



QUALIFICATION HANDBOOK

SVQ in Team Leading at SCQF Level 6

Qualification reference number: GN7K 46

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1. Introduction

1.1 This qualification has been developed to seek to ensure that team leaders meet minimum requirements of technical competence and health and safety.

1.2 These requirements have been specified in the National Occupational Standards (NOS) developed by the Sector Skills Council (SSC) Skills CFA in liaison with employers and industry/ sector representatives. This qualification is based upon those NOS and incorporates the Qualification Structure approved by SQA Accreditation.

1.3 Successful completion of this qualification will allow candidates to show they have sufficient knowledge, understanding and skills to demonstrate competence in team management.

1.4 This Handbook provides the information required to assist approved centres in delivering the qualification and preparing candidates for assessment. This includes some template forms that may be used / adapted by centres. Note that you are able to create your own, or use existing forms for this purpose. Alternatively, QFI makes its E-Portfolio system available to its approved centres.

This document should be read in conjunction with QFI's policies and the Centre Handbook.

2. Qualification objective(s)

2.1 The qualification is suitable for apprentices / those already in employment that wish to develop their knowledge and skills in managing teams/ first line management.

2.2 In order to do this, the qualification covers technical and health and safety standards, and supports roles relating to team management.

3. Progression

3.1 This qualification is primarily designed to allow candidates to progress to employment in roles relating to team management or higher levels of management. These roles may be in addition to other roles. Successful completion of this qualification may therefore lead to additional employment opportunities.

3.2 Candidates achieving this qualification may also wish to progress to higher level qualifications in management.

3.3 Candidates may also choose to undertake qualifications in more generic subjects such as a health and safety in the workplace.

4. Entry requirements

4.1 Candidates must be at least 16 years of age to be able to undertake this qualification.

4.2 Candidates taking this qualification must be made fully aware of what this entails. Centres must be satisfied that candidates have the experience and skills and will have sufficient assessment opportunities within their job role to provide evidence of competence for this qualification. Where this may not be the immediate case, candidates should check with their employer whether they are able to go out with departmental or immediate job role boundaries to gain the necessary assessment opportunities.

4.3 A sample induction checklist is included at Appendix 1.

5. Qualification structure

5.1 The structure for this qualification is set by the Standard Setting function of QFI and approved by SQA Accreditation.

5.2 To achieve this qualification candidates must achieve:

- 4 mandatory units
- 2 optional units

Mandatory Units

All candidates must complete the following four units

SSC code	Title of mandatory unit (must complete all four units)	SCQF level	SCQF credits
CFAM&LAA1	Manage yourself	6	5
CFAM&LDD1	Develop and sustain productive working relationships with colleagues	6	6
CFAM&LDB2	Allocate work to team members	5	6
CFAM&LEB1	Provide healthy, safe, secure and productive working environments and practices	7	7

Plus two of the following optional units:

SSC code	Title of mandatory units for this route (must complete two units)	SCQF level	SCQF credits
CFAM&LBA3	Lead your team	7	9
CFAM&LDC5	Help individuals address problems affecting their performance	6	5

CFAM&LDD7	Represent your area of responsibility in meetings	5	2
CFAM&LDA6	Initiate and follow disciplinary procedures	6	6
CFAM&LDA7	Initiate and follow grievance procedures	6	4
CFAM&LDA3	Induct individuals into their roles	5	3
CFAM&LDB5	Manage team communications	6	5
CFAM&LDB9	Promote staff wellbeing	6	4
CFAM&LDC1	Identify individuals' learning needs and styles	6	6
CFACSC5	Monitor and solve customer service problems	6	8
CFACSD8	Work with others to improve customer service	5	6
CFACSC3	Resolve customer service problems	5	5
CFACSD2	Support customer service improvements	6	6

All units are included in Appendix 2 of to this document.

6. Assessment

6.1 Roles and responsibilities

There are a number of people involved in the assessment process and the role of each needs to be clearly understood by each.

- Candidates – must familiarise themselves with the content of the units that they are taking and how these are to be assessed. They should co-operate with the assessment process, looking for opportunities to evidence the elements and gathering evidence where this arises. Candidates must take on board feedback from their assessor and work with their assessor to develop realistic plans for assessment. An Assessment Plan and Review template is included at Appendix 3.
- Assessors - must familiarise themselves with the content of the units that they are assessing and how these are to be assessed. They must assist candidates in identifying assessment opportunities, gathering, and presenting evidence. Assessors must assess all elements and record these assessments. Templates for recording elements, and for unit achievement, are at Appendix 4. Assessors must feedback and work with candidates to identify any gaps and develop realistic plans for assessment. They must also work with the Internal Verifier and External Verifier to ensure a common standard of assessment.

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- Internal Verifiers – sometimes known as Internal Quality Assurers (IQAs), their role is to ensure that the assessment process is appropriate, consistent, fair and transparent; that assessors receive on-going support and that they are assessing to a common standard; and that awards are valid, reliable and consistent. IVs must develop a strategy that includes standardisation activities such as reviewing samples of evidence from each assessor, and countersigning the decisions of unqualified assessors.
- External Verifiers - sometimes known as External Quality Assurers (EQAs), are appointed by QFI and are independent of the centre. Their role is to check that internal processes are in place to ensure robust, consistent assessment. This includes sampling assessment evidence.

6.2 SCQF level 6 descriptors

This qualification is pitched at SVQ level 3/ SCQF level 6. The following are descriptions of what a candidate should be able to do or demonstrate at SCQF level 6. These are for guidance only – it is not expected that every point will be covered.

Knowledge and understanding

Demonstrate and/or work with: An appreciation of the body of knowledge that constitutes a subject/discipline/sector; A range of knowledge, facts, theories, ideas, properties, materials, terminology, practices and techniques about, and associated with, a subject/discipline/sector; Relating the subject/discipline/sector to a range of practical and/or commonplace applications.

Practice: Applied knowledge, skills and understanding

Apply knowledge, skills and understanding: In known, practical contexts; In using some of the basic, routine practices, techniques and/or materials associated with the subject/discipline/sector; In exercising these in routine contexts that may have non-routine elements; In planning how skills will be used to address set situations and/or problems and adapt these as necessary.

Generic cognitive skills

Obtain, organise and use factual, theoretical and/or hypothetical information in problem solving; Make generalisations and predictions; Draw conclusions and suggest solutions

Communication, IT and numeracy skills

Use a wide range of skills, for example: Produce and respond to detailed and relatively complex written and oral communication in both familiar and unfamiliar contexts; Select and use standard ICT applications to process, obtain and combine information; Use a wide range of numerical and graphical data in routine contexts which may have non-routine elements.

Autonomy, accountability and working with others

Take responsibility for carrying out a range of activities where the overall goal is clear, under non-directive supervision; Exercise some supervisory responsibility for the work of others and lead established teams in the implementation of routine work within a defined and supervised structure; Manage limited resources within defined and supervised areas of work; Take account of roles and responsibilities related to the tasks being carried out and take a significant role in the evaluation of work and the improvement of practices and processes.

6.3 The assessment process

Assessment for this qualification, and for individual units that comprise the qualification, must take place in accordance with the Team Leading and Management Assessment Strategy (developed by Qualifications for Industry and approved by ACG January 2017).

This document translates the requirements of the assessment strategy and gives guidance to ensure that centres meet these.

Centres delivering the qualification must ensure that assessors and Internal Verifiers are aware of the assessment strategy and how to access this. External Verifiers may check this requirement during monitoring visits to centres.

Assessment involves the following key stages: planning; producing evidence; assessing evidence; recording. Each of these is considered in more detail below.

6.3.1. Planning

The assessor must create an Assessment Plan with each candidate that he/ she will be assessing. The Assessment Plan will need to be reviewed as the candidate progresses through the units. A template for assessment planning and review is at Appendix 3 of this document.

A wide range of assessment methods exist that can be used to assess knowledge and skills. Methods of assessment that are commonly used for assessing competence based qualifications such as N/SVQs include the following:

- Product evidence – this relates to the outcome of the candidate’s work, and the actual product that is generated as a result of their work.
- Direct observation – where an assessor (or credible witness) will directly observe the candidate undertaking certain tasks/ creating products that occur as part of their role. Observations must be referenced to the elements covered
- Question/ answer – these will often supplement the methods above, for example the assessor may ask the candidate a number of questions whilst they are undertaking a task. Questioning is a useful way to establish knowledge and to generate evidence of this
- Witness testimony – credible witnesses may be identified who can for example testify that the candidate can successfully undertake certain tasks
- Personal statement – declaration made by the candidate that should be referenced to elements

Centres should ensure that their Assessors use the methods above to assess candidates for this qualification.

Template assessment documents including an Assessor Report can be found at Appendix 3.

6.3.2 Producing evidence

Evidence of occupational competence of all units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the (SVQ) competence units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.

Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

It is essential that organisations wishing to operate a RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

- RWE is managed as a real work situation.
- Assessment must be carried out under realistic business pressures.
- All services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations.
- Learners must be expected to achieve a volume of work comparable to normal business practices.
- The range of services, products, tools, materials and equipment that the learners use must be up to date and available.
- Account must be taken of any legislation or regulations in relation to the type of work that is being carried out.
- Learners must be given workplace responsibilities to enable them to meet the requirements of the units.
- Customer perceptions of the RWE is similar to that found in the work situation being represented.

•Learners must show that their productivity reflects those found in the work situation being represented.

6.3.3 Assessing evidence

Evidence must be assessed against the units/ elements to establish whether the candidate is competent with regards to their performance and knowledge. In order to achieve the qualification candidates must achieve a 'pass'. The evidence must show that the candidate consistently (i.e. on more than one occasion) meets all of the elements across the scope/range of each unit.

If there is insufficient evidence to make this judgement then plans must be made as to how the candidate can produce further evidence in order to demonstrate competence.

Assessors must check that the evidence produced is sufficient in volume, relevant and current. They must also be confident that the evidence has been generated by the candidate. Assessors and candidates normally sign documentation to declare that the evidence produced is that of the candidate and no other.

6.3.4 Recording evidence

Evidence (or reference to where certain evidence is located) is normally kept in a portfolio. This may be paper-based or electronic. All evidence contained within the portfolio must be clearly referenced to the units and elements. Candidates' progress can therefore be tracked. Note that certain pieces of evidence can be recorded across more than a single element. Tracking is important to show where this is that case.

It is helpful to give each piece of evidence a number so that this can be mapped across elements. See the template forms at Appendix 4. Assessment decisions made against the evidence must also be recorded so that an IV or an EV can see these. All evidence must be kept for internal and external verification.

7. Assessors

7.1 The occupational competence of assessors is defined in the Team Leading and Management Assessment Strategy (developed by Qualifications for Industry and approved by ACG January 2017).

7.2 The roles and responsibilities of assessors is outlined in the section above. Assessors must be competent to perform their role and either hold the qualifications needed to carry out assessment – or achieve within 18 months of commencing their role:

- D32 or D33
- A1
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- an appropriate Assessor qualification as identified by SQA Accreditation

- any equivalent

Assessors must also:

- have a sound, in-depth knowledge of, and uphold the integrity of, the relevant NOS and Assessment Strategy to enable them to carry out assessment to the standards specified
- be “occupationally competent”. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed
- only assess in their acknowledged area of occupational competence
- maintain the currency of this for the duration of their role
- know QFI’s requirements for recording assessment decisions and maintaining assessment records

7.3 Holders of A1 and D32/33 must assess to the current National Occupational Standards (NOS) for Learning and Development.

7.4 Assessors must be registered with QFI. The Centre Handbook provides details.

7.5 The assessment decisions of unqualified assessors must be countersigned by a suitably qualified assessor or the IV.

7.6 All assessors and verifiers are required to maintain current Team Leading and Management competence to deliver these functions. Such information must be formally recorded in individual CPD records that maintained in assessment centres.

8. Internal verification

8.1 Centres’ internal assessment processes and practices must be effective and support the integrity and consistency of the qualification. This is achieved through the internal quality assurance that is undertaken by the approved centre, and the external quality assurance that is undertaken by QFI. Centres must operate explicit, written internal quality assurance procedures to ensure the accuracy and consistency of assessment decisions between assessors operating at the centre and that assessors are consistent in their interpretation and application of the qualifications or unit(s) learning outcomes

8.2 Centres must appoint IVs who will be responsible for:

- regular sampling evidence of assessment decisions made by all assessors across all aspects of assessment for the qualification. Sampling must include direct observation of assessment practice
- maintaining up-to-date records of IV and sampling activity (what was evidence was sampled or assessors / IV observed where there is more than one) and ensuring that these are available for external quality assurance
- establishing procedures to ensure that all assessors interpret the learning outcomes in the same way
- monitoring and supporting the work of assessors
- facilitating appropriate staff development and training for assessors
- providing feedback to the EV on the effectiveness of assessment
- ensuring that any corrective action required by QFI is carried out within agreed timescales.

8.3 Centres must ensure that the decisions of unqualified IVs are checked, authenticated and countersigned by an IV who is appropriately qualified and occupationally expert. QFI will monitor a centre's compliance with these requirements through monitoring visits and certification claims.

8.4 The IV is also responsible and accountable for arranging the checking and countersigning process. IVs may verify only evidence that they did not assess themselves. Further guidance on internal quality assurance/verification is provided in the **Centre Handbook**. Appendix 5 of this document indicates suggested content for an IV strategy, and a template for sampling assessment evidence.

8.5 All assessors and verifiers are required to maintain current Team Leading and Management competence to deliver these functions. Such information must be formally recorded in individual CPD records that maintained in assessment centres.

9. Internal verifiers

9.1 The occupational competence of IVs is defined in the Team Leading and Management Assessment Strategy (developed by Qualifications for Industry and approved by ACG January 2017).

9.2 The roles and responsibilities of IVs is outlined above. IVs must competent to perform their role and either hold the qualifications needed to carry out internal verification – or achieve within 18 months of commencing their role:

- D34
- V1
- Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice

- an appropriate Internal Verifier qualification as identified by SQA Accreditation
- Equivalent

9.3 It is strongly recommended that IVs also hold assessor qualifications (see section above). Holders of V1/D34 must quality assure to the current National Occupational Standards (NOS) for Learning and Development.

9.4 IVs must be registered with QFI. The Centre Handbook provides details.

10. External verification

10.1 External verification of this qualification ensures that the requirements are met for the Team Leading and Management Assessment Strategy (developed by Qualifications for Industry and approved by ACG January 2017).

10.2 To be able to externally verify EVs must:

- be “occupationally competent”. EVs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business

and one of either of the following:

- hold an appropriate qualification as specified by SQA Accreditation regulatory authority, confirming their competence to verify assessments. EVs holding older qualifications must be able to demonstrate that they are verifying to the current standards.

or

- be working toward an appropriate qualification, as specified by SQA Accreditation regulatory authority. If EVs are working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified EV and should be supported by a qualified EV throughout their training period.

and

- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process.

10.3 Centre visits will normally take place on an annual basis, though these could be more frequent if deemed necessary as a result of QFI’s risk assessments. The Centre Handbook provides further details on external verification including to prepare for centre visits.

11. Certification

11.1 Note that there is a lapsing period of two years for this qualification. This means that when the qualification expires, is withdrawn or replaced by a revised version, candidates registered have two years from the expiry date in which to complete the qualification. This will allow sufficient time for candidates to compete and allow for currency of evidence.

12. Equality and diversity

12.1 This qualification must be assessed in English.

12.2 Assessment must be inclusive and where appropriate reasonable adjustments made to ensure equality of access in line with QFI's Equality and Diversity Policy. Full details are included in the QFI Centre Handbook.

12.3 Special consideration is not normally given for competence based qualifications as it is necessary for candidates to demonstrate that they have the necessary skills and knowledge to achieve the qualification and operate safely in the workplace.

12.4 Equality data will be collected at the point of registration. This is for monitoring purposes only and will include age, gender, ethnicity, and disability.

13. Fees

13.1 The current fees for this qualification, and for individual units, are included in the QFI Fees and Invoicing document. This document also details what is/ is not included in fees.

13.2 Fees may be broken down to a reasonable level upon request to QFI.

APPENDIX 1 - CANDIDATE TEMPLATE DOCUMENTS

Sample Form Induction checklist

This document indicates what may be covered as part of a candidate's induction. This list is not exhaustive.

	Tick
Qualification information: <ul style="list-style-type: none"> • Units • Structure • Summary of assessment • Awarding body 	
Roles and responsibilities: <ul style="list-style-type: none"> • Candidate • Assessor • Internal Verifier • External Verifier 	
Training and assessment process: <ul style="list-style-type: none"> • Planning • Collection of evidence (including methods) • Review of evidence • Feedback on evidence • Verification of evidence • Certification 	
Policies: <ul style="list-style-type: none"> • Complaints • Appeals • Malpractice • Data protection • Health and safety • Equality (including reasonable adjustments/ additional support) 	
Forms: <ul style="list-style-type: none"> • Enrolment • Other 	
I confirm that I have received this induction and the associated documents: Candidate name: Candidate signature: Date:	

APPENDIX 2

MANDATORY UNITS

CFAM&LAA1

Manage Yourself

Overview

This standard is about managing yourself to achieve your work and personal objectives. It requires you to be clear about your objectives and priorities and focus your time and resources effectively to achieve them. This standard is relevant to all managers and leaders. This standard underpins all the other standards. It links closely to CFAM&LAA2 Develop your knowledge, skills and competence.

Performance criteria

You must be able to:

- P1 Establish the purpose of your work role and how it contributes to achieving your organisation's vision and objectives.
- P2 Establish how your role relates to other roles in the organisation and where there are opportunities for joint working and mutual support.
- P3 Develop objectives for your work role which are compatible with the vision, objectives and values of your organisation.
- P4 Identify your own values, motivations and aspirations, evaluate any conflicts with your organisation's vision, objectives and values, and seek to resolve these with those you report to.
- P5 Agree, with those you report to, objectives for your work role and how you will evaluate progress and achievement.
- P6 Prioritise objectives and manage your time in order to achieve them.
- P7 Delegate objectives and responsibilities where this is possible and appropriate.
- P8 Use technology effectively to help you achieve your objectives.
- P9 Identify and eliminate distractions and activities that do not support the achievement of your objectives.
- P10 Monitor changes to your organisation's objectives, processes, systems and structures and how these impact on your role.
- P11 Identify and respond quickly and positively to new opportunities and urgent situations when they arise, revising your objectives and priorities as necessary.
- P12 Manage your emotions and relationships with others in ways that help you achieve your objectives.
- P13 Get regular feedback on your performance from those who are able to provide objective, specific and valid feedback.
- P14 Monitor progress towards your objectives and evaluate, with those you report to, the extent to which you have achieved your objectives.
- P15 Agree, with those you report to, any changes to your objectives in the light of your performance, feedback received or changes in organisational priorities.
- P16 Seek to achieve an equitable balance between your professional and personal life.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 How to gather and validate information.
- K2 How to analyse your work role and how it relates to other roles in the organisation.

- K3 How to monitor changes, trends and developments.
- K4 How to evaluate the impact of different factors on your role.
- K5 Why managing your resources (particularly knowledge, understanding, skills and time) is important.
- K6 How to identify the requirements of a work role.
- K7 How to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
- K8 How to measure progress against work objectives.
- K9 How to get and make effective use of feedback on your performance.
- K10 How to update work objectives in the light of your performance, feedback received or changes in organisational priorities.
- K11 How to record the use of your time and identify possible improvements

Industry/sector specific knowledge and understanding

- K12 Industry/sector requirements for the development or maintenance of knowledge, skills and competence.

Context specific knowledge and understanding

- K13 Individuals within your area of work, their roles, responsibilities, competences and potential.
- K14 Your organisation's business processes.
- K15 Your organisation's objectives.
- K16 The agreed requirements of your work role including the limits of your responsibilities.
- K17 Your agreed personal work objectives.
- K18 Your organisation's structure.
- K19 Your organisation's systems.
- K20 Possible sources of feedback in your organisation.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Address multiple demands without losing focus or energy
- 2 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 3 Find practical ways to overcome obstacles
- 4 Agree challenging but achievable objectives
- 5 Prioritise objectives and plan work to make best use of time and resources
- 6 Take personal responsibility for making things happen
- 7 Take pride in delivering high quality, accurate work
- 8 Demonstrate awareness of your own values, motivations and emotions
- 9 Give a consistent and reliable performance
- 10 Make effective use of available resources
- 11 Seek new sources of support when necessary
- 12 Take timely decisions that are realistic for the situation

Skills

When performing to this standard, you are likely to demonstrate the following skills:

Communicating; Evaluating; Obtaining feedback; Planning; Prioritising; Reviewing; Self-assessment; Setting objectives; Time management

Developed by: SkillsCFA
Version: 2
Date approved: March 2012
Indicative review date: March 2015
Validity: Current



Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LAA1

Relevant occupations: Managers and Senior Officials; Team Leader; Animal Facility Manager; Operations Manager

Suite: Management and leadership

Key words: Management & leadership; manage yourself

CFAM&LDD1

Develop and sustain productive working relationships with colleagues

Overview

This standard is about developing and sustaining productive working relationships with colleagues within your own organisation. This standard is relevant to managers and leaders who work with colleagues in their own organisation but not with external stakeholders. This standard links closely with all the other standards in key area DD Build and sustain relationships and also with CFAM&LAA3 Develop and maintain your professional networks.

Performance criteria

You must be able to:

- P1 Establish working relationships with relevant colleagues within your organisation.
- P2 Recognise and respect the roles, responsibilities, interests and concerns of colleagues.
- P3 Seek to create a climate of trust and mutual respect, particularly where you have no authority, or shared authority, over those you are working with.
- P4 Seek to understand difficult situations and issues from colleagues' perspectives and provide support, where necessary, to move things forward.
- P5 Provide colleagues with appropriate information to enable them to perform effectively.
- P6 Consult colleagues in relation to key decisions and activities and take account of their views.
- P7 Fulfil agreements made with colleagues and let them know.
- P8 Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements.
- P9 Identify and resolve conflicts of interest and disagreements with colleagues in ways that minimise damage to work activities and to the individuals involved.
- P10 Monitor and review the effectiveness of working relationships with colleagues in order to identify areas for improvement.
- P11 Seek and provide feedback in order to improve your own and your colleagues' performance.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 The benefits of developing productive working relationships with colleagues.
- K2 Principles of effective communication and how to apply them in order to communicate effectively with colleagues.
- K3 Why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues.
- K4 The importance of creating a climate of trust and mutual respect where you have no authority, or shared authority, over those you are working with.
- K5 The importance of understanding difficult situations and issues from other perspectives and providing support, where necessary, to move things forward.
- K6 How to identify and meet the information needs of colleagues.

- K7 What information it is appropriate to provide to colleagues and the factors that need to be taken into consideration.
- K8 How to consult with colleagues in relation to key decisions and activities.
- K9 The importance of taking account, and being seen to take account, of the views of colleagues.
- K10 Why communication with colleagues on fulfilment of agreements or any problems affecting or preventing fulfilment is important.
- K11 How to identify conflicts of interest with colleagues and the techniques that can be used to manage or remove them.
- K12 How to identify disagreements with colleagues and the techniques for sorting them out.
- K13 The damage that conflicts of interest and disagreements with colleagues can cause to individuals and organisations.
- K14 How to monitor and review the effectiveness of working relationships with colleagues.
- K15 How to get and make effective use of feedback from colleagues.
- K16 How to provide colleagues with feedback designed to improve their performance

Industry/sector specific knowledge and understanding

- K17 Sector-specific legislation, regulations, guidelines and codes of practice.
- K18 Standards of behaviour and performance in your industry or sector.
- K19 The culture of your industry or sector.

Context specific knowledge and understanding

- K20 The vision, values, objectives, plans, structure and culture of your organisation.
- K21 Relevant colleagues, their work roles and responsibilities.
- K22 Agreements with colleagues.
- K23 The identified information needs of colleagues.
- K24 Mechanisms for consulting with colleagues on key decisions and activities.
- K25 Your organisation's planning and decision-making processes.
- K26 Mechanisms for communicating with colleagues.
- K27 Power, influence and politics within your organisation.
- K28 Standards of behaviour and performance that are expected in your organisation.
- K29 Mechanisms in place for monitoring and reviewing the effectiveness of working relationships with colleagues.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

Identify people's preferred ways of communicating

- 2 Use communication media and styles appropriate to different people and situations
- 3 Present information clearly, concisely, accurately and in ways that promote understanding
- 4 Keep people informed of plans and developments in a timely way
- 5 Show respect for the views and actions of others
- 6 Comply with and ensure others comply with legal requirements, industry regulations, organisational policies and professional codes
- 7 Seek to understand people's needs and motivations
- 8 Clarify your own and others' expectations of relationships
- 9 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation
- 10 Honour your commitments to others
- 11 Recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal
- 12 Take account of the impact of your own actions on others

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Empathising
- Information management
- Involving others
- Leading by example
- Managing conflict
- Networking
- Obtaining feedback
- Prioritising
- Providing feedback
- Stress management
- Valuing and supporting others

Developed by: CFA Business skills @ work

Version: 2

Date approved: March 2012

Indicative review date: March 2015

Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LDD1

Relevant occupations: Managers and Senior Officials; Marketing occupations; Licensed Animal Technologist; Team Leader; Animal Facility Manager; Operations Manager; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations;

Suite: Management & Leadership; Marketing (2013); Animal Technology; Cultural & Heritage Venue Operations; Cultural and Heritage Venue Management;

Key words: Management & leadership; develop; sustain; productive working relationship; Marketing; venue;

CFAM&LDB2

Allocate work to team members

Overview

This standard is about ensuring that the work required of your team is effectively and fairly allocated amongst team members, taking account of their skills, knowledge and competence, their workloads and opportunities for their development. This standard is relevant to managers, supervisors and team leaders who allocate work to team members. This standard links closely to CFAM&LDB3 Quality assure work in your team and CFAM&LDB4 Manage people’s performance at work.

Performance criteria

You must be able to:

P1 Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.

P2 Plan how the team will undertake its work, identifying any priorities or critical activities and making effective use of the available resources.

P3 Allocate work to team members on a fair basis taking account of:

P3.1 their skills, knowledge and competence

- P3.2 their backgrounds and experience,
- P3.3 their existing workloads, and
- P3.4 opportunities for their development.
- P4 Brief team members on the work they have been allocated and the standard of performance expected.
- P5 Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.
- P6 Address any concerns team members may have about their work.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 Different ways of communicating effectively with members of a team.
- K2 The importance of confirming/clarifying the work required of the team with your manager and how to do this effectively.
- K3 How to plan the work of a team, including how to identify any priorities or critical activities and the available resources.
- K4 Why it is important to allocate work across the team on a fair basis and how to do so.
- K5 Why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so.
- K6 Ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated.
- K7 Concerns team members may have about their work and how to address these concerns.

Industry/sector specific knowledge and understanding

- K8 Industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work.
- K9 Industry/sector requirements for the development or maintenance of knowledge, skills and competence.

Context specific knowledge and understanding

- K10 The purpose and objectives of your team.
- K11 The work required of your team.
- K12 The available resources for undertaking the required work.
- K13 Your team's plan for undertaking the required work.
- K14 The knowledge, skills, competence and workloads of team members.
- K15 The backgrounds and experience of team members.
- K16 Team members' existing workloads.
- K17 Opportunities for team members' development.
- K18 Your organisation's policy and procedures for personal and professional development.
- K19 Reporting lines in the organisation and the limits of your authority.
- K20 Your organisation's standards or levels of expected performance.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seize opportunities presented by the diversity of people
- 2 Identify people's information needs
- 3 Identify people's preferred ways of communicating
- 4 Use communication media and styles appropriate to different people and situations
- 5 Act within the limits of your authority
- 6 Show integrity, fairness and consistency in decision-making
- 7 Prioritise objectives and plan work to make the effective use of time and resources
- 8 Clearly agree what is expected of others and hold them to account



- 9 Check individuals' commitment to their roles and responsibilities
- 10 Create a sense of common purpose
- 11 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Decision-making
- Delegating
- Empowering
- Information management
- Leading by example
- Monitoring
- Planning
- Presenting information
- Prioritising
- Problem solving
- Reporting
- Setting objectives
- Team building
- Time management
- Valuing and supporting others

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Relevant occupations: Managers and Senior Officials; Marketing occupations; Team Leader;
Performing Arts

Suite: Management & Leadership; Marketing (2013); Animal Technology; Live Events
Management

Key words: Management & leadership; allocate; work; team; Marketing; Live Events,
Exhibitions;

CFAM&LEB1

Provide healthy, safe, secure and productive working environments and practices

Overview

This standard is about ensuring that the physical environment and working practices in your area of responsibility comply with your organisation's health and safety policy statement and that physical resources are secure. It recognises that, in the drive for increased productivity, health, safety and security must not be compromised. This standard is relevant to managers and leaders who are responsible for

health and safety, security and productivity in their area of responsibility. This standard underpins many of the other standards, particularly those in key area FA Manage business operations and projects. Note that security of information is covered in key area EC Manage information and knowledge.

Performance criteria

You must be able to:

- P1 Identify your personal responsibilities and liabilities under health and safety legislation.
- P2 Ensure your organisation's health and safety policy statement is clearly communicated to all people in your area of responsibility and other relevant people.
- P3 Ensure the working environments and practices in your area of responsibility comply with your organisation's health and safety policy statement and are reviewed at regular intervals and in light of significant changes.
- P4 Ensure regular consultation takes place with people in your area of responsibility or their representatives on health and safety issues.
- P5 Ensure that a system is in place for identifying health and safety hazards and assessing risks in your area of responsibility.
- P6 Ensure that a system is in place for identifying and assessing risks to the security of resources in your area of responsibility.
- P7 Ensure that prompt and effective action is taken to eliminate or control identified hazards and manage identified risks.
- P8 Refer identified hazards and risks outside your level/area of authority to the appropriate people.
- P9 Ensure that the health and safety of people and the security of resources and information are prime considerations when designing or reviewing working environments and practices.
- P10 Ensure that sufficient resources are allocated across your area of responsibility to deal with health, safety and security issues.
- P11 Seek and make use of specialist expertise, where required.
- P12 Ensure that systems are in place for effective monitoring, measuring and reporting of health, safety and security performance in your area of responsibility.
- P13 Demonstrate your personal commitment to health, safety, security and productivity through your actions.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 Why health, safety and security in the workplace are important.
- K2 Your personal responsibilities and liabilities under health and safety legislation.
- K3 How to keep up with legislative and other developments relating to health and safety.
- K4 The requirement for organisations to have a written health and safety policy statement.
- K5 How to communicate the written health and safety policy statement to people who work in your area of responsibility and other relevant parties.
- K6 How and when to review the application of the written health and safety policy statement in your area of responsibility and produce/provide findings to inform development.
- K7 How to identify risks to the security of resources and information and actions you can take to mitigate these risks.
- K8 How and when to consult with people in your area of responsibility or their representatives on health, safety and security issues.
- K9 Sources of specialist expertise in relation to health, safety and security.
- K10 Ways of developing a culture in your area of responsibility which puts health, safety and security first.
- K11 The type of hazards and risks that may arise in relation to health and safety – how to establish and use systems for identifying hazards and assessing risks and the type of actions that should be taken to control or

eliminate them.

K12 How to establish systems for monitoring, measuring and reporting on health, safety and security performance in your area of responsibility.

K13 Why and how health, safety and security should inform planning and decision-making.

K14 The importance of setting a good example to others in relation to health, safety and security.

K15 The type of resources required to deal with health, safety and security issues.

Industry/sector specific knowledge and understanding

K16 Sector-specific legislation, regulations, guidelines and codes of practice relating to health, safety and security.

K17 Health, safety and security risks, issues and developments which are particular to the industry or sector.

Context specific knowledge and understanding

K18 Other relevant people with an interest in health, safety and security in your area of responsibility.

K19 Your organisation's written health and safety policy statement and how it is communicated to people who work for your organisation, people in your area and to other relevant parties.

K20 Sources of specialist expertise.

K21 The operational plans for your area of responsibility.

K22 The resources allocated to and across your area of responsibility for health, safety and security.

K23 Allocated responsibilities for health, safety and security in your area and your organisation in general.

K24 Systems in place in your area of responsibility for identifying hazards and assessing risks and taking action.

K25 Whom to refer to when identified hazards or risks are outside your level/area of authority.

K26 Systems in place for monitoring, measuring and reporting of health, safety and security performance in your area of responsibility.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 2 Seek opportunities to improve performance
- 3 Identify people's preferred ways of communicating
- 4 Use communication media and styles appropriate to different people and situations
- 5 Keep people informed of plans and developments in a timely way
- 6 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 7 Act within the limits of your authority
- 8 Refer issues outside the limits of your authority to appropriate people
- 9 Watch out for potential risks and hazards
- 10 Identify and raise ethical concerns
- 11 Take personal responsibility for making things happen
- 12 Clearly agree what is expected of others and hold them to account
- 13 Protect your own and others' work against negative impacts
- 14 Identify the implications or consequences of a situation

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Consulting
- Decision-making
- Information management

- Involving others
- Leadership
- Monitoring
- Planning
- Presenting information
- Prioritising
- Questioning
- Reporting
- Reviewing
- Risk management
- Thinking systematically

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Relevant occupations: Managers and Senior Officials; Team Leader; Animal Facility Manager;
 Operations Manager; Arts, Media and Publishing; Librarians and Related
 Professionals; Crafts, creative arts and design; Quality and Customer Care
 Managers; Artistic and Literary Occupations; Customer Service Occupations;
 Suite: Management & Leadership; Animal Technology; Cultural and Heritage Venue
 Management

Key words: Management & leadership; healthy; safe; productive; working environment;
 practices; venue.

OPTIONAL UNITS

CFAM&LBA3

Lead your team

Overview

This standard is about providing direction to the members of your team and motivating and supporting them to achieve both team objectives and their individual work objectives. It is relevant to team leaders, project managers and other managers who are responsible for leading teams. CFAM&LBA1 Lead your organisation and CFAM&LBA2 Provide leadership in your area of responsibility are complementary standards for managers with wider responsibility. This standard links to a number of other standards in the key area DB Manage teams and also to CFAM&LFA5 Manage projects.

Performance criteria

You must be able to:

P1 Clearly communicate the purpose and objectives of the team to all members.

P2 Involve members in planning how the team will achieve its objectives.

P3 Ensure that each member of the team has individual work objectives and understands how these contribute to achieving the objectives of the team and the organisation as a whole.

- P4 Encourage and support team members to achieve their individual work objectives and those of the team and provide recognition when objectives have been achieved.
- P5 Steer the team successfully through difficulties and challenges.
- P6 Encourage and recognise creativity and innovation within the team.
- P7 Empower team members to develop their own ways of working and take their own decisions within agreed boundaries.
- P8 Encourage team members to take responsibility for their own development needs.
- P9 Give team members support and advice when they need it especially during periods of setback and change.
- P10 Motivate team members to present their own ideas and listen to what they say.
- P11 Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead.
- P12 Win, through your performance and behaviour, the trust and support of team members.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 Different ways of communicating effectively with members of a team.
- K2 How to set objectives which are SMART (Specific, Measurable, Agreed, Realistic and Time-bound).
- K3 How to plan the achievement of team objectives and the importance of involving team members in this process.
- K4 The importance of and being able to show team members how personal work objectives contribute to achievement of team objectives.
- K5 How to get and make use of feedback from people on your leadership performance.
- K6 How to select and successfully apply methods for motivating, supporting and encouraging team members and recognising their achievements.
- K7 Types of difficulties and challenges that may arise and ways of identifying and addressing them.
- K8 The importance of encouraging others to take the lead and ways in which this can be achieved.
- K9 How to encourage and recognise creativity and innovation within a team.

Industry/sector specific knowledge and understanding

- K10 Legal, regulatory and ethical requirements in the industry/sector.

Context specific knowledge and understanding

- K11 Individuals within your team, their roles, responsibilities, competences and potential.
- K12 Your team's purpose, objectives and plans.
- K13 The personal work objectives of members of your team.
- K14 The types of support and advice that team members are likely to need and how to respond to these.
- K15 Standards of performance for the work of your team.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 2 Make time available to support others
- 3 Support others to make effective use of their abilities
- 4 Encourage others to take decisions autonomously, when appropriate
- 5 Recognise the achievements and success of others
- 6 Encourage and welcome feedback from others and use this feedback constructively
- 7 Act within the limits of your authority

- 8 Refer issues outside the limits of your authority to appropriate people
- 9 Show integrity, fairness and consistency in decision-making
- 10 Take personal responsibility for making things happen
- 11 Protect your own and others' work against negative impacts
- 12 Seek to understand people's needs and motivations
- 13 Create a sense of common purpose
- 14 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Consulting
- Decision-making
- Following
- Involving others
- Leadership
- Leading by example
- Managing conflict
- Monitoring
- Motivating
- Obtaining feedback
- Planning
- Problem solving
- Providing feedback
- Setting objectives
- Team building
- Valuing and supporting others

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Relevant occupations: Managers and Senior Officials; Marketing occupations; Animal Facility Manager; Operations Manager; Team Leader; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations; Welding Supervisor;

Suite: Management & Leadership; Marketing (2013); Animal Technology; Cultural & Heritage Venue Operations; Cultural and Heritage Venue Management; Welding Supervision

Key words: Management & leadership; lead; team; team leaders; project managers; Marketing; venue; Welding Supervision.

Help individuals address problems affecting their performance

Overview

This standard is about helping individuals address problems affecting their performance. These may be work-related problems or problems arising from their personal circumstances. This standard is relevant to managers and leaders who have people reporting to them. This standard links closely with all the other standards in key area DC Develop and support individuals and also to CFAM&LDB4 Manage people's performance at work and CFAM&LDA6 Initiate and follow disciplinary procedures.

Performance criteria

You must be able to:

- P1 Give people opportunities to approach you with problems affecting their performance.
- P2 Identify performance issues and bring these promptly to the attention of the individuals concerned.
- P3 Discuss problems with individuals at a time and place appropriate to the type, seriousness and complexity of the problem.
- P4 Check that individuals understand the level of seriousness of the problem and the likely consequences if it is not resolved effectively.
- P5 Gather and check information to accurately identify the problem and its cause.
- P6 Discuss the range of alternative courses of action and agree with individuals timely and effective ways of dealing with the problem.
- P7 Refer individuals to support services or specialists, where necessary.
- P8 Keep confidential records of your discussions with individuals about problems affecting their performance.
- P9 Ensure your actions are in line with your organisation's policies.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 The importance in giving people opportunities to approach you with problems affecting their performance.
- K2 How to encourage individuals to approach you with problems affecting their performance.
- K3 The importance of identifying performance issues and bringing these promptly to the attention of the individuals concerned.
- K4 The importance of discussing problems with individuals at a time and place appropriate to the type, seriousness and complexity of the problem.
- K5 How to gather and check the information you need to identify the problem and its cause.
- K6 The importance of identifying the problem accurately.
- K7 The range of alternative courses of action to deal with the problem.
- K8 The importance of discussing and agreeing with the individual a timely and effective way of dealing with the problem.
- K9 How to recognise obstacles to individuals' performance and help them overcome these.
- K10 When to refer individuals to support services or specialists.
- K11 The importance of keeping a confidential record of your discussions with individuals about problems affecting their performance, and how to do so.
- K12 The importance of ensuring your actions are in line with your organisation's policies for managing people and their performance.

Industry/sector specific knowledge and understanding

- K13 Industry/sector requirements for helping individuals address problems affecting their performance.

Context specific knowledge and understanding

- K14 The types of problems that individuals in your area of responsibility may encounter which can affect their performance.
- K15 Your role, responsibilities and limits of authority when dealing with individuals' problems.
- K16 The range of support services or specialists that exist inside and outside your organisation.
- K17 Your organisation's policies for managing people and their performance.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Find practical ways to overcome obstacles
- 2 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 3 Make time available to support others
- 4 Give feedback to others to help them maintain and improve their performance
- 5 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 6 Show integrity, fairness and consistency in decision-making
- 7 Address performance issues promptly and resolve them directly with the people involved
- 8 Protect the confidentiality and security of information
- 9 Check the accuracy and validity of information
- 10 Identify the implications or consequences of a situation
- 11 Take timely decisions that are realistic for the situation
- 12 Take and implement difficult and/or unpopular decisions, where necessary

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Acting assertively
- Communicating
- Consulting
- Decision-making
- Empathising
- Information management
- Managing conflict
- Monitoring
- Problem solving
- Providing feedback
- Reviewing
- Setting objectives
- Team building
- Valuing and supporting others

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Originating organisation: CFA business skills @ work

Original URN: CFAM&LDC5

Relevant occupations: Managers and Senior Officials; Team Leader; Animal Facility Manager

Suite: Management and leadership; Animal Technology

CFAM&LDD7

Represent your area of responsibility in meetings

Overview

This standard is about taking the lead in representing your area of responsibility in meetings involving other work areas or other organisations. This standard is relevant to managers and leaders who are required to represent their area of responsibility in meetings. This standard links closely with all the other standards in key area DD Build and sustain relationships and particularly to CFAM&LDD6 Lead meetings to achieve objectives.

Performance criteria

You must be able to:

- P1 Brief yourself on the purpose, objectives and agenda of the meeting.
- P2 Identify relevant information and clarify your opinions regarding the various agenda items.
- P3 Consult with relevant people in your area of responsibility in order to understand and be able to represent their interests and opinions.
- P4 Clarify your objectives from the meeting – what you hope the meeting will achieve.
- P5 Present relevant information to the meeting clearly and concisely.
- P6 Present your opinions and the interests of those you are representing in a convincing way, providing evidence to support your case, where required.
- P7 Identify any issues emerging from discussions which impact on your area of responsibility.
- P8 Propose and evaluate possible solutions which meet the needs of your area of responsibility.
- P9 Acknowledge and constructively discuss information and opinions provided by other people.
- P10 Trade concessions to arrive at decisions which balance the needs of your area of responsibility with the needs of other stakeholders.
- P11 Clarify decisions taken on the various agenda items, where necessary.
- P12 Communicate information and decisions clearly, concisely, accurately and in a timely way to relevant people in your area of responsibility, in line with any communication protocol agreed at the meeting.
- P13 Seek and provide feedback to others to improve the effectiveness of future meetings, where appropriate.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 The importance of briefing yourself on the purpose, objectives and agenda of the meeting.
- K2 How to identify relevant information for the meeting and clarify your opinions on the various agenda items.
- K3 The importance of consulting relevant people in your area of responsibility, and how to do so in order to understand and be able to represent their interests and opinions.
- K4 The importance of setting your own objectives for the meeting, and how to do so.
- K5 The importance of presenting relevant information and opinions to the meeting clearly and concisely, and how to do so.
- K6 How to present your opinions and the interests of those you are representing in a convincing way.
- K7 The importance of identifying and articulating any issues and problems emerging from discussions, and how to contribute to resolving them.
- K8 The importance of acknowledging information and opinions provided by other people and how to discuss these constructively.
- K9 The importance of trading concessions to arrive at consensus, and how to do so.
- K10 The importance of clarifying decisions taken on various agenda items, where necessary, and how to do so.

K11 The importance of communicating decisions clearly, concisely, accurately and in a timely way to relevant people in your area of responsibility, and how to do so in line with any communication protocol agreed at the meeting.

K12 How to seek and provide feedback.

Industry/sector specific knowledge and understanding

K13 Industry/sector requirements for participating in meetings.

Context specific knowledge and understanding

K14 The types and sources of information relevant for the meeting.

K15 Relevant people in your area of responsibility and their interests.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Address multiple demands without losing focus or energy
- 2 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 3 Present information clearly, concisely, accurately and in ways that promote understanding
- 4 Keep people informed of plans and developments in a timely way
- 5 Show respect for the views and actions of others
- 6 State your own position and views clearly and confidently in conflict situations
- 7 Make effective use of existing sources of information
- 8 Check the accuracy and validity of information
- 9 Seek to understand people's needs and motivations
- 10 Communicate clearly the value and benefits of a proposed course of action
- 11 Present ideas and arguments convincingly in ways that engage people
- 12 Use a range of legitimate strategies and tactics to influence people
- 13 Work towards win-win solutions
- 14 Acknowledge differing points of view and seek to build consensus

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Consulting
- Decision-making
- Involving others
- Obtaining feedback
- Planning
- Presenting information
- Providing feedback
- Setting objectives
- Time management



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Relevant occupations: Managers and Senior Officials; Animal Facility Manager; Operations Manager

Suite: Management and leadership; Animal Technology

Key words: Management & leadership; represent in meeting; achieve objectives

CFAM&LDA6

Initiate and follow disciplinary procedures

Overview

This standard is about initiating and following your organisation's disciplinary procedure in response to misconduct or unsatisfactory performance of a member of your team. This standard is relevant to managers and leaders when they need to initiate and follow their organisation's disciplinary procedure. This standard links closely to CFAM&LDC5 Help individuals address problems affecting their performance and CFAM&LDA7 Initiate and follow grievance procedures.

Performance criteria

You must be able to:

P1 Keep individuals fully informed about:

P1.1 the standards of conduct and performance expected of them,
and

P1.2 your organisation's current procedure for dealing with misconduct or unsatisfactory performance.

P2 Seek support from colleagues or human resources or legal specialists on any aspects of implementing disciplinary procedures about which you are unsure.

P3 Carry out necessary investigations promptly to establish the facts relating to any misconduct or unsatisfactory performance.

P4 Take preventative measures to resolve issues and deal with cases of minor misconduct or unsatisfactory performance informally, where you consider that an informal approach is likely to resolve the situation effectively.

P5 Follow your organisation's formal disciplinary procedure in serious cases of misconduct or unsatisfactory performance.

P6 Keep full and accurate records throughout the disciplinary process and store these confidentially as long as, but no longer than, necessary.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1 The importance of fully informing individuals about the standards of conduct and performance expected.

K2 How to carry out investigations to establish facts relating to any misconduct or unsatisfactory performance.

K3 Informal approaches to dealing with cases of minor misconduct or unsatisfactory performance, and when this type of approach is likely to resolve the situation effectively.

K4 The differences between misconduct, gross misconduct and unsatisfactory performance, and how each should be handled.

K5 The importance of following your organisation's formal disciplinary procedure in serious cases of misconduct or unsatisfactory performance.

K6 The importance of communicating clearly, concisely and objectively, and how to do so.

K7 How to keep full and accurate records throughout the disciplinary process and store these confidentially as long as, but no longer than, necessary.

Industry/sector specific knowledge and understanding

K8 Industry/sector requirements for supporting individuals to improve their performance

Context specific knowledge and understanding

K9 Your organisation's procedures for dealing with misconduct or unsatisfactory performance.

K10 The standards of conduct and performance expected of individuals.

K11 Sources of advice, guidance and support from colleagues, human resources or legal specialists.

K12 The limits of your own knowledge, skills and competence.

K13 Your organisation's policies and procedures for keeping full and accurate records.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 2 Present information clearly, concisely, accurately and in ways that promote understanding
- 3 Keep people informed of plans and developments in a timely way
- 4 Give feedback to others to help them maintain and improve their performance
- 5 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 6 Act within the limits of your authority
- 7 Refer issues outside the limits of your authority to appropriate people
- 8 Show integrity, fairness and consistency in decision making
- 9 Say no to unreasonable requests
- 10 Address performance issues promptly and resolve them directly with the people involved
- 11 Protect the confidentiality and security of information
- 12 Take and implement difficult and/or unpopular decisions, if necessary

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Acting assertively
- Assessing
- Communicating
- Decision-making
- Empathising
- Information management
- Interviewing
- Monitoring
- Presenting information
- Providing feedback
- Questioning
- Reporting
- Reviewing

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Relevant occupations: Managers and Senior Officials; Animal Facility Manager; Operations Manager

Suite: Management and leadership; Animal Technology

Key words: Management & leadership; initiate; disciplinary; procedure

CFAM&LDA7

Initiate and follow grievance procedures

Overview

This standard is about initiating and following your organisation's grievance procedure in response to a concern, problem or complaint raised by a member of your team. This standard is relevant to managers and leaders when they need to initiate and follow their organisation's grievance procedure. This standard links closely to CFAM&LDC5 Help individuals address problems affecting their performance and CFAM&LDA6 Initiate and follow disciplinary procedures.

Performance criteria

You must be able to:

- P1 Keep individuals fully informed about your organisation's current procedure for raising grievances.
- P2 Seek support from colleagues or human resources or legal specialists on any aspects of implementing grievance procedures about which you are unsure.
- P3 Identify potential grievances and take preventative measures to resolve issues where possible.
- P4 If an individual raises a concern, problem or complaint with you, seek to resolve the situation informally, if you consider that an informal approach is likely to resolve the situation effectively.
- P5 Follow your organisation's formal grievance procedure, if an individual raises a grievance with you in writing.
- P6 Keep full and accurate records throughout the grievance process and store these confidentially as long as, but no longer than, necessary.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 The importance of fully informing individuals about your organisation's current procedure for raising grievances.
- K2 Informal approaches to dealing with concerns, problems or complaints raised with you, and when this type of approach is likely to resolve the situation effectively.
- K3 The importance of following your organisation's formal grievance procedure, and when to do so.
- K4 How to conduct a meeting with an individual to discuss their grievance.
- K5 How to investigate the grievance fully.
- K6 The importance of communicating clearly, concisely and objectively, and how to do so.
- K7 How to keep full and accurate records throughout the grievance process and store these confidentially as long as, but no longer than, necessary.

Industry/sector specific knowledge and understanding

- K8 Industry/sector requirements for implementing grievance procedures.

Context specific knowledge and understanding

K9 Your organisation's procedure for dealing with grievances.

K10 Sources of advice, guidance and support from colleagues, human resources or legal specialists.

K11 Your organisation's policies and procedures for keeping full and accurate records.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 2 Present information clearly, concisely, accurately and in ways that promote understanding
- 3 Keep people informed of plans and developments in a timely way
- 4 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 5 Make time available to support others
- 6 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 7 Act within the limits of your authority
- 8 Show integrity, fairness and consistency in decision making
- 9 Protect the confidentiality and security of information
- 10 Check the accuracy and validity of information
- 11 Seek concrete information in an ambiguous situation
- 12 Identify the implications or consequences of a situation

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Acting assertively
- Assessing
- Communicating
- Decision-making
- Empathising
- Information management
- Managing conflict
- Presenting information
- Questioning
- Reporting
- Reviewing

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Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFAM&LDA7

Relevant occupations: Managers and Senior Officials; Animal Facility Manager; Operations Manager

Suite: Management and leadership; Animal Technology

Key words: Management & leadership; initiate; grievance; procedures

CFAM&LDA3

Induct individuals into their roles

Overview

This standard is about inducting individuals – who may be new recruits or people already in the organisation – into new work roles. This standard is not intended for human resources specialists. It is relevant to managers and leaders who are responsible for inducting individuals into new work roles in their organisation or their particular area of responsibility. This standard links closely to CFAM&LDA2 Recruit, select and retain people, CFAM&LDA4 Manage the redeployment of people, CFAM&LDB1 Build teams and all the standards in key area DC Develop and support individuals.

Performance criteria

You must be able to:

- P1 Engage appropriate people within your organisation and other key stakeholders in inducting people into their roles.
- P2 Ensure you comply with your organisation's induction, equality, diversity and inclusion policies.
- P3 Seek and make use of specialist resources, where required.
- P4 Welcome individuals and explain the unique contribution they are expected to make to achieving the objectives of the organisation and their work area.
- P5 Explain to individuals the purpose and importance of a structured induction programme.
- P6 Establish individuals' needs for information about your organisation, organisational policies and practices, their work roles and people they will work with.
- P7 Establish any specific learning and development needs to enable individuals to perform their duties safely and effectively.
- P8 Provide individuals with an induction programme to meet their information, learning and development needs.
- P9 Take account of individuals' diverse needs when designing their induction programmes.
- P10 Introduce individuals to the people they will work with, explaining respective roles and how they will interface.
- P11 Encourage individuals to take responsibility for monitoring their progress and completing their induction programmes.
- P12 Provide support, supervision and feedback to enable individuals to perform effectively as soon as possible.
- P13 Obtain feedback and engage individuals in evaluating the effectiveness of their induction programmes and identifying any areas for improvement.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 How to engage employees and other stakeholders in induction processes.
- K2 How to identify individuals' information, learning and development needs.
- K3 The purpose and importance of a structured induction programme.
- K4 What an induction programme should cover.
- K5 How to identify and take account of individuals' diverse needs in induction programmes.
- K6 How to encourage individuals to take responsibility for their progress.
- K7 How to provide the support, supervision and feedback individuals need.
- K8 How and when to review individuals' progress towards achieving the objectives in their induction programmes.
- K9 How to obtain and make use of feedback.
- K10 The importance of evaluating the effectiveness of induction programmes and identifying areas for improvement.

Industry/sector specific knowledge and understanding

K11 Employment practices in your sector. K12 Legal, regulatory and ethical requirements in your sector.
K13 Working culture and practices in your sector.

Context specific knowledge and understanding

K14 Your organisation's induction policy.
K15 Your organisation's equality, diversity and inclusion policy.
K16 Specialist resources available to support induction and how to make use of them.
K17 Individuals within your area of responsibility, their roles, responsibilities, competences and potential.
K18 The diverse needs of your workforce.
K19 Training and development opportunities and resources available.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seize opportunities presented by the diversity of people
- 2 Identify people's information needs
- 3 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 4 Present information clearly, concisely, accurately and in ways that promote understanding
- 5 Make time available to support others
- 6 Support others to make effective use of their abilities
- 7 Give feedback to others to help them maintain and improve their performance
- 8 Inspire others with the desire to learn
- 9 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 10 Watch out for potential risks and hazards
- 11 Agree challenging but achievable objectives
- 12 Prioritise objectives and plan work to make the effective use of time and resources
- 13 Clearly agree what is expected of others and hold them to account
- 14 Make appropriate information and knowledge available promptly to those who need it and have a right to it.

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Evaluating
- Inspiring
- Involving others
- Obtaining feedback
- Presenting information
- Prioritising
- Providing feedback
- Valuing and supporting others

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Original URN: CFAM&LDA3

Relevant occupations: Managers and Senior Officials

Suite: Management and leadership

Key words: Management & leadership; induct, people, roles

CFAM&LDB5

Manage team communications

Overview

This standard is about managing communication with teams, within teams and between different teams. This standard is relevant to managers and leaders who are responsible for ensuring effective team communication. This standard links closely to CFAM&LBA3 Lead your team, CFAM&LDB1 Build teams, CFAM&LDB6 Support remote/virtual teams and CFAM&LFA5 Manage projects.

Performance criteria

You must be able to:

P1 Discuss and agree with team members their communication needs, including:

P1.1 the information they need from you, other teams members and other people, and when they need it

P1.2 the information they need to provide to you, other team members and other people, and when they need to provide it

P1.3 when they need to discuss their work and issues arising with you, other team members and other people

P1.4 the media and styles of communication which they find effective.

P2 Agree with team members regular communication methods which meet their communication needs and make effective use of time and resources, including technology.

P3 Agree with team members whom they should contact for specific purposes.

P4 Agree with team members effective communication methods to be used in urgent or exceptional circumstances.

P5 Ensure team members receive the information they need, when they need it.

P6 Ensure team members provide you, other team members and other people with the information they need, when they need it.

P7 Provide timely opportunities for team members to discuss their work and issues arising with you, other team members and other people.

P8 Review the effectiveness of communication methods with team members and other people at regular intervals and in light of significant changes, and take appropriate action to sustain or improve effective communication.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1 Principles and methods of effective communication and how to apply them.

K2 The range of media (eg face-to-face, paper, telephone, e-mail, Internet) and styles of communication (eg written, spoken, visual, demonstration) that can be used and their relative benefits in different circumstances.

K3 Technologies that can support team communication.

K4 How to discuss and agree communication needs with team members.

K5 How to review the effectiveness of communication methods with team members.
 K6 The importance of providing team members with opportunities to discuss their work and issues arising, and how to do so.

Industry/sector specific knowledge and understanding

K7 Industry/sector requirements for consultation with employees and their representatives

Context specific knowledge and understanding

K8 Individuals in your area of work, their roles, responsibilities, competences and potential.

K9 Organisational requirements for reporting and providing information.

K10 Technologies and other resources available within your organisation that can facilitate communication.

K11 Whom team members should contact for specific purposes.

K12 The types of urgent or exceptional circumstances that may arise.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seek opportunities to improve performance
- 2 Identify people's information needs
- 3 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 4 Identify people's preferred ways of communicating
- 5 Use communication media and styles appropriate to different people and situations
- 6 Present information clearly, concisely, accurately and in ways that promote understanding
- 7 Keep people informed of plans and developments in a timely way
- 8 Clearly agree what is expected of others and hold them to account
- 9 Use cost-effective, time-effective and ethical means to gather, store and retrieve information
- 10 Encourage others to share information and knowledge within the constraints of confidentiality
- 11 Identify the range of elements in a situation and how they relate to each other
- 12 Take timely decisions that are realistic for the situation

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Evaluating
- Information management
- Involving others
- Monitoring
- Obtaining feedback
- Reflecting
- Reviewing
- Thinking strategically

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Original URN: CFAM&LDB5

Relevant occupations: Managers and Senior Officials; Team Leader; Animal Facility Manager

Suite: Management & Leadership; Animal Technology

Key words: Management & leadership; manage; communications; within teams

CFAM&LDB9

Promote staff wellbeing

Overview

This standard is about promoting the wellbeing of your staff. This standard is relevant to managers and leaders who have staff reporting to them and the authority to take action to promote their wellbeing. This standard links closely to all the other standards in key area DB Manage teams and also to CFAM&LEB1 Provide healthy, safe, secure and productive working environments and practices.

Performance criteria

You must be able to:

- P1 Engage staff, their representatives and other key stakeholders in promoting staff wellbeing.
- P2 Review key indicators and use these to measure improvements in staff wellbeing.
- P3 Evaluate levels of staff wellbeing through analysis of available quantitative and qualitative data.
- P4 Develop a wellbeing culture and implement specific initiatives to enhance staff wellbeing in identified areas.
- P5 Ensure objectives and workloads of staff are achievable within the working hours available.
- P6 Provide staff with the training, support and supervision they need to be able to fulfil their responsibilities effectively both now and in the future.
- P7 Make yourself available to discuss confidentially with staff problems affecting their wellbeing.
- P8 Recognise indications that staff have problems affecting their wellbeing and take prompt and effective action to alleviate the problems, where possible.
- P9 Consult with, or refer staff to, specialists, where their problems are outside your area of competence or authority

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 How to engage staff, their representatives and other key stakeholders in promoting staff wellbeing.
- K2 Key indicators (such as attendance, retention, working hours, productivity, job satisfaction, innovative suggestions) and measures of staff wellbeing.
- K3 Quantitative data (such as absenteeism, staff turnover, accident records, overtime) which can be used to evaluate levels of staff wellbeing.
- K4 Qualitative information (such as supervisory meetings, appraisals, exit interviews, staff surveys, body language) which can be used to evaluate levels of staff wellbeing.
- K5 How to analyse quantitative data and qualitative information to evaluate levels of staff wellbeing.
- K6 Initiatives that can be implemented to reduce stress and enhance staff wellbeing.
- K7 How to calculate achievable objectives and workloads for staff.
- K8 The importance of providing staff with opportunities to discuss issues affecting their wellbeing.
- K9 How to recognise indications that staff are having problems affecting their wellbeing.
- K10 The range of actions you can take to alleviate problems affecting staff wellbeing

Industry/sector specific knowledge and understanding

- K11 Industry/sector requirements for consultation with employees and their representatives.
- K12 Industry/sector requirements for enhancing staff wellbeing.

Context specific knowledge and understanding

K13 Data available in your organisation that can inform an assessment of staff wellbeing.

K14 Individuals within your area of work, their roles, responsibilities, competences and potential.

K15 Sources of specialist expertise.

K16 Your organisation's vision, strategy, values and culture.

K17 Your organisation's stakeholders and their interests.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

1 Seize opportunities presented by the diversity of people

2 Try out new ways of working

3 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns

4 Make time available to support others

5 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes

6 Act within the limits of your authority

7 Refer issues outside the limits of your authority to appropriate people

8 Watch out for potential risks and hazards

9 Show integrity, fairness and consistency in decision making

10 Address performance issues promptly and resolve them directly with the people involved

11 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

12 Identify the implications or consequences of a situation

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Empathising
- Evaluating
- Leadership
- Leading by example
- Obtaining feedback
- Planning
- Problem solving
- Reviewing
- Risk management
- Setting objectives
- Stress management
- Team building
- Valuing and supporting others

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Originating organisation: CFA business skills @ work

Original URN: CFAM&LDB9

Relevant occupations: Managers and Senior Officials; Animal Facility Manager
 Suite: Management & Leadership; Animal Technology
 Key words: Management & leadership; enhance; staff wellbeing

CFAM&LDC1

Identify individuals' learning needs and styles

Overview

This standard is about helping individuals to identify the knowledge, skills and competence they need to develop in order to meet the demands of their current and future work roles and to fulfil their personal aspirations. It also covers helping individuals to identify how they learn and the types of learning activity which are most effective for them. This standard is relevant to managers and leaders who have people reporting to them. This standard links closely with all the other standards in key area DC Develop and support individuals and also with CFAM&LAA2 Develop your knowledge, skills and competence, which is about self development.

Performance criteria

You must be able to:

- P1 Agree with individuals the knowledge, skills and competence required to meet the demands of their current and potential future work roles.
- P2 Encourage individuals to seek feedback on their performance from those who are able to provide objective, specific and valid feedback.
- P3 Provide opportunities and tools for individuals to make an accurate assessment of their current levels of knowledge, skills and competence and of their potential.
- P4 Evaluate with individuals any additional, or higher levels of, knowledge, skills and competence they need for their current work roles, potential future work roles and their personal aspirations.
- P5 Identify and evaluate any learning difficulties or particular needs individuals may have.
- P6 Support individuals in prioritising their needs and specifying their learning objectives.
- P7 Provide opportunities and tools for individuals to identify the learning style or combination of styles which they find most effective and the types of learning activities appropriate to these styles.
- P8 Encourage individuals to focus on their prioritised learning needs and to take account of their learning styles when selecting learning activities and planning their development.
- P9 Seek advice and support from learning and development specialists, when required.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 The differences between knowledge, skills and competence.
- K2 The importance of objective, specific and valid feedback in identifying learning needs.
- K3 Tools for assessing knowledge, skills and competence.
- K4 How to analyse the gaps between current levels of knowledge, skills and competence and the levels required. K5 How to prioritise learning needs.
- K6 How to establish SMART (Specific, Measurable, Agreed, Realistic, Timebound) learning objectives.
- K7 Learning styles and how to identify individuals' preferred learning styles.
- K8 The types of learning activities appropriate for different learning styles.
- K9 How to develop learning and development plans based on a sound analysis of learning needs and styles.

Industry/sector specific knowledge and understanding

- K10 Industry/sector requirements for learning and professional development.

Context specific knowledge and understanding

- K11 The knowledge, skills and competence requirements for different roles within your area of responsibility.
- K12 Individuals within your area of responsibility, their roles, responsibilities, competences and potential.
- K13 Your organisation's personal and professional development policy and practices.
- K14 Learning opportunities available in your organisation.
- K15 Tools used in your organisation to identify individual learning needs and styles.
- K16 Sources of specialist advice and support

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seize opportunities presented by the diversity of people
- 2 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 3 Support others to make effective use of their abilities
- 4 Support others to realise their potential and achieve their personal aspirations
- 5 Develop knowledge, understanding, skills and performance in a systematic way
- 6 Inspire others with the desire to learn
- 7 Check the accuracy and validity of information
- 8 Identify the implications or consequences of a situation

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Decision-making
- Empowering
- Evaluating
- Influencing
- Inspiring
- Planning
- Presenting information
- Prioritising
- Problem solving
- Providing feedback
- Valuing and supporting others

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Originating organisation: CFA business skills @ work

Original URN: CFAM&LDC1

Relevant occupations: Managers and Senior Officials; Marketing occupations; Team Leader

Suite: Management & Leadership; Marketing (2013); Animal Technology

Key words: Management & leadership; identifying; learning needs; learning styles;

Marketing

CFACSC5**Monitor and solve customer service problems****Overview**

This Standard is part of the Customer Service Theme of Handling Problems. This Theme covers the behaviours, processes and approaches that are most effective when handling customer service problems. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers. Your job involves delivering and organising excellent customer service. However good the service provided, some of your customers will experience problems and you will spot and solve other problems before your customers even know about them. This Standard is about the part of your job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems. Remember that some customers judge the quality of your customer service by the way that you solve customer service problems. You can impress customers and build customer loyalty by sorting out those problems efficiently and effectively. Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.

Performance criteria

You must be able to:

Solve immediate customer service problems

P1 respond positively to customer service problems following organisational guidelines

P2 solve customer service problems when you have sufficient authority

P3 work with others to solve customer service problems

P4 keep customers informed of the actions being taken

P5 check with customers that they are comfortable with the actions being taken

P6 solve problems with service systems and procedures that might affect customers before they become aware of them

P7 inform managers and colleagues of the steps taken to solve specific problems

Identify repeated customer service problems and options for solving them

P8 identify repeated customer service problems

P9 identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option

P10 work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of your organisation

Take action to avoid the repetition of customer service problems

P11 obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated

P12 action your agreed solution

P13 keep your customers informed in a positive and clear manner of steps being taken to solve any service problems

P14 monitor the changes you have made and adjust them if appropriate

Knowledge and understanding

You need to know and understand:

K1 organisational procedures and systems for dealing with customer service problems

K2 organisational procedures and systems for identifying repeated customer service problems

K3 how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers

K4 how to negotiate with and reassure customers while their problems are being solved



K5 the opportunities and potential for monitoring and solving customer service problems presented by remote information collection and sharing such as through social media

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Validity: Current

Status: Original

Originating organisation: CFA business skills @ work

Original URN: CFACSC5

Relevant occupations: Customer Service Occupations; Deputy manager, manager, department controller, pit boss, inspector

Suite: Customer Service (2013); Gambling; Print Administration

Key words: monitor problems; solve problems; customer service problems; customer loyalty; impress; customer service; communication; problem solving; behaviours; work with others; team working; giving information; receiving information services; products; gambling

CFACSD8

Work with others to improve customer service

Overview

This Standard is part of the Customer Service Theme of Development and Improvement. This Theme covers activities and approaches that play a vital part in customer service by seeking and implementing improvements and developments. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers. Teamwork is a key component of delivering and improving excellent customer service. The people you work with to improve customer service may include one or more of the following: team members; colleagues; suppliers; service partners; supervisors; managers; team leaders. The delivery of excellent customer service depends on your skills and those of others. It involves communicating with each other and agreeing how you can work together to give more effective service. You need to work together positively. You must also monitor your own and the team's performance and change the way you do things if that improves customer service. This Standard is about how you develop a relationship with others to improve your customer service performance.

Performance criteria

You must be able to:

Improve customer service by working with others

P1 contribute constructive ideas for improving customer service

P2 identify what you have to do to improve customer service and confirm this with others

P3 agree with others what they have to do to improve customer service

P4 co-operate with others to improve customer service

P5 keep your commitments made to others

P6 make others aware of anything that may affect plans to improve customer service

Monitor your own performance when improving customer service

P7 discuss with others how what you do affects customer service performance

P8 identify how the way you work with others contributes towards improving customer service

Monitor team performance when improving customer service

- P9 discuss with others how teamwork affects customer service performance
- P10 work with others to collect information on the team's customer service performance
- P11 identify with others how customer service teamwork could be improved
- P12 take action with others to improve customer service performance

Knowledge and understanding

You need to know and understand:

- K1 who else is involved either directly or indirectly in the delivery of customer service
- K2 the roles and responsibilities of others in your organisation
- K3 the roles of others outside your organisation who have an impact on your services or products
- K4 what the goals or targets of your organisation are in relation to customer service and how these are set
- K5 how your organisation identifies improvements in customer service

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Originating organisation: CFA business skills @ work
Original URN: CFACSD8

Relevant occupations: Customer Service Occupations; Deputy manager, manager, department controller, pit boss, inspector; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations; Ticketing Occupations; Admissions; Box Office; Visitor Services; Booking Office;

Suite: Customer Service (2013); Gambling; Cultural & Heritage Venue Operations; Ticketing

Key words: customer service; contact centres; developing; improving; communication; problem solving; behaviours; work with others; teamwork; giving information; receiving information; services; products; gambling; venue; Ticketing; Customer; Communicate; Box Office; Admissions; Visitor

CFACSC3

Resolve customer service problems

Overview

This Standard is part of the Customer Service Theme of Handling Problems. This Theme covers the behaviours, processes and approaches that are most effective when handling customer service problems. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers. This Standard is about what to do when it is difficult to meet customer expectations. Even if the service you give is excellent, some customers experience problems. Part of your job is to help to resolve those problems. There is likely to be a problem if customer expectations are not met. This may be because your customer's expectations involve more than you can offer or because your service procedures have not been followed. Some problems are reported by customers and sometimes you spot the problem first and resolve it before your customer has even noticed. As soon as you are aware of a problem, you need to consider the options and then choose a way to put it right. This Standard is particularly important in customer service

because many customers judge how good the customer service of your organisation is by the way problems are handled.

Performance criteria

You must be able to:

Spot customer service problems

P1 listen carefully to your customers about any problem they have raised

P2 ask your customers about the problem to check your understanding

P3 recognise repeated problems and alert the appropriate authority

P4 share customer feedback with others to identify potential problems before they happen

P5 identify problems with systems and procedures before they begin to affect your customers

Pick the best solution to resolve customer service problems

P6 identify the options for resolving a customer service problem

P7 choose the most effective method of communication for dealing with your customer when resolving a customer service problem

P8 work with others to identify and confirm the options to resolve a customer service problem

P9 work out the advantages and disadvantages of each option for your customer and your organisation

P10 pick the best option for your customer and your organisation

P11 identify for your customer other ways that problems may be resolved if you are unable to help

Take action to resolve customer service problems

P12 discuss and agree the options for solving the problem with your customer

P13 take action to implement the option agreed with your customer

P14 work with others and your customer to make sure that any promises related to solving the problem are kept

P15 keep your customer fully informed about what is happening to resolve the problem

P16 check with your customer to make sure the problem has been resolved to their satisfaction

P17 give clear reasons to your customer when the problem has not been resolved to their satisfaction

Knowledge and understanding

You need to know and understand:

K1 organisational procedures and systems for dealing with customer service problems

K2 how to defuse potentially stressful situations

K3 how to negotiate

K4 the limitations of what you can offer your customer

K5 types of action that may make a customer problem worse and should be avoided

K6 how to choose the most effective method of communication when dealing with customer service problems

K7 how to make best use of remote communications with customers through social media when resolving customer problems

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Originating organisation: CFA business skills @ work

Original URN: CFA CSC3



Relevant occupations: Customer Service Occupations; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations; Ticketing Occupations; Admissions; Box Office; Visitor Services; Booking Office;

Suite: Customer Service (2013); Cultural & Heritage Venue Operations; Ticketing;

Key words: handling problems; resolving problems; customer expectations; choosing options; customer service; communication; problem solving; behaviours; work with others; giving information; teamwork; receiving information services; products; venue; Ticketing; Customer; Communicate; Box Office; Admissions; Visitor.

CFACSD2

Support customer service improvements

Overview

This Standard is part of the Customer Service Theme of Development and Improvement. This Theme covers activities and approaches that play a vital part in customer service by seeking and implementing improvements and developments. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers. Organisations change the way they deliver service to their customers because customer expectations rise and because other organisations improve the services they offer. Often the most important ideas about how to improve customer service come from people dealing directly with customers. Your job involves delivering customer service. If your organisation has decided to make changes, it is your job to support them and to present them positively to your customers. Also, by listening to customer comments you may have your own ideas about how the service you deliver could be improved. This Standard is about how you provide support for changes that your organisation has introduced. In addition, it covers how you present your own ideas for improvements to someone in your organisation who can authorise trying out the change.

Performance criteria

You must be able to:

Use feedback to identify potential customer service improvements

P1 gather informal feedback from your customers

P2 use your organisation's procedures to collect feedback from your customers

P3 use the information from your customers to develop a better understanding of their customer service experience

P4 identify ways the service you give could be improved based on information you have gathered

P5 share your ideas for improving customer service with colleagues

Implement changes in customer service

P6 identify a possible change that could be made to improve customer service

P7 present your idea for improving customer service to a colleague with the appropriate authority to approve the change

P8 carry out changes to customer service procedures based on your own idea or proposed by your organisation

P9 keep your customers informed of changes to customer service

P10 give customers a positive impression of changes that have been made

P11 work positively with others to support customer service changes

Assist with the evaluation of changes in customer service

P12 discuss with others how changes to customer service are working

P13 work with others to identify any negative effects of changes and how these can be avoided

Knowledge and understanding

You need to know and understand:

K1 how customer experience is influenced by the way service is delivered

K2 how customer feedback is obtained

K3 how to work with others to identify and support change in the way service is delivered

K4 why it is important to give a positive impression to your customer about the changes made by your organisation even if you disagree with them

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

Skills

When performing to this standard, you are likely to demonstrate the following skills:

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Original URN: CFACSD2

Relevant occupations: Customer Service Occupations

Suite: Customer Service (2013)

Key words: customer service; contact centres; improvements; develop; communication; problem solving; behaviours; work with others; teamwork; giving information; receiving information services; products



APPENDIX 3 - ASSESSMENT TEMPLATE DOCUMENTS

3A: Sample Form

Assessment plan and review

Candidate name:

Employer/location:

Date:

Qualification:

Unit(s):

Elements:

Assessor:

Period of Review:

(should not normally exceed 12 weeks)

Proposed Date for next review:

Part 1 – Activities / Tasks / Learning / Training undertaken since last review:

Part 2a – Progress to date specifying units/elements/modules achieved to date (the progress recorded **must** tie in with the associated **Summary of Achievement Record**):

Part 2b – Identified **barriers** to progress (please detail here any issues relating to the programme delivery, which have impacted negatively on progress e.g. attendance times, learning difficulties, suitability of training/learning materials, physical barriers to participation, health issues, attitude etc):

*

Part 2c – Solutions proposed to address the above barriers:

Part 3 – Agreed ‘**assessment planning**’ & action required for the next review (proposed methods of evidence collection must be recorded & proposed assessment methods must be selected):

N.B. *Methods of evidence collection may include: either hard copy records or electronic records such as audio recordings, scanned documents, photographs etc.*

Element:

Proposed Assessment Methods/Sources of Evidence:

<p>Part 3 – Agreed ‘assessment planning’ & action required for the next review (<u>proposed methods of evidence collection must be recorded & proposed assessment methods must be selected</u>):</p> <p>N.B. <i>Methods of evidence collection may include: either hard copy records or electronic records such as audio recordings, scanned documents, photographs etc.</i></p>	CrossRef	RPL	OBS	Questioning	PS	WR	D	WT
<p align="center">Key: Assessment Methods/Sources of Evidence</p> <p>CrossRef = Cross Referencing RPL= Recognition of Prior Learning OBS = Observation PS = Personal Statement WR = Work Record D = Discussion WT= Witness Testimony</p>								



Part 4 – Additional comments / issues (e.g. health & safety issues):

Part 5 – Candidate comments/feedback/evaluation:

Part 6 – Employer comments on progression and achievement noted in **Part 2a**:

Part 7 – Assessor Feedback/Assessment Judgements/Decisions/Outcome

Candidate Signature: Date:

Assessor Signature: Date:

Employer Signature (where present): Date:

Employer Name and position:

3B: Sample Form
Assessor report

Qualification:	
Candidate:	
Assessor:	
Date:	
Unit/ element:	
Location/ circumstance:	
Details of observation/ question/ answers/ discussion	Ref
Details of observation/ question/ answers/ discussion	Ref
Details of observation/ question/ answers/ discussion	Ref
Assessors comments (state whether candidate is competent)	
Assessor signature	
Candidate signature	

3C: Sample Form
Witness testimony

Qualification:

Unit:

Element(s):

Candidate Name:

Witness Name:

Witness Contact Details:

.....

Describe your qualifications/ experience:

.....

.....

.....

Describe your relationship with the candidate:

.....

.....

Date of evidence:

Testimony and comment on candidate's performance

.....

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.....

.....

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Witness Signature & Date:

Candidate Signature & Date:

Assessor Signature & Date:

3D: Sample Form
Candidate personal statement

Qualification:

Candidate name:

Element(s)	Date	Statement / evidence

Candidate's signature:

Assessor's signature:
Date:



APPENDIX 4 - ASSESSOR TEMPLATE DOCUMENTS

4A: Sample Form Element achievement record

Candidate name:											
Qualification:											
Unit title:											
Element(s):											
Assessor:											
Evidence ref:	Evidence description *	Location **	Performance criteria					Knowledge and understanding			

***Key: Assessment Methods/Sources of Evidence**

CrossRef = Cross Referencing **RPL**= Recognition of Prior Learning **OBS**= Observation
Q&A= Questioning **PS**= Personal Statement **WR** = Work Record **D**= Discussion
WT= Witness Testimony

***Should refer to whether the evidence can be found in the portfolio ('PF') or elsewhere, if so state location of evidence*

4B: Sample Form
Unit progress record

Qualification:		
Unit title:		
I confirm that the candidate has been assessed as competent for this unit		
Assessor name	Assessor signature	Date
I confirm that I have been assessed as competent and that the evidence produced is from work that is all mine		
Candidate name	Candidate signature	Date
I confirm that I have internally verified this unit and confirm that the candidate is competent (this section must be completed where the assessor is unqualified)		
IV name	IV signature	Date



APPENDIX 5 - INTERNAL VERIFIER TEMPLATE DOCUMENTS

5A: Sample Internal verification Strategy

This document indicates what may be covered as part of an internal verifier's strategy. An effective internal verification strategy ensures:

- A forum for discussion of borderline cases
- Assessor networking and sharing of good practice
- Valid, reliable and consistent training and/or assessment
- Recorded assessment decisions which are appropriate, consistent, fair, transparent and equitable
- Clarity for candidates about assessment requirements
- Effective preparation and presentation for external verification
- Reduction in level of direct external verification scrutiny

To underpin the IV/ verification process a plan of internal activity should be developed indicating

- what will happen
- when it will happen
- who will be involved

New instructors/assessors must:

- a) be supplied with assessment and materials
- b) clearly understand assessment requirements and procedures

All assessors must:

- a) know the name of the person who will manage the IV process and the name of the IV
- b) know how IV/ verification will happen, when it will happen and who will be involved
- c) be informed about issues raised through previous internal and external quality assurance

On Course Monitoring

The IV should:

- a) Sample assessments to ensure that:
 - feedback to candidates is clear and constructive
 - teaching and assessment activities are standard and appropriate
 - assessment decisions are fair and consistent
 - teaching and assessment records are clear
- b) Undertake standardisation activities
- c) Ensure candidates understand assessment requirements



- d) Provide advice and support for Assessors and share good practice
- e) Identify good assessment practice
- f) Record internal verification activities and findings, list action points and report to instructors/assessors and the EV
- g) Liaise with the EV as necessary

End of Course Checking

The IV should:

- a) monitor progress against previous action points
- b) ensure assessment records are complete and accurate
- c) ensure evidence of achievement is appropriate and standardised
- d) record internal verification activities and findings, list action points, and report these to assessors and the EV

Guidance on Sampling and Record Keeping

What do IVs/IVs sample and why?

IVs are responsible for monitoring the quality of assessment, hence the need for them to sample assessment practices and decisions. It is not usually possible or necessary to verify every aspect of assessment at each internal verification. A properly selected representative sample should identify any issues with assessment practices and decisions.

Selecting a sample

To select a representative sample, IVs must take account of factors which may impact on the quality of assessment. These factors are used to define a sampling strategy that determines the size of the sample and enables judgements to be made.

Key factors to consider are:

- Sites of delivery
- Number and experience of Assessors
- Number of courses/assessments
- Previous IV actions/recommendations
- Assessment methods
- Special arrangements
- EV recommendations
- Borderline cases
- Anything else that you think might impact on assessment decisions

The sample should include an element of random selection by the IV. It is not necessary to sample across every aspect of the programme at each event but the plan should seek to cover everything over a period of time, e.g. 3 years.



Which records should be kept?

Records of internal quality assurance/ verification must be kept and made available to the EV during monitoring visits. These should demonstrate that the internal verification procedures have been carried out. IVs should record two sets of information:

1. The sample taken by the IV
2. The comments and feedback to the Assessor following the sampling exercise, showing any recommendations or action required and how this was resolved.

There is a sample form shown below that you may use or adapt to suit your own requirement.

5B: Sample Form
Internal verification - sampling assessment decisions

Unit/qualification:

Location:

Assessor name:

Candidate Name	Sampling element ¹	Was the assessment method appropriate?	Is there sufficient evidence that outcomes have been met?	Is the evidence appropriate for the level?	Comments
Comments					

Signed: (IV) **Date:**

Signed: (Assessor) **Date:**

¹Was this a learning outcome across candidates, or a whole unit or one method of assessment?

5C: Sample Form
Internal verification – observation of assessors

Internal Verifier's Name:

Assessor's Name:

Candidate's Name:

Qualification Title:

Unit Assessed:

Element Assessed:

Date of Observation:

Location of Assessment:

Prior to the assessment had the Assessor:	Yes	No	Comments:
Developed a written Assessment Plan for the candidate			
Checked that the facilities, resources and information required for the assessment were available and ready for use			
Briefed the candidate on how the assessment would take place and what would be assessed			

During the assessment did the Assessor:	Yes	No	Comments:
Conduct the assessment unobtrusively without interfering with the candidate's performance			
Encourage the candidate to satisfy the specified Assessment Criteria			
Ask questions clearly in an encouraging tone and manner without leading the candidate			
Ensure that sufficient questions were asked and that they were justifiable and relevant to the Unit assessed			

During the assessment did the Assessor (continued):	Yes	No	Comments:
Ensure that the atmosphere created during the assessment was pleasant and conducive			
Clarify and resolve any concerns that the candidate had during the assessment			
Clearly inform the candidate of the assessment decision i.e. 'achieved' or 'requires further practice'			
After the assessment did the Assessor:	Yes	No	Comments:

Provide feedback that was clear, constructive, met the candidate's needs and was appropriate to his/her level of confidence			
Encourage the candidate to comment on the assessment decision and how he/she was assessed			
Complete the Unit assessment documentation and ensure it was fully signed and dated			

Overall feedback to Assessor:

Assessor's comments on the IV's feedback:

Assessor's Signature:

Date:.....

Internal Verifier's Signature:

Date:.....