

## **Unit CU92**

### **Determine policies for the development of land-based sites**

Element CU92.1  
Element CU92.2

Identify and confirm the need for the development of land-based sites  
Determine and agree policies for the development of land-based sites

#### **About this unit**

This unit is designed for those whose work role is at the strategic and policy making level. Sites may be developed for a wide range of reasons such as for a new land-based production facility, for environmental conservation purposes, for amenity purposes and so on.

To achieve the standards within this unit, you will need knowledge and understanding of the opportunities and constraints which affect site development particularly in relation to the wide range of policies, legislation, regulations and designations which affect the land-based sector. A detailed knowledge of land user groups and their strategic development objectives is also essential to support the creation of sustainable development policies. Skills in handling the increasingly competing demands which affect land-based site development are also necessary.

User groups can include but rambblers, recreational interests, bird conservationists agriculture etc.

**Element CU92.1 Identify and confirm the need for the development of land-based sites**

Performance Criteria

**You must:**

- 1 specify arrangements for reviewing needs
- 2 consult potential and actual **key interest groups** effectively to determine their needs and wishes for the site
- 3 determine external **opportunities and constraints** relevant to the site
- 4 evaluate opportunities and constraints for their potential implications

Knowledge and Understanding

**You must know and understand:**

- (a) effective ways of consulting with different groups
- (b) groups and individuals with an interest in the development of the site, their potential interests and strategic development objectives and how these are represented
- (c) processes for evaluating evidence presented by interest groups to influence site development
- (d) options for site development and implications for the environment and health and well being of people, flora and fauna
- (e) the local, regional, national and global policies affecting site development
- (f) the legal, environmental, social, cultural and aesthetic and economic opportunities and constraints which will affect site development
- (g) the inter-relationships between different opportunities and constraints
- (h) the range and nature of legislation which may impact on site development and the individual's and organisation's responsibilities under this legislation
- (i) any relevant regulations covering the development of the site
- (j) the nature of designations and how these may provide opportunities for the development of the site
- (k) how to balance the fundamental tensions relating to land use in the context of specific sites

**Element CU92.1**

**Identify and confirm the need for the development of land-based sites**

**Scope**

This element requires that you:

- A. consult with the following **key interest groups**:
  - (i) Those directly involved
  - (ii) Those affected by the site
  
- B. determine the following external **opportunities and constraints**:
  - (i) Policies
  - (ii) Legislation
  - (iii) Regulations
  - (iv) Designations

**Notes**

**Element CU92.2 Determine and agree policies for the development of land-based sites**

Performance Criteria

**You must:**

- 1 ascertain organisational policy and objectives correctly
- 2 review, to determine the preferred option, the range of policy options available for the development of the site
- 3 make sure the preferred option is feasible and viable, and strikes the optimum balance, between **competing demands**
- 4 specify arrangements for reviewing policies
- 5 communicate the agreed policy to **key interest groups** in an appropriate way
- 6 resolve any potential conflicts between user groups in support of policy developments

Knowledge and Understanding

**You must know and understand:**

- (a) the policies which the organisation has for the development of sites and any which impact on that site in particular
- (b) how to establish the range of policy options which are available for the site and the methods of evaluating these options
- (c) the different factors which need to be taken into account when reviewing policy options
- (d) how to assess the feasibility and viability of site development
- (e) the range of factors within and the inter-relationships between:
  - The environmental impact for the site itself, the surrounding area and the stock of such sites
  - The resource implications in developing this site
  - The needs of key interest groups, who they are, their legitimacy and sources of influence
  - The external opportunities and constraints relating to policies, legislation, regulations and designations
  - The organisational policies and objectives
- (f) the rationale for setting up arrangements for reviewing policies and how this can best be achieved
- (g) the effective means of communicating agreed policy/policies to interest groups
- (h) how to resolve potential conflicts between user groups

**Element CU92.2 Determine and agree policies for the development of land-based sites**

**Scope**

This element requires that you:

- A. find the optimum balance between the following **competing demands**:
  - (i) Environmental impact
  - (ii) Resource implications
  - (iii) Needs of key groups
  - (iv) External opportunities and constraints
  - (v) Organisational and objectives
  
- B. communicate the agreed policy to the following **key interest groups**:
  - (i) Those directly involved
  - (ii) Those affected by the site

**Notes**

## **UNIT CU93      Plan, monitor and evaluate the management of land-based sites**

Element CU93.1	Prepare site management plans
Element CU93.2	Monitor and evaluate the management of land-based sites

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### **About this Unit**

This unit describes those whose role is to take overall responsibility for the management of sites once they have been developed. The standards described in this unit will tend to be applicable to fairly large land-based sites with multiple uses but may also apply to smaller sites with specific management needs, such as those where it is necessary to balance amenity and conservation uses. Examples within amenity horticulture include water features, landscape or heritage garden features, golf course features such as greens or bunkers.

To achieve the standards specified in this unit, individuals require technical knowledge, understanding and skills in relation to optimising the balance between organisational objectives, available resources and legal, environmental, economic, social, cultural and aesthetic opportunities and constraints. An understanding of intensive and extensive management strategies will also be necessary.

**Element CU93.1      Prepare site management plans**

Performance Criteria

**You must:**

- 1 establish the purpose which the management plan is intended to meet
- 2 review alternative suitable management strategies
- 3 specify **criteria** which the management plan has to meet
- 4 develop a management plan which best meets the **criteria** and is sufficiently flexible to meet changing circumstances
- 5 use a plan which contains sufficient **information** for the site to be managed effectively
- 6 specify within it sufficient and reliable arrangements for monitoring the implementation of the plan
- 7 use a plan which includes details as to when and how it should be reviewed
- 8 **present the plan** in a way suitable for those who are to use it

Knowledge and Understanding

**You must know and understand:**

- (a) the different purposes of site management plans and how the specific purpose concerned may be classified
- (b) the different site management strategies, from intensive management to extensive management of sites
- (c) the different criteria which site management plans have to meet and how to detail these for the effective management of sites
- (d) how to develop management plans which meet the full range of organisational objectives, available resources, opportunities and constraints relating to: legal, environmental, social, cultural, aesthetic, and economic issues
- (e) how to develop flexible plans which are still sufficiently tight to achieve their purpose
- (f) how to detail the objectives of the site, the outcomes which the management is to meet and the parameters in which individuals must work
- (g) the reasons for including monitoring arrangements within the plan and effective ways of doing this
- (h) why site management plans need to be reviewed regularly and effective ways of doing this
- (i) the purposes and benefits which external consultation may bring
- (j) the effective ways of presenting information in different situations

**Element CU93.1 Prepare site management plans**

**Scope**

This element requires that you:

- A. specify the following **criteria**:
  - (i) organisational objectives
  - (ii) available resources
  - (iii) opportunities and constraints
  
- B. include the following **information** in the plan:
  - (i) objectives
  - (ii) outcomes
  - (iii) parameters
  
- C. **present the plan** in the following ways:
  - (i) diagrammatic/pictorial
  - (ii) written
  - (iii) oral

**Notes**

**Element CU93.2      Monitor and evaluate the management of land-based sites**

Performance Criteria

**You must:**

- 1    implement the **monitoring** system effectively to produce the required information
- 2    compare information from **monitoring** with the site management plan and adherence to plan established
- 3    evaluate information from **monitoring** to determine the **action** which is required
- 4    act appropriately according to the evaluation conclusions taken

Knowledge and Understanding

**You must know and understand:**

- (a)    the range of objectives and outcomes which site management plans may be designed to meet and the parameters for working which they contain
- (b)    the meaning of sufficiency and reliability in relation to monitoring information
- (c)    the direct and indirect means of monitoring the management of sites and how to achieve the best balance between the two
- (d)    how to specify monitoring systems which provide sufficient and reliable information on methods of management, timing and reporting
- (e)    the methods of evaluating monitoring information and how to determine the best action to take in different circumstances
- (f)    the range of different scenarios which would mean that site management practices were working well, site management practices should be modified or site management plans should be reviewed

**Element CU93.2**

**Monitor and evaluate the management of land-based sites**

**Scope**

This element requires that you:

- A. carry out **monitoring** of the following:
  - (i) method
  - (ii) timing
  - (iii) reporting
  
- B. take the following **action**:
  - (i) confirm site management practices
  - (ii) modify site management practices
  - (iii) feedback information for review of plan

**Notes**

**Unit CU106      Develop procedures for health and safety in the land-based  
workplace**

Element CU106.1    Ensure a healthy and safe workplace  
Element CU106.2    Conduct risk assessment in the workplace

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**About this unit**

This unit is suitable for people who are not health and safety experts but who need to prepare health and safety procedures and carry out risk assessment in the workplace. This could be an employer, the manager, supervisor, a safety representative or an employee.

The first element is about ensuring that the workplace is a health and safe environment.

The second element involves identifying where risk exists in the workplace and taking the appropriate action.

## Element CU106.1 Ensure a healthy and safe workplace

### Performance Criteria

#### You must:

- 1 develop health and safety **procedures** that meet legal and organisational requirements
- 2 identify people whom other people must
  - report accidents to
  - report identified health and safety risks to
  - seek first aid treatment from
- 3 identify how **health and safety data** will be recorded in line with legal requirements
- 4 develop health and safety training plans appropriate to the workforce and in line with legal requirements
- 5 ensure the health and safety **procedures** are communicated to all people in the workplace in the appropriate manner
- 6 identify any **changes** within the workplace or as a result of legal regulations or guidelines that affect your working practices
- 7 notify all people in the workplace promptly of any **changes** to health and safety procedures

### Knowledge and Understanding

#### You must know and understand:

- (a) the work area and people for which you are responsible
- (b) the information available relating to health and safety and how to access it
- (c) any specific health and safety procedures covering your job role
- (d) how to conduct an effective health and safety review

**Element CU106.1    Ensure a healthy and safe workplace**

**Scope**

- A.    you must specify the use of at least two of the following **procedures**
  - (i)    planned inspections
  - (ii)   spot checks
  - (iii)  checks on identified danger area
  - (iv)  planned reviews
  
- B.    you must demonstrate the recording of data for at least two of the following types of **health and safety data**
  - (i)    complaints
  - (ii)   incidents
  - (iii)  accidents
  - (iv)  illness
  - (v)    fire evacuation drills
  - (vi)   test certificates
  - (vii)  training records
  - (viii) results of monitoring
  
- C.    you must show that you have reviewed at least two of the following **changes**
  - (i)    changes to working practices
  - (ii)   changes to equipment used in the workplace
  
  - (iii)  changes to personnel

**Notes**

**Element CU106.2      Conduct risk assessment in the workplace**

Performance Criteria

**You must:**

- 1 identify why and where a **risk assessment** will be carried out
- 2 ensure that you have the relevant up-to-date **information** to carry out risk assessment
- 3 seek expert advice when necessary
- 4 identify **hazards** that could result in harm to staff or other people in the workplace
- 5 record **hazards** in a way that conforms with legal and workplace requirements
- 6 report the results of your **risk assessment** to the appropriate person in the agreed manner

Knowledge and Understanding

**You must know and understand:**

- (a) your legal and organisational responsibilities in relation to health and safety
- (b) the difference between a hazard and a risk and how to assess risk
- (c) measures that can be implemented to control risk
- (d) the work activities of the people in the area where you are carrying out the assessment
- (e) the importance of assessing risks from new and non routine work activities
- (f) how the disposal of hazardous and non hazardous waste should be managed
- (g) information sources for risk assessment
- (h) where to find expert advice
- (i) your responsibility for maintaining health and safety records

**Element CU106.2****Conduct risk assessment in the workplace****Scope**

- A. You must show that you have identified at least two of the following types of **hazards** in the workplace
- (i) the use of equipment or materials
  - (ii) the use of substances hazardous to health
  - (iii) the working practice
  - (iv) the layout of the workplace
  - (v) the job roles
  - (vi) people with special needs
- B. You must demonstrate that you have used at least one of the following sources of **information**
- (i) internal health and safety experts
  - (ii) HSE Offices/Website/Publications
  - (iii) relevant industry publications
  - (iv) other external organisations
- C. You must demonstrate that you have presented the results of a **risk assessment** to at least one of the following
- (i) management associated with the assessed activities
  - (ii) employees associated with the assessed activities
  - (iii) union representatives
  - (iv) staff representatives

**Notes**

## **Unit CU110**

## **Plan and manage the control of weeds, pests and diseases**

Element CU110.1	Collect information for planning
Element CU110.2	Plan the use of pest control measures
Element CU110.3	Implement plans for pest control
Element CU110.4	Monitor and review the use of control measures

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### **About this unit**

This unit is concerned with the management of control measures used following receipt of specialist advice. The work described in this unit may be carried out by managers and skilled operatives. It involves inspecting the site, planning the control measures, implementing plans, and reviewing their effectiveness. This unit does not cover the work carried out by specialist advisors who will usually have advised beforehand which control measures should be used and how they might be implemented.

Element 1 covers collecting the necessary information for planning control measures. You will need to be able to establish the extent of the problem and assess risks to operators, bystanders and the environment. You will also need to gather information on site conditions.

Element 2 is about planning control measures. You will need to use the information you have collected to plan your actions. At this stage you will need to re-assess the costs, risks and benefits of control measures and produce plans.

Element 3 is about implementing your plans. This will involve explaining your plans to another operative, where the work is to be carried out by someone else. It also involves informing other people about the plans and responding to any concerns if they arise.

Element 4 is about checking the effectiveness of the control measures. This is an important part of the management process and has to be carried out at the appropriate time after the work has been completed. The review will inform decisions on whether further action is necessary.

This unit covers the use of organic or non-organic pest control measures.

**Element CU110.1      Collect information for planning**

Performance Criteria

**You must:**

- 1 inspect the site at the appropriate time, to see whether there is still a requirement for the control
- 2 use suitable methods to inspect the site
- 3 recognise the need for further specialist advice and approvals, and take the necessary action within the required timescales
- 4 establish the extent of the problem based on the available **information**
- 5 accurately identify hazards and **assess risks** in relation to the site and the local environment
- 6 make sure the **information** you collect is valid and up to date
- 7 keep accurate and complete records
- 8 carry out your work in accordance with relevant legislation and codes of practice
- 9 gather **information** about the cause of the problem so that it might be prevented.

Knowledge and Understanding

**You must know and understand:**

- (a) the pests, weeds and diseases which are significant in your industry
- (b) how to identify the presence of pests, weeds and diseases, including any signs of damage
- (c) the significance of the presence of pests, weeds and diseases
- (d) how to select the appropriate control measures for the site conditions
- (e) the wildlife in the area and the importance of considering the effects on wildlife
- (f) the nature of the problem in terms of what it could do to the site and how fast it develops
- (g) where to source further information and advice and how to use it
- (h) how to assess the weather and site conditions
- (i) the information you need to obtain for risk assessments
- (j) how to recognise hazards and assess risks
- (k) risk management methods
- (l) your responsibility under appropriate legislation, codes of practice and any local requirements
- (m) the purpose of record keeping

**Element CU110.1 Collect information for planning**

**Scope**

This element requires that you:

- A. collect the following types of **information**:
  - (i) the presence and extent of pests
  - (ii) the presence and extent of biological controls and beneficial insects
  - (iii) plant growth stages
  - (iv) weather conditions
  - (v) ground conditions.
  
- B. **assess** risks of operations to:
  - (i) health and safety
  - (ii) the environment.

**Notes**

## Element CU110.2 Plan the use of pest control measures

### Performance Criteria

#### You must:

- 1 use the **information** collected from the site and other relevant information to make decisions
- 2 identify the appropriate control measures
- 3 assess the costs, risks and benefits of relevant means of control
- 4 recognise the need for specialist advice and approvals, and take the necessary action within the required timescales
- 5 ensure the choice of control measure is still appropriate to the problem, and takes into account all of the **factors** involved
- 6 produce plans which contain all of the necessary **information** for the safe and effective use of the chosen control
- 7 produce any calculations for the chosen control which are accurate and complete
- 8 plan the use of any chemicals in accordance with relevant legislation and codes of practice
9. carry out any necessary consultations in the appropriate way

### Knowledge and Understanding

#### You must know and understand:

- (a) relevant records and other information concerning the control measures to be used on the site
- (b) the circumstances in which no intervention may be the best course of action
- (c) integrated pest management and its advantages and disadvantages
- (d) the costs, risks and potential benefits of the various control measures
- (e) the reasons why it may be important to obtain specialist advice and the sources of such advice
- (f) the importance of choosing the optimum control measure
- (g) the optimum time for carrying out the control
- (h) the importance of considering the environmental impact
- (i) the range of application technologies available and when they should be used
- (j) how to identify the relevant hazards and assess risks
- (k) calculations which are required to carry out any control
- (l) the reasons why consultation is important

## Element CU110.2 Plan the use of pest control measures

### Scope

This element requires that you:

A. ensure your choice of control measures takes into account the following factors:

- (i) mode of action
- (ii) method of application
- (iii) the cost-effectiveness of operations
- (iv) health and safety hazards
- (v) environmental hazards
- (vi) storage requirements

B. produce plans which include all of the following information as relevant. If you are using chemicals, all of the following will apply:

- (i) the control which is to be used
- (ii) how the control will be used
- (iii) availability of appropriately
- (iv) health and safety precautions
- (v) environmental precautions
- (vi) the cost effectiveness of operations
- (vii) equipment required for work
- (ix) disposal of waste materials
- (x) cleaning the equipment required for the work
- (xi) storage and transportation
- (x) recording systems
- (xi) emergency action plans
- (xii) warning procedures

### Notes

**Element CU110.3     Implement plans for pest control**

Performance Criteria

**You must:**

- 1 explain the plans clearly and at an appropriate time, if the work is to be performed by another operator
- 2 inform members of the public and others who are affected by the plans
- 3 check that the required **resources** are available for the implementation of plans
- 4 recognise any concerns or problems in relation to the plans, and take the appropriate action
- 5 take the appropriate action in response to any changes in the weather conditions
- 6 check the appropriate recording systems are in place for the operations

Knowledge and Understanding

**You must know and understand:**

- (a) the reasons why the person carrying out the work needs to know he/she has responsibility for the plans
- (b) who else may need to be informed of your plans, including owners of neighbouring land
- (c) the reasons for informing members of the public and others of your plans
- (d) the ways in which members of the public and others must be informed of the plans
- (e) the importance of responding to any concerns or problems with the plans
- (f) the actions to take in response to concerns or problems with the plans, including modifying the plans or resolving the problem
- (g) the resources which are required for the work
- (h) the reasons for keeping records and the types of records which are required

**Element CU110.3     Implement plans for pest control**

**Scope**

This element requires that you:

- A. check the availability of the following **resources** where appropriate. If you are using chemicals, all these will apply:
  - (i) application equipment
  - (ii) product to be used
  - (iii) personal protective equipment (PPE)
  - (iv) ancillary equipment
  - (v) clean water
  - (vi) staff qualified to carry out the work
  - (vii) First Aid
  - (viii) disposal site/method
  - (ix) communications

**Notes**

**Element CU110.4 Monitor and review the use of control measures**

Performance Criteria

**You must:**

1. **check** that the work was carried out according to plan
2. take the appropriate action in the event of problems
3. assess whether further action is required
4. keep clear and accurate records
5. review the cause of the problem and plan for tackling its possible re-occurrence

Knowledge and Understanding

**You must know and understand:**

- (a) the reasons for monitoring and reviewing the control measure used
- (b) how, and when, to check that the methods have worked
- (c) how to assess if the control measure has been effective
- (d) the reasons why further action may be required
- (e) how to check for any environmental impact

**Element CU110.4 Monitor and review the use of control measures**

**Scope**

This element requires that you:

- A. **check** that the control measure used has:
  - (i) achieved the desired result
  - (ii) been in accordance with the plan.

**Notes**

**Unit CU118****Provide vision and direction to others working in the Land-based Sector****About this unit**

Managers have to achieve their objectives through other people. This requires leadership, the process of inspiring and motivating other people to act in particular ways to achieve specific goals. Leadership is about providing direction and having the authority or influence to persuade others to follow. Very often leadership, rather than traditional management skills, come to the fore when organisations face challenges and the need for change.

There are many styles of leadership each of which is appropriate to different people and situations. Effective leaders are able to use more than one leadership style.

Leading people may not always mean having line management responsibility. For example, you may be working with peers on a project or a particular piece of work and you are best placed to provide leadership at certain times of the project or work activity.

This unit is recommended for all those in management and leadership roles.

**Unit CU118****Provide vision and direction to others working in the Land-based Sector**

## Performance Criteria

**You must:**

- 1 ensure that people understand the overall vision, goals and values
- 2 delegate objectives that are appropriate to abilities and potential
- 3 ensure that people recognise how these objectives support overall vision, goals and values
- 4 ensure that people are enthused and committed to achieving their objectives
- 5 ensure that people are appropriately rewarded for their achievements
- 6 ensure that people feel confident to present their own ideas and feel their suggestions will be taken seriously
- 7 ensure that people feel confident to engage with change
- 8 ensure that people are able to develop their own ways of working within agreed boundaries
- 9 ensure that people are able to provide a lead in their own areas of expertise
- 10 ensure that people receive effective support and advice when they need it
- 11 ensure that people have confidence in their manager/leader

## Knowledge and Understanding

**You must know and understand:**

- (a) different theories, models and styles of leadership and how these apply to different situations
- (b) differences between leadership and management
- (c) the impact of leadership styles on organisations
- (d) leadership power and control
- (e) different methods of motivating, influencing and persuading others
- (f) effective communication techniques
- (g) principles and methods of team building and delegation
- (h) principles and methods of developing people in their roles
- (i) the environment in which the leader operates and the implications for leadership style
- (j) legal, regulatory and ethical requirements in the sector
- (k) your own values, motivations, and emotions and the impact these have on your own actions and on other people
- (l) your own strengths and limitations
- (m) the strengths, limitations and potential of people that you lead
- (n) your own role, responsibilities and levels of power, authority and autonomy
- (o) the overall vision, goals and values
- (p) key objectives for your own area of work
- (q) the strengths and weaknesses of leadership culture in the organisation
- (r) the types of support and advice that people are likely to need and how to respond to these

**Unit CU124****Organise a straight-forward land-based project or event****About this Unit**

This unit is about leading and managing a project, an event or a contract. For example, projects could involve golf competitions, concerts, open air theatre events, weddings and firework displays. Projects could also include the development of new features such as a new wicket on a cricket pitch, a new bunker on a golf course or a new feature in a garden.

This unit covers basic project management of straightforward projects by non-specialised project managers, for example, technical staff who have responsibility for a particular project, contract or event.

The word “resources” may relate to external contractors.

**Unit CU124****organise a straight-forward land-based project or event**

## Performance Criteria

**You must:**

- 1 identify the nature, aims and objectives of the project or event
- 2 identify the timing and location of the project or event
- 3 establish a budget for the project or event
- 4 identify resources required for the project or event
- 5 identify and agree roles and responsibilities of staff involved in the project or event
- 6 communicate the plan clearly with all relevant parties

## Knowledge and Understanding

**You must know and understand:**

- (a) basic project management principles, processes, tools and techniques
- (b) financial management procedures
- (c) resource management procedures
- (d) legislative, environmental or health and safety issues that may impact on the project
- (e) how to communicate the plan to other people

**Unit CU131            Identify areas of improvement for your self and others working in the Land-based Sector**

Element CU131.1	Develop yourself to improve your performance
Element CU131.2	Identify and plan the development needs of teams and individuals
Element CU131.3	Assess and improve the development of teams and individuals
Element CU131.4	Identify and resolve difficulties with colleagues

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**About this Unit**

This unit describes your role in creating and maintaining an efficient and productive working environment in which you can work productively with your colleagues. The unit also covers what you should do when difficulties with colleagues arise.

To achieve this unit you must show that you are able to:

- Ensure suitable facilities and equipment are made available for colleagues
- Promote an atmosphere and culture of respect for and between colleagues
- Communicate clearly with colleagues
- Agree roles and responsibilities of colleagues
- Identify problems impacting on the performance of colleagues
- Agree a course of action to resolve work-related problems of colleagues
- Monitor the outcomes of the action
- Implement grievance and disciplinary procedures

**Element CU131.1      Develop yourself to improve your performance**

Performance Criteria

**You must:**

- 1    assess your performance and identify your development needs at appropriate intervals
- 2    ensure your **assessment** is based on your current objectives and likely future requirements
- 3    ensure your plans for personnel development are consistent with the needs you have identified and the resources available
- 4    ensure your plans for personal development contain specific, measurable, realistic and challenging objectives
- 5    undertake development activities which are consistent with your plans for personal development
- 6    update your plans for personal development at appropriate intervals

Knowledge and Understanding

**You must know and understand:**

- (a) the importance of getting feedback from others on your performance and how to encourage, enable and use such feedback in a constructive manner
- (b) the principle skills required for effective managerial performance
- (c) the current and likely future requirements and standards within your job role and how they correspond to your level of competence as a manager
- (d) appropriate people from whom to get feedback on your performance
- (e) the importance of continuing self-development to managerial competence
- (f) how to assess your own current level of competence
- (g) how to develop a personal action plan for learning and self-development with realistic but challenging objectives
- (h) the types of support which may be available from your team members, colleagues, line managers and specialists
- (i) how to identify the need for support, select an appropriate source and obtain required help
- (j) the types of development activities and their relative advantages and disadvantages to your own situation
- (k) how to assess your personal progress and update your plans accordingly

**Element CU131.1      Develop yourself to improve your performance**

**Scope**

This element requires that you:

- A. take account of all of the following when making **assessments**:
  - (i) work objectives
  - (ii) personal objectives
  - (iii) organisational policies and requirements

**Notes**

## Element CU131.2 Identify and plan the development needs of teams and individuals

### Performance criteria

#### You must:

- 1 give opportunities to team members to help identify their own **development needs** and those of the team as a whole
- 2 identify **development needs** for all the **personnel** for whom you are responsible
- 3 where required, seek guidance from competent **specialists**
- 4 ensure your records of identified **development needs** comply with organisational procedures
- 5 ensure your plans reflect the identified training and **development needs** of all the **personnel** for whom you are responsible
- 6 ensure your plans contain clear, relevant and realistic development objectives
- 7 ensure your plans clearly identify the processes you will use and the resources you need
- 8 ensure your **assessment** takes account of the skills you need to work effectively with other team members
- 9 obtain support from **relevant people** to help you create learning opportunities
- 10 obtain feedback from **relevant people** and use it to enhance your performance in the future

### Knowledge and Understanding

#### You must know and understand:

- (a) how to present development needs to relevant people in a way which is likely to influence their decision-making positively
- (b) the importance of human resource development to organisational effectiveness
- (c) the importance of equality of opportunity in human resource development
- (d) how to collect and validate the information you need to identify development needs
- (e) the importance of good record keeping
- (f) the importance of providing your team members with opportunities to identify their own development needs and those of the team as a whole
- (g) how to encourage and enable team members to identify development needs
- (h) the team objectives and organisational values which have a bearing on the identification of training needs
- (i) how to identify development needs of your team and the information needed to do so
- (j) the types of support and guidance which may be needed from specialists and how to get them
- (k) the types of interpersonal skills required for effective teamwork
- (l) the types of support which may be available from your team members, colleagues, line managers and specialists
- (m) how to identify the need for support, select an appropriate source and obtain required help
- (n) appropriate people from whom to get feedback on your performance

**Element CU131.2 Identify and plan the development needs of teams and individuals**

**Scope**

- A. identify both of the following types of **development needs**:
  - (i) to meet organisational objectives
  - (ii) to meet individuals' aspirations
  
- B. identify development requirements and ensure your plans meet the development needs of at least four of the following types of **personnel**:
  - (i) internal
  - (ii) permanent
  - (iii) full-time
  - (iv) paid
  - (v) external
  - (vi) temporary
  - (vii) part-time
  - (viii) voluntary
  
- C. seek guidance from at least one of the following types of **specialists**:
  - (i) within your organisation
  - (ii) from outside your organisation
  
- D. take account of all of the following when making **assessments**:
  - (i) work objectives
  - (ii) personal objectives
  - (iii) organisational policies and requirements
  
- E. obtain support and feedback from at least two of the following types of **relevant people**:
  - (i) team members
  - (ii) colleagues working at the same level as you
  - (iii) higher level managers or sponsors
  - (iv) specialists

**Notes**

**Element CU131.3 Assess and improve the development of teams and individuals**

Performance Criteria

**You must:**

- 1 agree the **purpose** of the appraisal and your own role in it with **relevant people**
- 2 give opportunities to team members to contribute to their own and their team's appraisal
- 3 give all team members equal access to **assessment** against development objectives
- 4 base the appraisal on sufficient, valid and reliable information
- 5 identify and agree areas of improvement for the team/individuals
- 6 give opportunities to those involved to help evaluate and improve **development activities**
- 7 ensure your evaluation of the usefulness and applicability of **development activities** is based on sufficient valid and relevant information
- 8 ensure your evaluation demonstrates the contribution **development activities** make to achieving team and organisational objectives
- 9 where **development activities** prove ineffective or inappropriate, agree alternatives which are capable of meeting the development needs you have identified
- 10 present your recommendations for improving overall development practice to **relevant people** in an appropriate and timely manner

Knowledge and Understanding

**You must know and understand:**

- (a) the importance of equality of opportunity in providing opportunities for teams and individuals to contribute to their own assessments and how to ensure this
- (b) how to collect and validate the information you need
- (c) the importance of confidentiality when carrying out and reporting assessments
- (d) the importance of agreeing the purpose of the assessments with relevant people
- (e) the importance of team members contributing to the assessment of their own progress and how to encourage and enable them to do so
- (f) the importance of assessing team members against development activities
- (g) the team's development objectives
- (h) the range of purposes which assessments have
- (i) the principles of fair and objective assessment
- (j) the methods which may be used to assess the development of team members
- (k) the information required to assess team members' development
- (l) how to present recommendations in a way which is likely to influence decision-makers positively
- (m) the importance of continually reviewing and improving development activities to ongoing organisational effectiveness
- (n) how to evaluate the contribution which development activities make to achieving team and organisational objectives and identify better alternatives
- (o) the information which is needed to evaluate the usefulness and applicability of development activities
- (p) how to collect and check the validity of the information you need

**Element CU131.3 Assess and improve the development of teams and individuals**

Knowledge and Understanding continued

**You must know and understand:**

- (q) the importance of giving opportunities to those involved to contribute to the evaluation and improvement of development activities
- (r) how to encourage and enable those involved to provide useful feedback
- (s) procedures to follow when making recommendations to improve development activities

**Element CU131.3      Assess and improve the development of teams and individuals**

**Scope**

- A. carry out assessments with at least two of the following types of **purpose**:
  - (i) to identify further development needs
  - (ii) to evaluate the effectiveness of development
  - (iii) to appraise performance
  - (iv) to recognise knowledge, skills and competence at work
  
- B. carry out at least two of the following types of **assessment**:
  - (i) testing of knowledge and skills
  - (ii) observing performance at work
  - (iii) assessing the contributions of colleagues and team members
  - (iv) taking part in appraisal discussions
  
- C. evaluate and improve at least two of the following types of **development activities**:
  - (i) naturally occurring learning opportunities at work
  - (ii) specifically designed learning opportunities at work
  - (iii) formal training
  - (iv) informal training
  
- D. pass on your recommendations to at least two of the following types of **relevant people**:
  - (i) team members
  - (ii) colleagues working at the same level
  - (iii) higher-level managers or sponsors
  - (iv) specialists

**Notes**

**Element CU131.4 Identify and resolve difficulties with colleagues**

Performance Criteria

**You must:**

- 1 identify **problems** that impact on the work of a colleague
- 2 discuss the problem with the colleague(s) concerned
- 3 agree a course of action to resolve the problem
- 4 monitor the outcomes of the action
- 5 implement grievance and disciplinary procedures
- 6 maintain records of disciplinary action

Knowledge and Understanding

**You must know and understand:**

- (a) legislative requirements relating to employment law, equal opportunities and health and safety
- (b) terms and conditions of your organisation
- (c) management principles
- (d) the importance of maintaining records and confidentiality in grievance and disciplinary procedures

**Element CU131.4 Identify and resolve difficulties with colleagues**

**Scope**

A. identify one of the following **problems**:

- (i) a colleague's problem is work-related
- (ii) a colleague's problem is personal
- (iii) a colleague's problem concerns another member of staff

**Notes**

## Unit A2

## Manage your own resources and professional development (MSC)

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### About this unit

This unit is suitable for those in first line, middle management or senior management and leadership. It is about managing your continuing personal and professional development within industry.

This means actively finding out about the wider industry issues as well as those in which you are directly involved. This will mean developing and maintaining a network of industry contacts, attending events and broadening your knowledge through a variety of research methods including reading materials and perhaps even the use of the internet though this is not essential.

This involves a cycle of activity

- being clear what is required to meet your work objectives and your personal goals
- understanding the knowledge, understanding the skills you need, and the extent to which you possess these
- planning to develop your knowledge, understanding and skills in a way that fit with your preferred learning styles
- taking action in line with your plan and applying your new knowledge, understanding and skills in the work context
- evaluating the effectiveness and impact of your learning and identifying more effective ways to learn in the future

This individual cycle closely mirrors the Investors in People cycle, which is the organisational benchmark of good practice in human resource development.

This unit requires you to have a curiosity to learn and try out new things and a generosity to share your learning with others (within the limits of confidentiality, of course).

**Unit A2****Manage your own resources and professional development**

## Performance Criteria

**You must:**

- 1 Evaluate, at appropriate intervals, the current and future requirements of your work-role taking account of the vision and objectives of your organisation
- 2 Consider your values and your career and personal goals and identify information which is relevant to your work role and professional development
- 3 Discuss and agree personal work objectives with those you report to and how you will measure progress
- 4 Identify the learning styles which work best for you and ensure that you take these into account in identifying and undertaking development activities
- 5 Identify any gaps between the current and future requirements of your work-role and your current knowledge, understanding and skills
- 6 Discuss and agree, with those you report to, a **development plan** to address any identified gaps in your current knowledge, understanding and skills and support your own career and personal goals
- 7 Undertake the activities identified in your **development plan** and evaluate their contribution to your performance
- 8 Review and update your personal work objectives and **development plan** in the light of performance, any development activities undertaken and any wider changes
- 9 Get regular and useful feedback on your performance from those who are in a good position to judge it and provide objectives and valid feedback
- 10 Ensure that your performance consistently meets or goes beyond agreed requirements

## Knowledge and Understanding

**You must know and understand:**

- (a) The principles which underpin professional development
- (b) The importance of considering your values and career and personal goals and how to relate them to your job role and professional development
- (c) How to evaluate the current requirements of a work role and how the requirements may evolve in the future
- (d) How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
- (e) How to identify development needs to address any identified gaps between the requirements of your work-role and your current knowledge, understanding and skills
- (f) What an effective development plan should contain and the length of time that it should cover
- (g) The range of different learning style(s) and how to identify the style(s) which work(s) best for you
- (h) The types of development activities which can be undertaken to address identified gaps in your knowledge, understanding and skills
- (i) How to identify whether/how development activities have contributed to your performance
- (j) How to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes
- (k) How to monitor the quality of your work and your progress against requirements and plans

**Knowledge and Understanding continued**

You must know and understand:

- (l) How to evaluate your performance against the requirements of your work-role
- (m) How to identify and use good sources of feedback on your performance
- (n) Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and continuing professional development
- (o) The requirements of your work-role including the limits of your responsibilities
- (p) The vision and objectives of your organisation
- (q) Your own values and career and personal goals
- (r) Your personal work objectives
- (s) Your preferred learning styles
- (t) Your current knowledge, understanding and skills
- (u) Your personal development plan
- (v) Available development opportunities and resources in your organisation
- (w) Your organisation's policy and procedures in terms of personal development
- (x) Reporting lines in your organisation
- (y) Possible sources of feedback in your organisation

**Unit A2****Manage your own resources and professional development****Scope**

This element requires that you:

- A. Produce a personal **development plan** for the following
  - (i) short term (3 - 6 months)
  - (ii) medium term (6 -12 months)
  - (iii) long term (12 months - 2 years)

**Notes**

**Unit A2****Manage your own resources and professional development****Behaviours which underpin effective performance**

- 1 You address multiple demands without losing focus or energy
- 2 You recognise changes in circumstances promptly and adjust plans and activities accordingly
- 3 You prioritise objectives and plan work to make best use of time and resources
- 4 You take personal responsibility for making things happen
- 5 You take pride in delivering high quality work
- 6 You show an awareness of your own values, motivations and emotions
- 7 You agree achievable objectives for yourself and give a consistent and reliable performance
- 8 You recognise your own strengths and limitations, play to your strengths and use alternative strategies to minimise the impact of your limitations
- 9 You make best use of available resources and proactively seek new sources of support when necessary
- 10 You reflect regularly on your own experience and use them to inform future action

**Skills**

- 1 Setting objectives
- 2 Evaluating
- 3 Planning
- 4 Learning
- 5 Reviewing
- 6 Communicating
- 7 Self-assessment
- 8 Time management
- 9 Stress management
- 10 Obtaining feedback
- 11 Reflecting
- 12 Prioritising

## Unit D2

## Facilitate meetings (MSC 1997)

Element D2.1

Lead meetings

Element D2.2

Make contributions to meetings

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### About this unit

This unit is imported from the MSC 1997 Management Standards.

This unit is about facilitating meetings so that objectives can be achieved. It covers leading meetings and making contributions to meetings.

This unit is for you if you are a manager with responsibility for

- allocating work to others
- achieving specific results by using resources effectively
- carrying out policy in your defined area of authority
- controlling limited financial budget
- contributing to broader activities such as change programmes and recruitment

This unit contains two elements

D2.1 Lead meetings

D2.2 Make contributions to meetings

In order to lead meetings you need to provide those attending with adequate notice and information about the meeting, outline the objectives and allocate sufficient time to each topic for discussion. You need to lead the meetings so that all involved can make useful contributions and you should discourage unhelpful digressions and arguments. You should present information and summaries clearly and at the most effective times. You need to ensure that the meetings' objectives are achieved in the time available and that decisions are communicated to all those who need to know.

In order to make contributions to meetings, you need to prepare for the meeting and consult with anyone whose views you are representing. Your contributions to the meeting should be clear, concise and relevant and they should help to clarify problems and identify solutions. Finally, you need to ensure that you communicate decisions and recommendations to all those who need to know.

**Element D2.1            Lead meetings**

Performance Criteria

**You must:**

- 1     give people, appropriate to the context and **purpose** of the **meeting**, sufficient notice and information to allow them to contribute effectively
- 2     ensure everyone attending the **meeting** agrees the objectives of the **meeting** at the start
- 3     allocate discussion time to topics in a way which is consistent with their importance, urgency and complexity
- 4     ensure your style of leadership helps those attending the **meeting** to make useful contributions
- 5     discourage unhelpful arguments and digressions
- 6     present information and provide summaries clearly, at appropriate points during the **meeting**
- 7     ensure the **meeting** achieves its objectives within the allocated time
- 8     agreed decisions and recommendations fall within the group's authority
- 9     give clear, accurate and concise information about decisions and recommendations to those who need it
- 10    seek feedback from those attending and use this to improve the effectiveness of future **meetings**.

Knowledge and Understanding

**You must know and understand:**

- (a)    how to identify unhelpful arguments and digressions, and strategies which may be used to discourage these
- (b)    how to present information during meetings
- (c)    how to get and use feedback from others
- (d)    styles of leadership which can be used to run meetings and how to choose a style according to the nature of the meeting
- (e)    the value and limitations of meetings as a method of exchanging information and making decisions
- (f)    how to determine when meetings are the most effective method of dealing with issues and possible alternatives which may be used
- (g)    potential differences between meetings which are internal and those involving people from outside
- (h)    the purpose of agendas and how to devise agendas according to the issues, intended outcomes and time available
- (i)    the importance of determining the purpose and objectives of meetings and how to do so
- (j)    the importance of summarising discussions and decisions during meetings and at what points this is appropriate
- (k)    how to manage discussions so that the objectives of the meeting are met within the allocated time
- (l)    the importance of ensuring decisions taken are within the authority of the meeting
- (m)    how to determine who are the necessary people to attend the meeting
- (n)    procedures to follow when calling meetings and preparing for them.

**Element D2.1****Lead meetings****Scope**

This element requires that you:

- A. lead meetings with two of the following types of **purposes**:
  - (i) information giving
  - (ii) consultation
  - (iii) decision making
- B. lead one of the following types of **meetings**:
  - (i) involving people from within your organisation
  - (ii) involving people outside your organisation

**Notes**

**Element D2.2****Make contributions to meetings**

## Performance Criteria

**You must:**

- 1 ensure your preparation for the **meeting** is sufficient to enable you to participate effectively
- 2 consult with the **people** you are representing sufficiently to allow to present their views effectively
- 3 ensure your contributions to the **meeting** are clear, concise and relevant
- 4 ensure your contributions to the **meeting** help to clarify problems and identify and assess possible solutions
- 5 acknowledge and discuss the contributions and viewpoints of others in a constructive manner
- 6 give clear, accurate and concise information about decisions made at the **meeting**, promptly to those who need it.

## Knowledge and Understanding

**You must know and understand:**

- (a) the information concerning the decisions and recommendations of the meeting which need to be conveyed to others and how to ensure that this has been done effectively
- (b) how to prepare for meetings according to different roles and responsibilities which you may have in relation to the meeting
- (c) the importance of consulting in advance with those you are representing and how to do so
- (d) the importance of making clear, concise and relevant contributions to meetings and how to ensure your contributions meet these criteria
- (e) how to identify and analyse the problems discussed in meetings and make contributions capable of clarifying and resolving these
- (f) the importance of constructively acknowledging the contributions and viewpoints of others and how to do so

**Element D2.2****Make contributions to meetings****Scope**

This element requires that you:

- A. contribute to one of the following types of **meeting**
  - (i) involving people from within your organisation
  - (ii) involving people outside your organisation
  
- B. attend a meeting representing one of the following types of **people**
  - (i) individuals
  - (ii) groups

**Notes**

## **Unit D3**

## **Recruit, select and keep colleagues (MSC)**

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### **About this Unit**

Managers have responsibility for ensuring that the most suitable people are employed (directly or indirectly) by the organisation. Recruitment and selection are key aspects of this, but it is also important that the organisation retains the people it requires. 'People' covers all types of staff, whether they are full time or part-time, paid or voluntary. The process of recruiting and selecting them also covers people coming into a department or team, as well as the people who are entering the organisation itself. Managers do not therefore have to have responsibility for recruitment into the organisation in order to perform this function.

## Unit D3      **Recruit, select and keep colleagues**

### Performance Criteria

#### **You must:**

- 1 talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving
- 2 identify ways of addressing staff turnover problems, implementing those which clearly fall within your authority and communicating others to the relevant **people** for consideration
- 3 review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience
- 4 identify and review the options for addressing any identified shortfalls and decide on the best option(s) to follow
- 5 consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit
- 6 consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved
- 7 ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants
- 8 seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues
- 9 participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective
- 10 make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues
- 11 judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvements

### Knowledge and Understanding

#### **You must know and understand:**

- (a) why it is important to identify and understand why colleagues are leaving and how to do so constructively and sensitively
- (b) the types of reasons colleagues might give for leaving
- (c) how to measure staff turnover
- (d) the causes and effects of high **and** low staff turnover
- (e) measures which can be undertaken to address staff turnover problems
- (f) how to review the workload in your area in order to identify shortfalls in the number of colleagues and/or the pool of skills, knowledge, understanding and experience
- (g) different options for addressing identified shortfalls and their associated advantages and disadvantages
- (h) what job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them
- (i) different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved
- (j) different recruitment and selection methods and their associated advantages and disadvantages
- (k) why it is important to give fair, clear and accurate information on vacancies to potential applicants
- (l) how to judge whether applicants meet the stated requirements of the vacancy
- (m) sources of specialist expertise in relation to recruitment, selection and retention
- (n) how to take account of equality and diversity issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues
- (o) how to review the effectiveness of recruitment and selection in your area
- (p) turnover rates within similar organisation in the industry/sector

**Unit D3      Recruit, select and keep colleagues**

Knowledge and Understanding continued

**You must know and understand:**

- (q) recruitment, selection and retention issues and specific initiatives and arrangements within the industry/sector
- (r) working culture and practices of the industry/sector
- (s) current people resources available to your area, including skills, knowledge, understanding and experience of colleagues
- (t) work requirements in your area
- (u) agreed operational plans and changes in your area
- (v) the staff turnover rate in your area
- (x) job descriptions and person specifications for confirmed vacancies
- (x) local employment market conditions
- (y) the organisation's structure, values and culture
- (z) employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions
- (aa) sources of specialist expertise in relation to recruitment, selection and retention used by your organisation

**Unit D3      Recruit, select and keep colleagues**

**Scope**

This element requires that you:

- A.    recruit and support the following **people**:
- (i)    part time staff
- (ii)   permanent staff

**Notes**

**Unit D3****Recruit, select and keep colleagues****Behaviours which underpin effective performance**

- 1 you recognise the opportunities presented by the diversity of people
- 2 you work to turn unexpected events into opportunities rather than threats
- 3 you try out new ways of working
- 4 you identify people's information needs
- 5 you seek to understand people's needs and motivations
- 6 you comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 7 you take and implement difficult and/or unpopular decisions, if necessary
- 8 you act within the limits of your authority
- 9 you show integrity, fairness and consistency in decision making

**Skills**

- 1 reviewing
- 2 interviewing
- 3 negotiating
- 4 planning
- 5 team building
- 6 communicating
- 7 valuing and supporting others
- 8 decision making
- 9 consulting
- 10 problem solving
- 11 information management
- 12 obtaining feedback

## **Unit E1    Manage a budget**

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### **About this unit**

This unit is about obtaining the best value for money within a set budget. You could be operating at any level within an organisation, as long as you are a budget holder with management responsibility.

In the context of this unit a budget may be a small amount of money allocated to an individual for the procurement of resources or services as required such as petty cash or it may be a large budget allocated against a specific project.

**Unit E1****Manage a budget**

## Performance Criteria

**You must:**

- 1 Evaluate available information and consult with others to prepare a realistic **budget** for the respective area or activity of work
- 2 Submit the proposed **budget** to the relevant people in the organisation for approval and to assist the overall financial planning process
- 3 Discuss and, if appropriate, negotiate the proposed **budget** with the relevant people in the organisation and agree the final **budget**
- 4 Use the agreed **budget** to actively monitor and control performance for the respective area of activity of work
- 5 Identify the causes of any significant variances between the **budget** and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required
- 6 Propose revisions to the **budget**, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation
- 7 Provide ongoing information on performance against the **budget** to relevant people in your organisation
- 8 Advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities
- 9 Gather information from implementation of the **budget** to assist in the preparation of future **budgets**

## Knowledge and Understanding

**You must know and understand:**

- (a) The purpose of budgetary systems
- (b) Where to get and how to evaluate the available information in order to be able to prepare a realistic budget
- (c) The importance of spending time on and consulting with others in preparing a budget
- (d) How to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered
- (e) How to use a budget to actively monitor and control performance for a defined area or activity of work
- (f) The main causes of variances and how to identify them
- (g) What different types of corrective action could be taken to address identified variances
- (h) How unforeseen developments can affect a budget and how to deal with them
- (i) The importance of agreeing revisions to the budget and communicating the changes
- (j) The importance of providing regular information on performance against the budget to other people
- (k) Types of fraudulent activities and how to identify them
- (l) The importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets
- (m) Factors, processes and trends that are likely to affect the setting of budgets in your industry/sector
- (n) The area or activity for which the budget is intended

**Unit E1**

**Manage a budget**

Knowledge and Understanding continued

**You must know and understand:**

- (o) The vision, objectives and operational plans for your area of responsibility
- (p) The budgeting period(s) used in your organisation
- (q) Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets
- (r) The agreed budget, how it can be used and how much it can be changed without approval
- (s) The limits of your authority
- (t) Who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format
- (u) What to do and who to contact if you suspect fraud has been committed

**Unit E1****Manage a budget****Scope**

This element requires that you:

- A. Produce a **budget** report that shows
  - (i) forecast expenditure
  - (ii) actual expenditure

**Notes**

**Unit E1****Manage a budget****Behaviour which underpin effective performance**

- 1 You present information clearly, concisely, accurately and in ways that promote understanding
- 2 You act within the limits of your authority
- 3 You show integrity, fairness and consistency in decision-making
- 4 You say no to unreasonable requests
- 5 You use communication styles that are appropriate to different people and situations
- 6 You take and implement difficult and/or unpopular decisions, if necessary
- 7 You respond quickly to crises and problems with a proposed course of action

**Skills**

- 1 Communicating
- 2 Decision making
- 3 Monitoring
- 4 Acting assertively
- 5 Presenting information
- 6 Reporting
- 7 Learning
- 8 Negotiating
- 9 Consulting
- 10 Information management
- 11 Evaluating
- 12 Contingency planning
- 13 Problem solving

## **Unit F6**

## **Manage the use of physical resources (VSNTO)**

Element F6.1	Plan the use of physical resources
Element F6.2	Obtain physical resources
Element F6.3	Ensure availability of supplies
Element F6.4	Monitor the use of physical resources

### **About this unit**

It is important to manage physical resources efficiently. This unit is about showing that you can efficiently manage the physical resources needed for the projects and tasks for which you are responsible. This involves identifying the resources you and your team will need, obtaining those resources, ensuring the availability of suitable supplies, and monitoring the use of the resources.

Physical resources would include any items that you need to purchase or hire in order to carry out your work, for example machinery, computer software, tools etc.

**Element F6.1****Plan the use of physical resources**

## Performance Criteria

**You must:**

- 1 give opportunities to relevant people to provide information about the physical resources required
- 2 ensure your plans take account of relevant past experience, trends and developments and factors likely to affect future resource use
- 3 ensure your plans are consistent with your organisation's objectives, policies and legal requirements
- 4 present your plans to relevant people in an appropriate and timely manner

## Knowledge and Understanding

**You must know and understand:**

- (a) how to carry out cost-benefit analyses for the use of resources
- (b) how to analyse work activities to identify required supplies
- (c) how to select from a range of suppliers to ensure value for money, consistency, quality and continuity of supply within organisational and legal requirements
- (d) how to present and communicate plans on resource usage effectively
- (e) how to develop and present an effective case for resources to relevant people
- (f) how to encourage and enable staff to communicate their needs for resources
- (g) how to encourage and empower team members to take responsibility for the efficient use of resources
- (h) organisational objectives, policies and legal requirements relevant to resource usage, how to interpret these and identify the implications for resource planning
- (i) procedures to follow in order to request resources
- (j) the legal and organisational requirements which govern the selection of suppliers, how to interpret these and identify the implications for your work
- (k) the organisational and legal requirements regarding the impact of resource usage on the environment and how to minimise adverse effects
- (l) your organisation's requirements for controlling resource usage
- (m) your planned objectives and measures for resource usage
- (n) how to develop short, medium and long term plans for the use of resources
- (o) the types of trends and developments which might impact on your use of resources, how to analyse these and draw out the implications for planning

**Element F6.2****Obtain physical resources**

## Performance Criteria

**You must:**

- 1 ensure your requests for physical resources clearly show the costs involved and the anticipated benefits you expect from the use of the resources
- 2 present your requests for physical resources to relevant people in time for the necessary resources to be obtained
- 3 present requests for physical resources in ways which reflect the commitment of those who will be using the resources
- 4 ensure the physical resources you obtain are sufficient to support all activities within your control
- 5 agree appropriate amendments to your plans with relevant people where you cannot obtain the physical resources you need in full

## Knowledge and Understanding

**You must know and understand:**

- (a) how to select from a range of suppliers to ensure value for money, consistency, quality and continuity of supply within organisational and legal requirements
- (b) how to present and communicate plans on resource usage effectively
- (c) how to develop and present an effective case for resources to relevant people
- (d) how to obtain and maximise commitment to resource planning
- (e) how to encourage and empower team members to take responsibility for the efficient use of resources
- (f) how to establish effective agreements with suppliers and the legal, ethical and organisational requirements which govern these
- (g) your organisation's requirements for controlling resource usage
- (h) the principles underpinning effective resource planning and your role and responsibility in relation to them
- (i) how to adjust work plans in the event of required resources not being available
- (j) the physical resources which you need to carry out your activities effectively
- (k) the range of suppliers available for the physical resources you require
- (l) the range of problems which may occur with supplies and suppliers and effective corrective action to take in response to these
- (m) the range of obstacles to efficient use of resources and effective corrective action to take in response to these
- (n) the importance of effective record keeping in the use of resources and how to ensure that this happens

**Element F6.3****Ensure availability of supplies**

## Performance Criteria

**You must:**

- 1 identify the supplies you need accurately
- 2 ensure the range of suppliers from which you choose is sufficiently wide to ensure adequate competition and continuity of supplies
- 3 negotiate with suppliers in a manner which will maintain good relations with them
- 4 ensure the agreements you reach with suppliers provide good value and comply with organisational and legal requirements
- 5 monitor the quality and quantity of supplies at appropriate intervals
- 6 ensure the supplies you obtain consistently meet your organisation's requirements for quality, quantity and delivery
- 7 deal with any actual or potential problems with supplies promptly
- 8 ensure your records of supplies are complete, accurate and available only to authorised people

## Knowledge and Understanding

**You must know and understand:**

- (a) how to select from a range of suppliers to ensure value for money, consistency, quality and continuity of supply within organisational and legal requirements
- (b) principles of confidentiality regarding the use of resources: which types of information may be made available to whom
- (c) how to monitor the provision of supplies to ensure ongoing quality, quantity, delivery and time requirements are being met
- (d) the importance of effective monitoring of resource use to organisational efficiency and your role and responsibility in relation to this
- (e) how to monitor and control resource usage to maintain consistency and quality in the provision of products and services
- (f) how to establish effective agreements with suppliers and the legal, ethical and organisational requirements which govern these
- (g) organisational objectives, policies and legal requirements relevant to resource usage, how to interpret these and identify the implications for resource planning
- (h) procedures to follow in order to request resources
- (i) the legal and organisational requirements which govern the selection of suppliers, how to interpret these and identify the implications for your work
- (j) the organisational and legal requirements regarding the impact of resource usage on the environment and how to minimise adverse effects
- (k) your organisation's requirements for controlling resource usage
- (l) your planned objectives and measures for resource usage

**Element F6.3****Ensure availability of supplies**

Knowledge and Understanding (continued)

**You must know and understand:**

- (m) how to adjust work plans in the event of required resources not being available
- (n) the physical resources which you need to carry out your activities effectively
- (o) the importance of continuity of supplies to maintaining the quality of products and services and your role and responsibility in relation to this
- (p) the range of suppliers available for the physical resources you require
- (q) the range of problems which may occur with supplies and suppliers and effective corrective action to take in response to these
- (r) the importance of accurate record keeping in managing supplies and suppliers, and systems to ensure that this happens properly
- (s) the range of obstacles to efficient use of resources and effective corrective action to take in response to these
- (t) the importance of effective record keeping in the use of resources and how to ensure that this happens

**Element F6.4****Monitor the use of physical resources**

## Performance Criteria

**You must:**

- 1 give opportunities to team members to take individual responsibility for the efficient use of physical resources
- 2 ensure your team's use of physical resources is efficient and takes into account the possible impact on the environment
- 3 monitor the quality of physical resources continuously
- 4 ensure your methods of monitoring the use of physical resources are reliable and comply with organisational requirements
- 5 monitor the actual use of physical resources against an agreed plan at appropriate intervals
- 6 take prompt corrective action to deal with actual or potential significant deviations from your plan
- 7 ensure your records relating to the use of physical resources are complete, accurate and available to authorised people only

## Knowledge and Understanding

**You must know and understand:**

- (a) principles of confidentiality regarding the use of resources: which types of information may be available to whom
- (b) how to encourage and enable staff to communicate their needs for resources
- (c) how to obtain and maximise commitment to resource planning
- (d) how to encourage and empower team members to take responsibility for the efficient use of resources
- (e) how to monitor the provision of supplies to ensure ongoing quality, quantity, delivery and time requirements are being met
- (f) the importance of effective monitoring of resource use to organisational efficiency and your role and responsibility in relation to this
- (g) how to monitor and control resource usage to maintain consistency and quality in the provision of products and services
- (h) the organisational and legal requirements regarding the impact of resource usage on the environment and how to minimise adverse effects
- (i) your organisation's requirements for controlling resource usage
- (j) how to adjust work plans in the event of required resources not being available
- (k) the range of problems which may occur with supplies and suppliers and effective corrective action to take in response to these
- (l) the importance of accurate record keeping in managing supplies and suppliers, and systems to ensure that this happens properly
- (m) the range of obstacles to efficient use of resources and effective corrective action to take in response to these
- (n) the importance of effective record keeping in the use of resources and how to ensure that this happens