

RHDTTC National Occupational Standards

Element E16.1 from the DNTO Standards Unit
 'Implement Procedures to Deal with Threats to Security, Health and Safety'

Unit		Element	
<p align="center">Contribute to a Safe and Healthy Working Environment</p>			<p>Assess and control risks to health and safety</p>
			Code
<p>Description of this element</p> <p>You must be able to assess and control risks to health and safety. You must monitor the working area for cleanliness and freedom from hazards, and regularly carry out health, safety and maintenance checks in accordance with operational and organisational procedures. If a hazard cannot be controlled you must seek advice immediately from an authoritative source. You must correctly identify the people designated with the responsibility for accidents and emergencies and monitor the use of all protective equipment that is provided. On-going training, instruction and information must be available to staff so they can work safely and efficiently. All assessment you carry out must clearly and accurately identify significant hazards and all those at risk, and recommend priorities for actions to manage risks. You must review and update assessment to take into account changes in factors affecting health and safety, and record and communicate your assessments to the relevant personnel. All actions must be in compliance with the relevant legislation, regulation and codes of practice</p>			
<p>Range</p> <p>hazards arising from: the nature of the goods; equipment; the physical environment; people's behaviour. checks needed to: assure the safety of goods and equipment; monitor action taken to deal with defective items. risks to health and safety related to: employees; customers; property.</p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
O/Q	1. monitor the working area for cleanliness and freedom from hazards	a) why risk assessments are needed	
O/W/Q	2. carry out health, safety and maintenance checks regularly and accurately	b) different methods of controlling risks to health and safety (elimination, segregation/group protection, substitution, individual protection/personal protective equipment) and the basis for deciding between them	
O/W/Q	3. seek immediate advice from an authoritative source when a hazard cannot be controlled	c) how to identify and remove/rectify/make safe hazards	
O/Q	4. monitor the use of protective equipment which is provided to check that its use conforms with instructions	d) how to implement health and safety checks	
O/Q	5. correctly identify the people designated with responsibility for accidents and emergencies	e) how to communicate effectively in order to control risks	
O/W/Q	6. make on-going training, instruction and information available to enable staff to perform their work safely and efficiently	f) rights, duties and responsibilities relating to the Health and Safety Management At Work Act	
O/W/Q	7. ensure that your assessments identify clearly and accurately significant hazards and all those at risk, and you recommend priorities for action to manage risks	g) individual roles and responsibilities relating to the content and use of the organisation's arrangements for health and safety including those for reporting assessments and hazards.	
O/Q	8. review and update assessments to take account of changes in factors affecting health and safety	h) sources of information and expertise about health and safety legislation, procedures and policies	
O/W/Q	9. ensure that your assessments are recorded accurately and made available to those who need them	i) what safety equipment and protective clothing is available and the instructions for using this	
		j) what verbal and visual warnings and notices are required	
		k) work place procedures are for health and safety and incident management including the type and frequency of safety checks to be carried out showing respect for colleagues and how to do this	
	<p><i>Recommended methods of collecting evidence</i></p>	<p>P = performance O = outcome Q = questioning W = witness</p>	

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element evidence will be primarily from outcome of performance, supported by witness testimony and questioning. The candidate will need to have knowledge and understanding of why risk assessments are needed and the different methods of controlling risks to health and safety (elimination, segregation/group protection, substitution, individual protection/personal protective equipment) and the basis for deciding between them. They will need to know how to identify and remove/rectify/make safe hazards, how to implement health and safety checks and how to communicate effectively in order to control risks. The candidate will need to know the rights, duties and responsibilities relating to the Health and Safety Management At Work Act, the individual roles and responsibilities relating to the content and use of the organisation's arrangements for health and safety including those for reporting assessments and hazards. They will need to know the sources of information and expertise about health and safety legislation, procedures and policies. They will need to know what safety equipment and protective clothing is available and the instructions for using them. They will also need to know the relevant operational and organisational procedures relating to Health and Safety in the workplace. Candidates will be required to know what verbal and visual warnings and notices are required, what the work place procedures are for health and safety and incident management including the type and frequency of safety checks to be carried out showing respect for colleagues and how to do this.

The assessor must ascertain that the candidate has a clear understanding of legislation, regulations and codes of practice relating to the work being carried out.

When assessing knowledge and understanding it would be expected that any questioning would be recorded

Performance evidence should come from observing the candidate during his or her normal and typical work activities. It should be evident that the candidate can determine any **hazards that arise: from the nature of the goods involved, the equipment being used, the physical environment or from people's behaviour**. The assessor should be confident that the candidate carries out the **checks needed to: assure the safety of goods and equipment and monitor action taken to deal with defective items**. The candidate must also show how they carry out assessment of **risks to health and safety related to: employees, customers and property**.

Evidence from records produced and maintained by the candidate on current and previous work done to access and control risks to health and safety should also be readily available for the assessor to inspect.

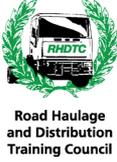
Evidence from personal statements for the whole unit needs to explain how you assess and control risks to health and safety, and how you implement procedures to deal with threats to security, health and safety.

This will include:

- what methods you use to monitor the working area with regard to health and safety and hazards
- from whom you seek authority if a hazard cannot be controlled
- how you monitor the use of personal protective equipment
- who is responsible for the monitoring of accidents and emergencies within your organisation
- what type of training is given to ensure staff are able to work safely and efficiently
- what actions you recommend if you identify a risk
- how you review and update assessment in line with changing factors with regard to health and safety
- where you record your findings
- how you implement procedures in the event of an incident
- what equipment is checked and where the check is recorded
- that you know how to evacuate the workplace and what routines must be followed

RHDTC National Occupational Standards

Element E16.2 from the DNTO Standards Unit
 'Implement Procedures to Deal with Threats to Security, Health and Safety'

Unit		Element	
<p align="center">Contribute to a Safe and Healthy Working Environment</p>			<p>Implement procedures to deal with threats to security, health and safety</p>
			Code
<p>Description of this element</p> <p>You must be able to implement procedures to deal with threats to security, health and safety. You must take prompt action to prevent injury and damage, and contain potentially unsafe features in the working environment. You must correctly implement recognised procedures for dealing with incidents and communicate immediately with the people and services responsible for managing emergencies. You must check that all safety equipment provided is used correctly, and if you are required to evacuate the workplace, you must do this in accordance with operational and organisational procedures. All actions must be in compliance with the relevant legislation, regulation and codes of practice.</p>			
<p>Range</p> <p>action to prevent further injury and damage includes: <i>the use of the emergency services; direct action appropriate to minimise the impact of the hazard</i></p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
O/Q/W	10. take prompt action to prevent injury and damage , and contain potentially unsafe features in the working environment	i) how you are likely to react in the event of accidents, emergencies etc. and why it is important to remain calm	
O/Q/W	11. correctly implement recognised procedures for dealing with the incident	m) how to communicate with people responsible for managing incidents	
O/Q/W	12. contact people and services responsible for managing accidents and emergencies immediately	n) individual roles and responsibilities for protection and hazard control in the work environment including incident control and management	
O/Q/W	13. check that safety equipment provided is used in accordance with the manufacturers guidelines	o) the organisation's arrangements for protection and hazard control, including evacuation procedures	
O/Q/W	14. ensure that when it is necessary to evacuate the workplace, you suspend activities immediately, ensure that approved escape routes are used, and give access to officials responding to requests for help	p) who is designated with responsibility for accidents and emergencies in the work environment	
		q) the use of extinguishers and other control/elimination equipment, and their applicability in different situations	
		r) how to initiate the alarm systems	
		s) what your responsibilities are when an evacuation of the work environment is necessary	
		t) escape routes and how to access them safely	
<p> Recommended methods of collecting evidence P = performance O = outcome Q = questioning W = witness</p>			

Element E16.2 from the DNTO Standards Unit
'Implement Procedures to Deal with Threats to Security, Health and Safety'

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element evidence will be primarily from outcome of performance, supported by questioning and witness testimony. The candidate will need to have knowledge and understanding of how they are likely to react in the event of accidents, emergencies etc. and why it is important to remain calm and how to communicate with people responsible for managing incidents. They would need to know and understand the individual roles and responsibilities for protection and hazard control in the work environment including incident control and management. They would also need to know of the organisation's arrangements for protection and hazard control, including evacuation procedures and who is designated with responsibility for accidents and emergencies in the work environment. The candidate will need to know and understand the use of extinguishers and other control/elimination equipment, and their applicability in different situations. They will need to know how to initiate the alarm systems and what their responsibilities are when an evacuation of the work environment is necessary, knowledge of the escape routes and how to access them safely

The assessor must ascertain that the candidate has a clear understanding of legislation, regulations and codes of practice relating to the work being carried out.

When assessing knowledge and understanding it would be expected that any questioning would be recorded

Performance evidence should come from observing the candidate during his or her normal and typical work activities. It should be evident that the candidate can implement procedures to deal with threats to security, health and safety. The assessor would have to be confident that the candidate can determine the required **action to prevent further injury and damage: this would include the use of the emergency services and direct action appropriate to minimise the impact of the hazard**

Evidence from records produced and maintained by the candidate on current and previous work done to implement procedures to deal with threats to security, health and safety should also be readily available for the assessor to inspect.

Evidence from personal statements for the whole unit needs to explain how you assess and control risks to health and safety, and how you implement procedures to deal with threats to security, health and safety. This will include:

- what methods you use to monitor the working area with regard to health and safety and hazards
- from whom you seek authority if a hazard cannot be controlled
- how you monitor the use of personal protective equipment
- who is responsible for the monitoring of accidents and emergencies within your organisation
- what type of training is given to ensure staff are able to work safely and efficiently
- what actions you recommend if you identify a risk
- how you review and update assessment in line with changing factors with regard to health and safety
- where you record your findings
- how you implement procedures in the event of an incident
- what equipment is checked and where the check is recorded
- that you know how to evacuate the workplace and what routines must be followed

Unit		Element	
<p align="center">Contribute to the provision of customer service</p>			<p>Develop and maintain effective relationships with customers</p>
			<p>Code TGR 4.1 issue May 2003</p>
<p>Description of this element</p> <p>You must be able to develop and maintain effective relationships with customers. You must take time to develop positive relationships with customers and communicate in a way that promotes goodwill and trust. You must also ensure that your appearance and conduct are consistent with the corporate image of your employer at all times. Any commitments you make to customers must be realistic, within the limits of your authority and can be met within operational constraints. If commitments cannot be met, you must communicate this to the customer in a way that maintains effective working relationships.</p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
O/W	15. Take time, within operational constraints, to develop positive relationships with customers	u)	The organisational policy on developing and maintaining effective relationships with customers
P/W	16. Communicate in a manner which promotes confidence, goodwill and trust	v)	The range and essential features of services available, and how these relate to customer requirements
P/O/W	17. Ensure that your appearance and conduct are consistent with the corporate image at all times	w)	How operational constraints impact on service provision
O/Q	18. Ensure that commitments made to customers are realistic, within the limits of your own authority and are met within operational constraints	x)	The importance of establishing the position and authority of the customer
O/Q/W	19. Communicate with the customer in a way that maintains effective working relationships if commitments cannot be met	y)	What the corporate image is, and why it is important to promote it positively
		z)	The limits of your own authority and the consequences of operating outside these limits
		aa)	The communication structures and procedures within your organisation
		bb)	The importance of effective communication and the implications of not communicating effectively
		<p>Recommended methods of collecting evidence P = performance O = outcome Q = questioning W = witness</p>	

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element evidence will be primarily from performance and outcome of performance, supported by witness testimony and questioning. The candidate will need to have knowledge and understanding of the organisational policy on developing and maintaining effective relationships with customers. They will need to know the range and essential features of services available, and how these relate to customer requirements. The candidate will need to understand how operational constraints impact on service provision and the importance of establishing the position and authority of the customer. They will also need to know about the corporate image is, and why it is important to promote it positively. The candidate will need to know the limits of your own authority and the consequences of operating outside these limits. The candidate will also need to know and understand the communication structures and procedures within your organisation and the importance of effective communication and the implications of not communicating effectively.

The assessor must ascertain that the candidate has a clear understanding of legislation, regulations and codes of practice relating to the work being carried out.

When assessing knowledge and understanding it would be expected that any questioning would be recorded

Evidence should come from observing the candidate during his or her normal and typical work activities. The assessor must observe that **communication** both written and oral is carried out and it should be evident that the candidate can develop and maintain effective relationships with customers.

Evidence from records produced and maintained by the candidate on current and previous work done relevant to good communications with the customers should also be readily available for the assessor to inspect.

Evidence from personal statements for the whole unit needs to show that you are able to develop and maintain effective relationships with customers, provide customers with information and assistance in resolving any customer complaints. This would include:

- how you establish relationships with customers
- what your organisation's corporate image is and how you uphold that image
- how you show customers that you can be relied upon and that it is within your limits of authority
- what you do if commitments cannot be met, and to whom you communicate the problem to keep good working relationships with customers/clients how you provide information to customers/clients relevant to their needs what information you have to deal with
- how you communicate with a customer/client
- what procedures you follow to maintain confidentiality
- how you handle a complaint from a customer/client and what method of communication you use
- describe how your organisation follows up a complaint

The term 'customer' relates to external clients, people from other functions or departments within your own organisation, or anyone who depends on you for service.

Unit		Element	
<p align="center">Contribute to the provision of customer service</p>			<p>Provide service related information to customers</p>
			<p>Code TGR 4.2 issue May 2003</p>
<p>Description of this element</p> <p>You must be able to provide service related information to customers. You must acknowledge requests for information promptly and provide sufficient information to meet the customer's needs. You must ensure that your information is relevant, accurate, up to date and reflects organisational policy, and is presented in a manner which aids understanding and maintains an effective relationship with the customer. You must promptly refer requests that are outside the limits of your authority to the relevant people and ensure that you maintain confidentiality at all times.</p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
P/O/W	20. Acknowledge requests for information promptly	cc)	The importance of good customer relations, and the consequences of failing to develop and maintain good customer relations
O/W	21. Provide sufficient information to meet the customer's needs	dd)	The range and essential features of services available and how these relate to customer requirements
O/W/Q	22. Ensure that your information is relevant, accurate, up to date and reflects organisational policy	ee)	The organisational policy on providing service related information to customers
O/W/Q	23. Present information in a manner which aids understanding and maintains an effective relationship with the customer	ff)	The importance of acknowledging requests for information promptly and the consequences of failing to do so
P/O/W	24. Promptly refer requests which are outside the limits of your authority to the relevant people	gg)	Why information must be relevant, accurate and up to date
P/O/Q	25. Maintain confidentiality at all times	hh)	The correct manner in which to present information
		ii)	What to do when sufficient information to meet the customers needs is not immediately available
		jj)	The limits of your own authority and the consequences of operating outside these limits
		kk)	The communication structures and procedures within your organisation
		ll)	The type of customer request that must be referred to others in the organisation
		mm)	The importance of prompt referrals and informing the customer of such action
		nn)	The importance of maintaining confidentiality at all times
		oo)	The consequences of breaches of confidentiality
		pp)	The importance of effective communication and the implications of not communicating effectively
		qq)	The range of customers likely to be encountered, and the concept of and internal customer
	<p><i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness</p>		

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element evidence will be primarily from performance and outcome of performance, supported by witness testimony and questioning. The candidate will need to have knowledge and understanding of the importance of good customer relations, and the consequences of failing to develop and maintain good customer relations. They will need to know the range and essential features of services available and how these relate to customer requirements. They will also need to know the organisational policy on providing service related information to customers. The candidate will need to understand the importance of acknowledging requests for information promptly and the consequences of failing to do so, why information must be relevant, accurate and up to date and they will need to know the correct manner in which to present information. The candidate will need to know what to do when sufficient information to meet customer needs is not immediately available, and the limits of your own authority and the consequences of operating outside these limits. They will also need to know and understand the communication structures and procedures within the organisation. The candidate will need to know the type of customer request which must be referred to others in the organisation, the importance of prompt referrals and informing the customer of such action. They will need to know the importance of maintaining confidentiality at all times and the consequences of breaches of confidentiality. They will also need to know and understand the importance of effective communication and the implications of not communicating efficiently, what range of customers are likely to be encountered, and the concept of an internal customer.

The assessor must ascertain that the candidate has a clear understanding of legislation, regulations and codes of practice relating to the work being carried out.

When assessing knowledge and understanding it would be expected that any questioning would be recorded

Evidence should come from observing the candidate during his or her normal and typical work activities. The assessor must see how **information is provided** both orally and in writing and it should be evident that the candidate can provide service related information to customers.

Evidence from records produced and maintained by the candidate on current and previous work done relevant to the provision of service related information to customers should also be readily available for the assessor to inspect.

Evidence from personal statements for the whole unit needs to show that you are able to develop and maintain effective relationships with customers, provide customers with information and assisting in resolving any customer complaints. This would include:

- how you establish relationships with customers
- what your organisation's corporate image is and how you uphold that image
- how you show customers that you can be relied upon and that it is within your limits of authority
- what you do if commitments cannot be met, and to whom you communicate the problem to keep good working relationships with customers/clients
- how you provide information to customers/clients relevant to their needs
- what information you have to deal with
- how you communicate with a customer/client
- what procedures you follow to maintain confidentiality
- how you handle a complaint from a customer/client and what method of communication you use
- describe how your organisation follows up a complaint

The term 'customer' relates to external clients, people from other functions or departments within your own organisation, or anyone who depends on you for service.

Unit			Element	
Contribute to the provision of customer service			Assist in resolving customer complaints	
		Code	TGR 4.3	issue May 2003
<p>Description of this element</p> <p>You must be able to assist in resolving customer complaints. You must ensure that your communication with the customer regarding complaints is conducted in a polite manner and accurately establish the nature of the complaint. You must be able to propose actions in response to complaints that have been received and ensure these actions are verified with the customer in a manner that maintains effective relationships. Actions you take in response to a complaint must be within the limits of your authority, and complaints and your actions to those complaints must be recorded accurately and reported promptly to the relevant person.</p>				
	<p>You must be able to:-</p> <p>P/W 26. Ensure that your communication with the customer regarding complaints is conducted in a polite manner</p> <p>O/Q/W 27. Accurately establish the nature of the complaint</p> <p>O/Q/W 28. Propose actions in response to complaints that have been received and ensure these actions are verified with the customer in a manner that maintains effective relationships</p> <p>O/Q 29. Ensure that the actions you take in response to complaints received are within the limits of your own authority</p> <p>O/W 30. Record complaints accurately and report them promptly to the relevant person</p>	<p>You must know and understand:-</p> <p>rr) Your organisational complaints procedure and the consequences of not following procedure</p> <p>ss) The importance of establishing the position and authority of the person making the complaint</p> <p>tt) The range and essential features of services available, and how these relate to customer requirements</p> <p>uu) How operational constraints can affect the services provided</p> <p>vv) The limits of your own authority and the consequences of operating outside these limits</p> <p>ww) Why accurate and complete documentation is important, and the possible consequences of incorrect completion</p> <p>xx) The communication structures and procedures within your organisation</p> <p>yy) The importance of effective communication and the implications of not communicating effectively</p>		
		<p><i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness</p>		

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element evidence will be primarily from performance and outcome of performance, supported by witness testimony and questioning. The candidate will need to have knowledge and understanding of the organisational complaints procedure and the consequences of not following this procedure. They will also need to understand the importance of establishing the position and authority of the person making the complaint. They will need to know the range and essential features of services available, and how these relate to customer requirements. They will also need to understand how operational constraints can affect the service provided. Candidates will need to know the limits of their authority and the possible consequences of operating outside these limits. They will need to know why accurate and complete documentation is important, and the possible consequences of incorrect completion. They will also need to know and understand the communication structures and procedures within the organisation and the importance of effective communication and the implications of not communicating effectively

The assessor must ascertain that the candidate has a clear understanding of legislation, regulations and codes of practice relating to the work being carried out.

When assessing knowledge and understanding it would be expected that any questioning would be recorded

Evidence should come from observing the candidate during his or her normal and typical work activities. The assessor must ensure that **communication is** spoken and written accurately and in the appropriate manner to assist in resolving customer complaints.

Evidence from records produced and maintained by the candidate on current and previous work done relevant to assisting in resolving customer complaints should also be readily available for the assessor to inspect.

Evidence from personal statements for the whole unit needs to show that you are able to develop and maintain effective relationships with customers, provide customers with information and assisting in resolving any customer complaints. This would include:

- how you establish relationships with customers
- what your organisation's corporate image is and how you uphold that image
- how you show customers that you can be relied upon and that it is within your limits of authority
- what you do if commitments cannot be met, and to whom you communicate the problem to keep good working relationships with customers/clients
- how you provide information to customers/clients relevant to their needs
- what information you have to deal with
- how you communicate with a customer/client
- what procedures you follow to maintain confidentiality
- how you handle a complaint from a customer/client and what method of communication you use
- describe how your organisation follows up a complaint

The term 'customer' relates to external clients, people from other functions or departments within your own organisation, or anyone who depends on you for service.

RHDTTC National Occupational Standards

Element C1.1 from the Management Standards Unit
'Manage Yourself'

Unit		Element	
Manage yourself			
		Develop your own skills to improve your performance	
		Code	MSC1.1
		issue	May 2003
<p>Description of this element</p> <p>You must be able to develop your own skills to improve your performance. You must assess your skills and identify development needs at appropriate intervals and make sure this assessment takes into account the skills you need to work effectively with other team members. Your plans must be consistent with the skill needs you have identified and contain specific, measurable and realistic objectives. You must ensure you obtain feedback from the relevant people and use this feedback to enhance your performance in the future. You must also undertake development activities that are consistent with your plans for developing your skills and update your plans for developing your skills at appropriate intervals.</p>			
	<p>You must be able to:-</p> <ol style="list-style-type: none"> 1. Assess your skills and identify your development needs at appropriate intervals 2. Ensure that your assessment takes account of the skills you need to work effectively with other team members 3. Plan the development of your skills taking into account the needs you have identified 4. Ensure that your plans for developing your skills contain specific, measurable and realistic objectives 5. Undertake development activities which are consistent with your plans for developing your skills 6. Obtain feedback from the relevant people and use it to enhance your performance in the future 7. Update your plans for developing your skills at appropriate intervals 	<p>You must know and understand:-</p> <ol style="list-style-type: none"> a) The importance of getting feedback from others on your performance and how to encourage, enable & use such feedback in a constructive manner b) The principle skills required for effective managerial performance c) The types of interpersonal skills required for effective teamwork d) The current and likely future requirements and standards within your job role and how they correspond to your level of competence as a manager e) The appropriate people from whom to get feedback on your performance f) The importance of continuing self development to managerial competence g) How to assess your own current level of competence h) How to develop a personal action plan for learning and self development with realistic objectives i) The types of development activities and their relative advantages and disadvantages j) How to assess you personal progress and update you plans accordingly 	
<p><i>recommended methods of collecting evidence</i></p>		<p>P = performance O = outcome Q = questioning W = witness</p>	

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will be outcome of performance supported by questioning and witness testimony. You will need to have knowledge and understanding of :- **Communication** - the importance of getting feedback from others on your performance and how to encourage, enable and use such feedback in a constructive manner. **Management competence** - the principle skills required for effective managerial performance and the types of interpersonal skills required for effective teamwork. **Organisational context** - the current and likely future requirements and standards within your job role and how they correspond to your level of competence as a manager and the appropriate people from whom to get feedback on your performance. **Training and development** - the importance of continuing self-development to managerial competence, how to assess your own current level of competence, how to develop a personal action plan for learning and self-development with realistic objectives, the types of development activities and their relative advantages and disadvantages, and how to assess your personal progress and update your plans accordingly.

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

You must prove that you **develop your own skills to improve your performance** to the National Standard of competence. To do this you must provide evidence to convince your assessor that you consistently meet all the performance criteria. Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this element.

You must show evidence that your assessments take account of work objectives, personal objectives and organisational policies and requirements. You must also show evidence that you obtain support and feedback from at least two types of relevant people, these would be either team members, colleagues working at the same level as yourself, higher-level managers or sponsors, specialists. You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of relevant people, listed above.

Examples of evidence

Here are a few examples to give you some ideas about the sort of evidence you might be able to find in your daily work. **Work activities** - consulting relevant people; reviewing your work with others. **Products or outcomes** - assessment reports; plans for developing your own skills.

You may also provide short reports of your own, or statements from others who have observed your performance. **Written or spoken reports, describing** - how you identified your development needs; how you matched your plan for developing your skills to your needs. **Witness Testimony** - statements from people who were asked for, and provided, feedback.

RHDTC National Occupational Standards

Element C1.2 from the Management Standards Unit
'Manage Yourself'

Unit		Element	
Manage yourself			
		Manage your time to meet your objectives	
		Code	MSC1.2
		issue	May 2003
Description of this element			
<p>You must be able to manage your time to meet your objectives. You must make sure that your objectives are specific, measurable and achievable and be able to prioritise these objectives in accordance with organisational objectives and policies. You must plan activities that are consistent with your objectives and your personal resources and make sure that the time you estimate for these activities are realistic and allow for unforeseen circumstances. You must assess how much information is required before an effective decision can be made and be able to take decisions when you have that information. You must minimise unhelpful interruptions from planned work and regularly review progress and reschedule activities to help achieve your planned objectives.</p>			
	You must be able to:-	You must know and understand:-	
O/Q	1. Ensure that your objectives are specific, measurable and achievable	a) How to assess how much information is required before an effective decision can be made	
O/Q	2. Prioritise your objectives in accordance with organisational objectives and policies	b) The importance of regular reviews of activity and rescheduling of work to achieve planned objectives	
O/Q	3. Plan activities that are consistent with your objectives and your personal resources	c) How to set objectives for yourself that are specific, measurable and achievable	
O/Q	4. Ensure that your estimates of the time you need for activities are realistic and allow for unforeseen circumstances	d) How to prioritise work in accordance with organisational objectives and policies	
O/Q	5. Take decisions as soon as you have sufficient information	e) How to estimate the amount of time required to carry out planned activities	
O/Q	6. Minimise unhelpful interruptions to, and digressions from, planned work	f) The kind of contingencies that may occur and how to assess and plan for these	
O/Q	7. Regularly review progress and reschedule activities to help achieve you planned objectives	g) The importance of effective time management to managerial competence	
		h) How to identify and minimise unhelpful interruptions to planned work	
			
<i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness			

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will be outcome of performance supported by questioning. You will need to have knowledge and understanding of :- **Information handling** - how to assess how much information is required before an effective decision can be taken. **Monitoring and evaluation** - the importance of regular reviews of activity and rescheduling of work to achieving planned objectives; how to plan and carry out reviews. **Planning** - how to set objectives for yourself which are specific, measurable and achievable; how to prioritise work in line with organisational objectives and policies; how to estimate the amount of time required to carry out planned activities; the kind of contingencies which may occur and how to assess and plan for these. **Time management** - the importance of effective line management to managerial competence & how to identify and minimise unhelpful interruptions to planned work.

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

You must prove that you **manage your time to meet your objectives** to the National Standard of competence. To do, this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria. Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this element.

Examples of evidence

Here are a few examples to give you some ideas about the sort of evidence you might be able to find in your daily work.

Work activities - decision-making on work objectives and priorities; handling interruptions and digressions reviewing progress and reviewing activities. **Products or outcomes** - written objectives and work schedules; reviews and progress reports; letters, memos and reports about justifying decisions.

You may also provide short reports of your own, or statements from others who have observed your performance.

Written or spoken reports, describing - how you agreed your objectives how you set work priorities; how you estimated the time needed to complete activities; how you analysed information when making decisions; how you dealt with interruptions and digressions. **Witness testimony** - statements from people involved in reviews of your progress.

RHDTC National Occupational Standards

Element C4.1 from the Management Standards Unit
'Create Effective Working Relationships'

Unit		Element	
<p align="center">Create effective working relationships</p>			<p>Gain the trust and support of colleagues and team members</p>
			<p>Code MSC4.1 issue May 2003</p>
<p>Description of this element</p> <p>You must be able to gain the trust and support of colleagues and team members. You must consult with colleagues and team members about proposed activities at appropriate times and in a manner that encourages open, frank discussion. You must keep colleagues and team members informed about organisational plans and activities. You must honour any commitments you make to colleagues and team members and treat them in a manner that shows that you respect individuals and their need for confidentiality. You must make sure you give colleagues and team members' sufficient support to achieve their work objectives and discuss your evaluation of each person's work and behaviour with them directly.</p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
O/W/Q	1. Consult with colleagues and team members about proposed activities at appropriate times and in a manner that encourages open, frank discussion	a)	How to consult with colleagues in a way that encourages open and frank discussion
O/W/Q	2. Keep colleagues and team members informed about organisational plans and activities	b)	How to select communication methods appropriate to the issues and contexts
O/W/Q	3. Honour the commitments you make to colleagues and team members	c)	The importance of effective communication methods to productive working relationships
O/W/Q	4. Treat colleagues and team members in a manner that shows your respect for individuals and the need for confidentiality	d)	The importance of discussing evaluations of output and behaviour at work promptly and directly with those concerned
O/W/Q	5. Give colleagues and team members sufficient support for them to achieve their work objectives	e)	How to provide constructive feedback in a way that will lead to a constructive outcome
O/W/Q	6. Discuss your evaluation of their work and behaviour directly with the colleagues and team members concerned	f)	The types of information concerning colleagues that you need to treat confidentially, and procedures to follow.
		g)	The organisational plans and activities, emerging threats and opportunities, that are relevant to the work of colleagues and about which they need to be informed
		h)	The support colleagues may require to achieve their objectives and how to provide this support
		i)	How people work in groups
		j)	Strategies and styles of working that encourage effective working relationships
		k)	The importance of honouring commitments to colleagues
		l)	The importance of showing respect for colleagues and how to do this
<p> Recommended methods of collecting evidence P = performance O = outcome Q = questioning W = witness</p>			

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will be outcome of performance supported by questioning and witness testimony. You will need to have knowledge and understanding of :- **Communication** - how to consult with colleagues in a way which encourages open and frank discussions; how to select communication methods appropriate to the issues and contexts; the importance of effective communication methods to productive working relationships; the importance of discussing evaluations of output and behaviour at work promptly and directly with those concerned; how to provide feedback in a way which will lead to a constructive outcome. **Information handling** - the types of information concerning colleagues which you need to treat confidentially, and procedures to follow. **Organisational context**; the organisational plans and activities, emerging threats and opportunities which are relevant to the work of colleagues and about which they need to be informed. **Providing support** - the support colleagues may require to achieve their objectives and how to provide this support. **Working relationships** - how people work in groups; strategies and styles of working which encourage effective working relationships; the importance of honouring commitments to colleagues; the importance of showing respect for colleagues and how to do this.

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

You must prove that you **gain the trust and support of colleagues and team members** to the National Standard of competence. To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria. Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this element.

You must show evidence of gaining the trust and support of one of the following types of colleagues:- those working at the same level as you; those working at a higher level than you; those working at a lower level than you. You must also show evidence of gaining the trust and support of one of the following types of team members:- people for whom you have line management responsibility; people for whom you have functional responsibility. You must, however, convince your assessor that you have the knowledge, understanding and skills to be able to perform competently in respect of all types of colleagues and team members, listed above.

Examples of evidence

Here are a few examples to give you some ideas about the sort of evidence you might be able to find in your daily work. **Work activities** - consulting with colleagues and team members; being involved in feedback sessions. **Products or outcomes** - minutes of meetings; your appraisal reports; the induction packages you have produced; relevant letters and memos you have written.

You may also provide short reports of your own, or statements from others who have observed your performance. **Written or spoken reports, describing** - how you encourage frank and open discussion between colleagues and team members; how you ensure that you honour commitments you make to colleagues and team members; how the ways in which you treat colleagues and team members show your respect for individuals and the need for confidentiality. **Witness testimony** - statements from colleagues and team members whose trust and support you have gained; statements from people who have observed you gaining trust and support.

RHDTTC National Occupational Standards

Element C4.3 from the Management Standards Unit
'Create Effective Working Relationships'

Unit		Element	
<p align="center">Create effective working relationships</p>			<p>Gain the trust and support of your manager</p>
			<p>Code MSC4.2 issue May 2003</p>
<p>Description of this element</p> <p>You must be able to gain the trust and support of your manager. You must give your manager timely and accurate reports on activities, progress, results and achievements and also clear, timely and accurate information about emerging threats or opportunities. You must consult your manager about organisational policies and ways of working at the appropriate times. You must be able to develop proposals for action that are clear and realistic and present these to your manager at the appropriate times. Where disagreements occur between you and your manager, you must make constructive efforts to resolve these disagreements.</p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
O/W/Q	1. Give your manager timely and accurate reports on activities, progress, results and achievements	a)	The importance of keeping your manager informed of activities, progress, results and achievements and how to do this
O/W/Q	2. Give your manager clear, accurate and timely information about emerging threats and opportunities	b)	How to develop and present proposals in ways that are realistic, clear and likely to influence your manager positively
O/W/Q	3. Consult your manager about organisational policies and ways of working at appropriate times	c)	The management structures, lines of accountability and control in your organisation
O/W/Q	4. Develop proposals for action that are clear and realistic	d)	The types of emerging threats and opportunities about which your manager needs to be informed
O/W/Q	5. Present your proposals for action to your manager at the appropriate times	e)	The types of organisational policies and ways of working about which you need to consult with you manager and how to do this
O/W/Q	6. Make constructive efforts to resolve disagreements with your manager if and when they occur.	f)	Strategies and styles of working that encourage effective working relationships
		g)	Methods of handling disagreements with your manager in a constructive manner
<p><i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness</p>			

Element C4.3 from the Management Standards Unit
'Create Effective Working Relationships'

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will be outcome of performance supported by questioning and witness testimony. You will need to have knowledge and understanding of :- **Communication** - the importance of keeping your manager informed of activities, progress, results and achievements and how to do this; how to develop and present proposals in ways which are realistic, clear and likely to influence your manager positively. **Organisational context** - the management structures lines of accountability and control in your organisation; the types of emerging threats and opportunities about which your manager needs to be informed; the types of organisational policies and ways of working about which you need to consult with your manager and how to do this. **Working relationships** - strategies and styles of working which encourage effective working relationships; methods of handling disagreements with your manager in a constructive manner.

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

You must prove that you **gain the trust and support of your manager** to the National Standard of competence. To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria. Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is acceptable only for performance criterion f) in this element.

You must show evidence that you gain the support of a manager who is either :- the person(s) to whom you report or the organisation or authority to which you report. You must also show evidence that you present proposals in one of the following forms:- spoken; written. You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of both types of managers and proposals, listed above.

Examples of evidence

Here are a few examples to give you some ideas about the sort of evidence you might be able to find in your daily work. **Work activities** - presenting progress reports to your manager; consulting with your manager. **Products or outcomes** - notes and minutes of meetings; issue papers; appraisal reports; feedback from your line manager; logs of meetings in which you have been involved.

You may also provide short reports of your own, or statements from others who have observed your performance. **Written or spoken reports, describing** - how you resolved disagreements with your manager. **Witness testimony** - statements from your manager on how you gained his or her trust and support.

RHDTTC National Occupational Standards

Element C4.3 from the Management Standards Unit
'Create Effective Working Relationships'

Unit		Element	
<p align="center">Create effective working relationships</p>			<p>Minimise conflict in your team</p>
			<p>Code MSC4.3 issue May 2003</p>
<p>Description of this element</p> <p>You must be able to minimise conflict in your team. You must inform your team members of the standards of work and behaviour you expect in a manner and at a level and pace that is appropriate to the individuals concerned. You must also provide opportunities for team members to discuss problems that either directly or indirectly affect their work. You must inform the relevant people about conflicts outside your area of responsibility. Where conflict occurs between team members, you must take action promptly to deal with it, and make sure it is resolved in a way that minimises disruption to work and discord between team members. Records of conflicts and their outcomes must be accurate and comply with the requirements for confidentiality and other organisational policies</p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
O/W/Q	1. Inform your team members of the standards of work and behaviour you expect, in a manner and at a level and pace appropriate to the individuals concerned	a) The importance maintaining accurate records of conflicts and their outcomes	
O/W/Q	2. Provide appropriate opportunities for team members to discuss problems that directly or indirectly affect their work	b) The information regarding conflicts that must be treated confidentially and the people who may and may not be informed	
O/W/Q	3. Take action promptly to deal with conflict between team members	c) The people to inform when conflicts are outside your area of responsibility	
O/W/Q	4. Inform the relevant people about conflicts outside your area of responsibility	d) The organisational requirements regarding the handling of conflict and its resolution	
O/W/Q	5. Resolve conflict in a way that minimises disruption to work and discord between team members	e) Situations, behaviour and interactions between people that encourage conflict	
O/W/Q	6. Complete accurate records of conflicts and their outcomes that comply with requirements for confidentiality and other organisational policies	f) How to minimise conflict between people at work	
		g) The importance of keeping people regularly informed of expected standards of work and behaviour	
		h) How to inform people of the standards and behaviour you expect of them	
		i) The importance of giving people opportunities to discuss problems affecting their work and how to provide such opportunities	
		j) How to identify potential conflict between individuals in your organisation	
		k) Types of conflict that may occur between people at work and action to take in response to these that will minimise disruption at work	
<p> <i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness</p>			

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will be outcome of performance supported by witness testimony and questioning. You will need to have knowledge and understanding of :- **Information handling** - the importance of maintaining accurate records of conflicts and their outcomes; the information regarding conflicts which must be treated confidentially and the people who may or may not be informed. **Organisational context** - the people to inform when conflicts are outside your area of responsibility; the organisational requirements regarding the handling of conflict and its resolution. **Working relationships** - situations, behaviour and interactions between people which encourage conflict; how to minimise conflict between people at work; the importance of keeping people regularly informed of expected standards of work and behaviour; how to inform people of the standards and behaviour you expect of them; the importance of giving people opportunities to discuss problems affecting their work and how to provide such opportunities; how to identify potential conflict between individuals in your organisation; types of conflict which may occur between people at work and action to take in response to these which will minimise disruption to work.

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

You must prove that you **minimise conflict in your team** to the National Standard of competence. To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria. Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is acceptable only for performance criteria c) - f) in this element.

You must show evidence of minimising conflict between team members who are either:- people for whom you have line management responsibility or people for whom you have functional responsibility. You must show evidence of discussing problems which are either:- work related or personal. You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of both types of team members and problems, listed above.

Examples of evidence

Here are a few examples to give you some ideas about the sort of evidence you might be able to find in your daily work. **Work activities** - informing team members of expected standards of work; discussing problems with team members; taking action to resolve conflicts. **Products or outcomes** - minutes or notes of relevant meetings and discussions; correspondence and memos between team members which deal with conflict situations; your personal diaries or logs recording attempts at dealing with conflict; your records of conflicts in the team and their outcomes.

You may also provide short reports of your own. or statements from others who have observed your performance. **Written or spoken reports, describing** - how you gave team members opportunities to discuss problems that directly or indirectly affect their work; how you identified conflicts requiring your intervention; how you decided what action to take to minimise conflict and disruption. **Witness testimony** - statements from team members involved in conflicts; statements from people who observed you resolving conflicts,

Unit		Element	
<p align="center">Manage the receipt, storage and dispatch of goods</p>			<p>Organise facilities for receiving and dispatching goods</p>
			Code
<p>Description of this element</p> <p>You must be able to organise facilities for receiving and dispatching goods. You will identify the storage facility capacity, its limitations and the goods to be received or dispatched. You will ensure the area is prepared to receive or dispatch the goods in accordance with relevant legislation, regulation and codes of practice and meets with any specialised requirements. If specialised equipment is required you will source the relevant equipment. You will organise any stock movements required and identify any health, safety and environmental issues relating to the goods. If any problems are identified with the storage area or the goods you should take the appropriate action in accordance with operational and organisational procedures. You must communicate the receipt or dispatch arrangements with the relevant personnel in an appropriate manner.</p>			
	<p>You must be able to:-</p>		<p>You must know and understand:-</p>
O/Q/W	31. Identify the capacity of the storage facility		zz) Sources of information on the capacity and limitations of storage facility
O/Q/W	32. Identify the goods to be received or dispatched and any specialised requirements		aaa) Types of goods to be received or dispatched
O/Q/W	33. Ensure identified area is prepared to receive or dispatch goods in accordance with relevant legislation, regulation and codes of practice		bbb) Storage areas relevant to the type of goods to be received or dispatched
O/Q/W	34. Identify and confirm the source of any specialised equipment required		ccc) Health, safety and environmental issues relevant to the storage of goods
O/Q/W	35. Organise any stock movements required to store or dispatch goods		ddd) Relevant legislation, regulation and codes of practice
O/Q/W	36. Identify any relevant health, safety and environmental issues		eee) Special requirements relating to the storage or dispatch of goods
O/Q/W	37. Confirm any problems with the storage environment and the goods to be received or dispatched, and take the appropriate action in accordance with operational and organisational procedures		fff) Relevant operational and organisational procedures
O/Q/W	38. Communicate the receipt or dispatch arrangements with the relevant personnel		ggg) Methods of communication e.g. oral, written, electronic
<p><i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness</p>			

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work place, or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will come from the outcomes of performance, supported by questioning and witness testimony. The candidate will need to have knowledge and understanding of the type of goods to be received or dispatched and the sources for information on the storage facilities. The candidate will need to know what storage facilities are available and what storage areas are relevant to the type of goods being dispatched or received. The candidate will need knowledge of any special requirements and of any health, safety or environmental issues regarding the goods to be stored.

The assessor must ascertain that the candidate has a clear understanding of legislation, regulations and codes of practice to manage the receipt, storage and dispatch of goods.

Evidence should come from observing the candidate during his or her normal and typical work activities when managing the receipt, storage and dispatch of goods. It should be evident that the candidate can organise facilities for receiving and dispatching goods and can identify with the capacity and limitations of the storage facilities, they should show how this relates to the goods being received and stored, or how they arrange suitable areas and facilities for the dispatching of goods. The candidate will need to show that they can determine any requirements for specialised equipment to move the goods to ensure they are kept free from contamination or damage and if there any health, safety or environmental issues that have to be catered for. The candidate will need to demonstrate how they organise stock movements and how they would deal with any problems in the warehouse environment to receive, store and dispatch of goods. The assessor will also need to see communications with other personnel when arranging receipt, storage and dispatch of goods.

Evidence from records produced and maintained by the candidate on current and previous work done when managing the receipt, storage and dispatch of goods should also be readily available for the assessor to inspect

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

Unit			Element				
Manage the receipt, storage and dispatch of goods			Monitor and maintain storage facilities		code	LOG 16.2	Issue
		Description of this element					
<p>You must be able to monitor and maintain storage facilities. You will monitor the movement or rotation of goods and the facilities, equipment and record keeping systems. You will organise equipment, facilities and personnel to carrying out the monitoring, testing and maintenance activities in accordance with relevant legislation, regulation and codes of practice. You will complete records and communicate with the relevant personnel in accordance with operational and organisational procedures.</p>							
	You must be able to:-			You must know and understand: -			
O/Q/W	1	Monitor the movement or rotation of goods			a) Monitoring, testing and maintenance systems and procedures		
O/Q/W	2	Monitor the facilities, equipment and record keeping systems			b) The methods of stock rotation and movement		
O/Q/W	3	Organise the maintenance of equipment and facilities in accordance with operational and organisational procedures			c) The relevant legislation, regulations and codes of practice		
O/Q/W	4	Organise and monitor personnel carrying out monitoring and maintenance work.			d) Personnel capacity and capability		
O/Q/W	5	Ensure that any monitoring activities, designated tests and maintenance are carried out in accordance with relevant legislation, regulation and codes of practice			e) Relevant operational and organisational procedures		
O/Q/W	6	Record and communicate with the relevant personnel in accordance with operational and organisational procedures			f) Recording and documentation procedures		
					g) Relevant health, safety and environmental issues		
					h) Methods of communication e.g. oral, written, electronic		
							
<i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness							

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work place, or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will come from the outcomes of performance, supported by questioning and witness testimony. The candidate will need to have knowledge and understanding of systems and procedures for monitoring, testing and maintenance of the goods in storage. The candidate will need to understand operational procedures and the methods of stock rotation and movement for the types of goods in storage and they will need to know what personnel capacity and capability are available to carry out the movement of the goods. The candidate will also need knowledge of any special requirements and of any health, safety or environmental issues regarding the goods in storage.

The assessor must ascertain that the candidate has a clear understanding of legislation, regulations and codes of practice to manage the receipt, storage and dispatch of goods.

Evidence should come from observing the candidate during his or her normal and typical work activities when managing the receipt, storage and dispatch of goods. It should be evident that the candidate can monitor and maintain storage facilities. The candidate should show how they monitor the movement and rotation of goods, how they monitor the facilities, equipment and record keeping systems and how they organise maintenance of equipment and facilities. The candidate will also need to show how they monitor activities and organise work personnel carrying out the work and the assessor will need to ensure that the candidate monitors the testing and maintenance requirements and keeps records on the outcome of the monitoring and work carried out. The assessor will also need to see communications with other personnel when monitoring and maintaining storage facilities

Evidence from records produced and maintained by the candidate on current and previous work done when managing the receipt, storage and dispatch of goods should also be readily available for the assessor to inspect

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

Unit		Element	
<p align="center">Manage the receipt, storage and dispatch of goods</p>			<p>Evaluate and review operations</p>
			<p>code LOG 16.3 Issue May 2003</p>
<p>Description of this element</p> <p>You must be able evaluate and review operations. You will evaluate and review actual performance against requirements and identify any areas that are not operating efficiently and effectively. You will need to identify trends in the actual performance that could influence future operations. You will propose and record any required actions to improve and influence operations, considering the implications of these proposed actions on other areas of the organisation. You must then communicate any proposed actions to relevant personnel in accordance with operational and organisational procedures.</p>			
	<p>You must be able to:-</p>	<p>You must know and understand: -</p>	
O/Q/W	7 Evaluate and review the effectiveness and efficiency of the operations against requirements	i) Sources of operational information	
O/Q/W	8 Identify any areas which are not operating efficiently and effectively	j) Methods and systems of evaluating and reviewing operations	
O/Q/W	9 Identify patterns or trends in the actual performance that could influence future operations	k) Relevant operational and organisational and procedures	
O/Q/W	10 Propose and record any required actions to improve and influence operations	l) Relevant legislation, regulations and codes of practice	
O/Q/W	11 Consider the implications of any proposed actions on other areas of the organisation	m) Relevant health, safety and environmental issues	
O/Q/W	12 Communicate any proposed actions to the relevant personnel in accordance with organisational and operational procedures	n) Recording and documentation procedures	
		o) Methods of communication e.g. oral, written, electronic	
	<p><i>Recommended methods of collecting evidence</i></p>	<p>P = performance O = outcome Q = questioning W = witness</p>	

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work place, or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will come from the outcomes of performance, supported by questioning and witness testimony. The candidate will need to have knowledge and understanding of the sources for operational information relating to the receipt, storage and dispatching of goods. They will need to understand the methods and systems for evaluating and reviewing operations and any health, safety or environmental issues regarding the goods that have been stored. They will also need to know recording and documentation procedures used to manage the receipt, storage and dispatch of goods.

The assessor must ascertain that the candidate has a clear understanding of legislation, regulations and codes of practice to manage the receipt, storage and dispatch of goods.

Evidence should come from observing the candidate during his or her normal and typical work activities when managing the receipt, storage and dispatch of goods. It should be evident that the candidate can evaluate and review operations involved with the receipt, storage and dispatch of goods. The candidate will need to show how they evaluate and review the effectiveness and efficiency of the operations and highlight patterns or trends that will influence future operations. The assessor will need to see recommendations made by the candidate and how these have been considered for the implications on other areas of the operations. The assessor will also need to see communications with other personnel when advising and informing them of any actions proposed to manage the receipt, storage and dispatch of goods.

Evidence from records produced and maintained by the candidate on current and previous work done when managing the receipt, storage and dispatch of goods should also be readily available for the assessor to inspect

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

Unit		Element	
<p style="text-align: center;">Audit stock levels and stock records</p>			
		<p>Organise an audit</p>	
		Code	LOG 17.1 issue May 2003
<p>Description of this element</p> <p>You must be able to organise an audit. An audit could include equipment, stock or systems. You will identify the requirements and parameters for the audit in accordance with operational and organisational procedures. You will identify and confirm the audit schedule and the resources necessary and ensure that the relevant personnel know and understand their individual roles and responsibilities. You must maintain records and communicate with the relevant personnel in accordance with operational and organisational procedures.</p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
O/Q/W	39. Identify the requirements and parameters for the audit in accordance with operational and organisational procedures	<p><i>hhh)</i> Audit requirements and schedules</p>	
O/Q/W	40. Identify and confirm the audit schedule in accordance with operational and organisational procedures	<p><i>iii)</i> The necessary resources and how to obtain them</p>	
O/Q/W	41. Determine the necessary resources and their availability to carry out the audit	<p><i>jjj)</i> Relevant legislation, regulation and codes of practice</p>	
O/Q/W	42. Ensure that the relevant personnel know their individual roles and responsibilities	<p><i>kkk)</i> Relevant operational and organisational procedures</p>	
O/Q/W	43. Organise the audit in accordance with relevant legislation, regulation and codes of practice	<p><i>lll)</i> Recording and documentation procedures</p>	
O/Q/W	44. Record and communicate with the relevant personnel in accordance with operational and organisational procedures	<p><i>mmm)</i> Methods of communication e.g. oral, written, electronic</p>	
			
<p><i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness</p>			

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element the main evidence will come from outcome of performance, supported by questioning and witness testimony. The candidate will need to have knowledge and understanding of the audit requirements and the schedules for carrying out audits on stock levels and stock records. The candidate will need to know the resources required and where these can be obtained, and they will need to understand the documentation and recording procedures involved with carrying out the audit.

The assessor must ascertain that the candidate has a clear understanding of legislation, regulations and codes of practice to organise an audit of stock levels and stock records.

Evidence should come from observing the candidate during his or her normal and typical work activities when managing stock audits. It should be evident that the candidate can organise an audit, determining the resources and the schedules by which the audit will be carried out. The candidate will need to show how they interpret the requirements and parameters of the audit and relate this to the resources and how this is communicated with the relevant personnel. The assessor will need to see how records and documentation are maintained of the audits being carried out.

Evidence from records produced and maintained by the candidate on current and previous work done on when organising audits should also be readily available for the assessor to inspect

When assessing knowledge and understanding it would be expected that any questioning would be recorded

Unit		Element	
<p style="text-align: center;">Audit stock levels and stock records</p>			
		<p>Report and act on the audit findings</p>	
		Code	LOG 17.2 issue May 2003
<p>Description of this element</p> <p>You must be able to report and act on the audit findings. An audit could include equipment, stock or systems. You will collate and evaluate the audit findings and propose an action plan to address any issues that have been identified. You must ensure that any action taken is in accordance with operational and organisational procedures. You must identify any health, safety and environmental issues relating to the proposed actions. You will communicate your proposed action plan and then carry out the agreed action plan to resolve the issues in accordance with relevant legislation, regulation and codes of practice. You should then confirm that the action taken has been effective and communicate this to the relevant personnel.</p>			
<p>You must be able to:-</p>		<p>You must know and understand:-</p>	
O/Q/W	45. Collate and evaluate the audit findings	<i>nnn</i>) Audit reports	
O/Q/W	46. Propose an action plan to address any issues that have been identified	<i>ooo</i>) Types of issues that may arise and how to deal with them	
O/Q/W	47. Ensure proposed actions for dealing with issues are in accordance with operational and organisational procedures	<i>ppp</i>) Relevant health, safety and environmental issues	
O/Q/W	48. Identify any health, safety and environmental issues relating to the proposed actions	<i>qqq</i>) Relevant operational and organisational procedures	
O/Q/W	49. Communicate your proposed action plan to the relevant personnel	<i>rrr</i>) Relevant legislation, regulation and codes of practice	
O/Q/W	50. Carry out agreed action plan to resolve identified issues in accordance with relevant legislation, regulation and codes of practice	<i>sss</i>) Recording and documentation procedures	
O/Q/W	51. Confirm that the action taken has been effective	<i>ttt</i>) Methods of communication e.g. oral, written, electronic	
O/Q/W	52. Record and communicate with the relevant personnel in accordance with operational and organisational procedures		
		<p><i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness</p>	

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element the main evidence will come from outcome of performance, supported by questioning and witness testimony. The candidate will need to have knowledge and understanding of the type of audits carried out and they will need to understand the documentation and recording procedures involved with the audit carried out. The candidate will need to know of any health, safety or environmental issues relevant to the stock or actions resulting from an audit. The candidate will also need to understand reporting procedures for issues identified and actions taken resulting from the audit

The assessor must ascertain that the candidate has a clear understanding of legislation, regulations and codes of practice when reporting on audits and the actions to be taken.

Evidence should come from observing the candidate during his or her normal and typical work activities when managing stock audits. It should be evident that the candidate can report and act on audit findings. The candidate will need to show how they collate information from the audit and how they evaluate their findings to determine any actions that need to be taken. The candidate will need to show how they would take action to deal with any issues raised by the audit and that they take into account any affects on health, safety or the environment that could also result from any proposed actions. The assessor will need to see how this is communicated with personnel and that the candidate does evaluate the effectiveness of the actions taken. The assessor will also need to see how records and documentation are maintained of the audit reports and the action taken.

Evidence from records produced and maintained by the candidate on current and previous work done on audit reports should also be readily available for the assessor to inspect

When assessing knowledge and understanding it would be expected that any questioning would be recorded

Unit		Element	
Maintain the quality of external services		Monitor the quality of the external services	
		Code	LOG 18.1
Description of this element			
<p>You must be able to monitor the quality of the external services. You will need to confirm the contract and requirements for the external services. You will need to identify any special requirements needed to monitor and maintain the quality and condition of the goods in storage and any health, safety and environmental issues. You must ensure that the external facility meets with all storage and contractual agreements and identify any variations that may affect the condition or quality and take the appropriate action in accordance with relevant legislation, regulation and codes of practice. You must maintain any records for the external storage facilities in accordance with operational and organisational procedures and communicate any issues or findings relating to the external services to relevant personnel</p>			
	You must be able to:-	You must know and understand:-	
O/Q/W	53. Confirm the contract for the external service	uuu) The external services required and identified in the contract	
O/Q/W	54. Confirm the requirements for the external services	vvv) Methods of monitoring the quality of the service	
O/Q/W	55. Identify any specialised requirements needed to monitor and maintain the quality of the services	www) Relevant health, safety and environmental issues	
O/Q/W	56. Identify any relevant health, safety and environmental issues	xxx) Relevant operational and organisational procedures	
O/Q/W	57. Monitor the compliance of the external services against the contractual requirements	yyy) Relevant legislation, regulation and codes of practice	
O/Q/W	58. Identify any variations from the contractual requirements that may affect the quality of the services provided	zzz) Recording and documentation procedures	
O/Q/W	59. Maintain records for external services in accordance with operational and organisational procedures	aaaa) Methods of communication e.g. oral, written, electronic	
O/Q/W	60. Communicate any issues or findings relating to the external services to the relevant personnel		
 <i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness			

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element the main evidence will come from outcome of performance, supported by questioning and witness testimony. The candidate will need to have knowledge and understanding of the external services being provided and the contract for their services. They will need to know the methods and procedures for monitoring the quality of the external services and how to deal with any issues raised. They will need to understand any health, safety or environmental issues that relate to the stock or activities involved with storage and movement of the goods. They will also need to understand the methods of communication and how records are to be maintained with the external services.

The assessor must ascertain that the candidate has a clear understanding of legislation, regulations and codes of practice relating to the storage and movement of goods and the provision of external services.

Evidence should come from observing the candidate during his or her normal and typical work activities when monitoring the quality of the external services. It should be evident that the candidate can interpret the contract requirements of the external services and relate to any specialised requirements that are required to monitor the services. The candidate will need to demonstrate how they ensure that any health, safety or environmental issues have been taken into account relating to the storage and movement of goods by the external services. The assessor will also need to see how the candidate ensures that the external services are in compliance with the contract and how to deal with variations to the contract. The candidate will also have to show how records are maintained on the external services and how communications are carried out with the external services and other relevant personnel.

Evidence from records produced and maintained by the candidate on current and previous work done monitoring the quality of external services should also be readily available for the assessor to inspect

When assessing knowledge and understanding it would be expected that any questioning would be recorded

Unit		Element	
<p align="center">Maintain the quality of external services</p>			<p>Review and evaluate the quality of external services</p>
			<p>Code LOG 18.2 issue May 2003</p>
<p>Description of this element</p> <p>You must be able to review and evaluate the quality of external services. You must analyse and evaluate the relevant monitoring information of the external services and then propose an action plan to address any issues that have been identified. You must ensure that the proposed actions for dealing with issues are in accordance with operational and organisational procedures and any health, safety and environmental issues are taken into account. You must communicate your proposed action plan to the relevant personnel and then carry out the agreed actions to resolve any identified issues in accordance with operational and organisational procedures. You must then confirm that the action taken has been effective and record and communicate with the relevant personnel in accordance with operational and organisational procedures.</p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
O/Q/W	61. Analyse and evaluate the relevant monitoring information of the external services	<p><i>bbbb)</i> Types of issues that may arise and how to deal with them</p>	
O/Q/W	62. Propose an action plan to address any issues that have been identified	<p><i>cccc)</i> Relevant health, safety and environmental issues</p>	
O/Q/W	63. Ensure proposed actions for dealing with issues are in accordance with operational and organisational procedures	<p><i>dddd)</i> Relevant operational and organisational procedures</p>	
O/Q/W	64. Identify any health, safety and environmental issues relating to the proposed actions	<p><i>eeee)</i> Relevant legislation, regulation and codes of practice</p>	
O/Q/W	65. Communicate your proposed action plan to the relevant personnel	<p><i>ffff)</i> Recording and documentation procedures</p>	
O/Q/W	66. Carry out agreed actions to resolve any identified issues in accordance with operational and organisational procedures	<p><i>gggg)</i> Methods of communication e.g. oral, written, electronic</p>	
O/Q/W	67. Confirm that the action taken has been effective in accordance with relevant legislation, regulation and codes of practice		
O/Q/W	68. Record and communicate with the relevant personnel in accordance with operational and organisational procedures		
		<p><i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness</p>	

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element the main evidence will come from outcome of performance, supported by questioning and witness testimony. The candidate will need to have knowledge and understanding of the external services being provided and the contract for their services. They will need to know the methods and procedures for reviewing and evaluating the quality of the external services and how to deal with any issues raised. They will need to understand any health, safety or environmental issues that relate to the stock or activities involved with the storage of goods. They will also need to understand the methods of communication and how records are to be maintained with the external services.

The assessor must ascertain that the candidate has a clear understanding of legislation, regulations and codes of practice relating to the storage of goods and the provision of external services.

Evidence should come from observing the candidate during his or her normal and typical work activities when reviewing and evaluating the quality of external services. It should be evident that the candidate analyse and evaluate the information from the monitoring of the external services. The candidate will need to show how they would take action to deal with any issues raised and how this and any actions proposed are communicated to the external services and other relevant personnel. The candidate will also need to show that they take into account any affects or issues raised by health, safety or the environment that could result from any actions proposed. The assessor will need to see how the proposed actions will be carried out and that the candidate does evaluate the effectiveness of the actions taken. The assessor will also need to see how records and documentation are maintained by the candidate of any actions taken and agreed with the external services.

Evidence from records produced and maintained by the candidate on current and previous work done reviewing and evaluating the quality of external services should also be readily available for the assessor to inspect

When assessing knowledge and understanding it would be expected that any questioning would be recorded

RHDTC National Occupational Standards

Element C12.1 from the Management Standards Unit
 'Lead the Work of Teams and Individuals to Achieve their Objectives'

Unit		Element	
<p style="text-align: center;">Lead the work of teams and individuals to achieve their objectives</p>			
		<p>Plan the work of teams and individuals</p>	
		Code	MSC12.1 issue May 2003
<p>Description of this element</p> <p>You must be able to plan the work of teams and individuals. You must give your team members opportunities to contribute to the planning and organisation of their work. Your plans must be consistent with your team's objectives and cover all the personnel whose work you are responsible for. Your plans and schedules must be realistic and achievable within organisational constraints and must take into full account team members' abilities and development needs. You must explain to your plans and your team members work activities to them in sufficient detail and at a level and pace appropriate to them. You must confirm your team members' understanding of your plans and their work activities at the appropriate times and make sure you update your plans at regular intervals to take into account individual, team and organisational changes.</p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
O/W/Q	1. Give opportunities to your team members to contribute to the planning and organisation of their work	a) The importance of effective communications when explaining work plans and allocations	
O/W/Q	2. Ensure that your plans are consistent with your team's objectives	b) How to present work plans in a way that gains the support and commitment of those involved	
O/Q	3. Ensure that your plans cover all those personnel whose work you are responsible for	c) The importance of regularly reviewing work	
O/Q	4. Ensure that your plans and schedules are realistic and achievable within organisational constraints	d) The importance of providing your team members with the opportunity to contribute to the planning and organisation of their work	
O/Q	5. Ensure that your plans and the way you allocate work take full account of team members' abilities and development needs	e) The types of organisational constraints that influence your planning	
O/W/Q	6. Explain to your team members your plans and their work activities in sufficient detail and at a level and pace appropriate to them	f) The importance of planning work activities to organisational effectiveness and your role and responsibilities in relation to this	
O/W/Q	7. Confirm that your team members' understanding of your plans and their work activities at appropriate times	g) How to develop realistic and achievable work plans for teams and individuals both in the short and medium term	
O/Q	8. Update your plans at regular intervals and take account of individual, team and organisational changes	h) The team's objectives and how you plans succeed in meeting these	
		i) The difference between someone who is within your line management control and someone for whom you have functional responsibility, and the implications this difference may have for planning work	
		<i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness	

Element C12.1 from the Management Standards Unit
'Lead the Work of Teams and Individuals to Achieve their Objectives'

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will be outcome of performance supported by questioning and witness testimony. You will need to have knowledge and understanding of :- **Communication** - the importance of effective communication when explaining work plans and allocations; how to present work plans in a way that gains the support and commitment of those involved. **Continuous improvement** - the importance of regularly reviewing work **Involvement and motivation** - the importance of providing your team members with the opportunity to contribute to the planning and organisation of their work. **Organisational context** - the types of organisational constraints which influence your planning. **Planning** - the importance of planning work activities to organisational effectiveness and your role and responsibilities in relation to this; how to develop realistic and achievable work plans for teams and individuals both in the short and medium term; the team's objectives and how your plans succeed in meeting these. **Working relationships** - the difference between someone who is within your line management control and someone for whom you have functional responsibility, and the implications this difference may have for planning work.

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

You must prove that you **plan the work of teams and individuals** to the National Standard of competence. To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria. Your evidence must be the result of real work activities undertaken by yourself.

Evidence from simulated activities is not acceptable for this element.

You must show evidence that you involve and plan work for at least one of the following types of team members:- people for whom you have line responsibility; people for whom you have functional responsibility. You must also show evidence that you develop both of the following types of plans:- short-term; medium-term. You must also show evidence that you take account of all of the following types of organisational constraints:- organisational objectives; organisational policies; resources. You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of team members, listed above.

Examples of evidence

Here are a few examples to give you some ideas about the sort of evidence you might be able to find in your daily work. **Work activities** - involving your team members in work planning; confirming individuals understanding of plans and work activities. **Products or outcomes** - your plans and schedules for the work of your team; minutes of planning meetings in which you have been involved; briefing notes you have developed; your revised and updated plans.

You may also provide short reports of your own, or statements from others who have observed your performance. **Written or spoken reports, describing** - how you involved team members in planning their work; how you updated your plans. **Witness testimony** - statements from those who were involved in planning work with you; statements from those who received your feedback.

RHDTC National Occupational Standards

Element C12.3 from the Management Standards Unit
 'Lead the Work of Teams and Individuals to Achieve their Objectives'

Unit		Element	
<p style="text-align: center;">Lead the work of teams and individuals to achieve their objectives</p>			
		Code	MSC12.2
		issue	May 2003
<p>Description of this element</p> <p>You must be able to assess the work of teams and individuals. You must explain the purpose of the assessment clearly to all involved and also make sure that you give your team members opportunities to assess their own work. Your work assessments must take place at times that are most likely to maintain and improve effective performance. Your assessments must be based on sufficient, valid and reliable information and be made objectively against clear and agreed criteria.</p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
O/W/Q	1. Explain the purpose of assessment clearly to all involved	a) The importance of being clear yourself about the purpose of assessment and of communicating this effectively to those involved	
O/W/Q	2. Give opportunities to team members to assess their own work	b) The importance of assessing the ongoing work of teams and individuals and your role and responsibilities in relation to this	
O/W/Q	3. Ensure that your assessment of work takes place at times most likely to maintain and improve effective performance	c) How to gather and evaluate the information you need to assess the work of teams and individuals	
O/W/Q	4. Make assessments based on sufficient, valid and reliable information	d) The importance of providing opportunities to your team members to assess their own work and how you can encourage and enable this involvement	
O/W/Q	5. Make your assessments objectively against clear and agreed criteria	e) The range of purposes of work assessment, why work assessment may play a role in an organisation and how they apply to your own situation	
O/W/Q		f) How to assess the work of teams and individuals, and processes in the workplace which can support such assessment	
O/W/Q		g) The principles of fair and objective assessment of work and how to ensure this is achieved	
<p><i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness</p>			

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will be outcome of performance supported by questioning and witness testimony. You will need to have knowledge and understanding of :- **Communication** - the importance of being clear yourself about the purpose of assessment and of communicating this effectively to those involved.

Continuous improvement - the importance of assessing the ongoing work of teams and individuals and your role and responsibilities in relation to this. **Information handling** - how to gather and evaluate the information you need to assess the work of teams and individuals. **Involvement and motivation** - the importance of providing opportunities to your team members to assess their own work and how you can encourage and enable this involvement. **Monitoring and evaluation** - the range of purposes of work assessment, why work assessment may play a role in an organisation and how they apply to your own situation; how to assess the work- of teams and individuals, and processes in the workplace which can support such assessment; the principles of fair and objective assessment of work and how to ensure this is achieved.

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

You must prove that you **assess the work of teams and individuals** to the National Standard of competence. To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria. Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this element.

You must show evidence that your assessments have at least two of the following types of purpose:- assuring that objectives have been achieved; assuring that quality and customer requirements have been met; appraising team or individual performance; recognising competent performance and achievement. You must also show evidence that you use at least one of the following types of assessment:- specific to one activity or objective; general to overall performance of the team or individual. You must also show evidence that you base your assessments on both of the following types of information:- qualitative; quantitative. You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of purpose and assessment, listed above.

Examples of evidence

Here are a few examples to give you some ideas about the sort of evidence You might be able to find in your daily work. **Work activities** - communicating the purposes of assessment to teams and individuals; involving your team member, in assessing their work. **Products or outcomes** - your written criteria for the assessment of work; progress reports you have contributed to; quality reports you have contributed to.

You may also provide short reports of your own, or statements from others who have observed your performance. **Written or spoken reports, describing** - how you decided when and how to assess the work of your team and individuals; how you took account of personal circumstances and organisational constraints when assessing the work of your team and individuals; the performance standards against which you assessed the work of your team and individuals; customers' requirements which your team has to satisfy. **Witness testimony** - statements from those whose work you assessed; statements from those who received your reports.

RHDTTC National Occupational Standards

Element C12.3 from the Management Standards Unit
 'Lead the Work of Teams and Individuals to Achieve their Objectives'

Unit		Element	
<p style="text-align: center;">Lead the work of teams and individuals to achieve their objectives</p>			
		<p>Provide feedback to teams and individuals on their work</p>	
		Code	MSC12.3 issue May 2003
<p>Description of this element</p> <p>You must be able to provide feedback to teams and individuals on their work. You must provide feedback to team members in a situation and in a form and manner most likely to maintain and improve performance. The feedback you give must be clear and based on an objective assessment of your team members' work, and recognise team members' achievements. It must provide constructive suggestions and encouragement for improving team members' work and be given in a way that shows respect for the individuals involved. All feedback to individuals and teams must be treated confidentially and opportunities must be given for team members and individuals to respond to feedback and recommend how they could improve their work.</p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
O/W/Q	1. Provide feedback to your team members in a situation and in a form and manner most likely to maintain and improve performance	a) The importance of good communication skills when providing feedback	
O/W/Q	2. Give clear feedback that is based on an objective assessment of your team members' work	b) How to provide both positive and negative feedback to team members on their performance	
O/W/Q	3. Give feedback that recognises team members' achievements and provides constructive suggestions and encouragement for improving their work	c) How to choose an appropriate time and a place to give feedback to teams and individuals	
O/W/Q	4. Give feedback in a way that shows respect for the individuals involved	d) How to provide feedback in a way that encourages your team members to feel that you respect them	
O/W/Q	5. Treat all feedback to individuals and teams confidentially	e) The importance of providing clear and accurate feedback to your team members on their performance and your role and responsibilities in relation to this	
O/W/Q	6. Give opportunities to team members to respond to feedback and recommend how they could improve their work	f) The principles of confidentiality when providing feedback- which people should receive which pieces of information	
		g) How to motivate team members and gain their commitment by providing feedback	
		h) The importance of being encouraged when providing feedback to team members and showing respect for those involved	
		i) Why it is important to provide constructive suggestions on how performance can be improved	
		j) The importance of giving those involved the opportunity to provide suggestions on how to improve their work	
<p><i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness</p>			

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will be outcome of performance supported by questioning and witness testimony. You will need to have knowledge and understanding of :- **Communication** - the importance of good communication skills when providing feedback; how to provide both positive and negative feedback to team members on their performance; how to choose an appropriate time and a place to give feedback to teams and individuals; how to provide feedback in a way which encourages your team members to feel that you respect them. **Continuous improvement** - the importance of providing clear and accurate feedback to your team members on their performance and your role and responsibilities in relation to this. **Information handling** - the principles of confidentiality when providing feedback - which people should receive which pieces of information. **Involvement and motivation** - how to motivate team members and gain their commitment by providing feedback; the importance of being encouraging when providing feedback to team members and showing respect for those involved; why it is important to provide constructive suggestions on how performance can be improved; the importance of giving those involved the opportunity to provide suggestions on how to improve their work.

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

You must prove that you **provide feedback to teams and individuals on their work** to the National Standard of competence. To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria. Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this element.

You must show evidence that you provide both of the following types of feedback:- positive; negative. You must also show evidence that you use both of the following forms of feedback:- spoken; written. You must show evidence that you give feedback in at least two of the following types of situation:- during normal day-to-day activities; when required to maintain motivation, morale and effectiveness; during formal appraisals; at team meetings and briefings; during confidential discussions of work. You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of situation, listed above.

Examples of evidence

Here are a few examples to give you some ideas about the sort of evidence you might be able to find in your daily work. **Work activities** - providing feedback to teams and individuals; seeking their suggestions for improving their work. **Products or outcomes** - appraisal summaries and reports which you have produced; minutes of relevant team meetings.

You may also provide short reports of your own. or statements from others who have observed your performance. **Written or spoken reports, describing** - how you encouraged staff to give feedback and make suggestions for improving their work; how you used feedback to maintain morale, motivation and effectiveness; how you gave feedback in a way that showed respect for those receiving it. **Witness testimony** - statements from those who received your feedback.

RHDTC National Occupational Standards

Element C7.1 from the Management Standards Unit
'Contribute to the Selection of Personnel for Activities'

Unit		Element	
<p align="center">Contribute to the selection of personnel for activities</p>			<p>Contribute to identifying personnel requirements</p>
			<p>Code MSC7.1 issue May 2003</p>
<p>Description of this element</p> <p>You must be able to contribute to identifying personnel requirements. You must base your contributions to identifying personnel requirements on current, valid and reliable information. You must take into account work objectives and constraints in your contributions and make sure your suggestions for personnel requirements meet organisational needs and legal requirements. You must then present your contributions to the relevant people in the agreed format at the agreed time.</p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
O/Q	1. Base your contributions to identifying personnel requirements on current, valid and reliable information	a)	How to make a case for additional personnel needs in a way that is likely to influence decision-makers positively
O/Q	2. Take into account work objectives and constraints in your contributions	b)	How to collect and check the validity of the information necessary to contribute to personnel requirements
O/Q	3. Suggest personnel requirements that meet organisational needs and legal requirements	c)	The legal requirements for identifying personnel specifications
O/W/Q	4. Present your contributions to the relevant people in the agreed format at the agreed time.	d)	The organisational requirements for identifying personnel needs
		e)	How to identify and interpret the work objectives and constraints that are relevant to identifying your personnel needs
		f)	How to help specify the job roles, competences and attributes required to meet these needs
	<p><i>Recommended methods of collecting evidence</i></p>	<p>P = performance O = outcome Q = questioning W = witness</p>	

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will be outcome of performance supported by questioning and witness testimony. You will need to have knowledge and understanding of :- **Communication** - how to make a case for additional personnel needs in a way which is likely to influence decision-makers positively. **Information handling** - how to collect and check the validity of the information necessary to contribute to personnel requirements. **Legal requirements** - the legal requirements for identifying personnel needs. **Organisational context** - the organisational requirements for identifying personnel needs. **Recruitment and selection** - how to identify and interpret the work objectives and constraints which are relevant to identifying your personnel needs; how to help specify the job roles, competences and attributes required to meet these needs.

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

You must prove that you **contribute to identifying personnel requirements** to the National Standard of competence. To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria. Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this element.

You must show evidence that you contribute to identifying requirements for at least four of the following types of personnel:- internal /external; permanent /temporary; full-time /part-time; paid /voluntary. You must also show evidence that you contribute to identifying all of the following types of requirements:- skills; knowledge; personal attributes. You must also show evidence that you take account of at least two of the following types of work objectives and constraints:- work plans, targets and commitments; staff availability; organisational values and policies; financial considerations; industry-specific requirements. You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of personnel and work objectives and constraints, listed above.

Examples of evidence

Here are a few examples to give you some ideas about the sort of evidence you might be able to find in your daily work. **Work activities** - making contributions to meetings on personnel requirements; submitting reports to appropriate people; involving team members in discussions of personnel requirements. **Products or outcomes** - written and statistical analyses of personnel requirements.

You may also provide short reports of your own, or statements from others who have *observed* your performance. **Written or spoken reports, describing** - how you took account of work constraints and objectives when identifying personnel requirements; the impact of equal opportunities on your identification of personnel requirements; how you involved team members in constructive discussions concerning personnel requirements. **Witness testimony** - statements from others who were involved in identifying personnel requirements.

RHDTC National Occupational Standards

Element C7.2 from the Management Standards Unit
'Contribute to the Selection of Personnel for Activities'

Unit		Element	
<p align="center">Contribute to the selection of personnel for activities</p>			<p>Contribute to selecting required personnel</p>
			<p>Code MSC7.2 issue May 2003</p>
<p>Description of this element</p> <p>You must be able to contribute to selecting required personnel for your team. The methods that you use to assess and select personnel must meet your organisational requirements and any information you provide must be complete, accurate and support the fair assessment of personnel. Your suggestions for the selection of personnel must be clear and accurate and based on objective assessments of the information against agreed selection criteria. Your communications with personnel must be in a manner and at a level and pace appropriate to their needs. You must make your suggestions only to the authorised people and make sure your records of your contribution to the selection process are complete, accurate, clear and meet organisational requirements</p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
O/W/Q	1. Ensure that the methods you use to assess and select personnel meet organisational requirements	a)	How to present suggestions for selection effectively
O/Q	2. Ensure that the information that you provide is complete, accurate and supports the fair assessment of personnel	b)	How to communicate effectively with the range of personnel involved
O/Q	3. Suggest personnel selections that are based on objective assessments of the information against agreed selection criteria	c)	The importance of confidentiality during selection processes – what kinds of information may be made known to which staff
O/Q	4. Suggest personnel selections clearly and accurately	d)	The importance of keeping accurate, complete and clear records of one's contributions to the selection process
O/W/Q	5. Make sure that your suggestions are available only to the authorised people	e)	The legal requirements for the selection of personnel
O/W/Q	6. Handle your communications with personnel in a manner and at a level and pace appropriate to their needs	f)	The organisational requirements for the selection of personnel
O/Q	7. Record your contribution to the selection process in a complete, accurate and clear way that meets with organisational requirements	g)	The range of methods that maybe used for the assessment and selection of staff and the relative advantages and disadvantages of these for your team
		h)	The contributions you can make to the assessment and selection of staff
		i)	How to make fair and objective assessments against criteria during the selection process
		<p><i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness</p>	

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will be outcome of performance supported by questioning and witness testimony. You will need to have knowledge and understanding of :- **Communication** - how to present suggestions for selection effectively; how to communicate effectively with the range of personnel involved. **Information handling** - the importance of confidentiality during selection processes; what kinds of information may be made known to which staff; the importance of keeping accurate, complete and clear records of one's contributions to the selection process. **Legal requirements** - legal requirements for the selection of personnel. **Organisational context** - organisational requirements for the selection of personnel. **Recruitment and selection** - the range of methods which may be used for the assessment and selection of staff and the relative advantages and disadvantages of these for your team; the contributions you can make to the assessment and selection of staff; how to make fair and objective assessments against criteria during We selection process.

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

You must prove that you **contribute to selecting required personnel** to the National Standard of competence. To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria. Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this element.

You must show evidence that you contribute to the selection of at least four of the following types of personnel:- internal / external; permanent / temporary; full-time / part-time; paid / voluntary. You must also show evidence that you contribute to at least two of the following types of assessment and selection methods:- analysis of written applications; interviews; tests of work skills. You must also show evidence that you make your selection suggestions to at least two of the following types of authorised people:- colleagues working at the same level; higher-level managers or sponsors; personnel specialists; members of the selection board. You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of methods, personnel and authorised people, listed above.

Examples of evidence

Here are a few examples to give you some ideas about the sort of evidence you might be able to find in your daily work. **Work activities** - taking part in selection and recruitment procedures. **Products or outcomes** - your reports making recommendations about selection procedures and methods; your reports making selection decisions.

You may also provide short reports of your own, or statements from others who have observed your performance. **Written or spoken reports, describing** - how you handled communications with candidates; how you made sure your suggestions on the selection of candidates were objective; your organisation's selection policies and procedures; how your methods of assessing and selecting candidates meet organisational requirements. **Witness testimony** - statements from others who observed your contribution to the selection process.

RHDTC National Occupational Standards

Element C9.1 from the Management Standards Unit
 'Contribute to the Development of Teams and Individuals'

Unit		Element	
<p>Contribute to the development of teams and individuals</p>			
		Code	MSC9.1
		issue	May 2003
<p>Description of this element</p> <p>You must be able to contribute to the identification of development needs of your team. You must give team members opportunities to help identify their own development needs and the development needs you identify for them must be based on sufficient reliable and valid information. You must also make sure the development needs you identify are consistent with team objectives and organisational values. The information you present on development needs must be to authorised people only in the required format and to agreed deadlines.</p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
O/W/Q	1. Give opportunities to team members to help identify their own development needs	a) How to present development needs to people in a way that is likely to influence their decision making positively	
O/Q	2. Identify their development needs accurately and use sufficient reliable and valid information to do this	b) The importance of team development to the continuing effectiveness of your organisation and your role and responsibilities in contributing to this	
O/W/Q	3. Ensure that the development needs you identify are consistent with team objectives and organisational values	c) How to collect and validate the information needed to identify development needs	
O/W/Q	4. Present the information on development needs to authorised people only, in the required format and to agreed deadlines	d) The importance of providing team members with opportunities to help identify their own development needs	
		e) How to encourage and enable team members to identify their development needs	
		f) Team objectives and organisational values which have a bearing on development needs	
		g) How to decide whether development needs are consistent with organisational objectives and values	
		h) How to identify development needs in the team	
		i) What information is needed to identify development needs	
		<p><i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness</p>	

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will be outcome of performance supported by questioning and witness testimony. You will need to have knowledge and understanding of :- **Communication** - how to present development needs to people in a way which is likely to influence their decision making positively. **Continuous improvement** - the importance of team development to the continuing effectiveness of your organisation and your role and responsibilities in contributing to this. **Information handling** - how to collect and validate the information needed to identify development needs. **Involvement and motivation** - the importance of providing team members with opportunities to help identify their own development need; how to encourage and enable team members to identify their development needs. **Organisational context** - team objectives and organisational values which have a bearing on development needs; how to decide whether development needs are consistent with organisational objectives and values. **Training and development** - how to identify development needs in the team; what information is needed to identify development needs.

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

You must prove that you **contribute to the identification of development needs** to the National Standard of competence. To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria. Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this element.

You must show evidence that you identify both of the following types of development needs:- to meet team objectives; to meet individual aspirations. You must also show evidence that you present the necessary information to at least two of the following types of authorised people:- team members; colleagues working at the same level as yourself; higher-level managers or sponsor; specialists. You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all aspects of the authorised people, listed above.

Examples of evidence

Here are a few examples to give you some ideas about the sort of evidence you might be able to find in your daily work. **Work activities** - involving your team members in identifying their development needs; identifying and reporting the development needs of your team. **Productivity or outcomes** - your reports on training and development needs.

You may also provide short reports of your own, or statements from others who have observed your performance. **Written or spoken reports, describing** - how you involved team members in identifying development needs; how you chose methods for identifying development needs. **Witness testimony** - statements from people involved in identifying development needs with you.

RHDTC National Occupational Standards

Element C9.2 from the Management Standards Unit
 'Contribute to the Development of Teams and Individuals'

Unit		Element	
<p>Contribute to the development of teams and individuals</p>			
		Code	MSC9.2
		issue	May 2003
<p>Description of this element</p> <p>You must be able to contribute to planning the development of teams and individuals. You must make sure that your contributions to the planning process reflect the identified development needs of all those you are responsible for. Your contributions must be clear, relevant, and realistic and take account of team and organisational constraints. You must agree your ideas with individual team members, taking account of their work activities, learning abilities and personal circumstances. Your contributions must be presented to authorised personnel only in the required format and to agreed deadlines.</p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
O/W/Q	1. Ensure that your contributions to the planning process reflect the identified development needs of all those you are responsible for	a) The importance of agreeing development plans with those involved and how to reach such agreement	
O/W/Q	2. Make contributions that are clear, relevant, realistic and take account of team and organisational constraints	b) The team and organisational constraints that influence the planning of development activities	
O/W/Q	3. Agree your ideas with individual team members, taking account of their work activities, learning abilities and personal circumstances	c) How to contribute to planning the development of teams and individuals	
O/W/Q	4. Present your contributions to authorised people only, in the required format and to agreed deadlines	d) The training needs you have identified and how your contributions to the planning process will help meet these needs	
		e) How to take account of team and organisational constraints in the planning process	
		f) The importance of taking account of team members' work activities, their learning abilities and personal circumstances and how to build these factors into development activities	
		g) The correct procedures for presenting your contributions to planning development activities	
 <p><i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness</p>			

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will be outcome of performance supported by questioning and witness testimony. You will need to have knowledge and understanding of :- **Involvement and motivation** - the importance of agreeing development plans with those involved and how to reach such agreements.

Organisational context - the team and organisational constraints which influence the planning of development activities. **Training and development** - how to contribute to planning the development of teams and individuals; the training needs you have identified and how your contributions to the planning process will help meet these needs; how to take account of team and organisational constraints in the planning process; the importance of taking account of team members' work activities, their learning abilities and personal circumstances and how to build these factors into development activities; the correct procedures for presenting your contributions to planning development activities.

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

You must prove that you **contribute to planning the development of teams and individuals** to the National Standard of competence. To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria. Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this element.

You must show evidence that your contributions meet both of the following types of development needs:- to meet organisational objectives; to meet individual aspirations. You must also show evidence that you present your contributions to at least two of the following types of authorised people:- team members; colleagues working at the same level as yourself; higher-level managers or sponsors; specialists. You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of authorised people, listed above.

Examples of evidence

Here are a few examples to give you some ideas about the sort of evidence you might be able to find in your daily work. **Work activities** - involving your team members in planning their development; presenting proposals for their development. **Products or outcomes** - your written proposals and contributions.

You may also provide short reports of your own, or statements from others who have observed your performance **Written or spoken reports, describing** - how you agreed your suggested plans with your team members; how you took account of your team members work activities, learning abilities and personal circumstances when contributing to planning their development. **Witness testimony** - statements from those who received your contributions.

RHDTC National Occupational Standards

Element C9.3 from the Management Standards Unit
'Contribute to the Development of Teams and Individuals'

Unit		Element	
<p align="center">Contribute to the development of teams and individuals</p>			<p>Contribute to development activities</p>
			<p>Code MSC9.3 issue May 2003</p>
<p>Description of this element</p> <p>You must be able to contribute to development activities. Your contributions to development activities must support your team objectives and plans and meet the agreed objectives of the development activity. In your contributions, you must take into account the work activities, learning abilities and personal circumstances of your individual team members. You must also encourage the use of feedback from those taking part in the activities to improve your future contributions to development activities.</p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
O/W/Q	1. Ensure that your contributions to development activities support your team objectives and plans	a)	The importance of monitoring and reviewing development activities and taking note of feedback from those who are taking part
O/Q	2. Ensure that your contributions meet the agreed objectives of development activity	b)	How to encourage and gather useful feedback from team members on the development activities they are involved
O/W/Q	3. Ensure that your contributions take into account the work activities, learning abilities and personal circumstances of your individual team members	c)	The types of contributions that you could make to development activities for your team members
O/W/Q	4. Encourage the use of feedback from those taking part in the activities to improve your future contributions to development activities	d)	How to choose contributions that are appropriate to your team members, the type of development activity that is planned and you own abilities and objectives
		e)	How to ensure your own contribution is meeting agreed objectives and plans for the activities
		f)	Why development activities should take account of team members' work activities, their learning abilities and personal circumstances
	<p><i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness</p>		

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will be outcome of performance supported by questioning and witness testimony. You will need to have knowledge and understanding of :- **Continuous improvement** - the importance of monitoring and reviewing development activities and taking note of feedback from those who are taking part; how to encourage and gather useful feedback from team members on the development activities they are involved in. **Training and development** - the types of contributions which you could make to development activities for your team members; how to choose contributions which are appropriate to your team members, the type of development activity which is planned and your own abilities and objectives; how to ensure your own contribution is meeting agreed objectives and plans for the activities; why development activities should take account of team members' work activities, their learning abilities and personal circumstances.

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

You must prove that you **contribute to development activities** to the National Standard of competence. To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria. Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this element.

You must show evidence that you make at least three of the following types of contributions:- providing information to team members; instructing team members in aspects of their work; skills training; providing learning opportunities at work; providing feedback on their work. You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of contributions, listed above.

Examples of evidence

Here are a few examples to give you some ideas about the sort of evidence you might be able to find in your daily work. **Work activities** - taking part in development activities; providing opportunities for learning at work; modifying development activities to take account of the feedback you have received. **Products or outcomes** - your briefing documents; your instructional documents.

You may also provide short reports of your own, or statements from others who have observed your performance. **Written or spoken reports, describing** - how you took account of the work activities, learning abilities and personal circumstances of individual team members. **Witness testimony** - statements from those who observed you contributing to development activities.

RHDTTC National Occupational Standards

Element C9.4 from the Management Standards Unit
 'Contribute to the Development of Teams and Individuals'

Unit		Element	
<p>Contribute to the development of teams and individuals</p>			
		Code	MSC9.4
		issue	May 2003
<p>Description of this element</p> <p>You must be able to contribute to the assessment of people against development objectives. You must agree the purpose of the assessment and your role in it with the relevant people and carry out your role in the assessments objectively against clear, agreed criteria. You must make sure all team members are given opportunities to contribute to their own assessments and that all team members are given equal access to assessments against development objectives. Your assessments must be based on sufficient, valid and reliable information and information about the assessments must be provided to authorised people only, in the required format and to agreed deadlines.</p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
O/W/Q	1. Agree the purpose of the assessment and your role in it with relevant people	a)	The information needed to assess team members' progress
O/W/Q	2. Give opportunities to team members to contribute to their own assessments	b)	How to collect and check the validity of information
O/W/Q	3. Give equal access to all team members to be assessed against development objectives	c)	The importance of confidentiality when carrying out and reporting assessments – what types of information should be provided to which people
O/Q	4. Carry out your role in the assessments objectively against clear, agreed criteria	d)	The importance of team members contributing to the assessment of their own progress
O/Q	5. Base your assessments on sufficient, valid and reliable information	e)	How to encourage and enable them to do so
O/W/Q	6. Provide information about assessments to authorised people only, in the required format and to agreed deadlines	f)	The organisational procedures for reporting the results of assessment
		g)	The importance of assessing team members' development
		h)	The range of purposes that the assessment may have
		i)	The importance of agreeing the purpose of the assessment with team members, line managers, colleagues and specialists
		j)	The importance of fair and objective assessment
		k)	How to assess team members' progress against development objectives
		l)	Methods that may be used to assess the progress of team members objectively and fairly
		<p><i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness</p>	

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will be outcome of performance supported by questioning and witness testimony. You will need to have knowledge and understanding of :- **Information handling** - the information needed to assess team members' progress; how to collect and check the validity of information; the importance of confidentiality when carrying out and reporting assessments, what types of information should be provided to which people. **Involvement and motivation** - the importance of team members contributing to the assessment of their own progress; how to encourage and enable them to do so. **Organisational context** - the organisational procedures for reporting the results of assessment. **Training and development** - the importance of assessing team members' development; the range of purposes which the assessment may have; the importance of agreeing the purpose of the assessment with team members, line managers, colleagues and specialists; the importance of fair and objective assessment; how to assess team members' progress against development objectives; methods which may be used to assess the progress of team members objectively and fairly.

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

You must prove that you **contribute to the assessment of people against development objectives** to the National Standard of competence. To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria. Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this element.

You must show evidence that your assessments have at least two of the following types of purpose:- identification of further training and development needs; evaluation of the effectiveness of the training and development process; appraisal of performance; recognition of knowledge, skills and competence at work. You must show evidence that you carry out at least two of the following types of assessments:- testing of knowledge and skills; observation of performance at work; appraisal discussions. You must also show evidence that you agree the purpose of and provide information about assessment to at least two of the following:- teams and individuals being assessed; higher-level managers or sponsors; colleagues working at the same level as yourself; specialists. You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of purposes and assessment, listed above.

Examples of evidence

Here are a few examples to give you some ideas about the sort of evidence you might be able to find in your daily work. **Work activities** - running feedback interviews with individual team members; clarifying the purpose of assessments. **Products or Outcomes** - your written assessments of team members against training and development objectives.

You may also provide short reports of your own, or statements from others who have observed your performance. **Written or spoken reports, describing** - how you gave team members opportunities to contribute to their own assessments; how you ensured that assessments were based on sufficient, valid and reliable information. **Witness testimony** - statement from people who were assessed or were involved in the assessment.

RHDTC National Occupational Standards

Element C12.3 from the Management Standards Unit
'Lead the Work of Teams and Individuals to Achieve their Objectives'

RHDTTC National Occupational Standards

Element C15.1 from the Management Standards Unit
'Respond to Poor Performance in the Team'

Unit		Element	
<p>Respond to poor performance in the team</p>			
		Code	MSC15.1 issue May 2003
<p>Description of this element</p> <p>You must be able to help team members who have problems affecting their performance You must promptly identify poor performance and bring it directly to the attention of the team member concerned. You must give all team members the opportunity to discuss actual or potential problems affecting their individual circumstances and make sure you discuss these issues at a time and place appropriate to the type, seriousness and complexity of the problem. You must also gather and check as much information as possible to identify the nature of the problem. You must agree a course of action with the team member that is appropriate, timely and effective and if necessary refer them to the appropriate support services. The way you respond to team members' problems must maintain respect for the individual and the need for confidentiality and you must promptly inform the relevant people of problems beyond your level of competence or responsibility.</p>			
<p>You must be able to:-</p>		<p>You must know and understand:-</p>	
O/Q/W	1. Promptly identify poor performance and bring it directly to the attention of the team member concerned	a)	The importance of providing opportunities for team members to discuss problems
O/Q/W	2. Give the team member the opportunity to discuss actual or potential problems affecting their performance	b)	How to encourage and enable team members to talk frankly about their problems
O/Q	3. Discuss these issues with the team member at a time and place appropriate to the type, seriousness and complexity of the problem	c)	The importance of confidentiality
O/Q	4. Gather and check as much information as possible to identify the nature of the problem	d)	The importance of promptly identifying poor performance and bringing it directly to team members' attention
O/Q/W	5. Agree with the team member a course of action that is appropriate, timely and effective	e)	Your role and responsibilities in dealing with team members' problems
O/Q/W	6. Refer the team member to support services appropriate to their individual circumstances, where necessary	f)	The types of problems that your team members may encounter at work
O/Q	7. Respond the team members' problems in a way that maintains respect for the individual and the need for confidentiality	g)	How to identify problems that the individual is experiencing and devise appropriate responses
O/W/Q	8. Promptly inform relevant people of problems beyond your level of responsibility or competence	h)	The importance of agreeing a course of action with the team member involved
		i)	How to decide when the problem goes beyond your own level of competence and responsibility
		j)	The range of support services that exist inside and outside your organisation
		k)	The importance of maintaining respect for the individual
		l)	The limits beyond which you should not go in becoming involved in the individual's problem
		<p><i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness</p>	

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will be outcome of performance supported by questioning and witness testimony. You will need to have knowledge and understanding of :- **Communication** - the importance of providing opportunities for team members to discuss problems; how to encourage and enable team members to talk frankly about their problems. **Information handling** - the importance of confidentiality. **Monitoring and evaluation** - the importance of promptly identifying poor performance and bringing it directly to team members' attention. **Providing support** - your role and responsibilities in dealing with team members' problems; the types of problems which your team members may encounter at work; how to identify problems which the individual is experiencing and devise appropriate responses; the importance of agreeing a course of action with the team member involved; how to decide when the problem goes beyond your own level of competence and responsibility; the range of support services which exist inside and outside your organisation. **Working relationships** - the importance of maintaining respect for the individual; the limits beyond which you should not go in becoming involved in the individual's problem.

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

You must prove that you **help team members who have problems affecting their performance** to the National Standard of competence. To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria. Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is only acceptable for performance criterion f) in this element.

You must show evidence that you help at least one of the following types of team members:- people for whom you have line management responsibility; people for whom you have functional responsibility. You must also show evidence that you help team members with at least one of the following types of problems:- arising from work-related factor; arising from external personal factors. You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of team members and problems, listed above.

Examples of evidence

Here are a few examples to give you some ideas about the sort of evidence you might be able to find in your daily work. **Work activities** - monitoring your team's performance and identifying individual problems; discussing problems with team members. **Products or outcomes** - notes and records of agreed courses of action; reports to others on individual problems.

You may also provide short reports of your own, or statements from others who have observed your performance. **Written or spoken reports** - how you decided that team members need to receive support services; the available forms of support. **Witness testimony** - statements from those who received your help with their problems.

RHDTTC National Occupational Standards

Element C15.2 from the Management Standards Unit
 'Respond to Poor Performance in the Team'

Unit		Element	
<p>Respond to poor performance in the team</p>			
		Code	MSC15.2 issue May 2003
<p>Description of this element</p> <p>You must be able to contribute to implementing disciplinary and grievance procedures. You must make sure all your team members have clear, accurate and timely information regarding disciplinary and grievance procedures. You must ensure that all your contributions to disciplinary and grievance procedures are provided in a fair, impartial and timely way and that your contributions to implementing disciplinary and grievance procedures are consistent with your level of authority. You must also ensure that your contributions to implementing disciplinary and grievance procedures maintain respect for the individual and the need for confidentiality.</p>			
	<p>You must be able to:-</p>	<p>You must know and understand:-</p>	
O/Q/W	1. Ensure that your team members have clear, accurate and timely information regarding disciplinary and grievance procedures	a) The importance of effectively applying disciplinary and grievance procedures and your responsibilities in relation to this	
O/Q	2. Make contributions to disciplinary and grievance procedures that are fair, impartial and timely way	b) Situations in which disciplinary and grievance procedures should be implemented	
O/Q	3. Make contributions to implementing disciplinary and grievance procedures that are consistent with your level of authority	c) The importance of informing team members about disciplinary and grievance procedures, appropriate times to do so and methods used	
O/Q	4. Ensure that your contributions to implementing disciplinary and grievance procedures maintain respect for the individual and the need for confidentiality	d) The importance of fairness, impartiality and respond in a timely way when dealing with disciplinary and grievance procedures	
		e) The importance of confidentiality when dealing with disciplinary and grievance procedures – who may receive what information	
		f) Legal requirements relevant to disciplinary and grievance procedures	
		g) Organisational requirements relevant to disciplinary and grievance procedures	
		h) The importance of maintaining respect for the individual when dealing with disciplinary and grievance procedures	
		<p><i>Recommended methods of collecting evidence</i> P = performance O = outcome Q = questioning W = witness</p>	

Evidence requirement.

The assessor should be confident that the outcomes have been produced by competent performance and that the candidate is capable of repeating competent performance. Evidence of competency will probably be collected over a period of time in the normal work environment or under similar conditions. Those providing witness testimony must be occupationally competent and reliable to recognise and support the evidence of competence for the candidate.

For this element primary evidence will be outcome of performance supported by questioning and witness testimony. You will need to have knowledge and understanding of :- **Disciplinary and grievance procedures** - the importance of effectively applying disciplinary and grievance procedures and your responsibilities in relation to this; situations in which disciplinary and grievance procedures should be implemented; the importance of informing team members about disciplinary and grievance procedures, appropriate times to do so and methods to use; the importance of fairness, impartiality and responding in a timely way when dealing with disciplinary and grievance procedures. **Information handling** - the importance of confidentiality when dealing with disciplinary and grievance procedures - who may receive what information. **Legal requirements** - legal requirements relevant to disciplinary and grievance procedures. **Organisational context** - organisational requirements relevant to disciplinary and grievance procedures. **Working relationships** - the importance of maintaining respect for the individual when dealing with disciplinary and grievance procedures.

When assessing knowledge and understanding it would be expected that any questioning would be recorded.

You must prove that you **contribute to implementing disciplinary and grievance procedures** to the National Standard of competence. To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria. Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is acceptable for this element.

You must show evidence that you provide both of the following types of information:- organisational; legal. You must also show evidence that you make at least one of the following types of contributions:- requested by others; on your own initiative. You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of both types of contributions, listed above.

Examples of evidence

Here are a few examples to give you some ideas about the sort of evidence you might be able to find in your daily work. **Work activities** - implementing disciplinary and grievance procedures. **Products or outcomes** - records of proceedings and outcomes; records of consultations with other authorised people.

You may also provide short reports of your own, or statements from others who have observed your performance. **Written or spoken reports, describing** - how you contributed to disciplinary and grievance proceedings in a fair, impartial and timely way; your organisation's disciplinary and grievance procedures. **Witness testimony** - statements from others who were involved in disciplinary and grievance procedures with you.