9200 Professional Recognition Awards Handbook

March 2012 Version 1.2 (Apr 2013)

City&Guilds

Awards at a glance

Subject area	Professional Recognition Awards
City & Guilds number	9200
Age group approved	18+
Entry requirements	See page 9 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	QAN
City & Guilds Level 4 Award for Professional Recognition	9200-01	600/6106/6
City & Guilds Level 5 Award for Professional Recognition	9200-02	600/6107/8
City & Guilds Level 6 Award for Professional Recognition	9200-03	600/6108/X
City & Guilds Level 7 Award for Professional Recognition	9200-04	600/6109/1
For individual contexts 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	Delivering the Professional Recognition Awards
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	Delivering the Professional Recognition Awards

Contents

1   Introduction

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

If your organisation is not already an approved centre but, after reading this booklet you would like to apply, further details of how to do so are provided in Appendix 1.

About the Professional Recognition Awards

The awards are offered in industrial, business and professional fields and once achieved will lead to entitle the holders to use the appropriate designatory post-nominal letters for the City & Guilds and are entitled to wear the approved gown, hood and cap. Further information about the ceremonies can be obtained from your local City & Guilds office. For individual contexts please consult the Walled Garden/Online Catalogue.

What are Professional Recognition Awards

The Professional Recognition Awards are a vocational route to higher level professional recognition and are:

- **Comprehensive**
  the awards are offered in commercial and professional fields. There are no practical limitations on the areas of employment 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 awards are open to any candidate who meets the requirements and the standards.

- **Competence-based**
  the awards recognise the practical application of professional skills, knowledge and understanding in employment. They offer an employment-based route to higher level qualifications.

The levels of Professional Recognition Awards

Successful achievement of an award will attest to the candidate's ability to operate at the standards contained 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.

Through the Professional Recognition Awards, organisations may:

- certify achievement at work in a wide range of 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 continued 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

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 candidate support and reliable recording systems.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Centre Manual - Supporting Customer Excellence*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional/national/international offices will support new centres and appoint a Quality Systems Consultant 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 *Centre Manual - Supporting Customer Excellence.*

Approval

If your Centre is approved to offer the Senior Awards you can apply for the new Professional Recognition Awards approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track route if:
- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 18 months from the launch of the award. After 18 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

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

Resource requirements

Centre Assessors and Internal Quality Assurers

All staff who assess and / or quality assure these qualifications have to:
- have recent relevant experience in the specific area they will be dealing with;
- be technically competent in the area and / or have experience of development;
- hold, or be working towards, the relevant Assessor / Quality Assurance units relevant to their role; or meet the relevant experience requirements outlined above.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

3   Candidate entry requirements

In order to qualify for the Professional Recognition Awards candidates 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 16 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 candidates are able to meet the competencies required.

Level 4 – the candidate would typically:

- have first line responsibility for managing day to day activities
- manage resources in own area of responsibility
- constructively work with others to develop and maintain good working relationships
- develop and maintain good customer 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 candidate 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 customer relationships to support the customer focussed culture of the organisation
- analyse, identify and access professional development
- address problems that are well-defined but complex and non-routine
- exercising autonomy and judgement in decision making which takes into account the views and perspectives of others

Level 6 – the candidate 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 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 candidate 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
- establishing 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 candidate should be made before the start of their programme to identify:

- if the candidate has any support requirements
- guidance a candidate 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. Centres should base this on the candidate entry requirements in section 3 of the handbook and the candidate's relevant prior experience and current work role.

We recommend that centres provide an introduction meeting so the candidate fully understands the requirements of the award, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract. Centre assessors should develop a review plan which is timely to ensure that that work being collected by the candidate is fit for purpose. Giving early feedback to a candidate is an important measure to prevent the candidate assembling a portfolio of evidence which is inappropriate or insufficient.

Assessment

To achieve a Professional Recognition Award a candidate must provide a concise portfolio of 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 Customer Relationships

For each standard there is a set of standard statements which the candidate is required to evidence their competency against. Each standard statement has a reference number. To illustrate for the Level 4 award, standard 1 is entitled: Commitment to professional standards. To meet the standard the candidate 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 candidates

For each standard, additional guidance is given to the candidate. 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 candidate to identify how they can evidence their competency 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 evidence

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

To illustrate: A candidate has managed a project within their workplace such as a leading a programme of significant change. Evidence provided by the project enables the candidate 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 customer 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 candidate 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). The onus, however, is on the candidate to demonstrate how the evidence they present demonstrates their competencies as defined by the standards.

It is unlikely that one piece of evidence will meet every standard statement, however additional evidence may be submitted to ensure all the evidence requirements are met by the candidate. Evidence provided should be sufficient rather than exhaustive. Where an account is given to meet a standard statement this may be corroborated by an expert witness testimony or another form 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 enable the centre assessor to make a judgement that a candidate has competently met the standard.

The centre 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 candidate questions or participate in a discussion to establish whether the evidence submitted meets the standard. All additional evidence must be recorded on the candidate tracking form or an e-learning portfolio.

Building a portfolio of evidence towards a Professional Recognition Award

It is anticipated that a candidate 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, 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 candidates should make clear references. An effective account goes beyond description; it should evaluate personal performance and identify areas for further development. The reflective account 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 to use each of these competency statements as a question – "How do I…?".

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 centre assessors to support the candidate to identify evidence for the award. It is not exhaustive nor is it prescriptive. These items of evidence should support and evidence the personal 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 candidate'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

The work related project must be mapped to the standards to enable the centre assessor to verify the explicit link to the standards.

Training record and certificates of attendance/completion

Evidence must demonstrate current competencies. Certificates can only be used as evidence if the candidate 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 centre 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 must be current and within the last five years. Minutes can only be used as evidence if they clearly show how they meet 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 candidate

Completion of documentation (such as risk assessments, plans, official documents)

Customer feedback

Statement of competency from a candidate's fellow colleague / manager / customer

Collection of emails which evidence how decisions were arrived upon

Evidence of communication methods: emails, letters, reports, minutes of meetings, discussions which may be recorded or scribed.

Professional discussions

Expert Witness Testimony

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

Managing Evidence

Evidence of a sensitive nature may remain in situ as long as the type of evidence is clearly recorded and with an indication of where this may be accessed by a Qualification Consultant 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 candidate's curriculum vitae. It will also be helpful for assessment purposes if an overview of the candidate's working environment is provided. This might include a job description, an organisational chart that indicates the candidate's role in the organisation and could also include reference to the organisation's website if one exists. This documentation is not evidence as such but may be referred to in the personal statement. 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. Exemplar forms for guidance purposes may be found in a separate recording forms document.

By using an evidence template the candidate 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 centre assessor to review the evidence submitted by the candidate and make an informed decision as to whether to all the standards have been met.

Centres may also use an e-portfolio system such as Learning Assistant.

Authenticity of Evidence

The candidate is required to make a declaration that the evidence is their own work, as part of the City & Guilds QA protocol, and this declaration must be included in the portfolio.

5   Standards

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

To achieve an award the candidate 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 customer relationships.

The Level 4 Award - Standard 1
Commitment to Professional Standards

Manage professional standards within own area of responsibility

Standard Statements
The candidate 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 individual 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 for health, safety and security, equality and diversity, management of information, environmental considerations, professional codes of conduct and other organisational policy and procedure.

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

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).

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

1.3 **Identify and manage the risks and non-compliance** will include how the individual assesses risk in relation to professional standards specifically in relation to health, safety and security and other policies and procedures for which there is a legal or an organisational obligation. 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 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 candidate 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 through bulletins, letters, memos, emails, presentations, reports, business plans, press releases, audio visual, radio, social networking sites, web, internal electronic communications, 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.

2.2 **Barriers to communication** may include the style of communication used, the range of people involved in the communication, cultural differences, visual impairment, physical disability, the complexity of information being communicated, the recipients understanding of language, context, tone, technology used, time for communication, interpretation, personal communication preference, educational ability, 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: Data Protection, Freedom of Information and Intellectual Property (especially 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 candidate 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 managing others fairly, 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, 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 **Leading others by example** will be achieved by the individuals' ability to meet performance targets, meet the requirements of the job role which may be judged against a person specification or job description and the way they promote good practice are forward thinking and innovative, being 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 customers, 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 may refer to 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 candidate 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, 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 college degrees to formal coursework, conferences and informal learning opportunities situated in practice. There are a variety of approaches to professional development, including consultation, coaching, practical workshops, lesson study, mentoring, reflective supervision and technical assistance.

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 test whether the training and development accessed 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 or another 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 candidate 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, 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 and self-actualisation, sense of fulfilment, personal and professional development, material rewards, sanctions, job 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 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 customer relationships

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

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

Additional guidance

6.1 The term **customer** may refer to an individual or a collective group who purchases or receives without cost, goods, facilities or services from an individual, team or organisation or may do so in the future.   The term may refer to internal colleagues or those external to the organisation.

Customer 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 **Customer relationships** refers to strategies in place to maintain customer contact (potentially through the use of customer relationship management (CRM) systems) retaining customers, building new client bases, developing communication strategies to keep customers informed of new developments, ensuring customers needs are assessed over time with targeted responses to meet their changing needs: Developing professional relationships with customers 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 customer satisfaction** may include methods which are qualitative and quantitative. Quantitative methods may involve evidence collection that can be measured empirically. 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 client group. The analysis of information should be free from bias.

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

6.5 **Customer 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 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 candidate 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 customers or other 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 for health, safety and security, equality and diversity, management of information, environmental considerations, professional codes of conduct and other organisational policy and procedure.

Others may include colleagues, clients, management, people who are managed by the individual directly or indirectly, 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 risk assessments, risk logs, the monitoring of compliments, complaints, staff development and training, meetings to review of health, safety and other issues pertaining to professional standards.

1.3 **Make informed judgements to manage a situation / situations** 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. (For example in the United Kingdom, the Equality Act 2010 states the obligation for public sector organisations to promote equality by providing services or taking action to address inequality and promote engagement from under-represented groups). 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 candidate 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. Communication bulletins, letters, memo's, emails, presentations, reports, business plans, press releases, audio visual, radio, social networking sites, web based information, internal electronic communications, 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 issues such as visual impairment, 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 such as Data Protection, Freedom of Information, Intellectual Property (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.

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 candidate 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 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, 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 **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 may refer to 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 (SWOT and PESTEL) 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 candidate 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. 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 college degrees to formal coursework, conferences and informal learning opportunities situated in practice. 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 Taking responsibility for **identifying and accesing 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 accessed 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 candidate 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, 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, 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, and managers, people who are managed by the individual, 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 organisations 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 differenced 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 customer participation and expectation

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

Standard Statements
The candidate will:
6.1 Determine a **benchmark** for customer service based on **customer** expectation, operational capacity and organisational objectives 6.2 **Evaluate** the levels of **customer satisfaction** in own area of responsibility and implement a **strategy** to **improve customer service** 6.3 Develop and maintain good **customer 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 customers' needs are met by staff. Quantitative benchmarks can be measured empirically which results in the ability to identify trends and measure performance.

The term **customer** may refer to an individual or a collective group who purchases or receives without cost, goods, facilities or services from an individual, team or organisation or may do so in the future. The term customer may refer to internal colleagues or those external to the 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 customer service may involve changes to service level agreements, communication with customers, relationship management, developing the skills of staff, and other factors.

6.3 **Customer relationships** refers to strategies in place to maintain customer contact (potentially through the use of customer relationship management (CRM) systems) retaining customers, building new client bases, developing communication strategies to keep customers informed of new developments, ensuring customers needs are assessed over time with targeted responses to meet their changing needs: Developing professional relationships with customers 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.

Customer **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 candidate 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 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, consultants and stakeholders from within or outside the organisation.

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

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 candidate 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, memo's, emails, presentations, reports, business plans,

press releases, audio visual, radio, social networking sites, web based information, 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 issues such as visual impairment, 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 (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 candidate 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, 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, 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 and significant in nature.

3.3 **Identifying and managing resources** will include having a detailed understanding of resources and resource requirements. 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 **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 candidate 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 requirement of their job 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 college degrees to formal coursework, conferences and informal learning opportunities situated in practice. 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 candidate 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, and managers, people who are managed by the individual, 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 customer participation and expectation

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

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

Additional guidance

6.1 **Standards for customer service** will include responding to customer service enquiries or meeting delivery obligations within set timescales, the way in which customers' 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 customer service, good practice observed by others in developing and implementing standards and own expectations in delivering customer service in own area of responsibility.

The term **customer** may refer to an individual or a collective group who purchases or receives without cost, goods, facilities or services from an individual, team or organisation or may do so in the future. The term customer may refer to internal colleagues or those external to the organisation.

6.2 **Methods to assess customer satisfaction** may include methods which are qualitative and quantitative. Quantitative methods applies 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 customer 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 customer satisfaction may be refined and altered from their existing use so they are tailored to the needs of the customer thus ensuring a variety of opinions are heard.

6.3 Evaluating **customer feedback** will include an analysis of customer 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 customer experience.

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

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

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

6.5 A **customer focussed ethos** puts the customer at the centre of the organisation whereby all staff are proactive in recognising and responding to the needs of the customers. They know the customer base and are able to engage, respond and potentially shape services to meet customer expectation. A customer 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.

Customer 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 candidate 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 for health, safety and security, equality and diversity, management of information, environmental considerations, professional codes of conduct and other organisational policy and procedure.

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

Promotes compliance to **professional standards** This will include but is not limited to specific legislation where there is a requirement to promote compliance (for example, the Equality Act 2010 gives the obligation for public sector organisations to promote equality by providing services or taking action to address inequality and promote engagement from under-represented groups). Promoting compliance to

professional standards will also be evidenced by the way the individual is committed to establishing compliance through staff recruitment, selection and training, customer 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 candidate 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, memos, emails, presentations, reports, business plans, press releases, audio visual, radio, social networking sites, web, internal electronic communications, 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, freedom of information, confidentiality and organisational policies and procedures.

2.3 **Managing information** may include Data Protection, Freedom of Information and Intellectual Property (especially copyright), and the legislative framework for information. Other areas include IT security along with aspects of IT such as the emerging 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 candidate 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, 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, 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, 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 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 candidate 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 requirement of their job 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. Conclusion drawn from the evaluation will include a detailed account of an individual's strengths and weaknesses as well as identifying future opportunities.

Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. 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 available in a variety of formats tailored to meet the participants training and developments 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 candidate will:
5.1 Critically evaluate the effectiveness of **team work 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 **team work 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, and realistic also 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, and managers, people who are managed by the individual, 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 it 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 customer expectation

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

Standard Statements
The candidate will:
6.1 **Establish a strategy** for putting the **customer** at the centre of the organisation or own area of responsibility 6.2 Establish **robust standards for customer 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 **customer feedback** to inform the future direction of the organisation or own area of responsibility

Additional guidance

6.1 **Establish a strategy** for putting the customer at the centre of the organisation. When the customer is at the centre of the organisation, staff are proactive in recognising and responding to the needs of the customers. They know the customer base and are able to engage, respond and potentially shape services to meet customer expectation. By putting customers 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 **customer** may refer to an individual or a collective group who purchases or receives without cost, goods, facilities or services from an individual, team or organisation or may do so in the future. The term customer may refer to internal colleagues or those external to the organisation.

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

6.4 Evaluating **customer feedback** will include an analysis of customer 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 customer experience or develop new market opportunities.

Customer 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.

Customer 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 **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)
- General Conditions of Recognition, Ofqual (May 2011)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**: how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF)**: general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-volve assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Useful contacts

UK candidates **General qualification information**	**T: +44 (0)844 543 0033** **E: candidatesupport@cityandguilds.com**
International candidates General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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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 operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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