City & Guilds
Professional Recognition
Awards Handbook (9200)

Version 2.0 (March 2022)

City & Guilds

Awards at a glance

Subject area	Professional Recognition Awards
City & Guilds number	9200
Age group approved	18+
Entry requirements	See Section 3 for information
Assessment	Portfolio of Evidence
Fast track	Available
Support materials	Centre handbook Evidence Recording Forms
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Ofqual number	GLH	TQT
City & Guilds Level 4 Award for Professional Recognition	9200-01	600/6106/6	22	55
City & Guilds Level 5 Award for Professional Recognition	9200-02	600/6107/8	20	39
City & Guilds Level 6 Award for Professional Recognition	9200-03	600/6108/X	18	32
City & Guilds Level 7 Award for Professional Recognition	9200-04	600/6109/1	16	30
For individual contexts (pathways) please consult the Walled Garden/Online Catalogue for the latest list.				

Version and date	Change detail	Section
1.1 Jul 2012	Reflective account explanation added	Section 4
1.1 Jul 2012	Documentation amended to reflect addition of Awards to the NQF framework	All
1.1 Aug 2012	Level 4 standard 6 customer expectation amended to customer satisfaction	Standard 6.3
1.2 April 2013	Section 4 amended	Section 4
2.0 March 2022	Updated terminology/content City & Guilds added to titles GLH/TQT updated	All Awards at a glance, Introduction

Contents

1   Introduction

This handbook gives you information on each of our Professional Recognition Awards in turn, providing detailed guidance on offering the qualifications within your organisation, supporting those involved, gathering evidence of the learner's achievements and entering them for an award.

If your organisation is not already an approved centre but, after reading this handbook you would like to apply, details of how to do so are provided in Section 2.

About the Professional Recognition Awards

The awards are offered in industrial, business and professional fields and once achieved, entitle the holders to use the appropriate designatory post-nominal letters for the City & Guilds and to wear the approved gown, hood and cap. For individual contexts please consult the Walled Garden/Online Catalogue.

What are Professional Recognition Awards?

The Professional Recognition Awards are regulated qualifications that provide a vocational route to higher level professional recognition and are:

- **Comprehensive**
  the PRAs are offered in commercial and professional fields. There is no practical limitation to the range of work-related environments, including paid and unpaid roles (eg volunteering), to which they may be related.

- **Progressive**
  there is a clear line of progression through from Level 4 to Level 7 through the standards.

- **Accessible**
  the PRAs are open to any learner who meets the requirements and the standards.

- **Competence-based**
  the awards recognise the practical application of professional skills, knowledge and understanding, and offer a work-related route to higher level qualifications.

The levels of Professional Recognition Awards

Successful achievement of an award will demonstrate the learner's ability to operate to the standards and also lead to the conferral of City & Guilds awards:

Licentiateship (LCGI)	Level 4
Affiliateship (AfCGI)	Level 5
Graduateship (GCGI)	Level 6
Membership (MCGI)	Level 7

The benefits of Professional Recognition Awards

Whether your organisation is an employer, education institution, professional or other organisation there are many benefits to be gained through an association with the City & Guilds Professional Recognition Awards. Centre status will assist your organisation both internally and externally through supporting and promoting staff in their training and development programmes and in developing closer links with other organisations who have a similar commitment to employment related education and training.

Practical uses and application of Professional Recognition Awards in the workplace include the following:

- certify achievement at work in many vocational fields
- promote recruitment and retention of employees
- support staff development schemes
- support in-company staff development schemes
- extend opportunities for those seeking professional development
- encourage continuing learning and development
- derive explicit recognition of transferable skills
- recognise assessed training and industry-based projects
- generate evidence for IIP status
- provide a basis for CPD across the organisation.

Total Qualification Time

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:
1) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
2) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike Guided Learning, not under the Immediate Guidance or Supervision of - a lecturer, supervisor, tutor or other, appropriate provider of education or training.

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2   Centre requirements

How to become a centre

Only approved organisations can offer the City & Guilds Professional Recognition Awards. Organisations approved by City & Guilds are referred to as centres.

Centres must meet a set of quality criteria including:
- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including learner support and reliable recording systems.

Full details of the procedures and forms for applying for centre and qualification approval are given in the Quality Assurance Standards Centre Approval Process document which can be found here: **Centre Approval Process (cityandguilds.com)**. This document and other useful documentation relating to qualification delivery are available on the **Centre document library | City & Guilds (cityandguilds.com)**.

City & Guilds Quality Coordinators will support new centres and appoint an External Quality Assurer (EQA) to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *the following document:* **Centre Approval Process (cityandguilds.com)**

Approval

If your Centre is approved to offer similar or related qualifications, you may be able to use the fast-track route for approval. However, this only applies if your Centre meets all the approval criteria in the fast-track form guidance notes. Otherwise, you will have to go through the standard Qualification Approval Process.

Centre staff are expected to familiarise themselves with the structure, content and assessment requirements of the Professional Recognition Awards before advising learners of their options.

Resource requirements

Centre Assessors and Internal Quality Assurers

All staff who assess and/or quality assure these qualifications must meet one or more of the following:
- have recent relevant experience in the specific area they will be working with
- be technically competent in the area
- have experience of development or management in that area
- hold, or be working towards, the relevant Assessor and /or Internal Quality Assurance qualifications relevant to their role.

Continuing professional development (CPD)
Centres are expected to support their staff in ensuring that their knowledge of the occupational and qualification area remains current and that they demonstrate best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

3   Learner entry requirements

In order to qualify for the Professional Recognition Awards learners must fulfil **two** key requirements:

1. The ability to understand and practise a technical or professional activity.
2. Have current occupational currency with the ability to demonstrate achievement of a range of pre-defined personal skills and specific competencies (see Standards from page 17 onwards).

The following descriptors are provided to indicate the type of roles and responsibilities applicable to each level of the Professional Recognition Awards. As there are four levels of Professional Recognition Awards it is recommended that a centre reviews each standard fully to ensure that their learners are able to meet the competencies required.

Level 4 – the learner would typically:
- have responsibility for managing own day to day activities
- lead or work collaboratively on a project or multiple projects
- manage resources in own area of responsibility
- constructively work with others to develop and maintain good working relationships
- develop and maintain good stakeholder relationships
- identify and access opportunities for professional development
- be able to apply professional standards* in own area of responsibility
- communicate effectively and manage information in line with organisational and legal requirements
- consistently meet aims and objectives
- exercise autonomy and judgement in work role
- consider the views and perspectives of others in decision making
- address problems that are well-defined but non-routine.

Level 5 – the learner would typically:
- have line management responsibilities
- anticipate, plan and lead change
- manage resources
- constructively work with others to develop and maintain good working relationships
- set direction and inspire others to work together to achieve challenging outcomes
- generate creative ideas to inform best practice and continual improvement
- monitor compliance with professional standards*
- implement an effective communication strategy
- develop and maintain good stakeholder relationships to support the stakeholder focussed culture of the organisation
- analyse, identify and access professional development

- address problems that are well-defined but complex and non-routine
- exercise autonomy and judgement in decision making which takes into account the views and perspectives of others.

Level 6 – the learner would typically:
- have senior management responsibilities
- take responsibility for achieving organisational objectives
- take responsibility for managing a programme of substantial change or development
- identify and manage resources to meet organisational objectives
- take responsibility for motivating, delegating and empowering others
- promote innovation and generate ideas for improvement
- take responsibility for promoting, monitoring and maintaining compliance to professional standards*
- establish, lead and maintaining effective communication
- develop and implement standards for stakeholder and customer service
- evaluate the impact of professional development on self and the organisation
- address problems that are complex and non-routine
- use autonomy to make judgements, demonstrating an ability to understand different perspectives, approaches and schools of thought.

Level 7 – the learner would typically:
- have strategic leadership responsibilities
- articulate a vision for the future of the organisation or own area of responsibility
- take responsibility for leading the organisation or own area of responsibility through complex change
- have an in depth understanding of resources and manage them to meet organisational objectives
- establish a culture of mutual support and cohesion which values the contribution of others and recognises success
- promote innovation and generate ideas for improvement
- establish an environment and culture that assures and promotes compliance with professional standards*
- develop a communication strategy for the organisation or own area of responsibility
- represent the organisation to communicate on matters of importance and sensitivity and establish robust methods for managing information.
- establish a strategy for putting the customer at the centre of the organisation or own area of responsibility
- champion professional development within the organisation.

> *** Professional standards include but are not limited to legislation, policies and procedures for health, safety and security, equality and diversity, management of information, professional codes of conduct and other organisational policy and procedure.**

4 Delivering the Professional Recognition Awards

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any support requirements
- guidance a learner may need when working towards the award
- any recognised prior learning or evidence which may be used as evidence towards the award
- the appropriate level of the award they should complete. Centres should base this on the learner entry requirements in Section 3 of this document and the learner's relevant prior experience and current role.

We recommend that centres provide an introduction or induction process, so the learner fully understands the requirements of the award, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract or plan. Assessors should also develop a plan to regularly review learner work to ensure that that it meets the requirements and is fit for purpose. Giving early feedback to a learner is an important measure to prevent the learner producing work and evidence which is inappropriate or insufficient.

Assessment

To achieve a Professional Recognition Award a learner must provide a concise portfolio of work and evidence which demonstrates their competency for each standard. There are six standards for each level of the award. To illustrate, the standards for the Level 4 award are:

Standard 1: Commitment to Professional Standards
Standard 2: Communication and Information Management
Standard 3: Leadership
Standard 4: Professional Development
Standard 5: Working with Others
Standard 6: Managing Stakeholder Relationships.

For each standard there is a set of standard statements which the learner is required to evidence their competency against. Each standard statement has a reference number. To illustrate for the Level 4 award, standard 1 is titled: Commitment to professional standards. To meet the standard the learner will be required to provide evidence that they are able to:

1. analyse the **professional standards** which apply in own area of responsibility
2. **apply professional standards** to own working practice
3. **support others** to comply with professional standards etc.

Additional guidance for learners

For each standard, additional guidance is given to the learner. Words which appear in the main text of the statements in bold are given an explanation so there can be no ambiguity as to what is meant by a term or a phrase. The guidance given should enable a learner to identify how they can evidence their competence within their work environment. To illustrate the term 'professional standard' is highlighted in statement 1.1 above. In the guidance box the definition of professional standards reads; '*Professional standards include but are not limited to legislation, policies and procedures for health, safety and security, equality and diversity, management of information, professional codes of conduct and other organisational policy and procedure*'.

General guidance on learner work and evidence

Wherever possible it is recommended that the learner aims to meet the requirements of the standards holistically rather than submit a different piece of evidence for each standard statement.

To illustrate: A learner has managed a project within their workplace such as leading a programme of significant change. Evidence provided by the project enables the learner to demonstrate in part how they were able to use effective leadership skills (standard 3), work with others to drive change (standard 5), communicate effectively and use information management (standard 2), manage stakeholder relations throughout the change (standard 6), work in accord with professional standards such as legislation, policies and procedures for health, safety and security in addition to organisational policy and procedure (standard 1). The learner would be able to reflect on the experience of managing a significant programme of change and use this as a platform to inform their own professional development (standard 4). It is the responsibility of the learner to explain or demonstrate how the work and evidence they present shows that they are competent and that they have met the requirements of each of the standards.

It is unlikely that one piece of work or evidence will meet every standard statement. Therefore, the evidence submitted should ensure all the evidence requirements are met by the learner. Evidence provided should be sufficient rather than exhaustive. The learner will need to provide a reflective account to explain what they did that met the standard statement(s) and this may be corroborated by an expert witness testimony or other forms of evidence. It is not a requirement to supply several pieces of evidence for one standard statement. However, the evidence provided should be sufficient in itself to demonstrate to the assessor that the learner is competent and has met the standard.

> **The assessor must ensure that each piece of evidence provided has an explicit and documented link to the standard for which it is presented.** If further clarification is required, it may be appropriate for the assessor to ask the learner questions or participate in a discussion to establish whether the evidence submitted meets the standard. The learner's responses must be recorded in some way and presented as part of their portfolio. All evidence must be recorded on the evidence tracking form or on the referencing table within the e-portfolio.

More information on building a portfolio of evidence

It is anticipated that a learner will submit a portfolio of evidence. The portfolio may include a variety of documentary evidence to demonstrate competency. The evidence in the portfolio should be cross-referenced to the standards, using an evidence tracking form or referencing table, to ensure that all the requirements have been met.

At the core of the portfolio is a **reflective account.** Reflection is an important aspect of professional development, which enables individuals to modify and develop their performance. The process of reflection involves examining tasks undertaken and identifying aspects that might be changed/improved in the future, along with consideration of how improvements might be implemented. This examination and development should be linked to personal learning and development. Such learning might involve principles, procedures or theories to which learners should make clear references. A reflective account goes beyond description; it should evaluate personal performance and identify areas for further development. It must address each of the competency statements within each of the six standards, focussing on the verbs contained in the standard statements. It may be helpful for the learner to use each of these competency statements as a question – "How do I…?". The reflective account may be written or recorded e.g., as a video or audio file. Whatever format is used by the learner, the reflective account will be assessed by the assessor and may be reviewed by an External Quality Assurer.

City & Guilds does not require that any particular system should be used when citing sources, but the information provided must permit a reader to locate sources (if published).

Other types of evidence that can be included in a portfolio to evidence the Professional Recognition Award standards

> **This list is to assist assessors to support the learner to identify evidence for the award. It is not exhaustive nor is it prescriptive. These items of evidence should support and evidence the reflective account and should be referred to in the account.**

Work related project

A work-related project report such as an account of how a programme of significant change was managed or other work-related management activity can be a primary source of evidence for the Professional Recognition Awards. The subject matter should be relevant directly to the learner's work. A work-related project can be presented in two ways:

1. A project report with objectives, scope, methodology and outcomes, with appendices and illustrations if required.
2. A reflective account explaining what the learner did when carrying out the project

The work-related project must be referenced to the standards to enable the assessor and others to understand how the standards have been met.

Training record and certificates of attendance/completion

Evidence must demonstrate current competencies. Certificates can only be used as evidence if the learner explains how these links to the PRA standards by stating how this has influenced their work in practice. Large numbers of certificates should not be included in a portfolio.

Qualifications

Qualifications may be used as recognised prior learning if they have an explicit link to the PRA standards. Certificates and an academic transcript should be provided so that assessors can confirm their validity. Evidence of such a qualification should be selected carefully to ensure that it meets the standards directly. Do not include certificates that do not do this.

Minutes of meetings

Evidence, such as minutes of meetings can only be used if they clearly show how the learner met the PRA standard statement.

Other types of evidence which may be submitted

> **This list is for guidance only. It is not anticipated that a Professional Recognition Award portfolio will require all of the evidence listed below**.

- Job description
- Personal attributes
- Appraisal / performance review
- Minutes of meetings / quality groups / other organisational meetings
- Projects managed with supporting documentation / evidence
- Development of policies / procedures / working documents / strategic plans / charts, which are attributed to the learner
- Completion of documentation (such as risk assessments, plans, official documents)
- Stakeholder feedback
- Statement from a learner's fellow colleague / manager / customer / stakeholder
- Collection of emails or other communication which evidences the learner's involvement or how decisions were arrived upon
- Evidence of communication methods: emails, media posts, letters, reports, minutes of meetings, messages, discussions which may be recorded or scribed.
- Professional discussions
- Expert Witness Testimony
- Record of the learner's answers to questions from the assessor (Q&A)

Note – organisational policies, procedures and other similar documentation are not in themselves evidence of competency. Substantial excerpts of this type of documentation should not be included in a PRA portfolio but can be referred to in the reflective account. Short

quotations may be included in the text of the reflective account, but only if this is essential to the reader's understanding.

Managing Evidence

Evidence of a sensitive nature may remain in its usual location as long as the type of evidence is clearly recorded and with an indication of where this may be accessed by an External Quality Assurer (EQA) who may undertake a quality assurance check of the evidence.

Documentation required in a Professional Recognition Award portfolio

A portfolio must include a copy of the learner's curriculum vitae. It will also be helpful for assessment purposes if an overview of the learner's working environment is provided. This might include a job description, an organisational chart that indicates the learner's role in the organisation and could also include reference to the organisation's website or social media platforms. This documentation is not evidence as such but may be referred to in the reflective account. The portfolio must also contain a list of all the evidence submitted and an evidence tracking form (see below).

Recording evidence for the achievement of each standard statement

It is essential that there is a robust way of tracking and recording evidence against each standard statement. A centre may devise its own forms; however, it is recommended that centres use the forms available for this Award or referencing tables included in their e-portfolio. Exemplar forms for guidance purposes may be found in a separate City & Guilds recording forms document.

By using an evidence template the learner will be able to plan how they will be able to achieve the award and submit the appropriate evidence. The evidence template may be used by the assessor to review the evidence submitted by the learner and make an informed decision as to whether to all the standards have been met.

Centres are encouraged to use an e-portfolio such as Learning Assistant.

Authenticity of Learner work and Evidence

City & Guilds require the learner to make a declaration that the reflective account and evidence is their own work, and this declaration must be included in the portfolio.

Currency of Learner work and Evidence

Reflective Accounts, other learner work and evidence must have been generated within the last five years and demonstrate that the learner is still competent.

5   Standards

The standards for the Professional Recognition Awards are on the following pages:

To achieve an award the learner must provide evidence for the 6 standards. The topics covered by the standards are:
- Commitment to professional standards
- Communication and information management
- Leadership
- Professional development
- Working with others
- Managing stakeholder relationships.

The Level 4 Award - Standard 1
Commitment to Professional Standards

Manage professional standards within own area of responsibility

Standard Statements
The learner will:
1.1 **Apply professional standards** to own working practice
1.2 **Support others** to comply with professional standards
1.3 **Identify and manage the risks and issues of non-compliance** in own area of responsibility
1.4 Manage a **situation** where professional standards may have been breached
1.5 Complete **documentation and/or reports** relevant to professional standards

Additional guidance

1.1 **Apply professional standards** refers to how the learner has been able to implement policies and procedures in their working role in their own area of responsibility.

Professional standards will include, but is not limited to legislation, policies and procedures relating for example to equality, inclusivity and diversity, data protection, health, safety and security, employment rights, information management, environmental sustainability occupational standards, professional codes of conduct and other organisational policies and procedures.

1.2 **Supporting others** to comply with professional standards may include staff training, implementing policy, procedures and good working practices, taking appropriate action when issues of non-compliance occur and leading others by own example.

Others may include colleagues, clients, management, people who are managed by the individual directly or indirectly, volunteers, interns, secondments, consultants and stakeholders from within or outside the organisation.

Supporting others may also refer to steps taken to ensure contractors abide by professional standards (this may be in their working practices, such as their commitment to equality and diversity and safe working practices).

1.3 **Identify and manage the risks of non-compliance** will include how the individual assesses risk in relation to professional standards specifically in relation to policies and procedures for which there is a legal or an organisational obligation (for example equality, safeguarding, data protection and health, safety and security). The management of risk will involve risk assessments, leadership and decision making.

1.4 A **situation** may include a health and safety emergency or risk, or a claim of discrimination, bullying or harassment in the workplace, misuse of information, or any other situation where there is a potential breach of or non-compliance with professional standards. The situation must be managed in accord with organisational guidelines and current legislation.

1.5 **Documentation** may apply to the completion of paper based or electronic recording forms and returns. This may include risk assessments, risk logs and other documents specific to work role.

Reports should be in line with organisational policy and procedure. Reports should be objective, honest, factual, without bias, professionally written and tailored to the needs of the target audience.

The Level 4 Award - Standard 2
Communication and Information Management

Communicates and manages information in line with legislation, organisational policies and procedures.

Standard Statements
The learner will:
2.1 Respond to the needs of a target audience by **communicating** in a form and manner which is appropriate to the task 2.2 Manage **barriers to communication** constructively 2.3 Apply relevant **legislation, organisational policies and procedures** when communicating with others 2.4 **Manage information** in line with relevant legislation, organisational policies and procedures

Additional guidance

2.1 **Communication** may include verbal, written and visual methods. Information may be communicated in meetings with teams, individuals, networks and stakeholders and emails, letters, presentations, reports, business plans, blogs, podcasts, press releases, bulletins, audio visual, radio, social media and professional networking websites, the internet, internal electronic communications, instant messaging, articles, journals and others specific to organisation or business need. Communication methods need to be sensitive to the task, the complexity of the situation and have an understanding of the target audience.

2.2 **Barriers to communication** may include the style of communication used, the range of people involved in the communication, cultural differences, physical or learning disabilities, the complexity of information being communicated, the recipients understanding of language, context, tone, technology used, time for communication, interpretation, personal communication preference, educational ability, training needs, confidentiality issues, personal conflict, professional conflict, emotions of self or others.

2.3 **Legislation, policies and procedures** will include but is not limited to legislation pertaining to data protection, freedom of information, confidentiality and organisational policies and procedures.

2.4 **Managing information** will refer to how information is stored and shared in line with legislation, organisational policies and procedures such as those concerning: data protection and privacy, freedom of information and intellectual property (eg. copyright), and the legislative or organisational framework for access to information and use of the internet and social media.

The Level 4 Award - Standard 3
Leadership

Demonstrate leadership skills, manage resources and meet set outcomes by managing projects or tasks in own area of responsibility

Standard Statements
The learner will:
3.1 Display appropriate **leadership skills** in own area of responsibility
3.2 **Lead others by example** in meeting own performance targets, promoting good practice, innovation, and working within the remit of their role
3.3 Plan for the achievement of goals by **identifying and managing barriers to success**
3.4 Identify and **manage resources** to meet outcomes
3.5 **Manage a project or task to achieve set outcomes in a timely manner**

Additional guidance

3.1 **Leadership skills** refer to treating others fairly, understanding the concepts of power, responsibility, integrity and accountability, establishing a supportive and positive attitude towards colleagues, customers and stakeholders; motivating others; planning and delegating work, prioritising workload effectively, maintaining a work life balance; representing the organisation, contributing to overall vision and goals; setting realistic goals, communicating goals to others, evaluating goals, including why they have not been met and recommending new courses of action, having insight to identify barriers to success and provide solutions to improve success rates, leading staff effectively and with integrity, understanding the roles and responsibilities of staff, understanding individuals' motivational needs, matching skills to project requirements, appraising performance, developing staff, dealing with performance issues, responding to differences between colleagues, demonstrating best practice, controlling own emotions, being open and honest with others, being flexible, seeing setbacks as opportunities rather than threats, inspiring others to work together to achieve organisational and individual goals.

3.2 **Leading others by example** will be achieved by the individual's ability to act with integrity, meet performance targets, meet the requirements of the job role, which may be judged against a person specification or job description, and by the way they promote good practice, are forward thinking and innovative, are open to new ideas and ways of working, understanding the need to take measured risks to find improved ways of working, demonstrating a commitment to the organisation and its operational objectives.

3.3 **Identifying and managing barriers to success** will include using foresight to recognise potential problems and barriers to success. Barriers may occur because of resource issues, differences of opinion, timescales, financial pressures, team conflict, expectations of stakeholders and expectations from managers, complexity of task, fear of failure, past failings, low morale, poor communication and other factors. Managing barriers to success may include implementing measures to track and quantify achievement, developing schedules of work, building contingencies and using near-miss failure as an opportunity to learn. Managing barriers to success may also involve challenging poor performance and taking appropriate action to find realistic solutions.

3.4 **Managing resources** will include having a detailed understanding of resources and resource requirements. Resources includes equipment, materials, transport, human resources, time and money and other on-costs. Managing resources will involve an understanding of implications of equipment usage, risks in using resources, acquisitions, operating cost, capacity, maintenance, measures to ensure the safety and security of resources, purchasing, procurement, sustainability, storage and waste.

3.5 By **managing a project or task to achieve set outcomes in a timely manner**, the individual will demonstrate they can deliver the anticipated results on time. To do this they will show they are able to understand the complexity of a task, develop plans in a coherent way to achieve the outcomes, liaise with and lead others involved in the project or task, overcome barriers to achievement and meet the anticipated outcome.

The Level 4 Award - Standard 4
Professional Development

Plan to improve own knowledge and skills and access and evaluate professional development undertaken

Standard Statements
The learner will:
4.1 Analyse **own performance** and identify **areas for improvement**   4.2 Develop a **plan** to improve own knowledge and skills   4.3 Access opportunities for **professional development**   4.4 Evaluate the **effectiveness of professional development** undertaken   4.5 Maintain a **record of professional development**

Additional guidance

4.1 An analysis of **own performance** will include a review of own knowledge against the requirement of their job role and person specification or changing demands of own role within an organisation. It may be informed by others such as managers and peers who give feedback on performance.

Areas for improvement may be to increase or develop knowledge and skills, broadening own role, supporting others, interpersonal relationships with others and many other opportunities which may support an individual's progression professionally or personally.

4.2 A **plan** to improve own knowledge and skills will include timescales, the type of learning opportunity which will be accessed and the purpose of the learning. This may be in the form of a structured professional development plan, or a document which may form part of an appraisal process or any other planning document which will outline how the individual plans to improve their knowledge and skills.

4.3 **Professional development** refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from informal learning opportunities situated in practice (e.g. watching a colleague working) to attending conferences, webinars and seminars, reading journals and blogs, listening to podcasts, and on to formal learning programmes leading to recognised qualifications. There are a variety of approaches to professional development, including consultation, coaching, e-learning, mentoring, practical workshops, lessons, training events, exhibitions, personal study, observation,

reflective supervision and technical training or support and the use of a variety of recognised qualifications and certifications.

Accessing opportunities for **professional development** involves participating in a range of training and development in a formal or informal way.

4.4 The **effectiveness of professional development** should be evaluated to appraise whether the training and development experienced was appropriate and met its intended outcomes.

4.5 A **record of professional development** will include details of the training and development undertaken, and copies certificates awarded. A record of professional development may be electronic or paper based, it may be a Curriculum Vitae (CV), a portfolio, folders on a shared drive or other form of record keeping which may be specific to an organisation.

The Level 4 Award - Standard 5
Working with others

Constructively work with others by using effective interpersonal skills to overcome conflict and differences in opinion to achieve set goals

Standard Statements
The learner will:
5.1 **Constructively work** with **others** to achieve set goals
5.2 Give **explicit encouragement**, share expertise and motivate others within the work environment
5.3 Develop effective **interpersonal skills** to overcome conflict or differences in opinion which may impact on working relationships

Additional guidance

5.1 **Constructively works with others** includes understanding own contribution to the team effort, working with others to realise goals by showing flexibility, using foresight to resolve potential problems which may occur, being willing to participate in a variety of tasks, potentially at different levels of complexity, some of which may be unplanned for. It is likely that the contribution made by the individual as part of a team will be recognised by others.

Others may include colleagues, clients, management, people who are managed by the individual directly or indirectly, volunteers, interns, secondments, consultants and stakeholders from within or outside the organisation.

5.2 **Explicit encouragement** may be given in verbal or written formats which may be directly aimed at acknowledging an individual's or groups' specific skills, abilities, attributes, progress to date or achievements.

Motivational techniques may include praise, reward, recognition, safety and security, a sense of belonging, recognition of achievement, empowerment, sense of fulfilment, personal and professional development, material rewards, sanctions, opportunities for progression, work roles and employment conditions.

5.3 **Interpersonal skills** may include effective communication skills (verbal, written, non-verbal, communication styles) listening skills, rapport, respect, consideration, fairness, ability to understand different perspectives, decisiveness, trust, empathy, acting with integrity and other social skills.

Conflict or differences in opinion may occur due to differences in beliefs and opinions, a lack of understanding of another's role, the lines of responsibility, personal differences, a lack of clarity regarding outcomes, expectations, differences in levels of interest, enthusiasm, perceived effectiveness of proposal or task and time pressures.

The Level 4 Award - Standard 6
Managing stakeholder relationships

Develop and maintain good stakeholder relationships, measure stakeholder expectation, manage stakeholder complaints and implement improvements to stakeholder service

Standard Statements
The learner will:
6.1 Assess who the **stakeholder** is and what the **stakeholder expects**
6.2 Develop and maintain good **stakeholder relationships**
6.3 Collect and analyse **information** to **measure stakeholder satisfaction**
6.4 Identify and manage the implementation of **improvements to stakeholder service**
6.5 Manage **stakeholder complaints** within own area of responsibility and in line with organisational and legal guidelines

Additional guidance

6.1 The term **stakeholder** may refer to an individual or a group of people who purchase or receive without cost, goods, facilities or services from an individual, team or organisation or may do so in the future. It also includes internal colleagues, external individuals, groups and organisations who have any form of relationship with the learner's organisation.

Stakeholder expectation may encompass the type of goods, facilities and services and will likely refer to standards of quality, suitability, sustainability, safety, design, specification, cost, timescales and other perceived and actual expectations.

6.2 **Stakeholder relationships** refers to strategies in place to maintain stakeholder contact, particularly customers (possibly through the use of customer relationship management (CRM) systems), retaining customers, building new client bases, developing communication strategies to keep all other stakeholders informed of new developments, ensuring all stakeholder needs are assessed over time with targeted responses to meet their changing needs, developing professional relationships with stakeholders in line with organisational and legal guidelines (demonstrating a commitment to equality and diversity, safe working practices, use of information) and use of effective communication skills.

6.3 **Information** used to **measure stakeholder satisfaction** may include methods which are qualitative and quantitative. Quantitative methods may involve evidence collection that can be measured empirically (e.g. customer satisfaction and employee engagement surveys). This results in the ability to identify trends and measure performance. Qualitative methods focus on seeking general opinions regarding services offered. Information should be assessed to ensure it is current and comes from a reliable source and is reflective of the stakeholder group. The analysis of information should be free from bias.

6.4 **Improvements to stakeholder service** may involve changes to service level agreements, communication with stakeholders, relationship management, skills of staff, improvements to data collection and recording, stakeholder feedback and other factors.

6.5 **Stakeholder complaints** should be managed in line with organisational and legal guidelines which may refer to legislation to protect consumers and service level agreements for internal stakeholders.

The Level 5 Award - Standard 1
Commitment to Professional Standards

Manage and promote compliance with professional standards which reduces the risk of non-compliance in own area of responsibility

Standard Statements
The learner will:
1.1 **Monitor compliance** of self and **others** with **professional standards** and propose areas for improvement
1.2 **Develop and implement measures** for reducing the risk of non-compliance of professional standards within own area of responsibility
1.3 **Make informed judgements to manage a situation** where there may have been a breach of professional standards
1.4 **Develop strategies that promote relevant professional standards** in own area of responsibility which fosters a culture of continuous improvement

Additional guidance

1.1 To **monitor compliance**, an evidence-based review will have been conducted to determine if the professional standards have been met by self and others. The evidence reviewed may be qualitative or quantitative and will enable an assessment of whether professional standards are fully implemented. It may be appropriate to monitor compliance outside the organisation, firstly to ensure professional standards are upheld when dealing with stakeholders and secondly to ensure contractors abide by professional standards (this may be in their working practices such as their commitment to equality and diversity and safe working practices).

Professional standards will include, but is not limited to legislation, policies and procedures relating, for example, to equality, inclusivity and diversity, safeguarding, data protection, health, safety and security, employment rights, information management, environmental sustainability occupational standards, professional codes of conduct and other organisational policies and procedures.

Others may include colleagues, clients, management, people who are managed by the individual directly or indirectly, volunteers, interns, secondments, consultants and stakeholders from within or outside the organisation.

1.2 **Develop and implement measures** to reduce risk of non-compliance and develop best practice may refer to guidelines, policies, procedures and associated actions which are tailored to own area of responsibility. This may be in the form of quality audits, risk assessments, risk logs, the monitoring of compliments, complaints, staff development and training, meetings to review of health, safety, diversity and other issues pertaining to professional standards.

1.3 **Make informed judgements to manage a situation** may refer to a review of evidence, reports, data, verbal claims, complaints, witness reports, observations or other information from which judgements may be formed. A situation may include a health and safety emergency or risk, or a claim of discrimination, bullying or harassment in the workplace, misuse of information or any other situation where there is a potential breach of professional standards. The situation must be managed in accordance with organisational guidelines and current legislation.

1.4 **Develop strategies that promote relevant professional standards** this will include but is not limited to specific legislation where there is a legal requirement to promote compliance. Promoting compliance is proactive, it requires action to be taken to address possible inequality and raise levels of participation and engagement. Promoting compliance to professional standards may be developed through staff training, good working practices, quality assurance mechanisms, staff recruitment, selection and training, customer service, organisational ethos, marketing and personal attributes and reputation.

The Level 5 Award - Standard 2
Communication and Information Management

Implement an effective communication strategy, manage barriers to communication, evaluate complex information and analyse the way information is recorded, shared and stored

Standard Statements
The learner will:
2.1 Respond to the needs of a target audience by implementing an effective **communication strategy**
2.2 Evaluate relevant **complex information**, draw conclusions and communicate findings to others in a manner that is consistent with relevant legislation, policies and procedures
2.3 Manage **barriers to effective communication** constructively, recognising and taking action to resolve personal and (where appropriate) team conflict
2.4 Analyse the way **information is recorded, shared and stored** and make recommendations for improvement

Additional guidance

2.1 A **Communication strategy** will document how communication should be conducted. A strategy will be in place formally or informally to respond to the needs of the target audience. To illustrate if the target audience is a client group, the strategy may include review meetings, client satisfaction, emails, reports, and other methods.

Communication methods which may appear in a communication strategy may include verbal, written and visual methods, meetings with teams, individuals, networks, stakeholders. They may include communication bulletins, letters, emails, presentations, reports, business plans, blogs, podcasts, press releases, audio visual, social media and professional networking sites, web-based information, internal electronic communications, instant messaging, press releases, articles, journals and others specific to organisation or business need.

2.2 **Complex information** refers to information which may be multi-dimensional, from a variety of sources and is non-routine.

2.3 **Barriers to effective communication** may include the style of communication used, the recipient's level of understanding, culture, background and preferred ways of communicating, the purpose of the communication and its longer-term importance, physical or learning disabilities. The level and complexity of information being communicated, understanding of language, context, tone, use of technology, time for communication, interpretation, confidentiality issues, personal conflict, professional conflict, emotions of self or others.

2.4 An analysis of the way **information is recorded, shared and stored** will involve a comparison of actual practice with relevant legislation covering, for example, data protection and information security, freedom of information, intellectual property protection (eg copyright), confidentiality and organisational policies and procedures. It may also be informed by feedback by self or others which may be gathered formally or informally. Feedback may be gained through a supervision process or self-reflection. Measurable ways of eliciting feedback may be through the use of feedback forms, satisfaction surveys, comments and complaints procedures.

The Level 5 Award - Standard 3
Leadership

Demonstrate clear, positive and motivational leadership, meet challenging outcomes, set targets for self and others, manage resources, anticipate, plan and lead change, promote best practice and continuous improvement

Standard Statements
The learner will:
3.1 Demonstrate clear, positive and motivational **leadership skills**
3.2 **Anticipate, plan and lead change** in own area of responsibility
3.3 Develop **performance targets for self and others** based on the needs of the organisation, knowledge of resource requirements and operational capacity
3.4 Consistently meet challenging outcomes by **managing resources** in a timely manner
3.5 **Develop ideas to promote best practice and continuous improvement**

Additional guidance

3.1 **Leadership skills** refer to managing others fairly, understanding the concepts of power, responsibility, integrity and accountability, establishing a supportive and positive attitude towards colleagues, customers and stakeholders, motivating others, planning work, delegating work, prioritising workload effectively, maintaining a work life balance, representing the organisation, contributing to overall vision and goals, setting realistic goals, communicating goals to others, reflecting on why goals have not been met and recommending new courses of action, having insight to identify barriers to success and provide solutions to improve success rates, leading staff effectively and with integrity, understanding the roles and responsibilities of staff, matching skills to project requirements, appraising performance, developing staff, dealing with performance issues, responding to differences between colleagues, demonstrating best practice, controlling own emotions, being open and honest with others, being flexible, seeing setbacks as opportunities rather than threats, inspiring others to work together to achieve organisational and individual goals.

3.2 **Anticipate, plan for and lead change** will include identifying an opportunity for innovation and improvement or a change in working protocol, determining the feasibility and viability of opportunities and options, communicating the need for change and the vision for change, understanding the implications of change in own area of responsibility, organising resources and activities to achieve planned change, setting timescales and quality assurance protocols and leading change to an agreed plan.

3.3 **Performance targets for self and others** may be short- or long-term targets which may be quantitative (often numerically based such as targets for productivity, sales, completion of projects) or qualitative targets (linked to improved skills, competences, attitude, behaviour). Targets set should be based on the needs of the individual/organisation and should be realistic, taking into account knowledge of resource requirements and operational capacity.

3.4 **Managing resources** will include having a detailed understanding of resources and resource requirements. Resources include equipment, materials, transport, human resources, time and money and other on-costs. Managing resources will involve an understanding of implications of equipment usage, risks in using resources, acquisitions, operating cost, capacity, maintenance, measures to ensure the safety and security of resources, purchasing, procurement, sustainability, storage and waste.

3.5 **Develop ideas to promote best practice and continuous improvement** may involve identifying opportunities for innovation and improvement for simple tasks or more complex problems or the development of new opportunities. Evaluating the benefits and implications of the change, assessing if the time is ripe to consider new ideas, assess risks and uncertainties of ideas (eg SWOT and PESTEL analyses) seek feedback, ideas and ways to improve from others. Continual improvement may refer to steps to improve quality assurance so that organisational excellence continues to develop over time.

The Level 5 Award - Standard 4
Professional Development

Evaluate own performance to create a plan to address development needs. Access learning opportunities and evaluate the impact of professional development undertaken

Standard Statements
The learner will:
4.1 **Evaluate own performance** to develop a **plan** to address own **development needs** 4.2 Take responsibility for **identifying and accessing learning opportunities** to meet development needs 4.3 Evaluate the **impact of professional development** undertaken

Additional guidance

4.1 An **evaluation of own performance** will include a review of own knowledge and behaviours against the requirement of their job role and person specification or changing demands of own role within an organisation. It may be informed by others such as managers and peers who give feedback on performance, as well as external stakeholders where appropriate. The development needs may be to increase or develop knowledge and skills, interpersonal relationships with others and many other opportunities which may support an individual's progression professionally or personally.

A **plan** will include timescales, the type of learning opportunity which will be accessed and the purpose of the learning. This may be in the form of a structured professional development plan, or a document which may form part of an appraisal process or any other planning document which will outline how the individual plans to improve their knowledge and skills.

Development needs refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from informal learning opportunities eg reading journals and blogs, listening to podcasts, attending conferences, webinars and seminars, to formal learning programmes leading to recognised qualifications. There are a variety of approaches to professional development which may be formal or informal and could include consultation, coaching, e-learning, mentoring, practical workshops, lessons, training events, exhibitions, personal study, observation, reflective supervision and technical training or support and the use of a variety of recognised qualifications and certifications.

4.2 Taking responsibility for **identifying and accessing learning opportunities** to meet development needs will include search and selection of a variety of training and development options which will suit the needs of the individual and the organisation.

4.3 The **impact of professional development** should be evaluated to test whether the training and development experienced was appropriate and met its intended outcomes personally, professionally and to the benefit of the organisation.

The Level 5 Award - Standard 5
Working with others

Set direction, inspire and develop others to achieve challenging outcomes. Evaluate different perspectives to address complex problems which may occur when working with others

Standard Statements
The learner will:
5.1 Set direction, gain **commitment** and inspire **others** to work together to achieve **challenging outcomes**
5.2 Actively contribute to the **development of others** by offering own expertise and guidance to enable them to realise their goals
5.3 Evaluate **different perspectives and make judgements** to address **complex problems** which may occur when working with others

Additional guidance

5.1 **Set direction** may include verbal or written directives or plans, objective setting activities, minutes of meetings or other planning mechanism which may be used to outline a task, activity or project and detail the expectations of performance and the outcomes required from all involved.

Commitment may be gained through written or verbal agreement, it may be demonstrated by the active participation and buy-in by others. The level of commitment by others may be measured qualitatively such as feedback and observation or quantitatively to measure actual performance against expected outcomes.

Others may include colleagues, clients, management, people who are managed by the individual directly or indirectly, volunteers, interns, secondments, consultants and stakeholders from within or outside the organisation.

Challenging outcomes will be complex in nature, involve a variety of individuals, outcomes may be time bound, non-routine and be critical to meeting the individuals or organisation's objectives.

5.2 **Development of others** may be achieved through training, mentoring, support, supervision, guidance, sharing knowledge and expertise, understanding others' strengths and weaknesses and building upon these.

5.3 To evaluate **different perspectives and make judgements** the individual will reflect on the emotions, beliefs, values and knowledge of others. An evaluation of alternative possibilities, a desire to make the right decision by balancing all perspectives, drawing conclusions and delivering a judgement in a clear, honest and unambiguous way with confidence.

Complex problems may occur due to differences in beliefs and opinions, a lack of understanding of another's role, the lines of responsibility, personal differences, a lack of clarity regarding outcomes, expectations, differences in levels of interest, enthusiasm, perceived effectiveness of proposal, time pressures.

Problems may be addressed by using effective communication skills (verbal, written, non-verbal, communication styles), listening skills, rapport, respect, consideration, fairness, ability to understand different perspectives, knowledge, experience, trust, empathy and decisiveness with confidence in own decision making.

The Level 5 Award - Standard 6
Managing stakeholder participation and expectation

Determine a benchmark for stakeholder service, evaluate the levels of stakeholder satisfaction in own area of responsibility, resolve complaints and develop and maintain good stakeholder relationships

Standard Statements
The learner will:
6.1 Determine a **benchmark** for stakeholder service based on **stakeholder** expectation, operational capacity and organisational objectives
6.2 **Evaluate** the levels of stakeholder satisfaction in own area of responsibility and implement a **strategy** to **improve stakeholder service**
6.3 Develop and maintain good **stakeholder relationships** and take action to resolve **complaints** in line with organisational and legal guidelines

Additional guidance

6.1 A **benchmark** is a standard by which something can be measured or judged against. This will include standards for responding to customer service enquiries or meeting delivery obligations within set timescales, which can be measured empirically. Qualitative benchmarks which will infer the way in which stakeholders' needs are met by staff. Quantitative benchmarks can be measured empirically which results in the ability to identify trends and measure performance.

The term **stakeholder** may refer to an individual or a group of people who purchases, or receives without cost, goods, facilities or services from an individual, team or organisation or may do so in the future. It also includes internal colleagues, external individuals, groups and organisations who have any form of relationship with the learner's organisation.

6.2 **Evaluation** should be based upon evidence, the results of which are measurable, robust, not open to manipulation or interpretation, are informative and enable the organisation to identify success, poor performance and opportunities for improvement.

A **strategy** may be presented in the form of an action plan with timescales for achievement or another form of reporting or planning document.

Improvements to stakeholder service may involve changes to service level agreements, communication with stakeholders, relationship management, developing the skills of staff, and other factors.

6.3 **Stakeholder relationships** refers to strategies in place to maintain stakeholder contact (potentially through the use of customer relationship management (CRM) systems), retaining customers, building new client bases, developing communication strategies to keep stakeholders informed of new developments, ensuring stakeholders needs are assessed over time with targeted responses to meet their changing needs: Developing professional relationships with stakeholders in line with organisational and legal guidelines (demonstrating a commitment to equality and diversity, safe working practices, use of information) and use of effective communication skills.

Complaints should be managed in line with organisational and legal guidelines which may refer to service level agreements and legislation to protect consumers.

The Level 6 Award - Standard 1
Commitment to Professional Standards

Take responsibility for managing and promoting compliance to professional standards, acting upon evidence of non-compliance and assessing complex information to manage risk

Standard Statements
The learner will:
1.1 Take responsibility for **promoting, monitoring and maintaining compliance** of self and **others** with **professional standards**   1.2 Assess **complex information and evidence** to inform **risk management**   1.3 **Evaluate, make judgements** and select the necessary **actions to take** when issues of non-compliance with professional standards occur

Additional guidance

1.1 **Promoting, monitoring and maintaining compliance** will refer to quality assurance systems, such as Professional Development Reviews (PDR) and monitoring meetings or reports which standardise practice, or other measures to ensure professional standards are managed effectively. It is likely steps will be taken to ensure staff and contractors abide by professional standards (this may be in their working practices such as their commitment to equality and diversity and safe working practices).

Others may include colleagues, clients, management, people who are managed by the individual directly or indirectly, volunteers, interns, secondments, consultants and stakeholders from within or outside the organisation.

Professional standards will include, but is not limited to legislation, policies and procedures relating to, for example, equality, inclusivity and diversity, safeguarding, data protection, health, safety and security, employment rights, information management, environmental sustainability, occupational standards, professional codes of conduct and other organisational policies and procedures.

1.2 **Complex information and evidence** may refer to information from a variety of sources which may be qualitative or quantitative. Information may contain different schools of thought and perspectives from which judgements may be drawn.

Risk management may include the completion of risk assessments, risk logs and other reporting mechanisms and communicating the outcomes and actions to be taken by self and others.

1.3 **Evaluate and make judgements** will involve a critical analysis of working practice against guidelines stated in policy, procedures, legislative requirements, ethical considerations and organisational objectives.

Actions to take may include reports, recommendations, supporting those whose rights have been compromised, taking action consistent with legislation, actively challenging individual and organisational discrimination, disciplinary action, staff training and development and promoting good working practice

The Level 6 Award - Standard 2 Communication and Information Management

Use informed judgements to lead and maintain communication with people regarding complex matters, constructively manage barriers to communication and critically appraise the way information is recorded shared and stored

Standard Statements
The learner will:
2.1 Use **informed judgement and understanding of different perspectives** and contextual factors to establish, lead and maintain **communication** with people regarding complex matters
2.2 Use informed judgement to constructively manage **barriers to effective communication** and respond in a considered way
2.3 Critically appraise the way **information is communicated, recorded, shared and stored** by self and others in line with relevant legislation, policies and procedures and make recommendations for improvement

Additional guidance

2.1 **Informed judgements and understanding of different perspectives** will include: establishing the range of people involved in the communication, understanding and responding to communication differences, an application of relevant contextual factors which may influence the type and style of communication, potential communication differences, relevant contextual factors, broader situational factors, issues and risks.

Understanding of the recipients' needs: will influence communication in a form and manner which is:

- consistent with their level of understanding, culture, background and preferred ways of communicating
- appropriate to the purpose of the communication and its longer-term importance
- appropriate to the complexity of the context
- encourages effective communication between all involved
- enables a constructive outcome to be achieved.

Communication may include verbal, written and visual methods, Meetings with teams, individual, networks, stakeholders. Communication bulletins, letters, emails, presentations, reports, business plans, press

releases, audio visual, radio, social networking sites, web-based information, instant messaging, internal electronic communications, press releases, articles, journals and others specific to organisation or business need.

2.2 **Barriers to effective communication** may include the style of communication used, the recipient's level of understanding, culture, background and preferred ways of communicating, the purpose of the communication and its longer-term importance, physical or learning disabilities. The level and complexity of information being communicated, understanding of language, context, tone, technology used to facilitate communication, time constraints, interpretation, confidentiality issues, personal conflict, professional conflict, conflict between parties, different agendas, emotions of self or others.

2.3 A critical appraisal of the way **information is communicated, recorded, shared and stored** may involve a comparison of working practice against relevant legislation pertaining to data protection, freedom of information, intellectual property protection (e.g. copyright) confidentiality and organisational policies and procedures. The appraisal may be informed by feedback from others or through self-reflection.

The Level 6 Award - Standard 3
Leadership

Achieve organisational objectives through clear and focussed leadership, manage substantial change or development, identify and manage resources, promote innovation and generate ideas for improvement

Standard Statements
The learner will:
3.1 Take responsibility for achieving organisational objectives through clear and focussed **leadership**
3.2 **Manage** a programme of **substantial change or development**
3.3 Take responsibility for **identifying and managing resources** to meet organisational objectives
3.4 **Promote innovation** and **generate ideas for improvement** which are compatible with organisational values

Additional guidance

3.1 **Leadership** refers to managing others fairly and with integrity, understanding the concepts of power, responsibility and accountability, establishing a supportive and positive attitude towards colleagues, customers and stakeholders, motivating others, planning work, delegating work, prioritising workloads effectively, maintaining a work life balance, representing the organisation, contributing to overall vision and goals, setting realistic goals, communicating goals to others, reflecting on why goals have not been met and recommending new courses of action, having insight to identify barriers to success and provide solutions to improve success rates, leading staff effectively and with integrity, understanding the roles and responsibilities of staff, matching skills to project requirements, assessing performance, developing staff, dealing with performance issues, responding to differences between colleagues, demonstrating best practice, controlling own emotions, being open and honest with others, being flexible, seeing setbacks as opportunities rather than threats, inspiring others to work together to achieve organisational and individual goals and being accountable for outcomes of self and others.

3.2 To **manage** a programme of substantial change or development may involve communicating the need for change and the vision for change or the development, organising resources, personnel and activities to achieve planned change, setting timescales and quality assurance protocols, overcoming obstacles to achievement and managing the programme to an agreed plan.

Substantial change or developments are activities that are complex, may be socially sensitive and are significant in nature.

3.3 **Identifying and managing resources** will include having a detailed understanding of resources and resource requirements. Resources include equipment, materials, transport, human resources, time and money and other on-costs. Identifying and managing resources will involve an understanding of implications of equipment usage, risks in using resources, acquisitions, operating cost, capacity, maintenance, measures to ensure the safety and security of resources, purchasing, procurement, sustainability, storage and waste.

3.4 **Promote innovation** and **generate ideas for improvement** may include new ways to resolve simple or complex problems and identify new opportunities for organisational growth or diversification. Continual improvement may refer to steps to improve quality assurance so that organisational excellence continues to develop over time. Encouragement, feedback, open dialogue, ideas boxes, meetings, quality improvement groups, away days, other events written or verbal requests for ideas are some of the mechanisms that may be used to promote innovation and generate ideas for improvement.

The Level 6 Award - Standard 4
Professional Development

Critically evaluate own performance to assess competency to meet current and emerging work demands, create a plan to meet personal and organisational objectives and evaluate the impact of professional development undertaken

Standard Statements
The learner will:
4.1 Critically **evaluate own performance** to assess competency to meet current and emerging work demands
4.2 Use research to prepare a **plan** to meet personal and organisational objectives
4.3 Evaluate the **impact of professional development on self and the organisation**

Additional guidance

4.1 **A critical evaluation of own performance** will include a review of own knowledge and behaviours against the requirements of the role and person specification or changing demands of own role, emerging work demands or changes/trends within field of expertise or organisational change. The evaluation may be informed by others such as managers and peers who give feedback on performance.

4.2 The **plan** will include timescales, the type of learning opportunity which will be accessed, and the purpose of the learning. This may be in the form of a structured professional development plan, or a document which may form part of an appraisal process or any other planning document which will outline how the individual plans to improve their knowledge and skills. The development plan may address skills and knowledge gaps applicable to personal and professional development and career advancement.

4.3 **Professional development** encompasses all types of facilitated learning opportunities, ranging from informal learning opportunities (e.g. conferences, webinars and seminars), reading journals and blogs, listening to podcasts and on to formal learning programmes leading to recognised qualifications. There are a variety of approaches to professional development which may be formal or informal and could include consultation, coaching, e-learning, mentoring, practical workshops, lessons, training events, exhibitions, personal study, observation, mentoring, reflective supervision and technical training or support and the use of a variety of qualifications.

The **impact of professional development on self and the organisation** should be evaluated to test whether the training and development accessed was appropriate and met its intended outcomes. Conclusions should be drawn to inform future training and development activities.

The Level 6 Award - Standard 5
Working with others

Create a culture of mutual support and cohesion in which others are able to achieve challenging outcomes. Judge the effectiveness of collaborative work to determine how improvements may be made

Standard Statements
The learner will:
5.1 Create a **culture of mutual support and cohesion** when working with **others**
5.2 Respond to the organisations or project needs by taking responsibility for **motivating, delegating** and **empowering** others to achieve challenging outcomes
5.3 Make informed judgements on the effectiveness of **collaborative work** within organisation or own area of responsibility to determine how improvements may be made

Additional guidance

5.1 A **culture of mutual support and cohesion** is where others are able to work together when required collectively in a manner that is effective, positive and collaborative to achieve overall outcomes. This may be created by ensuring the different perspectives of others are considered, alternative schools of thought are recognised, and decision making is fair, open and transparent. Mutual support and cohesion may be championed by the individual leading by example, promoting collaborative work, removing or reducing barriers to non-collaborative work.

Others may include colleagues, clients, management, people who are managed by the individual directly or indirectly, volunteers, interns, secondments, consultants and stakeholders from within or outside the organisation.

5.2 **Motivating** - motivational methods may be used such as praise, reward, recognition, safety and security, a sense of belonging, recognition of achievement, empowerment and self-actualisation, sense of fulfilment, personal and professional develop material rewards, sanctions, job roles, conditions of employment.

Support, guidance and clear objectives should be given when **delegating** or **empowering** others within the work environment. There should be little or no ambiguity in what is expected by an individual who has been empowered or asked to complete a task on another's behalf. It is likely

objectives will be outlines in agreements which may be written or verbal, work plans or job specifications.

5.3 **Collaborative work** may be measured qualitatively such as feedback and observation potentially through mechanisms such as supervision, appraisal and meetings or quantitatively to measure actual performance of a team against expected outcomes and other factors which may inform the effectiveness of teamwork. Improvements may be to look at the balance of the team, emerging leaders, targeted training, improvements to communication and leadership style.

The Level 6 Award - Standard 6
Managing stakeholder participation and expectation

Establish a stakeholder focussed ethos in area of responsibility by responding to the needs of actual and potential stakeholders. Developing and implementing standards for stakeholder service, informing service level improvements and acting decisively to manage complaints

Standard Statements
The learner will
6.1 Use research to develop and implement **standards for stakeholder service** in own area of responsibility
6.2 Develop and implement appropriate **methods to assess stakeholder satisfaction**
6.3 Evaluate **stakeholder feedback** to inform **service level improvements** and **shape future developments** within the organisation or own level of responsibility
6.4 Act decisively to manage **stakeholder complaints** or **changes in levels of stakeholder satisfaction**
6.5 Establish a **stakeholder focussed ethos** in area of responsibility by responding to the needs of actual and potential stakeholders

Additional guidance

6.1 **Standards for stakeholder service** will include responding to stakeholder service enquiries or meeting delivery obligations within set timescales, the way in which stakeholders' needs are met by staff skills and attributes of staff. Evidence based research used to set the standards will include reference to industry or organisational quality standards for stakeholder service, good practice observed by others in developing and implementing standards and own expectations in delivering stakeholder service in own area of responsibility.

The term **stakeholder** may refer to an individual or a group of people who purchases, or receives without cost, goods, facilities or services from an individual, team or organisation or may do so in the future. It also includes internal colleagues and external individuals, groups and organisations who have any form of relationship with the learner's organisation.

6.2 **Methods to assess stakeholder satisfaction** may include methods which are qualitative and quantitative. Quantitative methods apply to evidence that can be measured empirically to identify trends and measure performance. Qualitative methods focus on seeking general opinions regarding services offered. Methods to measure stakeholder service should be robust, not open to manipulation or interpretation, evidence based, informative and will produce information to enable the organisation to celebrate success, address poor performance, plan ahead and identify goals. Methods to assess stakeholder satisfaction may be refined and altered from their existing use so they are tailored to the needs of the stakeholder thus ensuring a variety of opinions are heard.

6.3 Evaluating **stakeholder feedback** will include an analysis of stakeholder satisfaction levels to identify trends, areas of concern, and areas for improvement and opportunities for change with a focus on measures that can be taken to improve the stakeholder experience.

Service level improvements may include changes to communication with stakeholders, relationship management, timescales for meeting stakeholder expectations, and other factors.

Stakeholder feedback may **shape future developments** by identifying an unmet need, a gap in the market, providing a new service, goods or facilities for stakeholders.

6.4 **Complaints** should be managed in line with organisational and legal guidelines which may refer to service level agreements and legislation to protect consumers.

Managing **changes in levels of stakeholder satisfaction** may include taking steps to improve a decline in satisfaction by reviewing processes, working protocols, communication with stakeholders, a review of stakeholder expectations and the skills of staff. Improved levels of stakeholder satisfaction should be acknowledged, celebrated and used to inform ongoing improvements.

6.5 A **stakeholder focussed ethos** puts the stakeholder at the centre of the organisation whereby all staff are proactive in recognising and responding to the needs of the stakeholders. They know the stakeholder base and are able to engage, respond and potentially shape services to meet stakeholder expectation. A stakeholder focussed ethos will be alert to new trends, be able to respond to social and political change and be aware of competitors or other service providers.

Stakeholder expectation may encompass the type of goods, facilities and services and will refer to standards of quality, suitability, sustainability, safety, design, specification, cost, timescales and other perceived and actual expectations.

The Level 7 Award - Standard 1
Commitment to Professional Standards

Establish an environment and culture that assures and promotes compliance with professional standards

Standard Statements
The learner will:
1.1 Use research to **assess the extent to which professional standards are implemented** in the organisation or own area of responsibility, making informed judgements on findings and taking the appropriate action
1.2 Establish an environment and culture that **assures** and **promotes compliance** with **professional standards**
1.3 Take responsibility for **action when there are issues of non-compliance** with professional standards and reflect on the outcomes to foster a culture of continuous improvement

Additional guidance

1.1 **Assess the extent to which professional standards are implemented** may involve researching qualitative and quantitative information and data. This may include compliments and complaints, the numbers of disciplinary actions undertaken for cases where there has been a breach of professional standards; the outcomes of audits, returns or inspections or reports given at meetings on all aspects of professional standards.

Professional standards will include, but is not limited to legislation, policies and procedures relating, for example, to equality, inclusivity and diversity, safeguarding, data protection, health, safety and security, employment rights, information management, environmental sustainability occupational standards, professional codes of conduct and other organisational policies and procedures.

1.2 **Assures compliance** with **professional standards** refers to precautions, preparations, training and other robust measures made to comply with the professional standard likely through the use of effective procedures in the workplace. For example, an effective procedure for assessing risk will support the implementation of Health, Safety and Welfare legislation.

Promotes compliance with **professional standards** This will include, but is not limited to, specific legislation where there is a requirement to promote compliance. This can also be evidenced by the way the individual is committed to establishing compliance through staff recruitment,

selection and training, customer/stakeholder service, organisational ethos, marketing and personal attributes and reputation.

1.3 **Action to take when there are issues of non-compliance** will include supporting those whose rights have been compromised consistent with legislation, policies and procedures and good practice. Challenging individual and organisational discrimination and reflecting on findings to inform continuous improvements.

The Level 7 Award - Standard 2
Communication and Information Management

Develop a communication strategy, represent the organisation to communicate on matters of importance and sensitivity and establish robust methods for managing information

Standard Statements
The learner will:
2.1 Represent the organisation to communicate on matters of **importance** and **sensitivity**
2.2 Critically appraise **communication styles, channels and media** to develop a **communication strategy** for the organisation or area of responsibility which is consistent with **legislation, policies and procedures**
2.3 Evaluate and where appropriate, establish robust methods and systems for **managing information** in line with organisational and legislative requirements

Additional guidance

2.1 **Importance** could include impact on brand, strategic positioning, politics, significant change, human resources, and finance, vision and future developments.

Sensitivity refers to issues / situations which may give rise to a variety of different perspectives, opinions and schools of thought which may or may not be viewed favourably by all.

2.2 **Communication styles, channels and media** may include verbal, written and visual methods. Information may be communicated in meetings with teams, individuals, networks and stakeholders and through bulletins, letters, emails, presentations, reports, blogs, podcasts, business plans, press releases, audio visual, radio, social media and networking sites, web, internal electronic communications, instant messaging, press releases, articles, journals and others specific to organisation or business need. Communication methods need to be sensitive to the task, the complexity of the situation and an understanding of the target audience.

A **communication strategy** will document how communication should be conducted in the organisation or own area of responsibility between staff, clients, stakeholders as appropriate.

Legislation, policies and procedures will include, but are not limited to, legislation pertaining to data protection and information security, freedom of information and organisational policies and procedures.

2.3 **Managing information** may include legislation relating to data protection and information security, freedom of information and intellectual property protection (e.g. copyright). Other areas include IT security along with aspects of IT such as Cloud computing technologies, disaster recovery, the internet and social media.

The Level 7 Award - Standard 3
Leadership

Realise the organisations values through strong leadership, articulating a vision for the future, demonstrating an in depth understanding of resources, and leading the organisation or own area of responsibility through complex change

Standard Statements
The learner will:
3.1 Promote and champion the organisation's values and objectives and take responsibility for their realisation through strong **leadership**
3.2 Articulate a **vision for the future** of the organisation or own area of responsibility
3.3 Display an in depth understanding of **resources** in their own area of responsibility and manage these to meet organisational objectives
3.4 Take responsibility for **leading the organisation** or own area of responsibility through **complex change**

Additional guidance

3.1 **Leadership** refers to managing others fairly and with integrity, understanding the concepts of power, responsibility, and accountability, establishing a supportive and positive attitude towards colleagues, customers, stakeholders, motivating others, planning work, delegating work, prioritising workload effectively, maintaining a work life balance. Representing the organisation, contributing to overall vision and goals, setting realistic goals, communicating goals to others, reflecting on why goals have not been met and recommending new courses of action, having insight to identify barriers to success and provide solutions to improve success rates. Leading staff effectively and with integrity, understanding the roles and responsibilities of staff, matching skills to project requirements, assessing performance, developing staff, dealing with performance issues, responding to differences between colleagues, demonstrating best practice, controlling own emotions, being open and honest with others, being flexible, seeing setbacks as opportunities rather than threats, inspiring others to work together to achieve organisational and individual goals.

3.2 A **vision for the future** will be specific, measurable, realistic and time bound. It will be informed by emerging trends, markets and stakeholder needs, be politically astute, socially sensitive, reflect latest developments and be sustainable.

3.3 **Resources** may refer to equipment, materials, transport, human resources, time and money and other on-costs. Identifying and managing resources will involve an understanding of implications of equipment usage, risks in using resources, acquisitions, operating cost, capacity, maintenance, measures to ensure the safety and security of resources, purchasing, procurement, sustainability, storage and waste.

3.4 **Leading the organisation** or own area of responsibility through change may involve communicating the need for change and the vision for change or the development, organising resources, personnel and activities to achieve planned change, setting timescales and quality assurance protocols, overcoming obstacles to achievement and managing the programme to an agreed plan.

Complex change relates to changes that are non-routine, may be highly sensitive and are significant in nature.

The Level 7 Award - Standard 4
Professional Development

Critically appraise own ability to lead the organisation or own area of responsibility to inform opportunities for professional development. Evaluate the impact of professional development in light of strategic objectives. Champion professional development within the organisation

Standard Statements
The learner will:
4.1 **Critically appraise own ability to lead** the organisation or own area of responsibility and identify areas for ongoing **professional development**
4.2 Use informed judgements to critically evaluate the **impact of professional development** undertaken by self and others in supporting strategic objectives
4.3 **Champion professional development** within the organisation or own area of responsibility which will enable personal, professional and organisational goals to be met

Additional guidance

4.1 A **critical appraisal of own ability to lead** will include a review of own knowledge and behaviours against the requirements of their job role and person specification, changing demands of their role, emerging work demands and, where applicable, changes within the field of expertise and organisational change. The evaluation may be informed by others such as managers and peers who give feedback on performance. Conclusion drawn from the evaluation will include a detailed account of an individual's strengths and weaknesses as well as identifying future opportunities for development.

Professional development encompasses all types of facilitated learning opportunities, ranging from informal learning opportunities (e.g. conferences, webinars and seminars), reading journals and blogs, listening to podcasts and on to formal learning programmes leading to recognised qualifications. There are a variety of approaches to professional development which may be formal or informal and could include consultation, coaching, e-learning, mentoring, practical workshops, lessons training events, exhibitions, personal study, observation, mentoring, reflective supervision and technical training or support and the use of a variety of qualifications.

4.2 The **impact of professional development** on self, others and the organisation should be evaluated to test whether the training and development accessed was appropriate and met its intended outcomes. Conclusions should be drawn from a variety of evidence (possibly using quantitative and qualitative data which reports on the up take of learning and development, the feedback resulting from various learning opportunities, the impact on productivity, staff retention, staff recruitment, increased skills and knowledge, impact on compliance with legislation, policies and procedures, achievement of target and other factors) to inform future learning and development opportunities.

4.3 **Professional development** may be **championed** by ensuring appropriate training and development is promoted throughout the organisation, available in a variety of formats tailored to meet the participants' training and development needs, and it facilitates opportunities for progression, growth in knowledge and skills and encourages talent.

The Level 7 Award - Standard 5
Working with others

Critically evaluates the effectiveness of teamwork and organisational partnerships; establishes the clarity of direction for others. Addresses performance issues and promotes a culture of continuous improvement, mutual support and cohesion

Standard Statements
The learner will:
5.1 Critically evaluate the effectiveness of **teamwork and organisational partnerships** and agree **objectives** for **improvement**
5.2 Establish **clarity of direction and parameters** for **others** within the organisation
5.3 Establish a **culture of mutual support and cohesion** which values the contribution of others and recognises success
5.4 Use evidence-based judgement to address **performance issues** and establish an environment which fosters continuous improvement

Additional guidance

5.1 An evaluation on the effectiveness of **teamwork and organisational partnerships** may be made by using qualitative methods such as feedback, observation, management reports and meetings or quantitatively to measure actual performance of a team or an organisational partnership against expected outcomes and other factors which may inform the effectiveness of teamwork.

Improvements may be to look at the balance of staffing within the organisation, teams or own area of responsibility, targeted training, improvements to communication and leadership style, sanctions, setting and providing guidance on values, vision and goals, stimulating vision and enterprise, communicating and motivating, modelling appropriate behaviour, setting clear direction for teams and individuals, lines of responsibility and accountability.

Objectives should be specific, measurable, realistic and time bound.

5.2 **Clarity of direction and parameters** for others may include lines for accountability, reporting structure, expectations of performance, work plans, job descriptions, job specifications and organisational structure.

Others may include colleagues, clients, management, people who are managed by the individual directly or indirectly, volunteers, interns, secondments, consultants and stakeholders from within or outside the organisation.

5.3 A **culture of mutual support and cohesion** is where others are able to work together when required collectively in a manner that is effective, positive and collaborative to achieve overall outcomes. This may be created by ensuring the different perspectives of others are considered, alternative schools of thought are recognised, and decision making is fair, open and transparent. Mutual support and cohesion may be championed by the individual leading by example, promoting collaborative work, removing or reducing barriers to non-collaborative work.

To gain mutual support and cohesion motivational methods may be used such as praise, reward, recognition, safety and security, a sense of belonging, recognition of achievement, empowerment and self-actualisation, sense of fulfilment, personal and professional development, material rewards, sanctions, job roles conditions of employment.

5.4 **Performance issues** may be addressed on a one-to-one basis through guidance, mentoring, supervision and appraisal or may be tackled by using the organisations or other legislative frameworks for taking action against individuals who do not meet accepted standards of performance or behaviour.

The Level 7 Award - Standard 6
Managing stakeholder expectation

Establish a strategy that puts the stakeholder at the centre of the organisation. Set robust standards for stakeholder service and evaluate stakeholder feedback to facilitate continual improvement and inform the future direction of the organisation or own area of responsibility

Standard Statements
The learner will:
6.1 **Establish a strategy** for putting the **stakeholder** at the centre of the organisation or own area of responsibility
6.2 Establish **robust standards for stakeholder service**
6.3 Establish **a structure to respond to compliments and complaints** in accord with organisational and legal guidelines which facilitates continual improvement
6.4 Evaluate levels of **stakeholder feedback** to inform the future direction of the organisation or own area of responsibility

Additional guidance

6.1 **Establish a strategy** for putting the stakeholder at the centre of the organisation. When the stakeholder is at the centre of the organisation, staff are proactive in recognising and responding to the needs of the stakeholders. They know the stakeholder base and are able to engage, respond and potentially shape services to meet stakeholder expectation. By putting stakeholders at the centre of the organisation staff will be alert to new trends, be able to respond to social, political and consumer trends and be aware of competitors or other service providers.

The term **stakeholder** may refer to an individual or group of people who purchases or receives without cost, goods, facilities or services from an individual, team or organisation or may do so in the future. It also includes, internal colleagues and external individuals, groups and organisations who have any form of relationship with the learner's organisation.

6.2 **Robust standards for stakeholder service** will include reference to responding to stakeholder service enquiries, compliments and complaints, meeting service level agreements and mechanisms for delivering and recording stakeholder service. The standards may be informed by industry or organisational quality standards for stakeholder service, good practice observed by others in developing and implementing standards, and own expectations in delivering stakeholder service.

6.3 **A structure to respond to compliments and complaints** in accord with organisational and legal guidelines may include a policy and procedure on quality assurance with accompanying actions which facilitate continual improvement such as reporting, meetings, consultation activities and other methods to ensure stakeholder satisfaction.

6.4 Evaluating **stakeholder feedback** will include an analysis of stakeholder satisfaction levels to identify trends, areas of concern, and areas for improvement and opportunities for change with a focus on measures that can be taken to improve the stakeholder experience or develop new market opportunities.

Stakeholder feedback may shape the future direction of an organisation or area of responsibility by identifying an unmet need, a gap in the market, providing a new service or services, changing working protocols or reviewing existing working practices or the delivery of goods, facilities and services.

Stakeholder expectation may encompass the type of goods, facilities and services and will refer to standards of quality, suitability, sustainability, safety, design, specification, cost, timescales and other perceived and actual expectations.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the *Centre Document Library* on *www.cityandguilds.com* or click on the links below:

Quality Assurance Standards: Centre Handbook
This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on
- Centre quality assurance criteria and monitoring activities
- Administration and assessment systems
- Centre-facing support teams at City & Guilds / ILM
- Centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the Centre Contract.

Quality Assurance Standards: Centre Assessment
This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements, or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre-assessments.

Access arrangements - When and how applications need to be made to City & Guilds provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The *Centre Document Library* also contains useful information on such things as:

- Conducting examinations
- Registering learners
- Appeals and malpractice

Useful contacts
Please visit the Contact Us section of the City & Guilds website, *Contact us*.

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people, organisations and economies develop their skills for growth. We work with education providers, employers and governments in over 100 countries across the world to help people, businesses and economies grow by shaping skills systems and supporting skills development.

The Group is made up of City & Guilds, ILM, Kineo, The Oxford Group, Gen2, and Intertrain. Together we set the standard for professional and technical education and corporate learning and development around the world.