

Candidate Logbook

SVQ

SVQ 5 in Management at SCQF Level 11

October 2011



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Publications code SV029862

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Section 1: SVQ 5 in Management at SCQF level 11

Introduction

This document contains information specific to the Edexcel SVQ 5 in Management at SCQF level 11.

National Occupational Standards and SVQs

The standards, Assessment Strategy and qualification structures for Edexcel Management SVQ 5 in Management at SCQF level 11 are overseen by Council for Administration (CFA). The SVQs have been developed from the National Occupational Standards.

The Edexcel SVQ in Management at SCQF Level 11 gives recognition of candidates' skills, knowledge and understanding. It allows candidates to gain a qualification in the workplace that relates to their job and promotes good working practice.

You can contact the Sector Skills Council (SSC) at:

CfA business skills @ work
6 Graphite Square, Vauxhall Walk, London SE11 5EE
Telephone: 0207 091 9620 Fax: 0207 091 7340
email: info@cfa.uk.com

SVQs are designed to be assessed in the workplace, or in conditions resembling the workplace. However, simulation of real working practice might be permitted. Where this is allowed it will be shown in the individual units, within the standards that are in this logbook.

Simulation must be carried out in conditions resembling the workplace. These conditions are described as being a 'realistic working environment' (RWE).

Which SVQs in Team Leading and Management are available?

The SVQs in Team Leading and Management are available as follows:

SVQ 2 in Team Leading at SCQF level 5

SVQ 3 in Management at SCQF level 7

SVQ 4 in Management at SCQF Level 9

SVQ 5 in Management at SCQF Level 11.

It is important that you select the most appropriate level related to your work role.

Who is this SVQ for?

The SVQ 5 in Management at SCQF Level 11

Candidates can expect to be senior managers and hold a more strategic role in an organisation. The three mandatory units develop skills in leadership, innovation, improving organisational performance and health and safety.

What progression opportunity does this SVQ offer me?

Candidates may progress within their own employment, for example, to senior management. They can also progress to:

- the Edexcel BTEC Level 4 HNC Diploma and Level 5 HND Diploma in Business (Management) (QCF)
- the Edexcel BTEC Level 5 Award/Certificate/Diploma in Management and Leadership (QCF)
- the Edexcel Level 7 BTEC Award/Certificate/Diploma/Extended Diploma in Strategic Management and Leadership (QCF).

What is the structure of the SVQ 5 in Management at SCQF Level 11?

To achieve the whole qualification at Level 5 you must prove competence in three mandatory units and four optional units.

Mandatory units for the SVQ 5 in Management at SCQF Level 11

You must achieve all of the units listed below:

Unit number	Unit code	Title	Unit credit	SCQF level
1	B7	Provide leadership for your organisation	13	11
2	C3	Encourage innovation in your organisation	16	1
3	F12	Improve organisational performance	11	11

Optional units for the SVQ 5 in Management at SCQF Level 11

You must achieve four of the units listed below:

Unit number	Unit code	Title	Unit credit	SCQF level
4	A3	Develop your personal networks	10	9
5	B2	Map the environment in which your organisation operates	14	11
6	B3	Develop a strategic business plan for your organisation	14	11
7	B4	Put the strategic business plan into action	9	10
8	B8	Ensure compliance with legal, regulatory, ethical and social requirements	12	9
9	B9	Develop the culture of your organisation	13	11
10	B10	Manage risk	12	11
11	B12	Promote equality of opportunity, diversity and inclusion in your organisation	12	11
12	C4	Lead change	15	9
13	C5	Plan change	15	9
14	C6	Implement change	11	8
15	D2	Develop productive working relationships with colleagues and stakeholders	12	9
16	D4	Plan the workforce	12	11
17	D17	Build and sustain collaborative relationships with other organisations	6	11
18	E3	Obtain additional finance for the organisation	18	10
19	E4	Promote the use of technology within your organisation	12	11
20	E7	Ensure an effective organisational approach to health and safety	12	11

Unit number	Unit code	Title	Unit credit	SCQF level
21	E13	Promote knowledge management in your organisation	7	11
22	E17	Outsource business processes	9	9
23	F2	Manage a programme of complementary projects	12	10
25	F9	Build your organisation's understanding of its market and customers	12	9
26	F10	Develop a customer-focused organisation	12	11
27	F15	Carry out quality audits	6	10
28	F16	Manage the development and marketing of products/services in your area of responsibility	9	10

Section 2: Examples of forms

Collecting your evidence

This section contains examples of the forms you, your assessor and the internal verifier will use while you are undertaking your SVQ5 in Management at SCQF Level 11.

The forms are:

- Form 1: Portfolio title page
- Form 2: Personal profile
- Form 3: Contents checklist
- Form 4: Index of evidence
- Form 5: Unit assessment plan
- Form 6: Unit sign-off record
- Form 7: Work Log
- Form 8: Observation record
- Form 9: Witness testimony
- Form 10: Expert witness evidence record
- Form 11: Record of questions and candidate's answers.

You should ask your assessor for further advice and support if you are still unsure about how to use the forms and who should complete them.

Example form 1 – Portfolio title page

Name:	
Job title:	
Name of employer/training provider/college:	
Their address:	
Postcode:	
Telephone number (Home):	(Work):
Email address:	Fax number:
SVQ:	
Level:	
Units submitted for assessment:	
Mentor/Supervisor:	
(Please provide details of mentor's/supervisor's experience):	
Assessor:	Date:

Example form 2 – Personal profile

Name:	
Address:	
Postcode:	
Telephone number (Home):	(Work):
Email address:	Fax number:
Job title:	
Relevant experience	
Description of your current job:	
Previous work experience or attach copy of a current CV:	
Qualifications and training and/or attach copy of a current CV:	

continued overleaf...

Voluntary work/interests:

Name of employer/training provider/college:

Address:

Postcode:

Telephone number (work):

Fax number:

Email address:

Type of business, if employer:

Number of staff:

Structure of organisation (including chart or diagram if available):

Example form 3 – Contents checklist

SVQ title:		
Candidate:		
	Completed?	Page/section number
Title page for the portfolio		
Personal profile <ul style="list-style-type: none"> • your own personal details • a brief CV or career profile • description of your job • information about your employer/training provider/college 		
Summary of the units		
Completed units <ul style="list-style-type: none"> • signed by yourself, your assessor and the internal verifier (where relevant) • reference numbers included • unit assessment plans 		
Unit progress records		
Index of evidence (with cross-referencing information completed)		
Evidence (with reference numbers) <ul style="list-style-type: none"> • observation records • details of witnesses (witness testimony sheets) • personal statements 		

Example form 5 – Unit assessment plan

SVQ title:				
Unit:				
Candidate:			Assessor:	
Normal working activities performed				
	TYPICAL EVIDENCE	WORK AREA	EXPECTED COMPLETION DATE	LINKS TO OTHER UNITS/ELEMENTS
ELEMENT:				
ELEMENT:				
ELEMENT:				
Activities needing to be performed				
ELEMENT:				
ELEMENT:				
ELEMENT:				
Additional comments				
Assessor's signature:			Date:	
Candidate's signature:			Date:	

Example form 7 – Work Log

SVQ title and level:				
Unit/element(s):				
Candidate:				
Purpose of statement:				
Evidence index number:				
Date	Evidence index number	Details of statement	Links to other evidence <i>(enter numbers)</i>	Units, elements and PCs covered
Candidate's signature:			Date:	
Assessor's signature:			Date:	

Example form 8 – Observation record

SVQ title and level:	
Unit/element(s):	
Candidate:	Date of observation:
Evidence index number:	
Skills/activities observed:	PCs and range covered:
Knowledge and understanding apparent from this observation:	
Other units/elements to which this evidence may contribute:	
Assessor comments and feedback to candidate:	
I can confirm the candidate's performance was satisfactory.	
Assessor's signature:	Date:
Candidate's signature:	Date:

Example form 9 – Witness testimony

SVQ title and level:	
Candidate name:	
Evidence index number:	
Where applicable, evidence number to which this testimony relates:	
Unit:	
Element(s):	
Range:	
Date of evidence:	
Witness name:	
Relationship to candidate:	
Details of testimony:	
I can confirm the candidate's evidence is authentic and accurate.	
Witness signature:	
Name:	Date:
Contact telephone number:	
<i>Please tick (✓) the appropriate box.</i>	
<input type="checkbox"/>	QUALIFIED AS AN ASSESSOR FOR WORKPLACE PERFORMANCE
<input type="checkbox"/>	FAMILIAR WITH THE SVQ STANDARDS TO WHICH THE CANDIDATE IS WORKING

Example form 10 – Expert witness evidence record

SVQ title and level:	
Candidate name:	
Evidence index number:	
Where applicable, evidence number to which this testimony relates:	
Unit:	
Element(s):	
Date of evidence:	
Expert witness name:	
Relationship to candidate:	
Details of testimony:	
I can confirm the candidate's evidence is authentic and accurate.	
Expert witness signature:	
Name:	Date:
Contact telephone number:	

Please tick (✓) the appropriate box.

<input type="checkbox"/>	QUALIFIED AS AN ASSESSOR FOR WORKPLACE PERFORMANCE
<input type="checkbox"/>	RELEVANT PROFESSIONAL WORK ROLE THAT INVOLVES EVALUATING EVERYDAY STAFF PRACTICE
<input type="checkbox"/>	CURRENT EXPERTISE
<input type="checkbox"/>	FAMILIAR WITH THE SVQ STANDARDS TO WHICH THE CANDIDATE IS WORKING

Example form 11 – Record of questions and candidate’s answers

SVQ title and level:	
Candidate name:	
Unit:	Element(s):
Evidence index number:	
Circumstances of assessment:	
List of questions and candidate’s responses:	
Q:	
A:	
Q:	
A:	
Assessor’s signature:	Date:
Candidate’s signature:	Date:

Section 3: Logbook

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Mandatory units

Unit 1: Provide leadership for your organisation

Unit code:	B7
Unit credit:	13
Unit level:	11

Introduction

What this unit is about

This unit is about providing direction to people in the organisation and enabling, inspiring, motivating and supporting them to achieve what the organisation has set out to do.

It is expected that you will be aware of and be able to apply different styles of leadership appropriate to different people and situations.

For the purposes of this unit, an ‘organisation’ can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to all other units in the overall suite of National Occupational Standards for Management and Leadership where leadership for your organisation may be required.

Skills

Listed below are the main generic ‘skills’ that need to be applied in providing leadership for your organisation. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Thinking strategically
- Empowering
- Communicating
- Influencing and persuading
- Leading by example
- Planning
- Inspiring
- Motivating
- Problem-solving
- Valuing and supporting others
- Monitoring
- Consulting

- Obtaining feedback
- Following
- Managing conflict

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 The differences between management and leadership. 2 How to develop a compelling vision for an organisation. 3 The importance of and what is meant by organisational values. 4 Ways of ensuring that organisational plans support the organisation's purpose, values and vision. 5 How to select and successfully apply different methods and techniques for communicating with people across an organisation. 6 Types of challenges and difficulties that may arise, including conflict, diversity and inclusion issues within the organisation, and ways of identifying and overcoming them. 7 Different theories, models and styles of leadership and how to select and successfully apply these to different people and situations. 8 The effect that different leadership styles can have on organisations. 9 How to select and successfully apply different methods and techniques for motivating, rewarding, influencing and persuading people. 10 How to empower people effectively. 11 How to get and make use of feedback on your leadership performance. 12 The organisational benefits of and how to create a culture which encourages and recognises creativity and innovation. 13 How to recognise and develop the leadership capability of other people and follow their lead. 		

Knowledge and understanding	Type of evidence	Date
Industry/sector-specific knowledge and understanding		
1 Leadership styles common in the industry/sector and their strengths and limitations.		
2 Legal, regulatory and ethical requirements in the industry/sector.		
Context-specific knowledge and understanding		
1 Your own values, motivations and emotions, and the effect these have on your own actions and on other people.		
2 Your own strengths and limitations in the leadership role.		
3 The strengths, limitations and potential of people that you lead.		
4 Your own role, responsibilities and level of power.		
5 The purpose and values of and vision for your organisation.		
6 The leadership culture and capability of your organisation.		
7 The plans of your organisation.		
8 The types of support and advice that people are likely to need and how to respond to these.		
9 External stakeholders you may need to communicate and work with.		

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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I confirm that the evidence detailed in this Unit is my own work and meets the requirements of the National Occupational Standards.

Candidate signature: _____	Date: _____
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I confirm that the candidate has achieved all the requirements of this Unit.

Assessor signature: _____	Date: _____
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Countersigning assessor signature (if applicable): _____	Date: _____
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I confirm that the candidate's sampled work meets the standards specified for this Unit and may be presented for external verification.

Internal verifier signature: _____	Date: _____
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Countersigning internal verifier (if applicable): _____	Date: _____
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Unit 1 (B7): Provide leadership for your organisation

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Develop and clearly and enthusiastically communicate and reinforce the organisation's purpose, values and vision to people across the organisation and, where appropriate, to external stakeholders.						
2 Ensure that organisational plans support the organisation's purpose, values and vision.						
3 Steer the organisation successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the organisation.						
4 Create and maintain a culture within the organisation which encourages and rewards creativity and innovation.						
5 Develop, select and apply leadership styles which are appropriate to the different people and situations you face.						
6 Motivate people across the organisation to achieve their objectives and reward them when they are successful.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
7 Give people across the organisation support and advice when they need it especially during periods of setback and change.						
8 Motivate people across the organisation to present their own ideas and listen to what they say.						
9 Empower people across the organisation to develop their own ways of working within agreed boundaries.						
10 Encourage people across the organisation to take the lead when they have the knowledge and expertise and show willingness to follow this lead.						
11 Win, through your performance, the trust and support of people across the organisation and key stakeholders for your leadership of the organisation and get regular feedback on your performance.						
12 Monitor activities and progress in different areas of the organisation without interfering.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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I confirm that the evidence detailed in this Unit is my own work and meets the requirements of the National Occupational Standards.

Candidate signature: _____	Date: _____
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I confirm that the candidate has achieved all the requirements of this Unit.

Assessor signature: _____	Date: _____
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Countersigning assessor signature (if applicable): _____	Date: _____
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I confirm that the candidate's sampled work meets the standards specified for this Unit and may be presented for external verification.

Internal verifier signature: _____	Date: _____
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Countersigning internal verifier (if applicable): _____	Date: _____
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Unit 1 (B7): Provide leadership for your organisation

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You articulate a vision that generates excitement, enthusiasm and commitment.						
2 You create a sense of common purpose.						
3 You take personal responsibility for making things happen.						
4 You present information clearly, concisely, accurately and in ways that promote understanding.						
5 You encourage and support others to take decisions autonomously.						
6 You act within the limits of your authority.						
7 You make time available to support others.						
8 You show integrity, fairness and consistency in decision-making.						

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
9 You seek to understand people's needs and motivations.						
10 You model behaviour that shows respect, helpfulness and co-operation.						
11 You make complex things simple for the benefit of others.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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I confirm that the evidence detailed in this Unit is my own work and meets the requirements of the National Occupational Standards.

Candidate signature: _____	Date: _____
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I confirm that the candidate has achieved all the requirements of this Unit.

Assessor signature: _____	Date: _____
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Countersigning assessor signature (if applicable): _____	Date: _____
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I confirm that the candidate's sampled work meets the standards specified for this Unit and may be presented for external verification.

Internal verifier signature: _____	Date: _____
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Countersigning internal verifier (if applicable): _____	Date: _____
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Unit 2: Encourage innovation in your organisation

Unit code: C3

Unit credit: 16

Unit level: 11

Introduction

What this unit is about

This unit is about encouraging and supporting the identification and practical implementation of ideas across your organisation. The initial ideas will primarily come from people working for your organisation, although you will be expected to look beyond the organisation for opportunities to identify and develop ideas, 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. across the organisation or those of customers or suppliers.

For the purposes of this unit, an ‘organisation’ can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to units **B7: Provide leadership for your organisation**, **B9: Develop the culture of your organisation**, **C2: Encourage innovation in your area of responsibility**, **E4: Promote the use of technology within your organisation** and **F12: Improve organisational performance in the overall suite of National Occupational Standards for Management and Leadership**.

Skills

Listed below are the main generic 'skills' that need to be applied in encouraging innovation in your organisation. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Providing feedback
- Leadership
- Thinking strategically
- Problem-solving
- Inspiring
- Thinking creatively
- Motivating
- Analysing
- Making decisions
- Networking
- Monitoring
- Involving others
- Valuing and supporting others
- Reporting
- Evaluating
- Risk management
- Reviewing
- Information management
- Learning
- Reflecting

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 The benefits of innovation to the organisation, its customers and other stakeholders. 2 The difference between creativity and innovation. 3 How to identify and review the approach(es) to and level of innovation in your organisation including any strengths that can be built upon, any weaknesses that need to be addressed and any obstacles to innovation that need to be removed. 4 How to develop an organisational strategy for innovation, what it should cover and how to communicate it across the organisation. 5 How to select and apply different methods for motivating and encouraging people across the organisation to generate, develop and share ideas. 6 The different potential sources of ideas for new products and/or services and improvements. 7 Methods for identifying and pursuing opportunities to work in partnership with external experts and/or in partnership with other organisations on the generation and development of ideas. 8 The importance of communication in the creative process and how to encourage communication across your organisation. 9 The importance of design in innovation. 10 The potential obstacles to innovation and whether/how they can be removed. 11 The key stages of the creative process. 12 The key stages of the innovation process. 13 How to learn from mistakes and ways of embedding this in the culture of an organisation. 		

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <p>14 How to recognise and manage risk in innovation and encourage others to take acceptable risks in pursuing innovation.</p> <p>15 How to provide constructive feedback on ideas to teams and individuals.</p> <p>16 The range of ways in which initial ideas can be further developed and tested.</p> <p>17 How to identify and work with external specialists and experts and/or in partnership with other organisations to generate and develop ideas which might lead to innovation.</p> <p>18 The resources and support required for creativity and innovation, particularly time.</p> <p>19 How to identify sustainable resources and ensure their effective use to support creativity and innovation.</p> <p>20 How to protect ideas and innovation.</p> <p>21 How to evaluate business cases and plans for the practical implementation of ideas and approve those which appear viable.</p> <p>22 How to recognise the achievements of the originators/developers of ideas that have been successfully implemented.</p> <p>23 How to establish systems for measuring and reporting on innovation within the organisation and providing information on organisational performance to relevant parties.</p>		
<p>Industry/sector-specific knowledge and understanding</p> <p>1 The sector(s) in which your organisation works.</p> <p>2 Possible opportunities to work in partnership with external experts and/or in partnership with other organisations on the generation and development of ideas.</p> <p>3 Information sources on innovation in your sector(s).</p> <p>4 Current and emerging political, economic, social, technological, environmental and legal developments in the sector(s) and in related sectors.</p>		

Knowledge and understanding	Type of evidence	Date
<p data-bbox="312 680 344 2089">Context-specific knowledge and understanding</p> <ol data-bbox="357 680 721 2089" style="list-style-type: none"> <li data-bbox="357 680 389 2089">1 The organisation’s specific strategy in relation to innovation. <li data-bbox="402 680 434 2089">2 The approach(es) to and level of innovation in your organisation. <li data-bbox="446 680 478 2089">3 The role of innovation in your organisation’s culture and how to build on this. <li data-bbox="491 680 523 2089">4 Organisational guidelines and procedures for developing and implementing ideas. <li data-bbox="536 680 568 2089">5 The needs of your customers. <li data-bbox="580 680 612 2089">6 The overall vision, values, objectives and plans of the organisation. <li data-bbox="625 680 657 2089">7 Your organisation’s key stakeholders and any other relevant parties interested in innovation. <li data-bbox="670 680 702 2089">8 Systems for measuring innovation in your organisation. 		

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 2 (C3): Encourage innovation in your organisation

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Identify and, periodically, review the approach(es) to and level of innovation in your organisation.						
2 Ensure that the organisation has a specific strategy in relation to innovation and that this fits with the overall vision, values, objectives and plans of the organisation.						
3 Communicate the innovation strategy across the organisation and to other relevant parties.						
4 Motivate people across the organisation to identify ideas for new products and/or services and improvements and other potential sources of ideas and encourage the sharing of this information.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
5 Respond enthusiastically to ideas and provide constructive feedback to the originators.						
6 Ensure that resources, particularly time, are made available across the organisation for the initial generation, further development and testing of ideas and help to remove any identified obstacles.						
7 Identify and pursue opportunities for your organisation to work in partnership with external experts and/or in partnership with other organisations to generate and develop ideas.						
8 Establish a culture across the organisation which encourages people to take acceptable risks in pursuing innovation and to make and learn from mistakes.						
9 Evaluate business cases and plans for the practical implementation of ideas and approve those which appear viable and monitor and review their progress.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
10 Establish systems for measuring innovation within the organisation and provide information on organisational performance to relevant parties.						
11 Encourage the sharing of knowledge and information across the organisation on issues to do with creativity and innovation.						
12 Ensure, across the organisation, that the originators and developers of any ideas which are successfully implemented receive recognition for their achievement.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 2 (C3): Encourage innovation in your organisation

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You find practical ways to overcome barriers.						
2 You encourage and support others to make the best use of their abilities.						
3 You encourage and support others to take decisions autonomously.						
4 You seek out and act on new business opportunities.						
5 You display a curiosity to learn and try out new things.						
6 You make time available to support others.						
7 You balance risks against the benefits that may arise from taking risks						
8 You anticipate likely future scenarios based on a realistic analysis of trends and developments.						

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
9 You constantly challenge the status quo and seek better alternatives.						
10 You use communication styles that are appropriate to different people and situations.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 3: Improve organisational performance

Unit code:	F12
Unit credit:	11
Unit level:	11

Introduction

What this unit is about

This unit is about overseeing the continuous improvement of the overall performance of the organisation. The emphasis is very much on identifying and implementing changes which will add value in the eyes of customers and other key stakeholders.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to units **B7: Provide leadership for your organisation**, **C3: Encourage innovation in your organisation**, **E14: Support team and virtual working**, **E17: Outsource business processes** and **F10: Develop a customer-focused organisation** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in improving the performance of the organisation. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information'.

- Information management
- Communicating
- Benchmarking
- Thinking systematically
- Analysing
- Decision-making
- Prioritising
- Leadership
- Presenting information
- Valuing and supporting others
- Planning
- Evaluating
- Involving others
- Thinking strategically

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 The principles which support organisational improvement. 2 The importance of establishing and applying valid and appropriate measures for evaluating the performance of your organisation. 3 How to establish systems for collecting and assessing information on the overall performance of the organisation and how to use the findings to identify opportunities where organisational performance could be improved. 4 How to benchmark the performance of your organisation against others and take action based on the findings. 5 The value of a customer-focused culture. 6 The importance of developing a culture that continually improves and how to involve others in achieving this. 7 The importance of finding out the cause and effects of problems and changes. 8 Ways of measuring the effect of improvements. 9 The principles and processes of effective communication and how to apply them. 		

Knowledge and understanding	Type of evidence	Date
Industry/sector-specific knowledge and understanding <ol style="list-style-type: none"> 1 The sector and market in which your organisation works. 2 The range of information sources and techniques for collecting information that are relevant to the sector in which your organisation works. 3 Relevant trends and developments in the sector. 		
Context-specific knowledge and understanding <ol style="list-style-type: none"> 1 Your organisation's vision, objectives and associated plans. 2 Your organisation's structure, values and culture. 3 How your organisation adds value through the delivery of its products, services and processes. 4 Your organisation's customers and other key stakeholders and their needs. 5 Measures of performance relevant to your own organisation. 6 Methods of gathering information suitable for your own organisation. 7 Formal and informal sources of information relevant to your organisation. 		

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 3 (F12): Improve organisational performance

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Establish valid and appropriate measures for evaluating the performance of your organisation.						
2 Establish systems for collecting and assessing information on the overall performance of the organisation and use the findings to identify opportunities where organisational performance could be improved.						
3 Establish a culture across the organisation where people freely come forward with potential and actual performance problems and suggested opportunities for improvement.						
4 Benchmark the performance of your organisation against other carefully selected organisations and take action based on the findings.						
5 Ensure that knowledge and understanding of how improvements have or can be made is shared across the organisation.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
6 Ensure that any improvements made are in line with the organisation's vision and objectives.						
7 Show that the improvements made reduce the gap between what your customers and other key stakeholders want and what your organisation's products and/or services and processes actually deliver.						
8 Show that the improvements made are those that have been identified as being of most benefit to the organisation, its customers and other key stakeholders.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 3 (F12): Improve organisational performance

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You constantly seek to improve performance.						
2 You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.						
3 You constructively challenge the status quo and seek better alternatives.						
4 You show a clear understanding of different customers and their needs.						
5 You make appropriate information and knowledge available promptly to those who need it and have a right to it.						
6 You articulate a vision that generates excitement, enthusiasm and commitment.						
7 You produce and recognise imaginative and innovative solutions.						

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
8 You show sensitivity to stakeholders' needs and interests and manage these effectively.						
9 You use a range of leadership styles appropriate to different people and situations						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Optional units

Unit 4: Develop your personal networks

Unit code: A3

Unit credit: 10

Unit level: 9

Introduction

What this unit is about

This unit is about developing your personal networks to support both your current and future work.

Your personal networks may include people in your own organisation, people you meet from other organisations and people you are in contact with over the phone or the internet.

Developing personal networks is based on the principles of reciprocity (exchanging things with others for mutual benefit) and confidentiality. People only want to network if there are mutual benefits from exchanging information and other resources. There must also be clearly agreed boundaries of confidentiality - certain information and resources may not be exchanged because they are confidential.

Who is the unit for?

The unit is recommended for middle managers and senior managers.

Links to other units

This unit is linked to units **A2: Manage your own resources and professional development** and **D2: Develop productive working relationships with colleagues and stakeholders** in the overall suite of National Occupational Standards for Management and Leadership.

If your organisation is a small firm, you should look at unit *A3: Check your own skills*, which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which may be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in developing your personal networks. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Setting objectives
- Questioning
- Time management
- Information management
- Presenting information
- Influencing and persuading
- Reflecting
- Learning
- Evaluating
- Risk management

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 The benefits of networking for individuals and organisations. 2 Principles of effective communication and how to apply them in developing personal networks. 3 The range of different types of questions, and how and when to use them. 4 The range of different communication styles and how people prefer to communicate. 5 The range of methods for developing effective relationships with others in the work context and, where necessary, how to end relationships which are no longer of use. 6 How to make active use of the information and resources gained through personal networks. 7 The principles of confidentiality, and how to develop guidelines for exchanging information between individuals and organizations 		
<p>Industry/sector-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 Industry/sector legislation, requirements, regulations, policies and professional codes that are relevant to networking and confidentiality of information 		

Knowledge and understanding	Type of evidence	Date
<p>Context-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 Your own values, motivations and emotions, and the effect of these on your own actions. 2 Your own interests and how these may conflict with the interests of others. 3 Your own objectives in developing your personal networks. 4 Your current and likely future needs for information and resources. 5 Your knowledge, understanding, skills, abilities and experience. 6 People and organisations that can support your work, and vice versa. 7 The range of information and resources people may need. 8 People and organisations in your current personal networks. 		

Additional evidence (if applicable):

COLUMN KEY:	O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR	PD = PROFESSIONAL DISCUSSION
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Unit 4 (A3): Develop your personal networks

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Develop and maintain personal networks of contacts, which are appropriate to meet your current and future needs for information and resources.						
2 Ensure that key members of your personal networks have an accurate idea of your knowledge, understanding, skills, abilities and experience and are aware of the benefits of networking with you.						
3 Establish boundaries of confidentiality between yourself and members of your personal networks and, where appropriate, develop guidelines for exchanging information and resources.						
4 Develop your personal networks to reflect your changing interests and needs.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
5 Make active use of the information and resources gained through your personal networks.						
6 Introduce people and organisations with common interests to each other.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p>	<p>PD = PROFESSIONAL DISCUSSION</p>
	<p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p>	<p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p>
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Unit 4 (A3): Develop your personal networks

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You acknowledge when your own interests are in conflict with common goals.						
2 You state your own position and views clearly and confidently in conflict situations.						
3 You encourage others to share information and knowledge within the constraints of confidentiality.						
4 You identify and work with people and organisations that can provide support for your work.						
5 You work to develop an atmosphere of professionalism and mutual support.						
6 You clarify your own and other's expectations of relationships.						

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
7 You model behaviour that shows respect, helpfulness and co-operation.						
8 You keep promises and honour commitments.						
9 You consider the impact of your own actions on others.						
10 You reflect regularly on your own experiences and use these to inform future actions.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p>	<p>PD = PROFESSIONAL DISCUSSION</p>
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Unit 5: Map the environment in which your organisation operates

Unit code: B2

Unit credit: 14

Unit level: 11

Introduction

What this unit is about

This unit is about making sure you have a clear and up-to-date picture of the environment in which your organisation operates and can produce information which could be used for planning and operational purposes. The environment includes the 'external' operating environment - for example, customers and their needs, market trends, new technologies and methods, legislation, and the activities of competitors and partners. It also includes the 'internal' operating environment - for example, resources available to and the culture of the organisation.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to units **B3: Develop a strategic business plan for your organisation**, **B4: Put the Strategic business plan into action**, **D2: Develop productive working relationships with colleagues and stakeholders** and **E4: Promote the use of technology within your organisation** in the overall suite of National Occupational Standards for Management and Leadership.

If your organisation is a small firm, you should look at unit *A1: Review the business*, which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which may be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in mapping the environment in which your organisation operates. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Thinking strategically
- Networking
- Analysing
- Decision-making
- Communicating
- Consulting
- Monitoring
- Evaluating
- Scenario-building
- Information management
- Presenting information

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 Different sources of information on customers and competitors and how to use them effectively. 2 How to measure and review organisational performance. 3 How to analyse organisational culture. 4 How to carry out benchmarking to identify good practice in relation to an organisation's performance and practices. 5 How to undertake a strengths, weaknesses, opportunities and threats (SWOT) analysis. 6 How to undertake an analysis of the political, economic, social, technological, legal and environmental (PESTLE) factors in the external environment. 7 How to analyse stakeholder interests. 8 How to build future scenarios and assess their implications. 		
<p>Industry/sector-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 Sources of information on trends and developments in your sector, including those at a global level and how to access these. 2 Current and emerging trends and developments in your sector internationally, nationally and locally. 3 Legal, regulatory and ethical requirements in your sector. 		

Knowledge and understanding	Type of evidence	Date
<p>Context-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 Relevant factors in the international, national and local market in which your organisation works. 2 Your organisation's actual and potential customer base. 3 The needs and expectations of your actual and potential customers and other key stakeholders. 4 Your actual and potential competitors, including their activities and relative performance levels. 5 Your actual and potential partners, including their activities and relative performance levels. 6 Your organisation's structure. 7 Your organisation's culture. 8 Your organisation's performance and the factors that influence this. 		

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 5 (B2): Map the environment in which your organisation operates

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Obtain information on customers and competitors from a wide variety of sources and actively use the information to support planning and decision-making.						
2 Monitor and evaluate trends and developments inside and outside your organisation.						
3 Identify good practice and benchmark your organisation's performance and practices with comparable organisations in your sector and other sectors, both nationally and internationally.						
4 Identify and prioritise the strengths and weaknesses of your organisation and opportunities and threats in your organisation's external environment.						
5 Explore and assess a range of future scenarios within the environment in which your organisation operates.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
6 Consult with all relevant colleagues and other key stakeholders on future market and organisational development in order to inform and support organisational decisions.						
7 Organise information and knowledge in a way that supports effective planning.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 5 (B2): Map the environment in which your organisation operates

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You recognise changes in circumstances promptly and adjust plans and activities accordingly.						
2 You analyse and structure information to develop knowledge that can be shared.						
3 You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.						
4 You identify strengths, weaknesses, opportunities and threats to current and future work.						
5 You identify systemic issues and trends and recognise their impact upon current and future work.						
6 You anticipate likely future scenarios based on realistic analysis of trends and developments.						
7 You articulate the assumptions made and risks involved in understanding a situation.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 6: **Develop a strategic business plan for your organisation**

Unit code:	B3
Unit credit:	14
Unit level:	11

Introduction

What this unit is about

This unit is about providing your organisation with a clear sense of direction and long-term plans that will help it move in that direction.

Managers and leaders need to focus on the future and provide a clear vision of where the organisation is going and the route it is going to follow to get there.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

This unit is recommended for senior managers.

Links to other units

This unit is linked to units **B2: Map the environment in which your organisation operates**, **B4: Put the strategic business plan into action** and **B7: Provide leadership for your organisation**, **D4: Plan the workforce**, **E3: Obtain additional finance for the organisation** and **E4: Promote the use of technology within your organisation** in the overall suite of National Occupational Standards for Management and Leadership.

If your organisation is a small firm, you should look at unit *A2: Develop your plans for the business*, which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which may be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in developing a strategic business plan. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Thinking strategically
- Leadership
- Analysing
- Planning
- Risk management
- Innovating
- Delegating
- Prioritising
- Setting objectives
- Networking
- Involving others
- Communicating
- Decision-making
- Balancing competing needs and interests
- Consulting
- Negotiating
- Influencing and persuading

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 The importance of long and medium-term planning to the success of an organisation. 2 The principles of strategic management and business planning. 3 What a written strategic business plan should cover. 4 The importance of creativity and innovation in strategic management. 5 How to identify potential risks in relation to the achievement of objectives. 6 How to develop strategic objectives which are SMART (Specific, Measurable, Achievable, Realistic, and Time-bound). 7 How to delegate responsibility and allocate resources to support a strategic plan. 8 How to identify sustainable resources and ensure their effective use to support a strategic plan. 9 The importance of consulting with colleagues and other stakeholders during the development of the plan and how to do so effectively. 10 How to develop measures and methods for monitoring and evaluating performance against the strategic business plan. 11 How to take account of unfamiliar cultural practices, expectations and business processes when dealing with overseas companies or customers. 12 How to use the skills and experiences of staff from different cultures or countries and the business benefits of sharing different perspectives and learning from others. 		

Knowledge and understanding	Type of evidence	Date
Industry/sector-specific knowledge and understanding		
<ol style="list-style-type: none"> 1 Legal, regulatory and ethical requirements in your sector. 2 Market developments in your sector at local, national and international levels. 		
Context-specific knowledge and understanding		
<ol style="list-style-type: none"> 1 The market in which your organisation works. 2 Your organisation's actual and potential customer base. 3 The needs and expectations of your actual and potential customers. 4 Your actual and potential competitors and partners, and their strategies and plans. 5 New and available market opportunities at local, national and international levels. 6 Your organisation's ability to respond to market opportunities. 7 Colleagues and other key stakeholders, and their needs and expectations. 8 Processes for consultation within your organisation. 9 Sources of information that can aid monitoring and evaluation. 		

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p>	<p>PD = PROFESSIONAL DISCUSSION</p>
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Unit 6 (B3): Develop a strategic business plan for your organisation

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Establish a clear, achievable and compelling vision which sets out where the organisation should be going.						
2 Identify and prioritise strategic objectives that are consistent with the vision of the organisation.						
3 Balance risk with desired outcomes.						
4 Balance innovation with tried and tested solutions.						
5 Ensure that your plan is flexible and open to change.						
6 Develop policies and values that will guide the work of others towards your vision.						
7 Delegate responsibility for achieving goals and allocate resources effectively.						
8 Identify measures and methods for monitoring and evaluating the plan.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
9 Balance the needs and expectations of key stakeholders and win their support.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 6 (B3): Develop a strategic business plan for your organisation

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You constantly seek to improve performance.						
2 You generate and recognise imaginative and innovative solutions.						
3 You reflect regularly on your own and others' experiences, and use these to inform future action.						
4 You balance risks against the benefits that may arise from taking risks.						
5 You balance agendas and build consensus.						
6 You consider the impact of your own actions on others.						
7 You take opportunities when they arise to achieve longer-term aims.						

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
8 You create a sense of common purpose.						
9 You find practical ways to overcome barriers.						
10 You show sensitivity to stakeholders' needs and interests and manage these effectively.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 7

Put the strategic business plan into action

Unit code:	B4
Unit credit:	9
Unit level:	10

Introduction

What this unit is about

Once a strategic business plan has been developed and agreed, it needs to be put into action. This means: 'selling' the plan to the managers and other staff involved in putting it into practice; having agreed standards for measuring success; carefully monitoring the implementation of the plan and making adjustments along the way - a process that may need a lot of flexibility and openness to change.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to units **B2: Map the environment in which your organisation operates**, **B3: Develop a strategic business plan for your organisation**, **B7: Provide leadership for your organisation**, **D4: Plan the workforce**, **E3: Obtain additional finance for the organisation** and **E4: Promote the use of technology within your organisation** in the overall suite of National Occupational Standards for Management and Leadership.

If your organisation is a small firm, you should look at unit *D1: Carry out your business plan*, which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which may be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in putting the strategic business plan into action. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Thinking strategically
- Planning
- Monitoring
- Leadership
- Innovating
- Problem-solving
- Risk management
- Communicating
- Delegating
- Networking
- Involving others
- Presenting information
- Evaluating
- Consulting
- Influencing and persuading

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 Principles and methods of strategic management and business planning. 2 The importance of communicating the plan to people and ensuring understanding and how to do so effectively. 3 How to monitor and review implementation of and performance against the plan. 4 How to assess and manage risk. 5 How to further develop and adjust the plan. 6 How to adjust the way you allocate people and resources to implement the plan. 7 The importance of identifying ways in which future planning can be improved. 		
<p>Industry/sector-specific knowledge and understanding</p>		
<ol style="list-style-type: none"> 1 Legal, regulatory and ethical requirements in your sector. 2 Market developments in your sector at local, national and international levels. 		

Knowledge and understanding	Type of evidence	Date
<p>Context-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 The agreed strategic business plan for your organisation. 2 The market in which your organisation works. 3 Customer feedback, financial and other management information. 4 Your organisation's structure and business processes. 5 Your organisation's culture. 6 Colleagues and other key stakeholders, and their needs and expectations. 7 The processes for communication within your organisation. 		

Additional evidence (if applicable):

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Unit 7 (B4): Put the strategic business plan into action

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Make sure the people involved understand and support the plan, and their responsibilities in relation to it.						
2 Use agreed methods and measures to monitor implementation of the plan.						
3 Identify variations from agreed standards and the reasons for these.						
4 Adjust the plan or the people and resources in a way that is consistent with the organisation's overall vision and objectives.						
5 Inform the people involved of adjustments to the plan and help them make changes to their own plans.						
6 Record how the plan has been put into practice, evaluated and adjusted, in a way that will help future planning.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
7 Identify good practice and areas for improvement and communicate these to colleagues and key stakeholders.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 7 (B4): Put the strategic business plan into action

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You work to turn unexpected events into opportunities rather than threats.						
2 You recognise changes in circumstances promptly and adjust plans and activities accordingly.						
3 You constantly seek to improve performance.						
4 You respond positively and creatively to setbacks.						
5 You show sensitivity to stakeholders' needs and interests and manage these effectively.						
6 You work towards a clearly defined vision of the future.						
7 You take opportunities when they arise to achieve longer-term aims.						
8 You take and implement difficult and/or unpopular decisions, if necessary.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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- Valuing and supporting others
- Presenting information
- Leadership

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 The importance of having an ethical and value- based approach to governance and how to put this into practice. 2 Relevant legal requirements governing the running of organisations. 3 Current and emerging social attitudes to management and leadership practice and the importance of being sensitive to these. 		
<p>Industry/sector-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 Legal, regulatory and ethical requirements in your sector, both national and international. 2 Procedures to follow if you do not meet the requirements. 3 Particular current and emerging social concerns and expectations that are relevant to your sector. 4 Ways in which other organisations deal with current and emerging social concerns and expectations 		
<p>Context-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 The culture and values of your organisation and what effect they have on corporate governance. 2 Policies and procedures that make sure people meet the requirements. 3 The processes for maintaining the relevant policies and procedures and making sure they continue to be effective and sustainable. 4 The different ways in which people may not meet the requirements and the risks of these actually happening. 5 The procedures for dealing with people who do not meet the requirements, including requirements for reporting 		

Additional evidence (if applicable):

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Unit 8 (B8): Ensure compliance with legal, regulatory, ethical and social requirements

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Monitor the relevant national and international legal, regulatory, ethical and social requirements and the effect they have on your area of responsibility, including what will happen if you don't meet them.						
2 Develop effective policies and procedures to make sure your organisation meets all the necessary requirements.						
3 Make sure relevant people have a clear understanding of the policies and procedures and the importance of putting them into practice.						
4 Monitor the way policies and procedures are put into practice and provide support.						
5 Encourage a climate of openness about meeting and not meeting the requirements.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
6 Identify and correct any failures to meet the requirements.						
7 Identify reasons for not meeting requirements and adjust the policies and procedures to reduce the likelihood of failures in the future.						
8 Provide full reports about any failures to meet the requirements to the relevant stakeholders.						

Additional evidence (if applicable):

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	O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR	PD = PROFESSIONAL DISCUSSION
COLUMN KEY:	Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING	A = ASSIGNMENT, PROJECT/CASE STUDIES
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Unit 8 (B8): Ensure compliance with legal, regulatory, ethical and social requirements

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You recognise changes in circumstances promptly and adjust plans and activities accordingly.						
2 You make time available to support others.						
3 You give feedback to others to help them improve their performance.						
4 You identify and raise ethical concerns.						
5 You are vigilant for potential risks.						
6 You make appropriate information and knowledge available promptly to those who need it and have a right to it.						
7 You encourage others to share information and knowledge within the constraints of confidentiality.						
8 You show sensitivity to stakeholders' needs and manage these effectively						

Additional evidence (if applicable):

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Unit 9: Develop the culture of your organisation

Unit code:	B9
Unit credit:	13
Unit level:	11

Introduction

What this unit is about

Every organisation, whatever its size or history, has a culture (simply defined as ‘the way we do things around here’). The culture of an organisation is based on assumptions and values about organisations, working life and relationships. These values influence the way people behave towards each other and customers, and how they relate to their work. There may be no such thing as a ‘right’ or ‘wrong’ culture. However, the culture of an organisation has to be in line with its overall vision and strategy. If culture and strategy do not match, it’s unlikely the vision will be achieved.

For the purposes of this unit, an ‘organisation’ can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to a number of units in the overall suite of National Occupational Standards for Management and Leadership, particularly **B7: Provide leadership for your organisation**, **C3: Encourage innovation in your organisation**, **C4: Lead change**, **C5: Plan change**, **E7: Ensure an effective organisational approach to health and safety** and **F10: Develop a customer-focused organisation**.

Skills

Listed below are the main generic 'skills' that need to be applied in developing the culture of your organisation. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Thinking strategically
- Leading by example
- Learning
- Managing conflict
- Communicating
- Valuing and supporting others
- Monitoring
- Motivating
- Building consensus
- Influencing and persuading

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 The concept of culture as applied to organisations. 2 Different definitions of organisational culture. 3 The importance of values in underpinning individual and organisational performance. 4 Internal and external factors that influence organisational culture, including national cultures. 5 Different types of organisational culture. 6 The relationship between organisational culture, strategy and performance. 7 The principles and methods of managing culture change within organisations. 		
<p>Industry/sector-specific knowledge and understanding</p>		
<ol style="list-style-type: none"> 1 Legal, regulatory and ethical requirements in your sector. 2 Dominant types of organisational culture in your sector and their strengths and limitations. 		
<p>Context-specific knowledge and understanding</p>		
<ol style="list-style-type: none"> 1 Your organisation's vision and strategy. 2 Current organisational culture. 3 Values, assumptions and behaviours that are consistent and inconsistent with your vision and strategy. 4 Needs and interests of key stakeholders. 5 Effective methods of communicating values, and supporting the way they are applied in your organisation. 6 Effective ways of dealing with messages and behaviour that conflict with agreed values and assumptions. 		

Additional evidence (if applicable):

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Unit 9 (B9): Develop the culture of your organisation

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Agree values and assumptions that encourage behaviour that is consistent with your organisation's overall vision and strategy and the needs and interests of key stakeholders.						
2 Make sure your personal behaviour, actions and words consistently reinforce these values and assumptions.						
3 Communicate agreed values to people across your organisation and motivate them to put these into practice.						
4 Put in place policies, programmes and systems to support agreed values.						
5 Counter messages that conflict with agreed values.						
6 Continuously monitor and adjust values and assumptions, and the way they are applied.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 9 (B9): Develop the culture of your organisation

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You constructively challenge the status quo and seek better alternatives.						
2 You find practical ways to overcome barriers.						
3 You show an awareness of your own values, motivations and emotions.						
4 You show empathy with others' needs, feelings and motivations and take an active interest in their concerns.						
5 You make time available to support others.						
6 You clearly agree what is expected of others and hold them to account.						
7 You create a sense of common purpose.						
8 You deploy a range of legitimate strategies and tactics to influence people.						
9 You recognise the opportunities presented.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 10: Manage risk

Unit code: B10

Unit credit: 12

Unit level: 11

Introduction

What this unit is about

This unit is about taking the lead in establishing and operating an effective risk management process across your organisation. This involves systematically identifying, evaluating and prioritising potential risks and communicating information to enable appropriate decisions and actions to be taken. It also involves developing an organisational culture in which individuals are risk aware but are not afraid of taking decisions and undertaking activities which involve acceptable levels of risk.

For the purposes of this unit, 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to a number of units in the overall suite of National Occupational Standards for Management and Leadership where risk is a factor that needs to be considered in planning and undertaking activities.

Skills

Listed below are the main generic 'skills' that need to be applied in managing risk. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Evaluating
- Reviewing
- Consulting
- Presenting information
- Decision-making
- Monitoring
- Communicating
- Influencing and persuading
- Leadership
- Contingency planning
- Prioritising
- Planning

- Scenario-building
- Information management
- Involving others
- Thinking systematically

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 Types of risk and the factors which drive different types of risk. 2 Key stages in the risk management process. 3 The importance of protecting the interests of stakeholders and how to identify their views in relation to risk. 4 The importance of showing senior management commitment to risk management. 5 How to develop a written risk management policy and what it should cover. 6 How to communicate the written risk management policy to people who work for the organisation and other relevant parties. 7 How and when to revise the written risk management policy including taking views from across the organisation and other relevant parties. 8 What risk criteria might cover and the importance of seeking and taking account of the views of relevant people across the organisation and stakeholders. 9 How and where to identify current and planned organisational activities. 10 Ways of identifying and clearly describing potential risks in relation to current and planned activities, the nature of the risks, the probability of occurrence and consequences. 11 Why it is important and how to communicate information on identified risks to relevant people across the organisation and, where appropriate, to stakeholders. 12 The type of decisions and actions that might be taken in relation to identified risks. 13 Why it is important and how to collect and evaluate information on how identified risks have been or are being dealt with, including contingency plans. 		

Knowledge and understanding	Type of evidence	Date
General knowledge and understanding		
14 Ways of developing an organisational culture in which people are risk aware but are prepared to take acceptable risks in undertaking activities.		
15 The type of resources required to raise risk awareness across the organisation and with stakeholders and implement the risk management policy effectively.		
Industry/sector-specific knowledge and understanding		
1 The sector(s) in which your organisation operates.		
2 Sector-specific legislation, regulations, guidelines and codes of practice.		
3 Current and emerging political, economic, social, technological, legal and environmental developments in the sector(s) in which your organisation operates.		
4 Typical risks encountered in the sector(s) in which your organisation operates.		
Context-specific knowledge and understanding		
1 The vision, values, objectives and plans of your organisation.		
2 Your organisation's products and services.		
3 Other relevant parties with an interest in risk management in your organisation.		
4 Mechanisms for consulting with and the views of relevant people across the organisation and stakeholders in relation to risk.		
5 The written risk management policy of the organisation, including allocated responsibilities for risk management, and how it is communicated to people who work for the organisation and to other relevant parties.		
6 Risk criteria of your organisation.		
7 Significant current and planned organisational activities and the related potential risks, including probability of occurrence and consequences.		
8 The risk profile of your organisation and prioritised risks.		

Knowledge and understanding	Type of evidence	Date
<p>Context-specific knowledge and understanding</p> <p>9 Relevant people across the organisation and, where appropriate, stakeholders, to whom information on identified potential risks should be communicated.</p> <p>10 Decisions and actions taken across the organisation in relation to identified potential risks, including any contingency plans which have been put in place.</p> <p>11 Your organisation's culture in relation to risk.</p> <p>12 How senior management's commitment to risk management has been demonstrated.</p> <p>13 Resources made available across the organisation to support risk management.</p> <p>14 Systems in place for monitoring and reviewing the effectiveness of the risk management process in your organisation.</p> <p>15 Identified improvements and changes made to the risk management process in your organisation.</p>		

Additional evidence (if applicable):

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Unit 10 (B10): Manage risk

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Ensure that your organisation has a written risk management policy, including setting out responsibilities for risk management, which is clearly communicated across the organisation and to other relevant parties.						
2 Establish, and periodically review, risk criteria for your organisation, seeking and taking account of the views of relevant people across the organisation and stakeholders.						
3 Evaluate significant current and planned organisational activities and identify potential risks, the nature of the risks, the probability of occurrence and consequences.						
4 Produce a risk profile for your organisation and, taking account of the organisation's risk criteria and other relevant information, prioritise the identified risks.						
5 Communicate information on identified risks to relevant people across the organisation and, where appropriate, to stakeholders, to enable decisions and actions to be taken in terms of accepting or treating the risks.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
6 Collect and evaluate information from across the organisation on how identified risks have been or are being dealt with, including contingency plans which have been put in place.						
7 Develop an organisational culture in which people are risk aware but are prepared to take acceptable risks and to make and learn from mistakes.						
8 Ensure that there is senior management commitment to the risk management process.						
9 Ensure that sufficient resources are allocated across the organisation to support and enable effective risk management.						
10 Monitor and review the effectiveness of the risk management process in your organisation, identifying potential improvements and making changes where necessary.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 10 (B10): Manage risk

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You constantly seek to improve performance.						
2 You show sensitivity to stakeholders' needs and interests and manage them effectively.						
3 You identify people's information needs.						
4 You identify the implications or consequences of a situation.						
5 You use communication styles that are appropriate to different people and situations.						
6 You balance risks against the benefits that may arise from taking risks.						
7 You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.						
8 You are vigilant for potential risks and hazards.						
9 You take personal responsibility for making things happen.						
10 You balance agendas and build consensus.						
11 You create a sense of common purpose.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p>	<p>PD = PROFESSIONAL DISCUSSION</p>
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Unit 11: Promote equality of opportunity, diversity and inclusion in your organisation

Unit code: B12

Unit credit: 12

Unit level: 11

Introduction

What this unit is about

This unit is about taking a lead in actively promoting equality of opportunity, diversity and inclusion in your organisation. There are a multitude of organisational benefits from doing this, ranging from releasing the full potential of the workforce to being seen by customers, suppliers, potential employees and the wider community as a fair, forward-looking and ethical employer. There is also the need to comply with equality legislation and any relevant codes of practice.

The unit involves committing senior management to promoting equality of opportunity, diversity and inclusion and backing this up by ensuring that a policy and an action plan exist and are communicated and implemented across the organisation. It also involves monitoring and reviewing progress in order to identify further actions and changes to practice.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit links to a number of units in the overall suite of National Occupational Standards for Management and Leadership which involve managing or working with people.

Skills

Listed below are the main generic 'skills' that need to be applied in promoting equality of opportunity, diversity and inclusion in your organisation. These skills are explicit/ implicit in the detailed content of the unit and are listed here as additional information.

- Leadership
- Influencing and persuading
- Monitoring
- Information management
- Communicating
- Thinking strategically
- Motivating
- Reporting
- Valuing and supporting others
- Balancing competing needs and interests
- Reviewing
- Prioritising
- Planning
- Consulting
- Benchmarking
- Decision-making
- Risk management

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 Different definitions of diversity and inclusion. 2 The different forms which discrimination and harassment might take. 3 The business case for ensuring equality of opportunity and promoting diversity and inclusion and how to use it to persuade and influence others. 4 The probable effects of not promoting equality of opportunity, diversity and inclusion in an organisation. 5 Why it is important to ensure senior management commitment to promoting equality of opportunity, diversity and inclusion and how this can be demonstrated. 6 How and where to identify the organisation's and your personal responsibilities and liabilities under equality legislation and any relevant codes of practice. 7 Why it is important to make equality, diversity and inclusion priority areas and how to do so effectively. 8 Why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality of opportunity, diversity and inclusion. 9 How to recognise when the behaviour, words and actions of others does and does not support a commitment to equality of opportunity, diversity and inclusion. 10 The importance of reviewing the diversity and needs of an organisation's current and potential customers in order to identify areas for improvement and how to do so effectively. 11 The importance of reviewing the diversity of an organisation's workforce, at all levels, in order to identify areas for improvement and how to do so effectively. 		

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <p>12 How to develop an effective written equality, diversity and inclusion policy and what it should cover.</p> <p>13 How to communicate the organisation's equality, diversity and inclusion policy to all people who work for the organisation and other relevant parties.</p> <p>14 What should be covered in an action plan for the promotion of equality, diversity and inclusion and how it should be communicated across the organisation and to other relevant parties.</p> <p>15 The type of support and resources required across the organisation to promote equality of opportunity, diversity and inclusion and ways in which this can be provided.</p> <p>16 How to carry out benchmarking to identify good practice in relation to promoting equality, diversity and inclusion.</p> <p>17 Sources of specialist expertise in relation to equality, diversity and inclusion.</p> <p>18 How and when to consult with people who work for the organisation or their representatives on equality, diversity and inclusion issues.</p> <p>19 How to establish systems for monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion within an organisation.</p> <p>20 How/where to obtain information on wider developments in relation to equality, diversity and inclusion and how to assess their implications for your organisation.</p> <p>Industry/sector-specific knowledge and understanding</p> <p>1 Sector-specific legislation, regulations, guidelines and codes of practice relating to equality, diversity and inclusion.</p> <p>2 Equality, diversity and inclusion issues and developments that are particular to the industry or sector.</p> <p>3 Information sources on equality, diversity and inclusion in the industry or sector including those at an international level</p>		

Knowledge and understanding	Type of evidence	Date
<p>Context-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 The overall vision, values, objectives, plans and culture of the organisation. 2 The planning and decision-making processes within the organisation. 3 Your organisation's current and potential customers and their needs. 4 The diversity of your organisation's workforce. 5 Appropriate comparators for reviewing the diversity of your organisation's workforce. 6 Other relevant parties with an interest in equality, diversity and inclusion in your organisation. 7 The organisation's written equality, diversity and inclusion policy and action plan and how they are communicated to people who work for the organisation and to other relevant parties. 8 Mechanisms for consulting with people who work for the organisation or their representatives on equality, diversity and inclusion issues. 9 Employment policies and practices within the organisation - including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions. 10 Organisations to benchmark against in terms of their approach to promoting diversity and inclusion. 11 Sources of specialist expertise in relation to equality, diversity and inclusion used by your organisation. 12 Systems in place for effective monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion. 		

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 11 (B12): Promote equality of opportunity, diversity and inclusion in your organisation

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Ensure senior management commitment to promoting equality of opportunity, diversity and inclusion, including making them priority areas in terms of informing the organisation's overall vision, values, objectives, planning and decision-making.						
2 Ensure that your behaviour, words and actions and those of people working for the organisation support a commitment to equality of opportunity, diversity and inclusion.						
3 Identify the organisation's and your own responsibilities and liabilities under equality legislation and any relevant codes of practice.						
4 Review the diversity and needs of the organisation's current customers and potential customers and identify areas where needs are not being satisfied and where the diversity of customers should be improved.						
5 Review the diversity of the workforce, at all levels, in comparison to the local and/or national population, as appropriate, and the organisation's current and potential customers and identify areas for improvement.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
6 Ensure that the organisation has a written equality, diversity and inclusion policy and that this is clearly communicated to all people who work for the organisation and other relevant parties.						
7 Ensure that the equality, diversity and inclusion policy is supported by an action plan, which prioritises areas for improvement and identifies required resources, and that the plan is communicated and implemented across the organisation.						
8 Carry out benchmarking to identify good practice in relation to promoting equality of opportunity, diversity and inclusion and what lessons can be learnt and applied to your organisation.						
9 Ensure ongoing consultation with people who work for the organisation or their representatives and other relevant parties on equality, diversity and inclusion issues.						
10 Seek and make use of specialist expertise in relation to equality, diversity and inclusion issues.						
11 Ensure that systems are in place to monitor, review and report on progress in relation to equality of opportunity, diversity and inclusion within your organisation and that the findings are used to identify required actions and changes to practice.						
12 Monitor wider developments in relation to equality, diversity and inclusion and assess their implications for your organisation.						

Additional evidence (if applicable):

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Unit 11 (B12): Promote equality of opportunity, diversity and inclusion in your organisation

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You constructively challenge the status quo and seek better alternatives.						
2 You model behaviour that shows respect, helpfulness and co-operation.						
3 You use communication styles that are appropriate to different people and situations.						
4 You recognise the opportunities presented by the diversity of people.						
5 You understand individuals' needs, feelings and motivations and take an active interest in their concerns.						
6 You encourage and support others to make the best use of their abilities.						
7 You use a range of leadership styles appropriate to different people and situations.						

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
8 You show a clear understanding of different customers and their needs.						
9 You treat individuals with respect and act to uphold their rights.						
10 You show integrity, fairness and consistency in decision-making.						
11 You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.						

Additional evidence (if applicable):

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Unit 12: Lead change

Unit code: C4

Unit credit: 15

Unit level: 9

Introduction

What this unit is about

Change, in its various forms, is happening more often within organisations. The driving force for change may be external or internal to the organisation or a mixture of both. It may be a reaction to events or an attempt to improve the organisation for the future including its growth as a business.

This unit reflects the need, in many situations, for someone to take control and provide a lead within the overall organisation or part of an organisation for a specific change or a wider programme of change.

It involves selling the vision in terms of what the change is aiming to achieve and supporting the people involved in the practicalities of making the vision a reality.

Who is the unit for?

The unit is recommended for middle managers and senior managers.

Links to other units

This unit is closely linked to units **B6: Provide leadership in your area of responsibility**, **B7: Provide leadership for your organisation**, **B9: Develop the culture of your organisation**, **C5: Plan change**, and **C6: Implement change** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in leading change. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Leadership
- Communicating
- Decision-making
- Motivating
- Delegating
- Negotiating
- Influencing
- Problem-solving

- Valuing and supporting others
- Setting objectives
- Prioritising

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 The main models and methods for leading organisational change, and their strengths and weaknesses. 2 The relationship between transformational and transactional change. 3 Theory and application of the change/performance curve. 4 Principles and application of risk assessment. 5 Different leadership styles and behaviours, their strengths and how to use the appropriate style for different circumstances. 6 How to make critical decisions. 7 The political, bureaucratic and resource barriers to change, and the techniques for dealing with these. 8 Different methods of communication and their relevant strengths and weaknesses in various circumstances. 9 The main techniques for solving problems and how to apply them. 10 Stakeholder expectations and how they influence the change process. 		
<p>Industry/sector-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 Your organisation's current position in the sector and market in which it operates, compared with its main competitors, relevant to the change programme. 2 The range of information sources that are relevant to your sector, and related sectors, in which the organisation operates. 3 Current and emerging political, economic, social, technological, environmental and legal developments in the sector and in related sectors. 		

Knowledge and understanding	Type of evidence	Date
<p>Context-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 Your vision for the future, the reasons for change, the risks and expected benefits. 2 Those factors (for example, strategy, procedures, policies and structure) that need to be changed, and the associated priorities and reasons. 3 Employees' knowledge, skills and attitudes. 4 How long it will take to make the changes. 5 The culture of the organisation and the implications this has for the change process. 6 Your organisation's communication channels, both formal and informal. 		

Additional evidence (if applicable):

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Unit 12 (C4): Lead change

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Communicate your vision of the future, the reasons for the change and associated benefits to everyone involved.						
2 Encourage everyone involved to welcome change as an opportunity.						
3 Make sure the people responsible for planning and implementing change understand their responsibilities and have the necessary influence and power.						
4 Set and prioritise objectives for the change.						
5 Identify strategies for achieving the vision and communicate them clearly to everyone involved.						
6 Support people through the change process.						
7 Communicate progress to everyone involved and celebrate achievement.						
8 Identify and deal with obstacles to change.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 12 (C4): Lead change

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You give people opportunities to provide feedback and you respond appropriately.						
2 You clearly agree what is expected of others and hold them to account.						
3 You articulate a vision that generates excitement, enthusiasm and commitment.						
4 You inspire others, championing work to achieve common goals.						
5 You show sensitivity to stakeholders' needs and interests and manage these effectively.						
6 You use a range of leadership styles appropriate to different people and situations.						
7 You identify the implications or consequences of a situation.						
8 You take and implement difficult and/or unpopular decisions, if necessary.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 13: Plan change

Unit code: C5

Unit credit: 15

Unit level: 9

Introduction

What this unit is about

This unit is about the planning that is needed to make a specific change or put into practice a programme of change. It involves developing a strategy to make the change that is needed, taking note of barriers, risks and the need to put appropriate monitoring and communication systems in place.

Who is the unit for?

The unit is recommended for first line managers, middle managers and senior managers.

Links to other units

This unit is closely linked to units **B6: Provide leadership in your area of responsibility**, **B7: Provide leadership for your organisation**, **B9: Develop the culture of your organisation**, **C4: Lead change** and **C6: Implement change** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in planning change. These skills are explicit/ implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Planning
- Analysing
- Team-building
- Negotiating
- Obtaining feedback
- Influencing
- Problem-solving
- Monitoring
- Risk management
- Contingency-planning
- Information management
- Decision-making

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 The main models and methods for managing change effectively, and their strengths and weaknesses. 2 Effective planning techniques. 3 Theory and application of the change/performance curve. 4 Theory and understanding of teams, including an understanding of team-building techniques and how to apply them. 5 How to assess the risks and benefits associated with strategies and plans. 6 The importance of contingency planning and how to do so effectively. 7 How to make critical decisions. 8 The political, bureaucratic and resource barriers to change, and the techniques that deal with these. 9 Stakeholder expectations and how they influence the process. 		
<p>Industry/sector-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 Your organisation's current position in the sector and market in which it works, compared with its main competitors, relevant to the change programme. 2 The range of information sources that are relevant to the sector, and related sectors, in which your organisation operates. 3 Current and emerging political, economic, social, technological, environmental and legal developments in the sector and in related sectors. 		

Knowledge and understanding	Type of evidence	Date
<p>Context-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 Your vision for the future, the reasons for change, the risks and expected benefits. 2 Business critical activities and interdependencies. 3 Those factors (for example, strategy, procedures, policies and structure) that need to be changed, and the associated priorities and reasons. 4 Your organisation's communication channels, both formal and informal. 		

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p>	<p>PD = PROFESSIONAL DISCUSSION</p>
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Unit 13 (C5): Plan change

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Identify the procedures, systems, structures and roles that need to be changed, and assess the gap between their current and required future state.						
2 Identify and assess barriers to change.						
3 Develop strategies and plans that set out the way forward.						
4 Assess the risks and benefits associated with the strategies and plans and develop contingency arrangements.						
5 Make sure your plans include short-term 'wins' as well as longer-term deliverables.						
6 Develop systems for monitoring and assessing progress.						
7 Develop a communication strategy for the change process that allows people to give feedback.						
8 Identify training and support needs and plan how to meet these.						

Additional evidence (if applicable):

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Unit 13 (C5): Plan change

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You find practical ways to overcome barriers.						
2 You present information clearly, concisely, accurately and in ways that promote understanding.						
3 You are vigilant for potential risks.						
4 You give people opportunities to provide feedback and you respond appropriately.						
5 You set demanding but achievable objectives for yourself and others.						
6 You work towards a clearly defined vision of the future.						
7 You identify the implications or consequences of a situation.						

Additional evidence (if applicable):

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Unit 14: Implement change

Unit code: C6

Unit credit: 11

Unit level: 8

Introduction

What this unit is about

This unit is about putting into practice the strategy and associated plans for a specific change or programme of change. This involves putting in place the necessary resources and supporting systems, including monitoring and communications, to turn the 'vision' into a practical reality.

Who is the unit for?

The unit is recommended for people in first line, middle and senior management and leadership roles.

Links to other units

This unit is closely linked to **B6: Provide leadership in your area of responsibility**, **B7: Provide leadership for your organisation**, **C4: Lead change** and **C5: Plan change** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in implementing change. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Delegation
- Negotiating
- Influencing
- Managing conflict
- Problem-solving
- Stress management
- Planning
- Assessing
- Monitoring
- Decision-making
- Valuing and supporting others

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 The main models and methods for managing change effectively, and their strengths and weaknesses. 2 Effective planning techniques. 3 Theory and application of the change/performance curve. 4 How to manage reward systems 5 Problem-solving techniques 6 The political, bureaucratic and resource barriers to change, and the techniques that deal with these 7 How to identify development and other support needs and ways in which these needs can be met 8 How to manage expectations during change 		
<p>Industry/sector specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 Your organisation's current position in the market in which it works, compared with its main competitors, relevant to the change programme. 2 The range of information sources that are relevant to the sector, and related sectors, in which your organisation operates. 		
<p>Context specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 Your vision for the future, the reasons for change, the risks and expected benefits. 2 Business critical activities and interdependencies. 3 Those factors (for example, strategy, procedures, policies and structure) that need to be changed, and the associated priorities and reasons. 4 Your organisation's communication channels, both formal and informal 		

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Unit 14 (C6): Implement change

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Put into practice the strategies and plans for change in line with the available resources						
2 Design new work processes, procedures, systems, structures and roles to achieve the vision behind the change						
3 Identify, assess and deal with problems and barriers to change						
4 Monitor, document and communicate progress to all involved						
5 Recognise and reward people and teams who achieve results						
6 Maintain the momentum for change						
7 Make sure change is effective and meets the requirements of the organisation						

Additional evidence (if applicable):

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Unit 14 (C6): Implement change

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You recognise changes in circumstances promptly and adjust plans and activities accordingly.						
2 You find practical ways to overcome barriers						
3 You present information clearly, concisely, accurately and in ways that promote understanding						
4 You make time available to support others						
5 You clearly agree what is expected of others and hold them to account						
6 You recognize when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal						

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
7 You work towards a clearly defined vision of the future						
8 You recognise the achievements and the success of others						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p>	<p>PD = PROFESSIONAL DISCUSSION</p>
	<p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p>	<p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p>
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Unit 15: Develop productive working relationships with colleagues and stakeholders

Unit code:	D2
Unit credit:	12
Unit level:	9

Introduction

What this unit is about

This unit is about developing productive working relationships with colleagues, within your own organisation and within other organisations with which your organisation works, and with identified stakeholders.

It involves being aware of the roles, responsibilities, interests and concerns of colleagues and stakeholders and working with and supporting them in various ways. The need to monitor and review the effectiveness of working relationships with colleagues and stakeholders is also a key requirement of this unit.

‘Colleagues’ are any people you are expected to work with, whether they are at a similar position or in other positions in terms of level of responsibility, including your manager.

For the purposes of this unit, ‘stakeholder’ refers to individuals or organisations that have a material, legal or political interest in or who may be affected by the activities and performance of your organisation.

Who is the unit for?

The unit is recommended for middle managers and senior managers.

Links to other units

This unit is closely linked to units **A3: Develop your personal networks**, **B2: Map the environment in which your organisation operates**, **D1: Develop productive working relationships with colleagues**, **D6: Allocate and monitor the progress and quality of work in your area of responsibility** and **E14: Support team and virtual working** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in developing productive working relationships with colleagues and stakeholders. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Balancing competing needs and interest
- Communicating
- Consulting
- Empathising
- Information management
- Leadership
- Managing conflict
- Monitoring
- Networking
- Obtaining feedback
- Presenting information
- Prioritising
- Providing feedback
- Problem-solving
- Reviewing
- Valuing and supporting others

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 The benefits of developing productive working relationships with colleagues and stakeholders. 2 Different types of stakeholder and key principles which underpin the ‘stakeholder’ concept. 3 How to identify your organisation’s stakeholders, including background information and the nature of their interest in your organisation. 4 Principles of effective communication and how to apply them in order to communicate effectively with colleagues and stakeholders. 5 Why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders. 6 The importance of creating an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with. 7 The importance of understanding difficult situations and issues from your colleague’s perspective and providing support, where necessary, to move things forward. 8 How to identify and meet the information needs of colleagues and stakeholders. 9 What information it is appropriate to provide to colleagues and stakeholders and the factors that need to be taken into consideration. 10 How to consult with colleagues and stakeholders in relation to key decisions and activities. 11 The importance of taking account, and being seen to take account, of the views of colleagues and stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks. 		

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <p>12 Why communication with colleagues and stakeholders on fulfilment of agreements or any problems affecting or preventing fulfilment is important.</p> <p>13 How to identify conflicts of interest with colleagues and stakeholders and the techniques that can be used to manage or remove them.</p> <p>14 How to identify disagreements with colleagues and stakeholders and the techniques for sorting them out.</p> <p>15 The damage that conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and organisations.</p> <p>16 How to take account of diversity and inclusion issues when developing working relationships with colleagues and stakeholders.</p> <p>17 How to recognise and take account of political issues when dealing with colleagues and stakeholders.</p> <p>18 How to manage the expectations of colleagues and stakeholders.</p> <p>19 How to monitor and review the effectiveness of working relationships with colleagues and stakeholders.</p> <p>20 How to get and make effective use of feedback on the effectiveness of working relationships from colleagues and stakeholders.</p> <p>21 How to provide colleagues and stakeholders with useful feedback on the effectiveness of working relationships.</p> <p>22 The importance of monitoring wider developments in relation to stakeholders and how to do so effectively.</p>		

Knowledge and understanding	Type of evidence	Date
<p>Industry/sector-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 Current and emerging political, economic, social, technological, environmental and legal developments in the industry or sector. 2 Sector-specific legislation, regulations, guidelines and codes of practice. 3 Standards of behaviour and performance in the industry or sector. 4 The culture of the industry or sector. 5 Developments, issues and concerns of importance to stakeholders in the industry or sector. 		
<p>Context-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 The vision, values, objectives, plans, structure and culture of your organisation. 2 Relevant colleagues, their work roles and responsibilities. 3 Identified stakeholders, their background and interest in the activities and performance of the organisation. 4 Agreements with colleagues and stakeholders. 5 The identified information needs of colleagues and stakeholders. 6 Mechanisms for consulting with colleagues and stakeholders on key decisions and activities. 7 The organisation's planning and decision-making processes. 8 Mechanisms for communicating with colleagues and stakeholders. 9 Power, influence and politics within the organisation. 10 Standards of behaviour and performance that are expected in the organisation. 11 Mechanisms in place for monitoring and reviewing the effectiveness of working relationships with colleagues and stakeholders. 		

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 15 (D2): Develop productive working relationships with colleagues and stakeholders

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Identify stakeholders and the background to and nature of their interest in the activities and performance of the organisation.						
2 Establish working relationships with relevant colleagues and stakeholders.						
3 Recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders and, particularly in situations of matrix management, their managers' requirements.						
4 Create an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with.						
5 Understand difficult situations and issues from your colleague's perspective and provide support, where necessary, to move things forward.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
6 Provide colleagues and stakeholders with appropriate information to enable them to perform effectively.						
7 Consult colleagues and stakeholders in relation to key decisions and activities and take account of their views, including their priorities, expectations and attitudes to potential risks.						
8 Fulfil agreements made with colleagues and stakeholders and let them know.						
9 Advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements.						
10 Identify and sort out 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.						
11 Monitor and review the effectiveness of working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement.						
12 Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders.						

Additional evidence (if applicable):

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Unit 15 (D2): Develop productive working relationships with colleagues and stakeholders

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You present information clearly, concisely, accurately and in ways that promote understanding.						
2 You show respect for the views and actions of others.						
3 You seek to understand people's needs and motivations.						
4 You comply with and ensure others comply with legal requirements, industry regulations, organisational policies and professional codes.						
5 You create a sense of common purpose.						
6 You work towards win-win solutions.						
7 You show sensitivity to internal and external politics that impact on your area of work.						

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
8 You keep promises and honour commitments						
9 You consider the impact of your own actions on others.						
10 You use communication styles that are appropriate to different people and situations.						
11 You work to develop an atmosphere of professionalism and mutual support.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 16: Plan the workforce

Unit code: D4

Unit credit: 12

Unit level: 11

Introduction

What this unit is about

This unit is about taking a lead in identifying the workforce requirements of your organisation and how these will be satisfied. It involves considering the strategic objectives and plans of the organisation to decide whether the workforce should be expanded, maintained or contracted.

It also involves considering whether there is an appropriate mix of people to achieve the organisation's objectives, and whether any problems with this can be sorted out by recruiting staff, moving staff to other positions or making staff redundant.

'Workforce' covers any person who works for the organisation. Colleagues do not have to be directly employed as there is a wide range of contractual arrangements which could be used to provide the people the organisation needs, and part of the planning process is to decide how this is managed.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is closely linked to units **B3: Develop a strategic business plan for your organisation**, **B4: Put the strategic business plan into action** and **D3: Recruit, select and keep colleagues** in the overall suite of National Occupational Standards for Management and Leadership.

If your organisation is a small firm, you should look at unit J1: Review your staffing, which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which may be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in planning the workforce. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Analysing
- Balancing competing needs and interests
- Communicating
- Contingency-planning
- Decision-making
- Evaluating
- Information management
- Monitoring
- Planning
- Prioritising
- Thinking creatively
- Thinking strategically

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 What an effective workforce plan should cover. 2 The information required to undertake workforce planning. 3 Sources of specialist expertise in relation to workforce planning and how to make use of them. 4 Legislation and requirements relating to employment, workers' welfare and rights, equality and health and safety. 5 How to take account of equality, diversity and inclusion issues in workforce planning. 6 Strategies and/or services which need to be in place for when people leave, including redundancy counselling. 7 The importance of putting contingency arrangements in place and how to do so effectively. 8 How a multicultural and international workforce can benefit the organisation. 9 The different ways in which workforce requirements can be met, their advantages and disadvantages, costs and benefits 		
<p>Industry/sector-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 Types of employment agreements typically used within the industry/sector. 2 Patterns for employing, recruiting, and keeping people in the industry/sector. 3 Trends and developments in the sector which are relevant to workforce planning. 4 Legislation, regulations and codes of practice that apply in the industry/sector. 5 Working culture and practices of the industry/sector 		

Knowledge and understanding	Type of evidence	Date
<p>Context specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 The organisation’s vision, strategic objectives and associated plans, structure, values and culture. 2 Employment agreements with people working in and for the organisation. 3 The capacity and capability of the current workforce. 4 The diversity of the organisation’s workforce. 5 Factors affecting workforce planning in the organisation. 6 Local employment market conditions. 7 Employment policies and practices within the organisation - including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions. 		

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 16 (D4): Plan the workforce

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Evaluate the organisation's strategic objectives and associated plans to obtain information needed for workforce planning purposes and identify any key issues for further consideration.						
2 Identify the type of skills, knowledge, understanding and experience required to undertake current and planned organisational activities.						
3 Review capacity and capability of the current workforce to meet identified skills, knowledge, understanding and experience requirements.						
4 Seek and make use of specialist expertise to assist in workforce planning activities, as necessary.						
5 Specify workforce requirements that are capable of achieving the organisation's objectives.						
6 Make sure that the organisation has a diverse workforce which provides a suitable mix of people to achieve its objectives.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
7 Make sure the cultural needs and requirements of your workforce are considered to maximise efficiency for the organisation.						
8 Develop plans that meet the organisation's long, medium, and short-term requirements, making best use of people from inside and from outside the organisation.						
9 Ensure a mix of full-time, part-time, temporary and contractual workers appropriate to the needs of the organisation.						
10 Make sure that resources needed to recruit, keep and redeploy people are available.						
11 Make sure that plans incorporate contingency arrangements to deal with unforeseen circumstances and maintain business continuity.						
12 Communicate workforce plans to relevant people for information.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 16 (D4): Plan the workforce

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You recognise the opportunities presented by the diversity of people.						
2 You are vigilant for potential risks.						
3 You identify systemic issues and trends and recognise their effect on current and future work.						
4 You anticipate likely future scenarios based on realistic analysis of trends and developments.						
5 You take decisions in uncertain situations or based on incomplete information when necessary.						
6 You take and implement difficult and/or unpopular decisions, if necessary.						
7 You work towards a clearly defined vision of the future.						
8 You use communication styles that are appropriate to different people and situations.						

Additional evidence (if applicable):

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Unit 17: Build and sustain collaborative relationships with other organisations

Unit code: D17

Unit credit: 6

Unit level: 11

Introduction

What this unit is about

This unit is about building and sustaining collaborative relationships with other organisations which share objectives that are similar or complementary to your own organisation's objectives. It does not cover setting up a formal legal partnership, but it does describe good practice in identifying and selecting suitable organisations to collaborate with and a process to ensure that your work with the other organisation is as effective as possible.

Who is the unit for?

The unit is recommended for middle managers and senior managers.

Links to other units

This unit is linked to units **B10: Manage risk**, **D12: Participate in meetings**, **E10: Take effective decisions** and **E11: Communicate information and knowledge** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in managing partnership arrangements. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Assessing
- Balancing competing needs and interests
- Communicating
- Decision-making
- Evaluating
- Information management
- Negotiating
- Planning
- Presenting information
- Reporting
- Reviewing
- Risk management
- Setting objectives
- Valuing and supporting others

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 The importance of identifying and evaluating potential partners. 2 How to identify the potential benefits to each party of collaboration. 3 How to identify the aims, values and working practices of potential partners and assess how compatible these are with your organisation's aims, values and working practices. 4 How to identify the potential costs, both in terms of money and time, to each party of working together. 5 The importance of agreeing with partners the benefits and costs to each party of working together. 6 The importance of basing your decision to collaborate with potential partners on your evaluation of net potential benefits, the compatibility of the two parties and your ability to mitigate any risks involved, and how to do so. 7 The importance of identifying and agreeing with partners the aims and objectives of collaboration, and how to do so. 8 The importance of identifying and agreeing the actions each party will take and when, and how to do so. 9 The importance of identifying and agreeing the arrangements for communicating with each other and reporting progress, and how to do so. 10 How to identify and evaluate any risks involved in working together. 11 The importance of identifying and agreeing how and when you will review the partnership and its effectiveness, and how to do so. 		

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <p>12 The importance of taking agreed actions at the agreed time and informing people promptly if you are unable to do so and the reasons for this.</p> <p>13 The importance of supporting partners to take their agreed actions at the agreed time, and how to do so.</p> <p>14 The importance of reporting and receiving reports from partners according to arrangements agreed, and how to do so.</p> <p>15 How to provide feedback to partners in ways that help them to perform effectively and reinforce their commitment and enthusiasm for collaboration.</p> <p>16 How to process information supplied by partners in line with arrangements and data protection legislation.</p> <p>17 The principles of effective communication and how to apply them.</p>		
<p>Industry/sector-specific knowledge and understanding</p> <p>1 Industry/sector requirements and legislation for collaboration with other organisations to achieve common or complementary objectives.</p>		
<p>Context-specific knowledge and understanding</p> <p>1 Your organisation's aims, values and working practices.</p> <p>2 Legal and organisational requirements for data protection.</p> <p>3 Confidentiality policies for each organisation and how they may impact on the collaboration.</p> <p>4 Who has a right to the information and knowledge you are communicating.</p>		

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 17 (D17): Build and sustain collaborative relationships with other organisations

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Identify organisations which share common or complementary objectives and evaluate the feasibility of collaboration in line with your organisation’s strategic objectives.						
2 Decide whether to collaborate with other organisations, based on an evaluation of mutual net potential benefits, the compatibility of the two organisations and your ability to mitigate any risks involved.						
3 Agree internally and with the other organisation: <ul style="list-style-type: none"> • the aims and objectives of collaboration • the benefits each organisation expects from collaboration • the costs to each organisation from collaboration • the actions each organisation will take and when • the required outcomes from collaboration • arrangements for communicating with each other and reporting progress • arrangements for processing information in line with relevant legislation • how and when you will review the effectiveness of your collaboration. 						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
4 Take agreed actions at the agreed time; inform the other organisation if you are unable to do so and the reasons for this.						
5 Support the other organisation to take their agreed actions at the agreed time.						
6 Report to, and receive reports from, the other organisation according to arrangements agreed.						
7 Provide feedback to the other organisation in ways that help them to perform effectively and reinforce their commitment and enthusiasm for collaboration.						
8 Process information supplied by the other organisation in line with arrangements and relevant legislation.						
9 Review the effectiveness of your collaboration at agreed times and agree: <ul style="list-style-type: none"> • the extent to which the aims and objectives have been achieved • the actions carried out by each organisation, any deviations from the actions agreed and reasons for these • any failures or mistakes, the reasons for these and ways of avoiding these failures or mistakes in the future • the costs to each organisation of collaboration and ways in which these costs may be reduced in the future • the benefits to each organisation, the value of these benefits and how mutual benefits may be increased in the future • the extent to which the expectations of each organisation have been met • any changes to make your collaboration more effective in the future. 						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 17 (D17): Build and sustain collaborative relationships with other organisations

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You present information clearly, concisely, accurately and in ways that promote understanding.						
2 You keep people informed of plans and developments.						
3 You show respect for the views and actions of others.						
4 You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.						
5 You identify clearly the value and benefits to people of a proposed course of action.						
6 You act to understand and influence the climate and culture of the organisation/partnership.						
7 You identify and work with people and organisations that can provide support for your work.						
8 You clarify your own and others' expectations of relationships.						
9 You articulate the assumptions made and risks involved in understanding a situation.						
10 You identify the range of elements in a situation and how they relate to each other.						

Additional evidence (if applicable):

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Unit 18: Obtain additional finance for the organisation

Unit code: E3

Unit credit: 18

Unit level: 10

Introduction

What this unit is about

This unit is about identifying the need for and obtaining additional finance to fund the organisation's proposed activities. The organisation may already be generating some surplus income through the ongoing supply of its products and/or services. This may be insufficient, however, to fund activities such as investment in new equipment or proposed changes to products and/or services and it is in instances such as these where additional finance might be required.

A key aspect of this unit is identifying types of finance and funding providers which are appropriate to the particular needs of the organisation.

Whilst you would be expected to draw on the expertise of financial specialists, you are not expected to be a financial specialist yourself.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to units **B3: Develop a strategic business plan for your organisation** and **B4: Put the strategic business plan into action** in the overall suite of National Occupational Standards for Management and Leadership.

If your organisation is a small firm, you should look at unit *G3: Get finance for the business*, which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which **may** be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in obtaining additional finance for the organisation. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Thinking strategically
- Questioning
- Information management
- Evaluating
- Presenting information
- Communicating
- Decision-making
- Risk management
- Prioritising
- Contingency-planning
- Monitoring
- Involving others
- Planning
- Forecasting
- Influencing and persuading
- Problem-solving
- Leadership
- Reviewing
- Negotiating

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 Why organisations might need additional finance for their proposed activities. 2 Where to obtain and how to evaluate information in order to identify an organisation's requirement for additional finance. 3 Sources of specialist financial expertise and how to make effective use of them. 4 Different types of finance. 5 Different providers of finance. 6 How to evaluate the costs, benefits and risks of different types and providers of finance. 7 Criteria for selecting types and providers of finance which are appropriate to organisational needs and the views of stakeholders. 8 The importance of risk in obtaining additional finance and ways in which the level of risk can be identified and managed. 9 How to work out the full cost of obtaining finance from providers. 10 The importance of consulting with relevant people in the organisation and key stakeholders on proposals and recommendations for obtaining additional finance. 11 The importance of submitting clear proposals or bids or applications to potential providers of finance and allowing sufficient time for their submission and consideration. 12 The type of formal agreements that should be put in place with providers of finance and what they should cover. 13 The type of actions that might need to be taken in the event of a shortfall in additional funding. 		

Knowledge and understanding	Type of evidence	Date
General knowledge and understanding		
<p>14 Why it is necessary to put contingency plans in place in relation to obtaining additional finance and the type of contingencies that might occur.</p> <p>15 How to monitor the effectiveness of agreements put in place for providing additional finance.</p> <p>16 The changes that might need to be made to agreements for additional finance.</p>		
Industry/sector-specific knowledge and understanding		
<p>1 The types and providers of finance that tend to be used in your industry or sector, and why they are preferred.</p> <p>2 Guidelines and codes of practice and any legislative, regulatory and ethical requirements in relation to types and providers of funding in your industry or sector.</p>		
Context-specific knowledge and understanding		
<p>1 The vision, objectives and plans of the organisation.</p> <p>2 The proposed activities of the organisation, including those which require additional finance.</p> <p>3 The organisation's stakeholders and their views in relation to the financing of the organisation's activities.</p> <p>4 The current types and providers of finance used by the organisation and other potential types and providers of finance and their associated costs, benefits and risks.</p> <p>5 The particular needs of the organisation in terms of securing additional finance, including the organisation's attitude to risk.</p> <p>6 Relevant people in the organisation and any key stakeholders who should be consulted on proposals and recommendations for obtaining additional finance.</p> <p>7 Proposals or bids or applications submitted to providers of finance and how they have been progressed.</p> <p>8 Formal agreements with providers of additional finance to the organisation.</p>		

Knowledge and understanding	Type of evidence	Date
<p data-bbox="320 1368 352 2018">Context-specific knowledge and understanding</p> <p data-bbox="363 864 395 2018">9 The contingency plans that have been put in place in relation to additional finance.</p> <p data-bbox="406 651 480 2018">10 The specialist financial expertise currently used by your organisation and other potential sources of expertise.</p> <p data-bbox="491 651 564 2018">11 The systems in place for monitoring the effectiveness of the agreements for additional finance and identifying changes to agreements and improvements for the future.</p>		

Additional evidence (if applicable):

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Unit 18 (E3): Obtain additional finance for the organisation

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Identify the additional finance required to fund the organisation's proposed activities.						
2 Seek and make effective use of specialist financial expertise.						
3 Evaluate the costs, benefits and risks of the current types and providers of finance used by the organisation and other potential types and providers of finance.						
4 Select the types of finance which are most appropriate to the needs of the organisation, taking account of levels of acceptable risk and views of stakeholders, and identify possible providers.						
5 Present fully-costed proposals and recommendations for obtaining additional finance to relevant people in the organisation and, where appropriate, any key stakeholders, and discuss and agree on potential providers of finance.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
6 Ensure timely submission of clear proposals or bids or applications to potential providers of finance and seek regular updates on progress.						
7 Put formal agreements in place with providers for agreed amounts of finance at agreed times and, as appropriate, agreed costs and repayment schedules.						
8 Identify any shortfall in the level of additional funding obtained and take appropriate action.						
9 Put contingency plans in place to deal with any problems in the additional finance being made available and any changes to the level of additional finance required.						
10 Monitor the effectiveness of the agreements for providing additional finance, identifying and making changes where necessary and identifying improvements for the future.						

Additional evidence (if applicable):

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Unit 18 (E3): Obtain additional finance for the organisation

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You reflect regularly on your own and others' experiences, and use these to inform future action.						
2 You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.						
3 You show sensitivity to stakeholders' needs and interests and manage these effectively.						
4 You identify the implications or consequences of a situation.						
5 You act within the limits of your authority.						
6 You identify and work with people and organisations that can provide support for your work.						

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
7 You constructively challenge the status quo and seek better alternatives.						
8 You are vigilant for potential risks						
9 You identify and raise ethical concerns.						
10 You recognise changes in circumstances promptly and adjust plans and activities accordingly.						
11 You work to a clearly defined vision of the future.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p>	<p>PD = PROFESSIONAL DISCUSSION</p>
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Unit 19: Promote the use of technology within your organisation

Unit code: E4

Unit credit: 12

Unit level: 11

Introduction

What this unit is about

This unit is about your role in making sure that the organisation gets the technology it needs and uses it in the best way possible. Technology might mean information or communications technology, equipment, machinery and so on. It does not necessarily mean using complicated technology or the latest invention. Instead it is about assessing the use of technology and improving it, which might mean making better use of what is already in place or even shifting to a lower-tech solution if that is appropriate.

You are not expected to be a technology specialist but you would be expected to be able to work with specialists as appropriate.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to units **B2: Map the environment in which your organisation operates**, **B3: Develop a strategic business plan for your organisation**, **B4: Put the strategic business plan into action** and **C3: Encourage innovation in your organisation** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in promoting the use of technology in your organisation. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Thinking strategically
- Involving others
- Questioning
- Communicating
- Problem-solving
- Thinking systematically
- Monitoring
- Reporting
- Contingency-planning
- Consulting
- Information management
- Benchmarking
- Networking
- Reviewing
- Planning
- Innovating
- Leadership

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 Different types of technology. 2 How to keep up to date with the key developments in technology. 3 The main factors to consider when assessing the use and/or introduction of new technology, including the full costs and benefits. 4 The importance of consulting with colleagues and other relevant parties in relation to technology. 5 What an effective strategy for using technology should cover. 6 The importance of contingency-planning in relation to the ongoing use and/or introduction of technology and how to do this effectively. 7 Different techniques and methods for communicating the organisation's approach to and strategy for using technology. 8 How to benchmark your organisation's use of strategy against other organisations. 9 Sources of specialist expertise in relation to technology. 10 How to establish systems for reviewing the implementation of the strategy for using technology and identifying areas for improvement. 11 The type of resources and support needed to enable colleagues to make the best use of the available technology. 12 How to identify sustainable resources and ensure their effective use to support the use of technology. 		

Knowledge and understanding	Type of evidence	Date
<p>Industry/sector- specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 Trends and developments in your industry/sector in relation to technology. 2 The types of technology that are available to your industry/sector and their main features, benefits and drawbacks. 3 Legal requirements, government policies and industry or sector guidelines relating to using technology. 4 Financial or other incentives or support that may be available for investing in technology in your industry/sector. 		
<p>Context-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 The approach(es) to and current use of technology within your organisation. 2 Plans to discard or introduce technology or use existing technology for different purposes. 3 Who needs to be consulted across the organisation in relation to technology. 4 Other relevant parties with an interest in your organisation’s use of technology. 5 The overall vision, values, objectives and plans of the organisation. 6 Your organisation’s specific strategy in relation to using technology, including contingency plans. 7 The needs of your customers. 8 The role of technology in your organisation’s culture and how to build on this. 9 Systems in place for effective monitoring and reporting on the use of technology. 10 The organisations that are similar to your own and the technology they use. 11 The specialists who can advise your organisation on using technology. 12 What technology has already been tried in your organisation and what the outcomes were. 		

Additional evidence (if applicable):

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Unit 19 (E4): Promote the use of technology within your organisation

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 Identify the approach(es) to and current use of technology within your organisation and any plans to discard or introduce technology or use existing technology for different purposes.						
2 Consult with relevant people across the organisation and other relevant parties in order to identify the successful use of technology.						
3 Consult with relevant people across the organisation and other relevant parties to identify opportunities for introducing technology or using existing technology for different purposes.						
4 Ensure that the organisation has a strategy for using technology and that it fits with the overall vision, values, objectives and plans of the organisation.						
5 Communicate the strategy for using technology across the organisation and to other relevant parties.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
6 Ensure that the use of technology is driven by customer needs.						
7 Carry out benchmarking to identify good practice in relation to the use of technology and what lessons can be learnt and applied to your organisation.						
8 Establish systems to monitor implementation of the strategy and report on the overall performance of the organisation in relation to the use of technology.						
9 Seek and make use of specialist expertise to assist in developing, implementing and reviewing the strategy for using technology and monitoring overall performance of the organisation.						
10 Ensure that resources and support are provided across the organisation to enable colleagues to make the best use of the available technology.						
11 Ensure that contingency plans are in place in case technology fails.						

Additional evidence (if applicable):

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Unit 19 (E4): Promote the use of technology within your organisation

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You constructively challenge the status quo and seek better alternatives.						
2 You take personal responsibility for making things happen.						
3 You anticipate likely future scenarios based on realistic analysis of trends and developments.						
4 You articulate the assumptions made and risks involved in understanding a situation.						
5 You take timely decisions that are realistic for the situation.						
6 You balance risks against the benefits that may arise from taking risks.						
7 You constantly seek to improve performance.						
8 You use communication styles that are appropriate to different people and situations.						
9 You create a sense of common purpose						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 20: Ensure an effective organisational approach to health and safety

Unit code: E7

Unit credit: 12

Unit level: 11

Introduction

What this unit is about

This unit is concerned with leading the overall approach to health and safety in your organisation. There are numerous benefits arising from an effective organisational approach to health and safety, including:

- contributing to the wellbeing and productivity of all the people who work for the organisation
- decreasing the risk of injury and ill health to people who work for the organisation and others
- improving the reputation of the organisation in the eyes of customers, suppliers and other stakeholders
- ensuring your organisation meets legislative requirements thus minimising the likelihood of prosecution and consequent penalties.

For the purposes of this unit, an ‘organisation’ can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to units **B7: Provide leadership for your organisation**, **B9: Develop the culture of your organisation**, **E5: Ensure your own actions reduce risks to health and safety** and **E6: Ensure health and safety requirements are met in your area of responsibility** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in ensuring an effective organisational approach to health and safety. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Information management
- Decision-making
- Leadership
- Thinking systematically
- Presenting information
- Involving others
- Questioning
- Consulting
- Reviewing
- Monitoring
- Communicating
- Reporting
- Prioritising
- Planning

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 How and where to identify your personal responsibilities and liabilities under health and safety legislation. 2 How and where to identify organisational responsibilities and liabilities under health and safety legislation. 3 How to keep up to date with legislative and other developments relating to health and safety. 4 How to develop an effective written health and safety policy statement and what it should cover. 5 How to communicate the written health and safety policy statement to people who work for the organisation and other relevant parties. 6 How and when to review and revise the written health and safety policy statement including taking account of views from across the organisation and other relevant parties. 7 How and when to consult with people who work for the organisation or their representatives on health and safety issues. 8 Sources of specialist expertise in relation to health and safety. 9 Ways of developing an organisational culture in which people put health and safety first. 10 Why and how health and safety should inform an organisation's overall strategy, planning and decision-making. 11 How to establish systems for monitoring, measuring and reporting on an organisation's overall health and safety performance. 12 The type of resources required to support an effective organisational approach to health and safety and how these resources should be allocated. 13 The importance of setting a good example to others in relation to health and safety. 		

Knowledge and understanding	Type of evidence	Date
Industry/sector specific knowledge and understanding		
<ol style="list-style-type: none"> 1 Sector-specific legislation, regulations, guidelines and codes of practice relating to health and safety. 2 Health and safety risks, issues and developments that are particular to the industry or sector. 		
Context specific knowledge and understanding		
<ol style="list-style-type: none"> 1 Other relevant parties with an interest in health and safety in your organisation. 2 The organisation's written health and safety policy statement and how it is communicated to people who work for the organisation and to other relevant parties. 3 Mechanisms for consulting with people who work for the organisation or their representatives on health and safety issues. 4 Sources of specialist expertise in health and safety used by the organisation. 5 Systems in place for effective monitoring, measuring and reporting of organisational health and safety performance. 6 The resources allocated across the organisation for health and safety. 7 The organisation's strategy, planning and decision-making processes. 8 The organisation's culture in relation to health and safety. 9 Allocated responsibilities for health and safety across the organisation. 		

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 20 (E7): Ensure an effective organisational approach to health and safety

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 Identify your personal responsibilities and liabilities under health and safety legislation.						
2 Identify the organisation's responsibilities and liabilities under health and safety legislation.						
3 Ensure that the organisation has a written health and safety policy statement that minimises health and safety risks to people who work for the organisation and other relevant parties.						
4 Ensure that the health and safety policy statement is clearly communicated to all people who work for the organisation and other relevant parties.						
5 Ensure that the health and safety policy is put into practice across the organisation and is subject to review and revision as situations change and at regular intervals.						
6 Ensure ongoing consultation with people who work for the organisation or their representatives on health and safety issues.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
7 Seek and make use of specialist expertise in relation to health and safety issues.						
8 Ensure that systems are in place for effective monitoring, measuring and reporting of your organisation's health and safety performance.						
9 Show continuous improvement of the organisation in relation to health and safety performance.						
10 Develop an organisational culture in which people put 'health and safety' first and make health and safety a priority area in terms of informing the organisation's overall strategy, planning and decision-making.						
11 Demonstrate that your own actions reinforce the messages in the organisation's health and safety policy statement.						
12 Ensure that sufficient resources are allocated across the organisation to deal with health and safety issues.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p>	<p>PD = PROFESSIONAL DISCUSSION</p>
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Unit 20 (E7): Ensure an effective organisational approach to health and safety

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You respond quickly to crises and problems with a proposed course of action.						
2 You identify people's information needs.						
3 You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.						
4 You are vigilant for possible risks and hazards.						
5 You take personal responsibility for making things happen.						
6 You identify the implications or consequences of a situation.						
7 You constantly seek to improve performance.						
8 You treat individuals with respect and act to uphold their rights.						

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
9 You use a range of leadership styles appropriate to different people and situations.						
10 You create a sense of common purpose.						
11 You use communication styles that are appropriate to different people and situations.						

Additional evidence (if applicable):

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Unit 21: Promote knowledge management in your organisation

Unit code: E13

Unit credit: 7

Unit level: 11

Introduction

What this unit is about

This unit is about promoting knowledge management - the systematic identification, creation, development, capture, sharing and transferring of salient information and expertise - across your organisation. It involves being clear about how knowledge adds value to your organisation, putting in place strategies, systems and tools for knowledge management and influencing the culture of the organisation to be supportive of effective knowledge management. It also involves implementing effective systems and procedures to protect intellectual property from unauthorised use.

Who is the unit for?

The unit is recommended for senior managers who have responsibility for promoting knowledge management across their organisation, or their part of the organisation.

Links to other units

This unit is based on two units from the Knowledge Management standards developed by Lifelong Learning UK for specialists in the field of knowledge management: *D1: Develop policies and strategies for knowledge management* and *D7: Foster knowledge management culture, behaviours and skills*.

It is linked to units **E10: Take effective decisions**, **E11: Communicate information and knowledge** and **E12: Manage knowledge in your area of responsibility** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in communicating information and knowledge. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Analysing
- Assessing
- Communicating
- Decision-making
- Evaluating
- Influencing
- Involving others
- Monitoring
- Obtaining feedback
- Planning
- Presenting information
- Providing feedback
- Reviewing

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 Existing and emerging knowledge management theories, concepts, strategies, principles, techniques and good practice. 2 Systems and tools available to support knowledge management and how to select appropriate ones. 3 How to specify standards and processes to support knowledge management. 4 Systems and procedures to protect intellectual property from unauthorised use and how to identify and develop appropriate ones. 5 How to evaluate the value of knowledge and knowledge management to the organisation. 6 How to develop and gain support for organisational strategies. 7 The importance of monitoring and reviewing progress and how to do so. 		
<p>Industry/sector-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 Industry/sector requirements and benchmarks for knowledge management. 		
<p>Context-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 How knowledge is created, developed, shared and used in your organisation. 2 Your organisation's culture, values and work practice and how these may help or hinder effective knowledge management. 3 Potential supporters and collaborators in your organisation. 4 Senior managers and key influencers in your organisation 		

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 21 (E13): Promote knowledge management in your organisation

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Identify where key knowledge is created, developed, shared and transferred and how it adds value to your organisation.						
2 Define and gain support for strategies to facilitate the building and maintenance of organisational knowledge.						
3 Specify standards and processes that support knowledge creation, development, sharing and capture and which ensure that valuable knowledge is recorded.						
4 Make available the systems and tools required to support knowledge management and ensure people have the necessary guidance and competence to use them effectively.						
5 Identify where organisational culture, values, work practices and behaviours hinder effective knowledge management and any changes required.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
6 Find supporters and collaborators and identify with them strategies and activities for implementing changes in organisational culture, values, work practices and behaviours to enable effective knowledge management.						
7 Encourage senior managers and key influencers within your organisation to act as role models in sharing knowledge, using knowledge management standards, systems, tools and processes and capturing the benefits from doing so.						
8 Implement effective systems and procedures to protect intellectual property from unauthorised use.						
9 Identify and implement processes that promote effective knowledge management and communicate the benefits of doing so.						
10 Monitor and review progress in embedding a knowledge management culture in your organisation and plan any essential changes.						
11 Evaluate and record the value of knowledge management to the organisation.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 21 (E13): Promote knowledge management in your organisation

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You identify people's information needs.						
2 You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.						
3 You create a sense of common purpose.						
4 You identify people's preferred communication media and styles and adopt media and styles appropriate to different people and situations.						
5 You present information clearly, concisely, accurately and in ways that promote understanding.						
6 You analyse and structure information to develop knowledge that can be shared.						
7 You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.						

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
8 You check the validity and reliability of information.						
9 You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.						
10 You make appropriate information and knowledge available promptly to those who need it and have a right to it.						
11 You encourage others to share information efficiently, within the constraints of confidentiality.						
12 You take timely decisions that are realistic for the situation.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 22: Outsource business processes

Unit code: E17

Unit credit: 9

Unit level: 9

Introduction

What this unit is about

This unit is about outsourcing business processes which are not part of your organisation's core competencies.

It covers the outsourcing of discrete functions - such as payroll management, cleaning or security - as well as more complex processes, such as helpline provision, manufacturing or product assembly. It covers outsourced processes delivered on your premises (e.g. catering) and processes carried out at the vendor's premises (which may be in your country or in another country to take advantage of time zone differences, specialist expertise, tax concessions or low labour costs).

Who is the unit for?

The unit is for those managers who have strategic responsibility for outsourcing non-core business processes for their organisation, or their part of the organisation.

Links to other units

This unit is linked to units **E15: Procure supplies**, **E16: Select suppliers through a tendering process**, **F3: Manage business processes**, **F12: Improve organisational performance** and **F13: Manage quality systems** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in outsourcing business processes. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Analysing
- Assessing
- Communicating
- Decision-making
- Evaluating
- Monitoring
- Negotiating
- Persuading
- Presenting information
- Questioning

- Researching
- Reviewing
- Risk management
- Thinking strategically

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 The difference between core and non-core business processes. 2 How to analyse your organisation's core competences. 3 How to assess the potential benefits, costs, disadvantages, risks, and legal and ethical implications of outsourcing non-core processes. 4 How to make a detailed and convincing business case for outsourcing non-core processes. 5 The potential human resource implications of outsourcing, including redundancy, redeployment, training and development, and cultural issues, and how to address these. 6 How to identify potential vendors to which you could outsource the process. 7 How to evaluate potential vendors, including the use of relevant vendor rating systems. 8 The importance of inviting potential vendors to tender against a clear specification of your requirements. 9 How to evaluate and select the vendor which best meets your criteria. 10 Techniques for negotiating and agreeing a legally-binding outsourcing contract. 11 The importance of a legally-binding outsourcing contract with a vendor specifying in detail the volume and level of service to be provided, payment terms and how the vendor's performance will be monitored. 12 The importance of communicating the outsourcing plans internally and externally as required, and how to do so clearly and effectively. 		

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <p>13 How to monitor a vendor's performance in line with the contract, promptly and effectively addressing any anomalies that occur.</p> <p>14 The importance of working closely with the vendor to transfer the business process to them.</p> <p>15 How to identify potential risks and emerging issues when transferring the business process and how to resolve them.</p> <p>16 The importance of reviewing the outsourcing arrangement at agreed points and in the event of significant changes in the business environment.</p>		
<p>Industry/sector specific knowledge and understanding</p>		
<p>1 Industry/sector requirements for outsourcing business processes.</p>		
<p>Context specific knowledge and understanding</p>		
<p>1 Your organisation's core competences.</p> <p>2 Your organisation's core and non-core business processes.</p> <p>3 Your organisation's procedures and relevant legal requirements for inviting tenders to supply your requirements.</p>		

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p>	<p>PD = PROFESSIONAL DISCUSSION</p>
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Unit 22 (E17): Outsource business processes

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 Analyse your organisation's core competences and identify any business processes which are non-core.						
2 Assess the potential benefits, costs, disadvantages, risks and legal and ethical implications of outsourcing non-core processes and make a detailed and convincing business case.						
3 Plan to address the human resource implications of outsourcing, including any redundancy, redeployment, training and development, and cultural issues.						
4 Identify and evaluate potential vendors to which you could outsource the process.						
5 Invite potential vendors to tender against a clear specification of your requirements and select the vendor which best meets your criteria.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
6 Work with legal specialists to negotiate and agree an outsourcing contract with the vendor which specifies, in detail, the volume and level of service to be provided, payment terms and how the vendor's performance will be monitored.						
7 Communicate the outsourcing plans clearly and effectively, both internally and externally as required, monitoring reactions carefully and addressing people's concerns.						
8 Work closely with the vendor to transfer the business process to them, paying close attention to potential risks and emerging issues.						
9 Monitor the vendor's ongoing performance in line with the contract, promptly and effectively addressing any anomalies that occur.						
10 Review the outsourcing arrangement at agreed points and in the event of significant changes in the business environment.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p>	<p>PD = PROFESSIONAL DISCUSSION</p>
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Unit 22 (E17): Outsource business processes

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You constantly seek to improve performance.						
2 You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.						
3 You present information clearly, concisely, accurately and in ways that promote understanding.						
4 You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.						
5 You work towards win-win solutions.						
6 You show sensitivity to internal and external politics that impact on your own area of work.						
7 You identify and work with people and organisations that can provide support for your work.						

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
8 You clarify your own and others' expectations of relationships.						
9 You display a good understanding of how different factors in the work context relate to each other.						
10 You articulate the assumptions made and risks involved in understanding a situation.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p>	<p>PD = PROFESSIONAL DISCUSSION</p>
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Unit 23: Manage a programme of complementary projects

Unit code:	F2
Unit credit:	12
Unit level:	10

Introduction

What this unit is about

This unit is about managing a specific programme of different projects which are independent but still depend on each other. Taken together, these projects will contribute to achieving a bigger strategic aim.

Who is the unit for?

The unit is recommended for middle managers and senior managers.

Links to other units

This unit is linked to unit **F1: Manage a project** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in managing a programme of complementary projects. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Acting assertively
- Analysing
- Communicating
- Managing conflict
- Delegating
- Decision-making
- Influencing
- Leadership
- Motivating
- Negotiating
- Planning
- Problem-solving
- Questioning
- Stress management
- Time management
- Team-building

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 The difference between project and programme management. 2 The roles and key responsibilities of a programme manager. 3 Principles, processes, tools and techniques for managing programmes. 4 The basic principles, methods and techniques of total quality management. 5 How to manage, motivate, plan, monitor and assess people. 6 How to assess and manage risk. 7 How to manage change within projects and programmes. 		
<p>Industry/sector-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 Programme and project management tools and techniques commonly used in the industry or sector. 2 Risks and contingencies common to the industry/sector. 3 Industry/sector specific legislation, regulations, guidelines and codes of practice. 		
<p>Context-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 The programme sponsor(s) - the individual or group for whom the programme is being undertaken. 2 Key stakeholders - the individuals or groups who have a vested interest in the success of the programme and the organisation. 3 General organisational policies, practices and activities that may affect the programme plan. 		

Knowledge and understanding	Type of evidence	Date
<p>Context-specific knowledge and understanding</p> <p>4 The agreed key objectives and scope of the programme and the available resources.</p> <p>5 The overall vision, objectives and plans of the organisation and any other relevant programmes of work or projects being undertaken.</p> <p>6 Procedures in your organisation for managing finance.</p> <p>7 Procedures in your organisation for buying products and services.</p> <p>8 General legal requirements that are relevant to your organisation.</p> <p>9 General quality standards and processes within your organisation.</p> <p>10 General personnel policies and procedures within your organisation.</p>		

Additional evidence (if applicable):

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Unit 23 (F2): Manage a programme of complementary projects

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Make sure everyone involved is clear about how the programme links to strategic targets.						
2 Take account of all essential needs and translate strategic targets into practical, efficient and effective actions.						
3 Make sure everyone involved understands the critical aspects of putting the programme into practice and arrangements for dealing with contingencies.						
4 Monitor and control the programme so that it achieves the stated objectives in the most effective and efficient way, on time and within the budget.						
5 Provide support to allow programme team members to perform efficiently and effectively.						
6 Make recommendations which identify good practice and areas for improvement.						
7 Tell everyone involved about important issues and the results of putting the programme into practice.						

Additional evidence (if applicable):

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Unit 23 (F2): Manage a programme of complementary projects

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You address multiple demands without losing focus or energy.						
2 You recognise changes in circumstances promptly and adjust plans and activities accordingly.						
3 You find practical ways to overcome barriers.						
4 You keep people informed of plans and developments.						
5 You present information clearly, concisely, accurately and in ways that promote understanding.						
6 You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.						
7 You create a sense of common purpose.						
8 You identify a range of elements in a situation and how they relate to each other.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p>	<p>PD = PROFESSIONAL DISCUSSION</p>
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Unit 24: **Build your organisation's understanding of its market and customers**

Unit code:	F9
Unit credit:	12
Unit level:	9

Introduction

What this unit is about

This unit is about making sure that relevant and reliable information about the organisation's market and customers is constantly available and shared.

The term 'customer' includes internal and external customers of the organisation or part of the organisation that the manager is responsible for.

Who is the unit for?

The unit is recommended for middle managers and senior managers.

Links to other units

This unit is linked to units **F4: Develop and implement marketing plans for your area of responsibility**, **F10: Develop a customer-focused organisation** and **F16: Manage the development and marketing of products/services in your area of responsibility** in the overall suite of National Occupational Standards for Management and Leadership.

If your organisation is a small firm, you should look at unit *B1: Improve your sales and marketing*, which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which may be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in building your organisation's understanding of its market and customers. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Information management
- Communicating
- Analysing
- Assessing
- Thinking strategically
- Forecasting
- Innovating
- Networking
- Presenting information
- Decision-making
- Thinking with a focus on customers

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 Where you can get information about your customers and the market and the advantages and disadvantages of different sources. 2 How you can get information on competitors or similar organisations. 3 How to assess sources of information about your customers and the market to see how suitable they are to use. 4 Sources of professional market research expertise. 5 Methods of gaining customer feedback, and the costs and benefits associated with them. 6 How to analyse, measure and assess data and turn it into information that is suitable for business purposes. 7 Awareness of how information software products can help you collect and analyse information. 8 The legislative and ethical restrictions relating to the collecting, storing and sharing of information. 9 The importance of checking users' understanding of the process for collecting information and their role supporting it. 10 The principles of cost-benefit analysis. 11 The principle that customers buy products and/or services for the benefits they give them. 12 The principle of trying to secure competitive advantage so that more customers will prefer the products and/or services of your organisation. 13 The principles of market segmentation and why this is important. 		

Knowledge and understanding	Type of evidence	Date
Industry/sector-specific knowledge and understanding 1 The sector and market in which your organisation works. 2 Legal and regulatory restrictions that may affect your products and/or services (or both). 3 Sources of specific information about the market and about the customers		
Context-specific knowledge and understanding 1 Your organisation's products, services, technologies and processes. 2 Opportunities for collecting existing and new information about the market and customers. 3 The information about markets and customers that is available within your organisation, and the systems that are used for collecting and storing the information.		

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p>	<p>PD = PROFESSIONAL DISCUSSION</p>
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Unit 24 (F9): Build your organisation’s understanding of its market and customers

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Identify your customers’ current and future needs and expectations and predicted future demand levels.						
2 Identify the market for your products and/or services and any market segments.						
3 Identify and assess current and future developments in your sector, including competitors’ activities.						
4 Identify and assess opportunities to expand into new markets and for innovations that meet customers’ needs.						
5 Identify the reasons why customers use products and/or services from your organisation rather than from your competitors.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
6 Identify and assess any threats to, and weaknesses in, your organisation's products and services.						
7 Make sure there is a shared understanding of your customers and your competitive position in the market across your organisation.						
8 Use information about customers and the market to help managers make decisions.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p>	<p>PD = PROFESSIONAL DISCUSSION</p>
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Unit 24 (F9): Build your organisation’s understanding of its market and customers

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You analyse and structure information to develop knowledge that can be shared.						
2 You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.						
3 You recognise your own strengths and limitations, play to your strengths and use alternative strategies to minimise the impact of your limitations.						
4 You anticipate likely future scenarios based on a realistic analysis of trends and developments.						
5 You identify the implications or consequences of a situation.						
6 You articulate the assumptions made and risks involved in understanding a situation.						

Additional evidence (if applicable):

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Unit 25: Develop a customer-focused organisation

Unit code: F10

Unit credit: 12

Unit level: 11

Introduction

What this unit is about

This unit is about ensuring that your organisation puts customers first. The organisation's vision, values, processes and systems, for example, should all be clearly driven by and geared to satisfying customer needs.

In this unit, 'customer' refers to both internal and external customers.

For the purposes of this unit, 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to unit **B9: Develop the culture of your organisation**, **F9: Build your organisation's understanding of its market and customers**, **F12: Improve organisational performance** and **F17: Manage the delivery of customer service in your area of responsibility** in the overall suite of National Occupational Standards for Management and Leadership.

There is also a suite of National Occupational Standards for Customer Service which is aimed at those in customer service roles or whose roles have a significant customer service component. You can obtain further information from the Institute of Customer Service (ICS) on tel. 01206 571 716 or at the ICS website (www.instituteofcustomerservice.com).

If your organisation is a small firm, you should look at unit *C1: Look after your customers*, which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which may be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in developing a customer-focused organisation. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Thinking strategically
- Thinking with a focus on customers
- Evaluating
- Monitoring
- Motivating
- Leadership
- Empowering
- Building consensus
- Reviewing

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 The principles of effective customer service. 2 The factors that make customers satisfied. 3 The importance of achieving customer satisfaction. 4 How to measure the level of customer service being provided. 5 The benefits of forming partnerships to maintain and improve customer service. 6 Best practice in customer service outside your own sector. 7 Techniques and reward strategies for motivating staff. 8 Sustainable process/systems design and management. 		
<p>Industry/sector-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 Current and emerging trends that are likely to affect your products and/or services. 2 Developments in technology. 3 Where to make effective strategic partnerships. 4 The legal and regulatory framework within which you work, including customer and consumer rights, relevant codes of practice and ethical codes 		

Knowledge and understanding	Type of evidence	Date
<p>Context-specific knowledge and understanding</p> <ol style="list-style-type: none"> 1 Your organisation's products and/or services. 2 The overall vision, objectives and associated plans of your organisation. 3 Your organisation's customers. 4 The strengths and weaknesses of your organisation in terms of satisfying customers. 5 How a change in your market, structure, products or services will affect your customers. 6 The activities and services of your competitors or similar organisations, and how this may affect your products, services and processes. 		

Additional evidence (if applicable):

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Unit 25 (F10): Develop a customer focussed organisation

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Establish a shared vision and understanding of how staff in your organisation will work with customers.						
2 Establish a set of customer-based values and beliefs which develops suitable skills, behaviours and attitudes leading to an environment that puts the customer first.						
3 Ensure that customer-focused sustainable processes and systems exist throughout the organisation.						
4 Ensure that there are schemes in place that maintain staff loyalty and commitment to providing a level of service that beats customers' expectations.						
5 Establish partnerships, where appropriate, with other organisations to maintain and improve services to customers.						
6 Ensure that joint activities are undertaken with customers in order to identify and make improvements to the level of customer service provided by your organisation.						
7 Measure, periodically, the level of customer service your organisation is providing.						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p> <p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p> <p>P = PRODUCTS OF THE LEARNER'S WORK</p> <p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p> <p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>PD = PROFESSIONAL DISCUSSION</p> <p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p> <p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p> <p>EPW = EXPERT WITNESS TESTIMONY</p> <p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>
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Unit 25 (F10): Develop a customer focussed organisation

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You constantly seek to improve performance.						
2 You find practical ways to overcome barriers.						
3 You show a clear understanding of different customers and their needs.						
4 You give people opportunities to provide feedback and you respond appropriately.						
5 You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.						
6 You articulate a vision that generates excitement, enthusiasm and commitment.						
7 You model behaviour that shows respect, helpfulness and co-operation.						
8 You advocate customers' interests within your organisation.						

Additional evidence (if applicable):

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Unit:26

Carry out quality audits

Unit code:	F15
Unit credit:	6
Unit level:	10

Introduction

What this unit is about

This unit is about carrying out quality audits as part of a formal quality management system, such as ISO9001:2000 or sector-specific systems.

Quality auditors require technical knowledge of the quality system and standards with which they are working and a good understanding of the processes and procedures they are auditing. They need to carry out quality audits professionally and rigorously in order to reveal any nonconformances. They also need interpersonal skills to carry out audits in such a way that auditees (ie those being audited) do not feel threatened, but rather feel empowered to continuously improve the quality of their work.

Who is the unit for?

The unit is for quality auditors - those carrying out formal audits of compliance with quality systems.

Links to other units

This unit is linked to units **F13: Manage quality systems** and **F14: Prepare for and participate in quality audits** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in carrying out quality audits. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Assessing
- Benchmarking
- Communicating
- Decision-making
- Evaluating
- Interviewing
- Involving others
- Monitoring
- Planning
- Questioning
- Reporting
- Researching
- Reviewing
- Setting objectives

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 Quality management principles, methods, tools, techniques and current developments in best practice. 2 How to carry out quality audits and the importance of doing so according to an agreed plan and schedule. 3 Different ways of carrying out quality audits to enhance auditees' confidence in the quality system and their commitment to meeting and maintaining quality standards, and the importance of doing so. 4 The importance of giving auditees the required period of notice of your intention to audit. 5 The importance of preparing carefully for the audit, and how to do so. 6 The importance of communicating information clearly, concisely and accurately, and how to do so. 7 How to carry out an investigation in sufficient detail to reveal any discrepancies. 8 How to decide on appropriate corrective actions to remedy each discrepancy and the date by which the actions should be carried out, and the importance of agreeing this with the auditees. 9 How to identify and analyse inherent problems with processes and quality procedures and why it is important to report your finding and recommendations with an appropriate degree of urgency. 10 The importance of checking with auditees that corrective actions have been carried out by agreed dates, and how to do so. 		

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <p>11 How to keep complete records of quality audits and the importance of making your audit reports available to authorised people.</p> <p>12 How to identify the discrepancies that present serious and/or immediate risks to individuals or to the organisation and the importance of promptly bringing this to the attention of your manager or quality specialists</p>		
<p>Industry/sector-specific knowledge and understanding</p> <p>1 Industry/sector requirements for quality management and auditing</p>		
<p>Context-specific knowledge and understanding</p> <p>1 The culture and quality management systems in place in the organisation in which the audit is being carried out.</p> <p>2 The customers of the audit - those requiring the audit to be carried out - and their needs.</p> <p>3 The responsibilities of the auditees and the quality procedures that apply to their work.</p> <p>4 Sources of advice, guidance and support from your manager and/or quality specialists if you cannot agree a discrepancy or corrective action with auditees.</p> <p>5 The limits of your own knowledge, skills and competence.</p> <p>6 Your organisation's policies and procedures for keeping full and accurate records.</p> <p>7 The authorised personnel who should receive your audit reports.</p>		

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p>	<p>PD = PROFESSIONAL DISCUSSION</p>
	<p>Q&A = OUTCOMES FROM ORAL OR WRITTEN QUESTIONING</p>	<p>A = ASSIGNMENT, PROJECT/CASE STUDIES</p>
	<p>P = PRODUCTS OF THE LEARNER'S WORK</p>	<p>WT = AUTHENTIC STATEMENTS/WITNESS TESTIMONY</p>
	<p>RA = PERSONAL STATEMENTS AND/OR REFLECTIVE ACCOUNTS</p>	<p>EPW = EXPERT WITNESS TESTIMONY</p>
	<p>S = OUTCOME FROM SIMULATION, WHERE PERMITTED BY THE ASSESSMENT STRATEGY</p>	<p>RPL = EVIDENCE OF RECOGNITION OF PRIOR LEARNING</p>

I confirm that the evidence detailed in this Unit is my own work and meets the requirements of the National Occupational Standards.

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I confirm that the candidate has achieved all the requirements of this Unit.

Assessor signature: _____	Date: _____
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Unit 26 (F15): Carry out quality audits

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Carry out quality audits according to a plan and schedule that meets the needs of those requiring the audits to be carried out.						
2 Carry out quality audits in ways which enhance auditees' confidence in the quality system and their commitment to meeting and maintaining quality standards.						
3 Give auditees the required period of notice of your intention to audit.						
4 Prepare carefully to establish clearly: <ul style="list-style-type: none"> • the scope of the audit • the responsibilities of the auditees • the quality procedures that apply to their work • previous audit history. 						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
5 Clarify with auditees the purpose of the audit and the roles, responsibilities and expectations of yourself and the auditees.						
6 Carry out an investigation of the auditees' work in sufficient detail to reveal any deviations from relevant quality procedures.						
7 Adapt your behaviour, where necessary, to encourage auditees to co-operate fully to achieve the purpose of the audit.						
8 Share with the auditees the results of the audit and agree appropriate corrective actions to remedy any nonconformances and the date by which the actions should be carried out						
9 Check with auditees that corrective actions have been carried out by agreed dates.						
10 Seek advice from your manager or quality specialists if you cannot agree a deviation or corrective action with auditees.						
11 Promptly bring to the attention of your manager or quality specialists any deviations which present serious and/or immediate risks to individuals or to the organisation.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
12 Identify and analyse any inherent problems with processes and/or quality procedures and report your findings and any recommendations with an appropriate degree of urgency						
13 Keep complete records of quality audits and make your audit reports available to authorised people						

Additional evidence (if applicable):

<p>COLUMN KEY:</p>	<p>O = DIRECT OBSERVATION OF THE LEARNER'S PERFORMANCE BY THEIR ASSESSOR</p>	<p>PD = PROFESSIONAL DISCUSSION</p>
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Unit 26 (F15): Carry out quality audits

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You find practical ways to overcome barriers.						
2 You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.						
3 You present information clearly, concisely, accurately and in ways that promote understanding.						
4 You keep people informed of plans and developments.						
5 You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.						
6 You act within the limits of your authority.						
7 You show integrity, fairness and consistency in decision-making.						

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
8 You clearly agree what is expected of others and hold them to account.						
9 You use cost-effective, time-effective and ethical means to gather, store and retrieve information.						
10 You make appropriate information and knowledge available promptly to those who need it and have a right to it.						

Additional evidence (if applicable):

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Unit 27: Manage the development and marketing of products/services in your area of responsibility

Unit code: F16

Unit credit: 9

Unit level: 10

Introduction

What this unit is about

This unit is about managing the development and marketing of products and/or services for which you are responsible.

This unit describes how a manager without specialist marketing expertise can identify customer requirements and develop new or enhanced products or services better to meet these requirements. Issues such as competition, fitting with the organisation's strategic objectives and return on investment need to be taken into account when considering the business case for developing or enhancing products or services. Within a cycle of continuous improvement, it is important to monitor demand and take note of customer feedback in order to adapt products or services and how they are marketed.

Who is the unit for?

The unit is for middle managers with responsibility to provide products or services for identified groups of customers.

It is not aimed at specialist marketing managers who should refer to the Marketing National Occupational Standards.

Links to other units

This unit is linked to units **F4: Develop and implement marketing plans for your area of responsibility** and **F9: Build your organisation's understanding of its market and customers** in the overall suite of National Occupational Standards for Management and Leadership. It is based on two specialist units from the Marketing National Occupational Standards, developed by the Marketing and Sales Standards Setting Body: *3.2.2 Develop new products/services*, and *6.1.3 Develop and maintain a portfolio of products/services*.

Skills

Listed below are the main generic 'skills' that need to be applied in managing environmental performance in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Analysing
- Assessing
- Communicating
- Decision-making
- Evaluating
- Influencing
- Monitoring
- Planning
- Prioritising
- Questioning
- Researching
- Reviewing
- Setting objectives
- Thinking strategically
- Thinking with a focus on customers
- Time management

What you must know and understand

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge and understanding	Type of evidence	Date
<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1 How to identify the products/services required by existing and potential customers, and the features and potential benefits of these products/services. 2 How to evaluate the extent to which your current products/services meet existing and potential customers' requirements. 3 How to evaluate the extent to which any competitors are meeting, or could meet, existing and potential customers' requirements. 4 How to assess the feasibility of potential amendments or additions to your products/services to better meet existing and potential customers' requirements. 5 How to make a business case for amendments or additions to your products/services, showing how they contribute to your organisation's objectives, the investment required and the forecast return on investment. 6 The importance of co-ordinating the development and marketing of those products/services which offer the best return on investment, in line with your organisation's objectives, and how to do so. 7 How to monitor demand for your products/services and to adapt them in response to variances in demand. 8 The importance of monitoring how your products/ services are priced, promoted and distributed, in response to feedback from existing and potential customers, and how to do so. 		

Knowledge and understanding	Type of evidence	Date
Industry/sector-specific knowledge and understanding 1 Industry/sector requirements for managing products/services in your area of responsibility.		
Context-specific knowledge and understanding 1 Your organisation's products/services, their features and benefits. 2 Your organisation's existing and potential customer base and their real and perceived needs. 3 Your organisation's actual and potential competitors of your products/services and their activities. 4 Sources of ideas for potential amendments or additions to your products/services. 5 Your organisation's aims and objectives relevant to your area of responsibility.		

Additional evidence (if applicable):

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Unit 27 (F16): Manage the development and marketing of products/services in your area of responsibility

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
1 Identify the products/services required by existing and potential customers, and the features and potential benefits of these products/services.						
2 Evaluate the extent to which your current products/services meet existing and potential customers' requirements.						
3 Evaluate the extent to which any competitors are meeting, or could meet, existing and potential customers' requirements.						
4 Identify potential amendments or additions to your products/services, better to meet existing and potential customers' requirements, and assess the feasibility of these potential amendments or additions.						

Performance criteria	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:						
5 Make the business case for amendments or additions to your products/services, showing how they contribute to your organisation's objectives, the investment required and the forecast return on investment.						
6 Coordinate the development and marketing of those products/services which offer the best return on investment, in line with your organisation's objectives.						
7 Monitor demand for your products/services and adapt them and how they are priced, promoted and distributed, in response to variances in demand and feedback from existing and potential customers.						

Additional evidence (if applicable):

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Unit 27 (F16): Manage the development and marketing of products/services in your area of responsibility

What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
1 You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.						
2 You present information clearly, concisely, accurately and in ways that promote understanding.						
3 You keep people informed of plans and developments.						
4 You demonstrate a clear understanding of different customers and their real and perceived needs.						
5 You develop and tailor products and services to ensure customers' needs are met.						

Behaviours	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard:						
6 You balance the diverse needs of different customers.						
7 You continuously improve products and services and seek to diversify where appropriate.						
8 You make best use of existing sources of information.						
9 You present ideas and arguments convincingly and in ways that strike a chord with people.						
10 You identify the range of elements in a situation and how they relate to each other.						

Additional evidence (if applicable):

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