6, 7, 8, 9	11	12, 14, 15
	<ul style="list-style-type: none"> records of agreement by managers to introduce innovative ideas developed by the team 	a, b, c, d, e, f, g, h	3, 9	11	15
	<ul style="list-style-type: none"> data on performance improvements arising directly from innovations proposed by the team 	a	3, 6, 9	11	15
	<ul style="list-style-type: none"> records of own appraisal or performance review meetings with manager regarding your role in encouraging creativity and innovation in the team. 	a, b, c, d, f, h	6, 8, 9	11	14
	<ul style="list-style-type: none"> personal statement (commentary on how you led the team in developing creative ideas and innovation) 	a, b, c, d, e, f, g, h	1, 5, 6, 9	11	12, 13, 14, 15
	<ul style="list-style-type: none"> witness statements by team members (how you led them to develop creative ideas and innovation) 	a, b, c, d, e, f, g, h	-	-	-

2. Methods of Assessment

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statements, professional discussion and questioning.

3. Context of Assessment

The unit should be assessed using evidence from the workplace. Simulation is **not** allowed.

4. Links to other units

This unit is linked to units **Develop productive working relationships with colleagues**, **Provide leadership in your area of responsibility** and **Allocate and check work in your team** in the overall suite of National Occupational Standards for management.

U13102 Resolve customer service problems

Note: *This unit has been taken from the occupational standards developed for Customer Service. The format of the unit is different.*

Unit Descriptor:

The delivery of excellent customer service involves meeting and exceeding customer expectations. However, even if your customer service overall is excellent, some customers will experience problems. Part of your job is to help resolve those problems. Some problems are reported by customers. In other situations, you spot the problem first and resolve it before your customer has even noticed that there might be a problem. For this unit you need to resolve both types of problems having looked at all the options. This unit is particularly important to customer service because many customers judge the customer service of your organisation by the way in which their problems are resolved.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|---------------------------------------|---|
| 1. Identify customer service problems | <p>1.1 Gather and interpret information from your customers about problems they have raised.</p> <p>1.2 Ask your customers appropriate questions to check your understanding of their problems.</p> <p>1.3 Identify repeated problems and alert the appropriate authority.</p> <p>1.4 Share customer feedback with others to help identify potential problems before they occur.</p> <p>1.5 Work independently or with others to identify problems with systems and procedures before they begin to affect your customers.</p> |
|---------------------------------------|---|

2. Select the best solution to resolve customer service problems
 - 2.1 Identify the available options for resolving customer service **problems**.
 - 2.2 Consult with others to identify and confirm the options available to resolve those problems.
 - 2.3 Work out the advantages and disadvantages of each option for your customer and your organisation.
 - 2.4 Select the best overall option for your customer and your organisation.
 - 2.5 Suggest to your customer other ways that problems may be resolved if you are unable to help.
 - 2.6 Discuss and agree the proposed option for solving the **problem** with your customers.
3. Implement the solution to customer service problems
 - 3.2 Take action to implement the option agreed with your customers.
 - 3.3 Work with others and your customers to make sure that any commitments related to solving the problems are kept.
 - 3.4 **Keep your customers fully informed** about what is happening to resolve the problems.
 - 3.5 Check with your customers to make sure the problem has been resolved to their satisfaction.
 - 3.6 Give clear reasons to your customers when the problem has not been resolved to their satisfaction.

RANGE STATEMENT

You must cover the items below:

Elements 1 and 2**A. Types of problems:**

- (i) problems first identified by customers
- (ii) problems that you have identified before they affect your customer
- (iii) problems due to differences between your customers' expectations and what your organisation can offer
- (iv) problems due to a system or procedure failure
- (v) problems due to a lack of resources or human error

Element 3**B. Keep your customers fully informed by:**

- (i) supplying relevant information tactfully when customers have requested it
- (ii) supplying relevant information tactfully when customers have not requested it

UNDERPINNING KNOWLEDGE AND SKILLS**Legislation and regulations**

1. What are your customer's rights.
2. What are the specific aspects of:
 - a. health and safety
 - b. data protection
 - c. equal opportunities
 - d. disability discrimination, legislation and regulations that affect the way the products and services you deal with can be delivered to your customers
3. What are the industry, organisational and professional codes of practice and ethical standards that affect the way the products or services you deal with can be delivered to your customers.
4. What are the contractual agreements, if any, customers have with your organization.

Products and services

5. What are the products or services of your organization relevant to your customer service role.

Organisational procedures/guidelines

6. What are the guidelines laid down by your organization that limits what you can do within your job.
7. What are the limits of your own authority and when do you need to seek agreement with or permission from others.
8. What are the organisational targets relevant to your job, your role in meeting them and the implications for your organization if those targets are not met.

Communication

9. How would you communicate in a clear, polite, confident way and why this is important.

Additional Underpinning Knowledge and Skills

10. What are the organisational procedures and systems for dealing with customer service problems.
11. What are the limitations of what you are able to offer your customer.
12. How to defuse potentially stressful situations.
13. How to negotiate.

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

Simulation is **not** allowed for any performance evidence within this unit. You must supply all the evidence from work you have carried out with customers in your workplace.

You must prove that you have dealt effectively with a series of customer service problems. You must produce evidence that shows you have done this over a period of time with different customers on different occasions.

Performance Evidence

Your evidence must include examples of solving problems involving **each** of the following:

- a. problems first identified by customers
- b. problems that you have identified before they affect your customer
- c. problems due to differences between your customers' expectations and what your organization can offer
- d. problems due to a system or produce failure
- e. problems due to a lack of resources or human error

Your evidence will need to show that you:

- a. have made positive efforts to keep your customers informed at all times while problems are being solved
- b. supplied relevant information tactfully when customers have requested it
- c. supplied relevant information tactfully when customers have not requested it
- d. have used agreed organisational procedures when solving problems
- e. have made exceptions to usual practice with the agreement of others

All options you have considered must be based on the existing products or services offered by your organisation.

Your evidence must show that you have applied the knowledge and understanding requirements when you are dealing with your customers.

(2) Methods of Assessment

Your customers can be internal or external to the organization or a combination of both. The communication you have with your customers may be written, verbal or in some other form.

Occasions when a system or procedure has failed for example, relate to a network failure; computer breakdown; till/credit card machine problems; goods not delivered on time; somebody else has not passed information on.

Performance Evidence for this unit could include:

- Witness testimonies from managers or others describing how you have been able to effectively deal with a series of customers' problems over a period of time.
- Observation report by your assessor describing how you were able to sort out a customer's problem by gathering information and offering a range of options.

Supplementary Evidence for this unit could include:

- A case history which describes when you noticed that the same problems kept occurring and what action you took.
- A case history which describes how you identified a recurring problem and what action you took.
- Case histories which describe how you identified, solved and implemented solutions to internal or external customers' problems.
- A professional discussion with your assessor using examples of problems you have resolved before they could affect customers.

(3) Context of Assessment

Simulation is **not** allowed for any performance evidence within this unit. You must supply all the evidence from work you have carried out with customers in your workplace.

U13202**Support customer service improvements****Note:**

This unit has been taken from the occupational standards developed for Customer Service. The format of the unit is different.

Unit Descriptor:

If you have chosen this unit your organization should be encouraging you to get involved with making changes to improve customer service. Organisations change the way they deliver service to their customers because customer expectations rise and other organisations improve the services they offer. Your job involves delivering customer service. If your organisation has decided to make changes it is your job to support them and to present them positively to your customers. Also, by listening to customer comments you may have your own ideas about how the service you deliver could be improved. In this unit you need to show how you provide support for changes that your organization has introduced. In addition, you need to present your own ideas for improvements to someone in your organization who will be able to judge whether your idea has possibilities for change and improvement.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Use feedback to identify potential customer service improvements | 1.1 Gather informal feedback from your customers when you deal with them. |
| | 1.2 Use agreed customer feedback procedures to obtain information from your customers on their needs and expectations. |
| | 1.3 Use the information obtained from your customers to develop a better understanding of their needs and expectations. |

- 1.4 Identify ways the service you give your customers could be improved based on the information you have gathered.
 - 1.5 Discuss your ideas for improving customer service with others and make recommendations
2. Contribute to the implementation and evaluation of changes in customer service
- 2.1 Identify possible **changes** that could be made to improve the service you give to your customers.
 - 2.2 Present your idea for improving the service you give to the appropriate authority.
 - 2.3 Carry out agreed changes to customer service systems and procedures.
 - 2.4 Keep your customers informed of changes to customer service.
 - 2.5 Discuss with others how changes to customer service are working.
 - 2.6 Work with others to identify the negative aspects of change and how these can be resolved.
 - 2.7 Work positively with others to support the changes made by your organization.

RANGE STATEMENT

You must cover the items below:

Element 1**A. Types of feedback:**

- (i) solicited
- (ii) unsolicited

Element 2**A. Changes:**

- (i) change in the products or services offered by your organization
- (ii) change in how products or services are supplied
- (iii) changes in the ways in which you and your colleagues behave when delivering products or services.

UNDERPINNING KNOWLEDGE AND SKILLS**Legislation and regulations**

1. What are your customer's rights.
2. What are the specific aspects of:
 - a. health and safety
 - b. data protection
 - c. equal opportunities
 - d. disability discrimination, legislation and regulations that affect the way the products and services you deal with can be delivered to your customers
3. What are the industry, organisational and professional codes of practice and ethical standards that affect the way the products or services you deal with can be delivered to your customers.
4. What are the contractual agreements, if any, customers have with your organization.

Products and services

5. What are the products or services of your organization relevant to your customer service role.

Organisational procedures/guidelines

6. What are the guidelines laid down by your organization that limits what you can do within your job.
7. What are the limits of your own authority and when do you need to seek agreement with or permission from others.
8. What are the organisational targets relevant to your job, your role in meeting them and the implications for your organization if those targets are not met.

Communication

9. How would you communicate in a clear, polite, confident way and why this is important.

Additional Underpinning Knowledge and Skills

10. How the consumer experience is influenced by the way service is delivered.
11. How customer feedback from customers is obtained.
12. How to work others to identify and support change in the way service is delivered.

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

You must prove that you have worked to support customer service improvement initiatives within our organisation.

Your evidence must show that you have applied the knowledge and understanding requirements when you are dealing with your customers.

Performance Evidence

You must also show that you:

- a. have supported improvements to customer service over a period of time.
- b. have made positive contributions to improving customer service through both your individual efforts and by working with others

Your evidence is likely to result from two or three changes with which you have been actively involved. In each case you must be able to identify the part you played in:

- c) collecting customer feedback and linking it to change
- d) implementing the change
- e) gathering customer reactions to change

Your evidence will also need to show:

- f) how the changes have improved customer service
- g) how your customers have reacted to the changes

(2) Methods of Assessment

Your customers can be internal or external to the organisation or a combination of both.

The changes which form the basis of your evidence may be either: changes in the products or services offered by your organisation; or changes in how products or services are supplied; or changes in how you and your colleagues behave when delivering products or services.

Performance Evidence for this unit could include:

- Case histories which describe how you have been actively involved in collecting customer feedback.
- Copies of completed questionnaires of other types of customer feedback which you have played an active part in sending out and collecting.

Supplementary Evidence for this unit could include:

- Witness testimonies from managers that provide evidence of how you were able to analyse and report back on the findings of a customer service feedback project.
- Copies of reports you have produced which demonstrate how you were able to draw conclusions and make recommendations based on customer feedback.
- Copies of minutes of meetings which you were involved in where you put forward ideas for improvements in customer service.
- A case history describing how you were involved in evaluating a new change to customer service.

(3) Context of Assessment

Simulation is **not** allowed for any performance evidence within this unit. You must supply all the evidence from work you have carried out with customers in your workplace.

Glossary of Terms
NVQ
in
Housekeeping Level 1

About NVQs

National Vocational Qualifications (NVQs) are work-based qualifications that assess someone'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.

Assessment methods

The assessment methods describe the methods, which should be used to assess performance and underpinning knowledge.

Assessors

The Assessor's role is to assess the work carried out by candidates and use this evidence to judge whether the candidate has met the standard laid down in the NVQ 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 candidate, 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 varied work activities performed in a variety of contexts, some of which are complex and non-routine. 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 and 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. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of resources, as well as personal accountabilities 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

Person trained and appointed by the TVET Council and competent to approve and ensure an approved centre's quality of provision.

Extracted workplace examples

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

Internal Verifier

The Internal Verifiers act in a supporting role for Assessors and ensure consistent quality of assessment and competence. Needs to be competent to assess to national standards in the area under assessment.

Key role

Key roles are the broadest descriptions of the activities required in employment. They describe the principle components of work and help shape the standards into a comprehensive structure. This structure is then broken down into further units of competence.

NVQ Coordinator

Within each approved centre offering NVQs, there will be a centre contact who takes 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.

Performance evidence

Performance evidence is evidence, which either shows how the candidate carried out real work, or takes the form of the product (or result) of real work undertaken by the candidate.

Questioning

Questioning can sometimes 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.

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

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

A 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, or where the candidate needs to develop competence, for example, in a disciplinary situation, before being judged competently.

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. It is also possible that simulation could be used for the generation of evidence for some of the range items.

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: records of candidate's answers to questions asked by the assessor to confirm the candidate's competence; records of questioning to confirm details contained within the witness testimonies; simulation (see note in glossary).

THLB

Tourism and Hospitality Lead Body

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 a person's work. Units are accredited separately but in combination can make up a national vocational qualification. There are three categories of units:

Mandatory units – are core to a qualification and have to be completed.

Elective units – within some qualifications, which allow the candidate to choose a number of individual units from a specific group.

Additional units – are units, which do not have to be completed to achieve a qualification.

Work-based projects

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

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