



LONDON FIRE BRIGADE

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**Freedom of Information request reference number:** 7180.1

**Date of response:** 22 February 2023

**Request:**

- 1. Any information created by this organisation for the 'role maps' of Crew Managers, Crew Managers + and Watch Managers for the time period between 2011 to 2015, including the elements stated in the Personal Development Records that would have been completed to gain competency in these roles?*
- 2. Any information created by this organisation for the 'role maps' of Station Managers and Group Managers for the time period between 2015 to 2018, including the elements stated in the Personal Development Records that would have been completed to gain competency in these roles?*
- 3. Please could you provide an electronic document (PDF) of this organisation Health and Safety Policy that was in place during 2019?*

**Response:**

The LFB use National Occupational Standards (NOS) or Role Maps (as they are frequently referred to) which are the National Joint Council (NJC) agreed standards as referred to in the Grey Book to which a particular role is expected to perform.

Further information about these national occupational standards is published online here:  
<https://www.ukfrs.com/nos>

The LFB do hold copies of the National Occupational Standards (NOS). I have attached copies of these to this response. They are dated February 2012 and I understand are the most current version held.

Our Policies and Procedures team have provided me with a copy of the version of the 'LFEPA Health and Safety Policy' that would have been current in 2019. This version was cancelled on 27/04/2020 and is also attached to this response.

We have dealt with your request under the Freedom of Information Act 2000. For more information about this process please see the guidance we publish about making a request [on our website](#).

# Fire-Fighter Role-map

## Development Units

This section contains the elements that have been identified as developmental for all learners. You must provide evidence of competent performance for all the elements in this section. See below for Fire-fighter elements:

Ref	Title
FF1	Inform and educate your community to improve awareness of safety matters
FF2	Take responsibility for effective performance
FF3	Save and preserve endangered life
FF4	Resolve operational incidents
FF5	Protect the environment from the effects of hazardous materials
FF6	Support the effectiveness of operational response
FF7	Support the development of colleagues in the workplace
FF8	Contribute to safety solutions to minimise risks to your community
FF9	Drive, manoeuvre and redeploy fire service vehicles

**FF1. Inform and educate your community to improve awareness of fire and rescue safety matters**

**Unit Summary**

**What is the unit about?**

This unit is about meeting your organisation's targets for specific community needs to ensure that the communities that you serve are safer. It covers:

**Promoting safety to your community**

This is about working with your community, either at your normal workplace or out in your community. **Examples** of activities could include:

- responding to requests for safety information
- taking part in community events
- responding to requests for leaflet drops

You may work without direct supervision or as a member of a fire and rescue service or partnership team at events organised by or through your own organisation within your own community. The types of information that you will provide may cover safety in relation to fire or wider safety issues.

**Giving demonstrations and instructions to help people get a better understanding of safety matters**

This is about your ability to assist with community learning and promoting understanding of safety matters. Examples of activities could include:

- demonstration of targeted safety responses to your community and everyday hazards/ risks
- raising awareness of the role of the Fire and Rescue Service

It includes your involvement in both formal and informal activities within your local community.

**Who is the unit for?**

The unit is recommended for fire-fighters and others with a remit for community safety.

**FF1. Inform and educate your community to improve awareness of fire and rescue safety matters**

**Outcomes of effective performance**

*You must be able to do the following:*

**Providing information**

- a) Confirm with relevant people in your organisation the need for information and how you will respond
- b) Provide information that is:
  - relevant
  - accurate
  - appropriate to your job role
  - in a format appropriate to your community
- c) When the information needed is not appropriate to your job role, direct the enquirer to the relevant person
- d) Make sure there is a common understanding of the information you have given giving demonstrations and instructions
- e) Use your resources and apply control measures, based on risk assessment, before and during the event
- f) Solve any problems and deal with any risks promptly, when necessary, before and during the event
- g) Return resources to the correct place
- h) Make sure resources are secure and report any faults or low levels of supplies

**In general**

- i) Make sure your aims and objectives support your organisation's aims and objectives
- j) Relate to people in a way that promotes:
  - goodwill
  - understanding
  - co-operation
  - the image of yourself and your service
- k) Communicate in a way that is suitable for your audience
- l) Encourage and take note of questions, and answer questions appropriately
- m) Behave in a way that supports community safety and avoids harm to people and the environment
- n) Complete records and make sure they are in the agreed format, accurate, legible and available to authorised people
- o) Report on the suitability and success of what you have done and make any suggestions for improvement

**FF1. Inform and educate your community to improve awareness of fire and rescue safety matters**

**Knowledge and understanding**

*You need to know and understand the following:*

**Health and safety**

1. Hazards and risks of the workplace affecting people and the environment in relation to giving information, demonstrations and instructions
2. How to apply practices that maximise the health, safety and welfare of yourself and others when giving information, demonstrations and instructions
3. How to apply safe practices based upon a risk assessment

**Organisational**

4. National and Service objectives for Community Safety
5. Where to find information on Community Safety matters
6. Record keeping systems and procedures for the work place

**Personal and Interpersonal**

7. How to communicate clearly and effectively with the range of people involved
8. How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity
9. Lines and methods of communication/reporting in the workplace
10. Roles, responsibilities and limits of authority of yourself, others and agencies in the workplace
11. How to solve problems and make decisions within your range of responsibility

**Technical**

12. How to use the relevant resources effectively and safely
13. How to identify the applicable safety advice for your community
14. Your community and its needs in relation to safety

**Training and development**

15. How to facilitate learning
16. How to evaluate learning events

## PERSONAL DEVELOPMENT RECORD

### FF2. Take responsibility for effective performance in fire and rescue

#### Unit Summary

##### What is the unit about?

This unit is about taking responsibility for your own performance (including personal health and fitness), working well with other people and developing your own skills in the job role. It covers:

##### Taking responsibility for your own personal performance

This is about you and your day-to-day working, either at your normal workplace or out in your community. It includes your responsibility to make sure your actions do not adversely affect:

- o your own health and fitness
- o your ability to work safely within agreed level of authority
- o safe systems of work and working practices

##### Working with others

This is about your ability to maintain effective working relationships with:

- o your colleagues
- o external agencies
- o your community

##### Developing your own skills and knowledge

This is about your ability to maintain your knowledge, skills and understanding through personal development to meet:

- o agreed changes in practice
- o maintaining existing competence

It includes your involvement in identifying and planning how to address your development needs to maintain your required level of competence.

##### Who is the unit for?

The unit is recommended for fire-fighters and control room staff.

## PERSONAL DEVELOPMENT RECORD

### **FF2. Take responsibility for effective performance in fire and rescue**

#### **Outcomes of effective performance**

*You must be able to do the following:*

#### **Taking responsibility for your own personal performance**

- a) Behave in a way that avoids threat, harm or damage to people, property, the environment and your organisation
- b) Operate within your agreed level of authority and responsibility
- c) Contribute constructively to debriefs
- d) Monitor your personal fitness level and take action to prevent poor health, fitness and hygiene
- e) Report anything that affects your ability to meet your conditions of employment and personal work performance to the relevant people
- f) Make sure your records are in the agreed format, accurate, complete, legible and accessible to authorised users
- g) Monitor your work environment for hazards and take prompt action to minimise the risks caused by these hazards
- h) Return resources to their correct location, make sure they are secure and report any faults and deficiencies
- i) Make sure you are available for operational response as required by your organisation

#### **Working with others**

- j) Show that you respect the diversity of people within your organisation and the wider community
- k) Act constructively to minimise or resolve conflict with others
- l) Support and promote your organisation's values, ethics and codes of practice
- m) Communicate with people in a way that is constructive, supportive and promotes cooperation and a positive image of your organisation
- n) Promote a safe working environment for yourself and others
- o) Respect privacy, confidentiality and encourage trust in your contact with others

## PERSONAL DEVELOPMENT RECORD

### **FF2. Take responsibility for effective performance in fire and rescue**

#### **Outcomes of effective performance**

*You must be able to do the following:*

#### **Developing your own skills and knowledge**

- p) Contribute constructively to your own performance reviews
- q) Assess your own skills and knowledge and identify your development needs in relation to your job role, including working effectively with other team members
- r) Help to develop a personal development plan that aims to improve the areas of skill and knowledge you have identified
- s) Make sure your plan contains objectives that are specific, measurable, achievable and realistic
- t) Take part in development activities which are consistent with your plan
- u) Obtain feedback from relevant people and use this feedback to improve your performance
- v) Update your personal development plan at appropriate intervals



## PERSONAL DEVELOPMENT RECORD

### **FF2. Take responsibility for effective performance in fire and rescue**

#### **Knowledge and understanding**

*You need to know and understand the following:*

#### **Health and safety**

1. Hazards and risks of the workplace affecting people and the environment
2. How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace
3. How to make and apply decisions based on the assessment of risk

#### **Organisational**

4. Own contractual obligations, rights of employment and limits of authority
5. The range of external regulations and requirements that impact on your work
6. Your organisation's Occupational Health policy and its application in the workplace
7. Record systems specific to your role and their uses
8. Your organisation's requirements for data protection
9. Your organisation's objectives, systems of work and working practices
10. Anti-discrimination and equal opportunities policies and procedures
11. Your organisation's procedures for performance review and development

#### **Personal and Interpersonal**

12. How to communicate clearly and effectively with the range of people involved
13. How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity
14. Lines and methods of communication/reporting in the workplace
15. Roles, responsibilities and limits of authority of self, others and other agencies in the workplace
16. How to maintain your own performance standards including health and physical fitness
17. How to make positive contributions to effective teamwork
18. How to promote a culture that positively supports organisational policies on equality and fairness
19. Role requirements and expected standards of performance
20. The situations, behaviour and interactions between people that may cause conflict and how to minimise conflict and the disruption at work
21. The importance of challenging unacceptable behaviour
22. How to set objectives
23. How to identify your own development needs and take action to address these

## PERSONAL DEVELOPMENT RECORD

### FF3. Save and preserve endangered life Unit Summary

#### What is the unit about?

This unit is about you working as a team member to search for life and rescue people during fires and other incidents. The unit may cover working as an individual but will usually involve being part of a team to provide treatment to casualties.

#### Conducting a search for life

This covers your ability to search safely for life using the range of personal protective and rescue equipment available to you. **Examples** of situations could include within:

- o a structure
- o compartment(s)
- o transport vehicle
- o open spaces

#### Rescuing life involved in incidents

This covers your ability to rescue life (human or animal) safely using the range of personal protective and rescue equipment available to you. **Examples** of situations could include:

- o fire
- o collapsed or dangerous structures
- o hazardous substances
- o result of adverse weather conditions
- o persons trapped in wreckage
- o animal rescue

Providing treatment to casualties including Basic life support and casualty handling

This covers your ability to treat casualties, using the range of treatment and equipment available to you, within its capabilities and within your agreed level of authority, responsibility and expertise. **Examples** could include:

- o within an incident environment
- o approach by a casualty at an incident
- o removed from an incident

Supporting people involved in an operational incident

This covers your ability to provide both physical and emotional support to people directly and indirectly involved in an operational incident. This will include:

- reassuring and comforting people,
- maintaining security at the scene of an incident and
- protecting their privacy and dignity
- liaising with other agencies

#### Who is the unit for?

The unit is recommended for fire-fighters.

## PERSONAL DEVELOPMENT RECORD

### FF3. Save and preserve endangered life

#### Outcomes of effective performance

*You must be able to do the following:*

#### **Conducting a search for life**

- a) Confirm what you have to do with the relevant people and keep them updated on progress
- b) Make best use of your equipment, safely and within its limitations, to carry out the search and deal with known and anticipated risks
- c) Conduct the search within your designated area
- d) When searching, take account of all factors that influence the end results

#### **Rescuing life involved in incidents**

- e) Administer aid to minimise further injury and suffering
- f) Make best use of your equipment, safely and within its limitations, to carry out the rescue
- g) Help to take casualties to a place of safety
- h) When deceased are located, report to the relevant people and ensure the remains are protected from further harm

#### **Providing treatment to casualties**

- i) Prioritise casualties according to their signs and symptoms
- j) Give treatment to support the stabilisation of casualties' condition
- k) Make best use of your equipment, safely and within its limitations, to provide treatment
- l) Monitor casualties' condition until appropriate agencies take over
- m) Reassure casualties in a calm and considerate way
- n) Give clear information to relevant people on your actions and any treatment casualties have received

#### **Supporting people involved in an operational incident**

- o) Support people in a controlled, considerate and compassionate way
- p) Restrict other people's view of the incident where necessary
- q) Report anything which may adversely affect people's safety to the relevant person

#### **In general**

- r) Operate safely within your agreed level of authority and responsibility
- s) Use and adhere to ongoing risk assessment to minimise risk to yourself and others
- t) Inform relevant people about factors involving the safety of others

## PERSONAL DEVELOPMENT RECORD

### **FF3. Save and preserve endangered life**

#### **Outcomes of effective performance**

*You must be able to do the following:*

u) Communicate with people and agencies in a way that is:

- supportive
- constructive
- positive
- timely

v) Complete records and make sure they are in the agreed format, accurate, legible and available to authorised people.

## PERSONAL DEVELOPMENT RECORD

### FF3. Save and preserve endangered life

#### Knowledge and understanding

*You need to know and understand the following:*

#### **Health and Safety**

1. Hazards and risks of the workplace affecting people and the environment in relation to search, rescue and casualty care operations
2. How to make and apply decisions based on the assessment of risk in the case of search, rescue and casualty care operations
3. How to apply practices that maximise the health, safety and welfare of yourself and others during search, rescue and casualty operations

#### **Organisational**

4. Fire Service or other legislation relevant to carrying out search, rescue and casualty care
5. Record systems specific to your role and their use
6. Sources and availability of information

#### **Personal and Interpersonal**

7. How to communicate clearly and effectively with the range of people involved in search, rescue and casualty care
8. How to treat colleagues and members of the public with respect and consideration, taking account of and accepting diversity
9. How to recognise and support distressed people
10. Lines and methods of communication/reporting during search, rescue and casualty care
11. Roles, responsibilities and limits of authority of yourself, others and other agencies during the course of search, rescue and casualty care operations

#### **Technical**

12. Capabilities and limitations of personal protective and operational equipment used during search, rescue and casualty care
13. How to select and use appropriate personal protective and operational equipment during search, rescue and casualty care
14. Roles and responsibilities within the incident command system
15. The types of evidence and its importance
16. How to identify and preserve evidence including fatalities
17. Relevant search procedures
18. Relevant rescue procedures
19. How to prioritise casualties
20. How and when to provide immediate medical care
21. Appropriate casualty handling techniques
22. Protocols to determine the status and removal of the deceased

## PERSONAL DEVELOPMENT RECORD

### FF4. Resolve fire and rescue operational incidents Unit Summary

#### What is the unit about?

This unit is about resolving a range of operational incidents in a fire and rescue context. It covers:

#### Controlling and extinguishing fires

This is about your ability to work as a team member to respond to emergencies involving all types of fire, tackled by single and multiple crews. You will be required to use the range of personal protective equipment available to you and safely operate appropriate equipment to:

- o access, control and/or extinguish fires
- o minimise damage to property and the environment from the effects of fire and its extinguishment

#### Resolving incidents other than those involving fire or hazardous materials

This covers your ability to work as a team member to respond to emergency rescue, non-emergency or special services. **Examples** could include:

- persons trapped in vehicles, machinery etc
- lock-ins
- lock-outs
- pump-outs
- emergency provision of water
- support to other agencies

#### Supporting people involved in an operational incident

This covers your ability to provide both physical and emotional support to people directly and indirectly involved in an operational incident. This will include:

- reassuring and comforting people
- protecting their privacy and dignity
- maintaining security at the scene of an incident and
- liaising with other agencies

#### Who is the unit for?

The unit is recommended for fire-fighters.

## PERSONAL DEVELOPMENT RECORD

### **FF4. Resolve fire and rescue operational incidents**

#### **Outcomes of effective performance**

*You must be able to do the following:*

#### **Controlling and extinguishing fires**

- a) Confirm what you have to do with the relevant people and keep them updated
- b) Identify the extent, nature and location of the fire and report this to the relevant people as soon as you can
- c) Make best use of your resources, safely and within their limitations, to deal with the fire and its known and anticipated risks

#### **Resolving incidents other than those involving fire or hazardous materials**

- d) Confirm what you have to do with the relevant people and keep them updated
- e) Make best use of your equipment and materials safely and within their limitations to deal with the incident and its known and anticipated risks
- f) Identify the nature of the incident and report this to the relevant people as soon as you can

#### **Supporting people involved in an operational incident**

- g) Support people in a controlled, considerate and compassionate way
- h) Restrict other people's view of the incident where necessary
- i) Report anything which may adversely affect people's safety to the relevant person

#### **In general**

- j) Operate safely within your agreed level of responsibility
- k) Use and adhere to ongoing risk assessment to minimise risk to yourself and others
- l) Communicate with people and agencies in a way that is:
  - supportive
  - constructive
  - positive
  - timely
- m) Preserve evidence to meet the needs of an investigation
- n) Safeguard other people's possessions and property and inform the relevant people
- o) Return equipment and materials to the correct place, make sure they are secure and report any faults or low levels of supplies
- p) Complete records and make sure they are in the agreed format, accurate, legible and available to authorised people

## PERSONAL DEVELOPMENT RECORD

### **FF4. Resolve fire and rescue operational incidents**

#### **Knowledge and understanding**

*You need to know and understand the following:*

#### **Health and Safety**

1. Hazards and risks of the workplace affecting people and the environment in relation to fires and other operational incidents
2. How to make and apply decisions based on the assessment of risk in the case of fires and other operational incidents
3. How to apply practices that maximise the health, safety and welfare of yourself and others during fires and other operational incidents

#### **Organisational**

4. Fire Service or other legislation relevant to fires and other operational incidents
5. Record systems specific to your role and their use
6. Sources and availability of information

#### **Personal and Interpersonal**

7. How to communicate clearly and effectively with the range of people involved during fires and other operational incidents
8. How to treat colleagues and members of the public with respect and consideration, taking account of and accepting diversity
9. How to recognise and support distressed people
10. Lines and methods of communication/reporting during fires and other operational incidents
11. Roles, responsibilities and limits of authority of yourself, others and other agencies during fires and other operational incidents

#### **Technical**

12. Capabilities and limitations of personal protective and operational equipment used in fires and other operational incidents
13. How to select and use personal protective and operational equipment appropriate to the type of fire and operational incident
14. Roles and responsibilities within the incident command system
15. The types of evidence and its importance
16. How to identify and preserve evidence
17. Methods of controlling and extinguishing fires
18. Causes, effects and behaviour of fire
19. The methods employed to gain access, effect entry and maintain egress
20. The importance of limiting damage to property and the environment



# PERSONAL DEVELOPMENT RECORD

## PERSONAL DEVELOPMENT RECORD

### FF5. Protect the environment from the effects of hazardous materials

#### Unit Summary

##### What is the unit about?

This unit is about you working as a team member to respond to emergencies involving hazardous material (i.e. any materials that potentially present a hazard to health or the environment), involving single or multiple crews. You will be required to use appropriate personal protective equipment and operate other appropriate equipment to:

- o minimise damage to the environment from hazardous materials and
- o decontaminate people and property

##### Limiting damage to the environment from hazardous materials

This covers your ability to work as a team member to respond to hazardous material incidents.

##### Decontaminating people and property

This covers your ability to work as a team member to decontaminate people and property involved in hazardous material incidents. Examples could include:

- o people: casualty(ies), fire and rescue and other agencies' staff
- o property: structures, transport, ground space and fire and rescue and
- o other agencies' equipment

##### Supporting people involved in an operational incident

This covers your ability to provide both physical and emotional support to people directly and indirectly involved in a hazardous materials incident. This will include:

- reassuring and comforting people
- protecting their privacy and dignity
- maintaining security at the scene of an incident and
- liaising with other agencies

##### Who is the unit for?

The unit is recommended for fire-fighters.

## PERSONAL DEVELOPMENT RECORD

### **FF5. Protect the environment from the effects of hazardous materials**

#### **Outcomes of effective performance**

*You must be able to do the following:*

#### **Minimising damage to the environment from hazardous materials**

- a) Confirm what you have to do with the relevant people and keep them updated
- b) Make best use of your equipment, safely and within its limitations, to minimise effects of hazardous materials and deal with known and likely risks
- c) Report on the type, location, quantity and physical properties of the hazardous materials to the relevant people as soon as possible
- d) Avoid unnecessary harm to people, property and the environment

#### **Decontaminating people and property**

- e) Confirm what you have to do with the relevant people and keep them updated
- f) Help to set up a decontamination area for people and property
- g) Help to apply chosen decontamination methods for people and property
- h) Make best use of your equipment, safely and within its limitations, to carry out decontamination
- i) Help with the disposal and decontamination of contaminated items and materials

#### **Supporting people involved in an operational incident**

- j) Support people in a controlled, considerate and compassionate way
- k) Restrict other people's view of the incident where necessary
- l) Report anything which may adversely affect people's safety to the relevant person

#### **In general**

- m) Operate safely within your agreed level of responsibility
- n) Use and adhere to ongoing risk assessment to minimise risk to yourself and others
- o) Preserve evidence to meet the needs of an investigation
- p) Safeguard other people's possessions and property and inform the relevant people
- q) Return equipment and materials to the correct place, make sure they are secure and report any faults or low levels of supplies

**FF5. Protect the environment from the effects of hazardous materials**

**Knowledge and understanding**

*You need to know and understand the following:*

**Health and Safety**

1. Hazards and risks of the workplace affecting people and the environment in relation to hazardous materials and decontamination
2. How to make and apply decisions based on the assessment of risk in the case of hazardous materials and decontamination
3. How to apply practices that maximise the health, safety and welfare of yourself and others when dealing with hazardous materials and decontamination

**Organisational**

4. Fire Service or other legislation relevant to dealing with hazardous materials and decontamination
5. Record systems specific to your role and their use
6. Sources and availability of information relating to dealing with hazardous materials and decontamination

**Personal and Interpersonal**

7. How to communicate clearly and effectively with the range of people when dealing with hazardous materials and decontamination responses
8. How to treat colleagues and members of the public with respect and consideration, taking account of and accepting diversity
9. How to recognise and support distressed people
10. Lines and methods of communication/reporting when dealing with hazardous materials and decontamination responses
11. Roles, responsibilities and limits of authority of yourself, others and other agencies involved in dealing with hazardous materials and decontamination responses

**Technical**

12. Capabilities and limitations of personal protective and operational equipment used to deal with hazardous materials and decontamination
13. How to select and use personal protective and operational equipment when dealing with hazardous materials and decontamination
14. Roles and responsibilities within the incident command system
15. The types of evidence and its importance
16. How to identify and preserve evidence
17. The importance of limiting damage to property and the environment involved in the release of hazardous materials
18. How to limit damage to property and the environment
19. Methods of control and containment of hazardous materials
20. Decontamination methods and types of decontamination agents

# PERSONAL DEVELOPMENT RECORD

## FF6. Support the effectiveness of operational response

### Unit Summary

#### What is the unit about?

This unit is about ensuring that the information and the resources you use for operational responses are available as required. It covers:

#### Collecting information on risks in your community

This is about your ability to work as an individual or a team member to collect new, or update existing, information on risks in your community. **Examples** could include:

- o sites that contain hazards that need special responses: e.g. chemical, biological and radioactive
- o sites that by their nature need special responses: e.g. hospitals, shipyards, zoos, airports
- o risks that might lead to an incident: e.g. property that is derelict or unoccupied

#### Collecting information on resources in your community

This is about your ability to work as an individual or a team member to collect new, or update existing information on resources in your community. Examples could include:

- o fixed installations
- o bulk storage of fire-fighting media
- o bulk storage of decontamination media
- o storage of fire-fighting equipment
- o water supplies and fire service access

#### Maintaining internal resources

This is about your ability to work as an individual or a team member to test, maintain and commission equipment on or in the following locations:

- o stations, for example, spare fire-fighting and rescue equipment and internal resources
- o fire and rescue vehicles, for example, fire-fighting and rescue equipment and media

#### Who is the unit for?

The unit is recommended for fire-fighters

## PERSONAL DEVELOPMENT RECORD

### FF6. Support the effectiveness of operational response

#### Outcomes of effective performance

*You must be able to do the following:*

#### **Collecting information on risks in your community**

- a) Confirm what you have to do and how you should do it
- b) Avoid risk to yourself and others
- c) Check existing information on known and possible risks to make sure it is accurate
- d) Report any changes or new risks affecting people, property and the environment to relevant people, including process risks

#### **Collecting information on resources in your community**

- e) Confirm what you have to do and how you should do it
- f) Avoid risk to yourself and others
- g) Check existing information on what resources are actually and potentially available
- h) Report any change in available resources to the relevant people
- i) Operate within your agreed level of authority and responsibility and follow the agreed procedures to make sure any defects or deficiencies are put right

#### **Maintaining internal resources**

- j) Confirm what you have to do with the relevant people and keep them updated
- k) Make best use of your equipment, safely and within its limitations, to carry out any maintenance and testing within your role
- l) Conduct routine maintenance identified within the agreed levels of your authority and responsibility
- m) Conduct routine maintenance in areas assessed as fit for purpose
- n) Conduct routine maintenance within agreed schedules so that resources are ready for operational use
- o) Leave the work area clean, tidy and ready for use
- p) Report any shortages of supplies

#### **In general**

- q) Operate safely within your agreed level of authority and responsibility
- r) Complete records and make sure they are in the agreed format, accurate, legible and available to authorised people
- s) Communicate with people in a way that is:
  - o supportive
  - o constructive
  - o positive
  - o timely
- t) Return equipment and materials to the correct place and make sure they are secure

## PERSONAL DEVELOPMENT RECORD

### **FF6. Support the effectiveness of operational response**

#### **Knowledge and understanding**

*You need to know and understand the following:*

##### **Health and Safety**

1. Hazards and risks within your community and their potential to affect people and the environment
2. How to identify risks and apply decisions based on the assessment of risk within your workplace and community
3. How to apply practices that maximise the health, safety and welfare of yourself and others

##### **Organisational**

4. Your organisation's policies, aims and objectives in relation to risks and resources
5. Fire Service or other legislation relevant to risks and resources
6. Record systems specific to your role and their use
7. Sources and availability of information relating to risks and resources
8. How to access, interpret and provide relevant information, including feedback

##### **Personal and Interpersonal**

9. How to communicate clearly and effectively with the range of people involved
10. How to treat colleagues and members of the public with respect and consideration, taking account of and accepting diversity
11. Lines and methods of communication/reporting in your workplace
12. Roles, responsibilities and limits of authority of yourself, others and other agencies in your workplace

##### **Technical**

13. How to interpret information of different types and from a range of sources
14. The causes and effects of hazards in your community
15. Your community, - its people, risks, geography and topography
16. The provision of appropriate safety arrangements and how to access them
17. The capabilities and limitations of personal and operational equipment
18. The availability and access to internal and external resources and support
19. How to test and maintain internal resources within the limitations of your role
20. The requirements for the availability, operational readiness and response of human and physical resources



# PERSONAL DEVELOPMENT RECORD

## PERSONAL DEVELOPMENT RECORD

### **FF7. Support the development of colleagues in fire and rescue**

#### **Unit Summary**

##### **What is the unit about?**

This unit is about helping your colleagues to develop themselves in their job role.

##### **Scope of the Unit**

This unit covers the following types of learning resources:

- o workplace equipment
- o supporting information

##### **Who is the unit for?**

The unit is recommended for fire-fighters and control room staff.

## PERSONAL DEVELOPMENT RECORD

### **FF7. Support the development of colleagues in fire and rescue**

#### **Outcomes of effective performance**

*You must be able to do the following:*

#### **Communicating your skills and knowledge with colleagues**

- a) Confirm with relevant people the skills and knowledge that colleagues need to acquire
- b) Make available the necessary learning resources to your colleagues
- c) Base your information and support on up-to-date operational systems
- d) Provide information and support to your colleagues within your own level of competence
- e) Confirm your colleagues have understood the information and support you have provided
- f) Encourage your colleagues to give feedback to improve your own performance
- g) Return all the learning resources you have used to the correct location
- h) Confirm the results of what you have done to relevant people

#### **Supporting the development of colleagues**

- i) Encourage colleagues to ask for help and support on work-related issues
- j) Provide feedback to colleagues on their performance at appropriate times, and give them support when needed
- k) Promote your organisation's values, ethics and codes of practice to colleagues
- l) Encourage self-development and independent decision making

#### **In General**

- m) Show that you accept and respect the diversity of the people within your organisation with whom you work
- n) Ask relevant people for advice when you have problems that are outside your area of competence or authority
- o) Support and encourage colleagues to ensure the acceptable level of risk is not exceeded
- p) Support effective working relationships with colleagues
- q) Provide support in a manner, level and pace appropriate to your colleagues' needs
- r) Update records in agreed format and make available to authorised people

## PERSONAL DEVELOPMENT RECORD

### **FF7. Support the development of colleagues in fire and rescue**

#### **Knowledge and understanding**

*You need to know and understand the following:*

#### **Health and safety**

1. Hazards and risks of the workplace affecting people and the environment
2. How to safely apply practices that maximise the health, safety and welfare of yourself and others in the workplace
3. How to make and apply decisions based on the assessment of risk

#### **Organisational**

4. How to access relevant information
5. How to interpret and provide relevant information, including feedback

#### **Personal and Interpersonal**

6. How to communicate clearly and effectively with the range of people involved
7. How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity
8. How to present information to individuals and groups
9. Lines and methods of communication/reporting in the workplace
10. Roles, responsibilities and limits of authority of self, others and other agencies in the workplace
11. How to select and use feedback techniques
12. How to involve and motivate people
13. The impact of providing incorrect or inappropriate information
14. Methods of providing support and development to others
15. Role requirements and expected standards of performance
16. How to recognise achievements and acknowledge success

#### **Training and Development**

17. How to identify when a colleague needs training support
18. How to facilitate learning
19. How to assess own performance against agreed standards

# PERSONAL DEVELOPMENT RECORD

## PERSONAL DEVELOPMENT RECORD

### **FF8. Contribute to fire safety solutions to minimise risks to your community**

#### **Unit Summary**

##### **What is the unit about?**

This unit is about undertaking an inspection of premises within your area of responsibility. It covers:

##### **Inspecting premises to minimise risks to people, property and the environment**

This is about your ability to work within your competence and authority as individual or in a team inspecting premises to set criteria.

##### **Reporting on issues arising at inspection**

This is about your ability to work within your competence and authority as an individual or in a team to report on an inspection with regard to:

- o A satisfactory outcome or
- o Problems relating to an inspection.

##### **Examples** of the latter could include:

- o Changes to the premises in terms of ownership, use, and storage
- o Failure to comply with requirements
- o Changes that conflict with the requirements for use
- o Conditions/situations that are the responsibility of another authority e.g. occupier being at risk due to age or infirmity, storage of goods/resources that are subject to control by another body, threats by occupiers/owners to self or others

##### **Who is the unit for?**

The unit is recommended for fire-fighters

## PERSONAL DEVELOPMENT RECORD

### **FF8. Contribute to fire safety solutions to minimise risks to your community**

#### **Outcomes of effective performance**

*You must be able to do the following:*

#### **Inspecting premises to minimise risks to people, property and the environment**

- a) Confirm that you have the competence and authority to carry out the type and scope of inspection
- b) Prepare your inspection plan based on all available information
- c) Confirm the date, time and detail of the inspection with relevant people
- d) Relate to people in a way that promotes:
  - o goodwill
  - o understanding
  - o co-operation
  - o the image of yourself and your service
- e) Minimise and, where possible, deal with any risks presented by the occupier or by the conditions within the premises
- f) Communicate with people within the limits of your authority and avoid giving confidential information to unauthorised people

#### **Reporting on issues arising at inspection**

- g) Confirm your inspection findings with relevant people
- h) Promptly refer any matters beyond your level of competence to relevant people
- i) Report what you have done and any further action that needs to be taken within timescales for completion
- j) Follow up on action that needs to be taken within agreed timescales and report any inadequate response or non-compliance to the relevant people
- k) Report any risks outside the scope of your inspection to relevant people with a degree of urgency appropriate to the situation
- l) Complete records and make sure they are:
  - o in the agreed format
  - o accurate
  - o legible
  - o available to authorised people

## PERSONAL DEVELOPMENT RECORD

### **FF8. Contribute to fire safety solutions to minimise risks to your community**

#### **Knowledge and understanding**

*You need to know and understand the following:*

#### **Health and Safety**

1. Hazards and risks of the workplace affecting people and the environment when carrying out inspections
2. How to make and apply decisions based on the assessment of risk in relation to the premise and your inspection
3. How to apply practices that maximise the health, safety and welfare of yourself and others when carrying out inspections

#### **Organisational**

4. The range of external regulations and requirements relevant to inspections that impact on your work
5. How to plan and prioritise work, including time management
6. Legislation, policy and procedures relating to inspections and determining solutions
7. Sources and availability of information needed for inspections
8. The methods and principles of writing inspection reports
9. Record systems relevant to inspections specific to your role and how to use them

#### **Personal and Interpersonal**

10. How to communicate clearly and effectively with the range of people involved in inspections
11. How to treat colleagues and members of the public with respect and consideration, taking account of and accepting diversity
12. Lines and methods of communication/reporting in your organisation
13. Roles, responsibilities and limits of authority of yourself, others and other agencies in relation to inspections

#### **Technical**

14. How to interpret information of different types and from a range of sources relating to inspections
15. Building construction and design principles, including the role of active and passive fire protection systems
16. The causes, effects and behaviour of fire
17. The importance of maintaining means of escape
18. The storage of resources and hazardous materials in premises
19. How to identify and provide appropriate safety advice



# PERSONAL DEVELOPMENT RECORD

## PERSONAL DEVELOPMENT RECORD

### FF9. Drive, manoeuvre and re-deploy fire and rescue vehicles

#### Unit Summary

##### What is the unit about?

This unit is about driving a fire and rescue vehicle safely to and from an incident – for example, a fire – following the most effective route. The unit also covers siting the vehicle safely and securely at incidents and then taking the vehicle to its next required position.

##### Scope of the Unit

This unit covers the following types of incidents:

- o any requiring an emergency response
- o any requiring the relocation of resources

and the following types of regulations and guidelines:

- o Road Traffic Law
- o Civil Law (Duty of Care)
- o Health and Safety Law
- o Highway Code
- o Legal Exemptions
- o 'Roadcraft'

##### Who is the unit for?

The unit is recommended for fire-fighters and control room staff.

## PERSONAL DEVELOPMENT RECORD

### **FF9. Drive, manoeuvre and redeploy fire and rescue vehicles**

#### **Outcomes of effective performance**

*You must be able to do the following:*

#### **Driving vehicles to incidents**

- a) Check the vehicle to make sure it is ready for an emergency response
- b) Plan your route, taking account of the nature of the incident and local conditions
- c) Make the journey in the shortest time whilst minimising risks to life, property and the environment
- d) Comply with all relevant regulations and guidelines
- e) Treat colleagues and members of the public in a way that promotes a positive image of yourself and your organisation
- f) Drive the vehicle safely within its capabilities and your own limitations
- g) Use warning devices only when they are appropriate to the situation
- h) Continuously assess driving conditions and modify your driving to minimise risk to yourself, colleagues and members of the public

#### **Manoeuvring, siting and redeploying vehicles**

- i) Manoeuvre and site the vehicle in the best position whilst avoiding undue risk to the vehicle, yourself and others
- j) Make sure that the siting and positioning of the vehicle does not interfere with access and operations
- k) Disengage any unnecessary systems and devices, taking account of the needs of the situation, local conditions and the security of the vehicle
- l) Manoeuvre the vehicle on departure in accordance with local traffic management schemes, regulations and requirements
- m) Make sure you and the vehicle are ready for the next operation on completion of incident duties

#### **In General**

- n) Communicate with people in a way that encourages understanding, goodwill, and co-operation and promotes a positive image of yourself and your organisation
- o) Report any vehicle damage, defects and deficiencies to the relevant person within specified timescales
- p) Make sure your records are in the agreed format, accurate, complete, legible and available to authorised users

## PERSONAL DEVELOPMENT RECORD

### FF9. Drive, manoeuvre and redeploy fire and rescue vehicles

#### Knowledge and understanding

*You need to know and understand the following:*

#### **Health and safety**

1. Hazards and risks of the workplace affecting people and the environment
2. How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace
3. How to make and apply decisions based on the assessment of risk

#### **Organisational**

4. Relevant fire, rescue and other legislation
5. Record systems and their uses

#### **Personal and Interpersonal**

6. How to communicate clearly and effectively with the range of people involved
7. How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity
8. Lines and methods of communication/reporting in the workplace
9. Roles, responsibilities and limits of authority of self, others and other agencies in the workplace

#### **Technical**

10. Dimensions, weight limits and capabilities of fire and rescue vehicles
11. How and when to apply exemptions from the Road Traffic Act
12. How and when to use vehicle warning devices and systems
13. The requirements for availability and operational readiness of resources
14. How to apply defensive driving techniques when driving to incidents
15. How to report accidents, damage and defects involving fire and rescue vehicles
16. How to ensure that equipment is securely stowed
17. How to undertake routine maintenance of vehicles
18. The capabilities and limitations of operational equipment
19. How to site and operate appliances

**PERSONAL DEVELOPMENT RECORD**

## Driver Development Module

### Summary

This module is designed to help firefighters develop and apply driving skills; knowledge and understanding to enable them drive safely during the development period leading up to their attendance on an Emergency Fire Appliance Driving (EFAD) course. As part of this module, watch managers (assessors) will carry out continuous assessment of firefighters' driving to prepare them for their EFAD course. This module will provide fire fighters with the skill to make risk assessments in a range of driving situations. It will also identify the importance of the care and maintenance of vehicles/appliances and associated equipment in minimising risk. This module applies to firefighters on development programmes and competent firefighters preparing for their EFAD course/assessment.

This module will be effective from 24 November 2008. It will take account of the development of those candidates who may already have partially met the requirements of the module. For such candidates, the driving events requirement will be assessed on a case by case basis.

# PERSONAL DEVELOPMENT RECORD

## Contents

1. Introduction
2. Importance of the driver development module
3. Assessment
4. Key assessment areas
5. Practical exercises
6. Conducting assessment
7. Competent fire fighters
8. Station manager confirmation
9. Forms
10. Documents to take when attending an EFAD course

# PERSONAL DEVELOPMENT RECORD

## Driver Development Module

### 1. Introduction

The aims of the driver development module are to enable firefighters to:

- Apply, embed and develop in the workplace the knowledge and skills gained from both their LGV course and EFAD induction course.
- Expand their driving skills by developing experience through regular practice of various driving situations.
- Develop their knowledge of emergency response driving topics in preparation for their EFAD course.

The module will form the foundation for the pre-EFAD development and continuous assessment of firefighter drivers against the driving standards outlined in Unit FF9 (drive, manoeuvre and re-deploy fire service vehicles) of the firefighter role map. Furthermore, it reflects some of the key national standards and competences expected of emergency response drivers.

### 2. Importance of the driver development module

The driver development module is an integral part of the development programme for fire fighters and must be completed in addition to unit FF9 of the fire fighter role map. When a fire fighter successfully completes this module they will be deemed proficient to drive appliances. Fire fighters are competent when they complete the full requirements of both the driver development module, unit FF9 (drive, manoeuvre and redeploy fire service vehicles) and demonstrate that they are able to apply all their learning and skills in different contexts, for example driving at night or during inclement weather. This will include putting into practice, over time, their further learning and development from the EFAD course.

### 3. Required driving experience

During the module a firefighter should be given the opportunity to complete two driving 'events' per tour of duty. A driving event comprises of a distinct period where a firefighter is at the wheel of a fire appliance. For example, driving to and from an outside duty would constitute two events, whereas a manoeuvring session in the station yard would constitute only one event.

Watch managers should note that Strategic Resource is not to be used to create opportunities for firefighters to meet this requirement. All driving events must be undertaken during front-line activities.

Firefighters should record their driving events completed during a calendar month on a driving activity log sheet. On each sheet they should enter their name, pay number, station and watch. In addition, they should enter the month being recorded and their rolling total of driving events from any previous log sheet. One entry should be made for each duty shift during which a firefighter drove, indicating which driving activities were undertaken using the appropriate activity codes listed on the log sheet. Where a firefighter has driven on a number of occasions during a duty shift the cumulative total of all those activities should be recorded in the single entry.



## PERSONAL DEVELOPMENT RECORD

A firefighter should present their current log sheets to their watch manager on each occasion an assessment is programmed. All log sheets together with all feedback and action plan forms completed by an assessor should be handed to the Driving School trainer when a firefighter attends the EFAD course. This will confirm that the firefighter has achieved the minimum level of development, and identify development areas that can be addressed during the course.

### 4. Assessment

Formal assessment against the standards will be conducted by watch managers who are the authorised assessors for the assessment of firefighter competence against the role map standards. Periodic ongoing assessment should be planned and discussed with the candidate and integrated into their development at station. This will help firefighters to be fully prepared for the final stage of their formal driver training programme. Assessments should be planned with sufficient regularity to ensure that a firefighter is achieving at least the minimum driving events required.

Adopting this approach will support the development of firefighters by:

- Continuously assessing their level of skill, knowledge and understanding relevant to driving requirements.
- Identifying knowledge and development gaps.
- Agreeing appropriate action plans to address identified gaps.

### 5. Key assessment areas

The assessment is based on three key areas which covers the skills, knowledge and understanding necessary for the candidate to attain proficiency. They are:

- Demonstrating safe driving.
- Demonstrating the correct driver attitude.
- Appliance driver knowledge.

Assessors will be expected to ensure firefighters are given sufficient opportunity to drive to help them embed the required skills and achieve the required number of driving events. When assessing candidates, assessors should also consider how well they are able to apply their knowledge and understanding in practice. The main areas of practical driving and knowledge that should be assessed are:

- Reversing, manoeuvring and positioning vehicles both at the station and on public roads.
- Driving at night.
- Driving in heavy traffic.
- Driving during inclement weather and reduced visibility.
- Driving on different classes of roads; including motorways wherever possible.
- Understanding vehicle accident reporting procedures.
- Carrying out daily and weekly vehicle checks.
- Transmitting radio messages (included here as it is no longer included during phase 1 training).

## PERSONAL DEVELOPMENT RECORD

In respect of the last two activities above, when a firefighter has demonstrated competence in either or both activities to the satisfaction of the assessor, the assessor should sign the relevant box on the current driving activity log sheet.

### 6. Conducting assessments

Assessors will be provided with a bank of questions covering Brigade policies and procedures relating to pumping appliances that all drivers should be conversant with. They will also be provided with a list of model answers that should not be shown to firefighters. Firefighters will be aware of the list of questions to enable them to target their study.

At the initial planning meeting firefighters should be told about their driving targets and the subject areas they will be expected to demonstrate knowledge and understanding in. During the period of this module they will be expected to cover all subject areas at a rate of one per assessment interval. Their first subject area should be identified to allow them to prepare for the question and answer session during their next assessment. Staff can obtain relevant information from:

- The bank of questions.
- Operational Notes.
- Policies & Procedural guidance.
- And any other source to which they are directed by their assessor or the Driver Training Team.

During subsequent assessments, assessors should choose an appropriate number of questions from the question bank relating to the subject area a firefighter had been asked to study. Assessors should note both the section and question numbers on the feedback and action plan form which is in the firefighters Personal Development Record (PDR). The form should give an indication of the quality of a candidate's answer, the feedback given and any further action required. Over the period of their development candidates will be expected to demonstrate knowledge and understanding of all the sections of the question bank.

Assessors should use and complete the feedback and action plan form each time they carry out an assessment of a fire-fighter's performance. The date of the assessment as well as any comments and action plan should be noted on the form. Assessors should ensure that firefighters have completed the required number of hours of driving practice for the period by inspecting their log sheets and annotate the fire-fighter's driving activity log appropriately.

Assessors should plan and integrate driving practice and assessments into the firefighter's development at station. They should tell the candidates what the area of practical activity will be and ask them to record each practice session on their activity log. They should also note any observations of candidate performance and development areas on the feedback form. Identified development areas must be supported by an action plan.

## PERSONAL DEVELOPMENT RECORD

### 7. Competent fire fighters

Competent firefighters preparing for their EFAD course/assessment will also be required to complete a driver activity log sheet. Given the shorter period between the LGV course and EFAD course for these staff, watch managers should consider the need to give them more opportunities to drive than the normal two events per tour of duty. This should enable them to complete the broad range of activities identified on the log sheet. They will be given a question bank by the Driver Training Team for self-guided learning to prepare them for their EFAD assessment.

### 8. Station manager confirmation

Station managers are required to sign the driving activity log sheet to confirm that all the required driving events have been completed. Station managers will have various ways of verifying this information including from the station log book, incident register and activity log sheets.

### 9. Forms

Assessors and firefighters will be required to regularly complete two forms during this module (see paragraphs five and six).

Every time a firefighter completes a relevant driving activity they should record that event on their current driving activity log sheet.

When a firefighter has demonstrated an acceptable level of competence in performing vehicle checks the assessor should confirm this by signing the appropriate part of the fire-fighter's current log sheet.

When a firefighter has demonstrated an acceptable level of competence in transmitting radio messages from incidents the assessor should confirm this by signing the appropriate part of the fire-fighter's current log sheet.

A driver feedback and action plan form should be completed by the assessor after every assessment session they complete with a firefighter.

### 10. Documents to take when attending an EFAD course

The driver/candidate is required to take their driving log sheets and feedback and action plan sheets for the driver development module with them when attending the EFAD course as the trainer will need to see it on the first day of the course. The trainer will use these to assess drivers' skills and knowledge and the level of input that the driver will require. Firefighters will not be booked on a course unless the required events have been completed.



PERSONAL DEVELOPMENT RECORD

**PERSONAL DEVELOPMENT RECORD**

**DEVELOPMENT & ASSESSMENT AGREEMENT**

1	Candidate	
2	Assessor	
3	Moderator	
4	Independent Quality Assurer	
5	Learning Support Advisor	
6	Skills Sector	

Please indicate the following areas have been discussed in detail

- Role of the above 1 – 6
- Assessment, Development & Quality Assurance policy 
  - Two phases
  - Quality Assurance
- Assessment, Development & Quality Assurance guidance
- Templates (in detail) / Computer system (ePDR)
- Hotwire Link (My Employment>Assessment & Development)
- Legal requirement / Contractual requirement / Probation (policy note 480)

Tick when completed

Role Map Units are:

- FF1. Inform and educate your community to improve awareness of fire and rescue safety matters
- FF2. Take responsibility for effective performance in fire and rescue
- FF3. Save and preserve endangered life
- FF4. Resolve fire and rescue operational incidents
- FF5. Protect the environment from the effects of hazardous materials
- FF6. Support the effectiveness of operational response
- FF7. Support the development of colleagues in fire and rescue
- FF8. Contribute to fire safety solutions to minimise risks to your community
- FF9. Drive, manoeuvre and re-deploy fire and rescue vehicles

Performance Criteria and Knowledge & Understanding will need to be confirmed and demonstrated in each unit

## PERSONAL DEVELOPMENT RECORD

### INDIVIDUAL NEEDS

Discuss, annotate and arrange any reasonable adjustments, learning support or reasonable individual needs for the candidate

Consider Mentor, appropriate support

Any related skills / qualifications (IT, training, teaching, driving, etc..?)

## PERSONAL DEVELOPMENT RECORD

Discussion of potential recognised prior learning (RPL) against units. Candidate to produce evidence via template for assessment if appropriate and should be added to initial action plan

Comments

Assessor:

Candidate:



## PERSONAL DEVELOPMENT RECORD

### INITIAL ACTION PLAN

This initial action plan should direct the candidate to the initial tasks, activities & learning in a structured format to address individual needs in risk critical areas. Firefighters directed units FF1, FF2 & FF6 in line with probation procedure

Development:

Assessment (if appropriate):

Frequency of preplanned Development & Assessment review meetings (i.e. monthly)

Frequency of meetings	
Next progress meeting date confirmed	

Candidate's signature	Signature	Name	Date
Assessor's signature	Signature	Name	Date
Moderator's signature	Signature	Name	Date

**PERSONAL DEVELOPMENT RECORD**

**RECOGNISED PRIOR LEARNING**

Candidate name

Pay number

Base post

Watch/duty

Assessor name

Moderator name

Unit	Element	Which experience matches the requirements of this unit/element and how? What did you do?	Type of evidence	Date of learning?	Where did the learning occur
WM5	WM5.4	A1 Assessor Award <i>Example</i>	Portfolio assessed and verified by Development & Quality Consultancy	12 <sup>th</sup> September 2006	G23 Hillingdon W/W

## PERSONAL DEVELOPMENT RECORD

Action plan	
Action plan completed	
Date	

Assessor's Comments	
---------------------	--

Candidate's signature	Signature	Name	Date
Assessor's signature	Signature	Name	Date
Moderator's signature	Signature	Name	Date

PERSONAL DEVELOPMENT RECORD

PERSONAL DEVELOPMENT LOG

Name	Log No.
------	---------

Date	What did I do? (details of the activity performed)	NOS

## PERSONAL DEVELOPMENT RECORD

Candidate Reflection  
(What did I do well, What could I do better)

Informal Feedback

Candidate's signature	Signature	Name	Date
Assessor's signature	Signature	Name	Date
Moderator's signature	Signature	Name	Date



# PERSONAL DEVELOPMENT RECORD

**PERSONAL DEVELOPMENT RECORD**

**FORMAL ASSESSMENT ACTIVITY**

No.
-----

Date	
Candidate name	
Assessor name	

  
Obs

  
QA

  
PD

  
WT

  
Other

ASSESSMENT PLAN

Location	
Activity	
Area to be assessed	
Who	
What	
When	
Resources	
How	

Candidate's signature	Signature	Name	Date
Assessor's signature	Signature	Name	Date



**PERSONAL DEVELOPMENT RECORD**

Moderator's signature	Signature	Name	Date
Observations / Professional Discussion			

## PERSONAL DEVELOPMENT RECORD

### DECISION

From the above activity the following performance criteria and knowledge & understanding have been met (see progress matrix)

### Feedback

(Note to Assessor: Go to Review Meeting)

# PERSONAL DEVELOPMENT RECORD

**PERSONAL DEVELOPMENT RECORD**

**PROGRESS MATRIX**

Candidate name

Assessor name

Unit number

Moderator name

	Performance criteria																					
Assessment Activity 1	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v
Assessment Activity 2	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v
Assessment Activity 3	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v
Assessment Activity 4	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v

	Knowledge & Understanding																						
Assessment Activity 1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Assessment Activity 2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Assessment Activity 3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Assessment Activity 4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

Competency has been demonstrated in all PCs. Knowledge & Understanding has been confirmed in all areas of unit [     ]. The audit trail is robust and the assessment activities outlined show how competence was demonstrated.

Candidate's signature	Signature	Name	Date
Assessor's signature	Signature	Name	Date
Moderator's signature	Signature	Name	Date

## PERSONAL DEVELOPMENT RECORD

**PERSONAL DEVELOPMENT RECORD**

**1 CONFIRMATION OF COMPETENCE**

<b>Candidate's name</b>	
<b>Pay number</b>	
<b>Development programme title</b>	
<b>Posting</b>	
<b>Date of posting</b>	

<b>Candidate's signature</b>		<b>Date Of signature</b>	
------------------------------	--	--------------------------	--

**TO BE COMPLETED BY THE ASSESSOR**

I confirm that:

- all evidence provided by the candidate is sufficient, current, valid, authentic and reliable
- the candidate has met all identified development needs and the evidence requirements
- the candidate has no pending or outstanding award/warning/appeal in relation to the Authority's Disciplinary Procedures
- the candidate has passed the relevant Assessment and Development Centre, attended and completed all the core training modules relevant to their Development Programme and all action plans arising from the training have been met.

<b>Name</b>	<b>Role</b>	<b>Signature</b>	<b>Date</b>

**Signed original and completed PDR to assessor's line manager**

**TO BE COMPLETED BY THE ASSESSOR'S LINE MANAGER**

I confirm:

- all of the above
- I have verified and also sampled the assessment and confirm it was fair and robust

<b>Name</b>	<b>Role</b>	<b>Signature</b>	<b>Date</b>

Original to be filed in PDR and a copy sent to Career Development, 1<sup>st</sup> Floor, Union Street

PERSONAL DEVELOPMENT RECORD

## Crew Manager Rolemap

This section contains the elements that have been identified as developmental for all individuals. You must provide evidence of competent performance for all the elements in this section. See below for Crew Manager elements:

FF1	Inform and educate your community to improve awareness of safety matters
FF8	Contribute to fire safety solutions to minimise risks to your community
WM1	Lead the work of teams and individuals to achieve their objectives
WM2	Maintain activities to meet requirements
WM4	Take responsibility for effective performance
WM5	Support the development of teams and individuals
WM6	Investigate and report on events to inform future practice
WM7	Lead and support people to resolve operational incidents



## Crew Manager Rolemap:

<b>Unit FF1</b>	<b>Inform and educate your community to improve awareness of safety matters</b>
Elements	FF1.1 Promote safety matters to inform your community FF1.2 Facilitate learning through demonstration and instruction

<p><b>Scope of this unit</b> As this unit applies across a range of working contexts, the following guidelines apply at element level:</p>
<p><b>Element FF1.1 Promote safety matters to inform your community</b> This element concerns your work in your community, and includes responding to direct requests for safety information, special events or leaflet drops both at your normal workplace and out in the community. You may work unsupervised or as a member of a team at events organised by your own organisation or one within your community</p>
<p><b>Element FF1.2 Facilitate learning through demonstration and instruction</b> This element is about your ability to assist learning and promote understanding of safety matters through demonstration of fire safety, first-aid fire fighting, calling Emergency Services and fire survival methods and awareness raising of the role of the Fire Service in the community. It includes your facilitation of events in both formal and informal activities with the local community.</p>

<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
<b>Information</b>	Pre-published, promotional, approved information on safety matters
<b>Relevant people</b>	May include team members, line managers, colleagues, specialists and people outside your organisation
<b>Organisational objectives</b>	Your organisation's priorities for service delivery, relating to collection of information and provision of advice
<b>Community</b>	The community that you serve, both within and outside your organisation
<b>Records</b>	May include written, computerised, relevant to your work activity
<b>Authorised people</b>	People who have the authorisation of your organisation to access information
<b>Possible improvements</b>	Potential improvements to working practices, systems of work, promotional resources and organisation and individual performance
<b>Risk assessment</b>	Continuous assessment of any hazards and identification of risks prior to, and during your work
<b>Event</b>	Any learning event organised in the workplace or out in the community
<b>Resources</b>	Learning and promotional and materials and equipment
<b>Diversity</b>	Relating to differences in age, gender, sexual orientation, social background, race, religion, status, ethnicity, appearance, work style, physical and mental ability

Unit FF1	<b>Inform and educate your community to improve awareness of safety matters</b>
Element	FF1.1 Promote safety matters to inform your community

**Simulation is not acceptable for this element.**

<p><b>You must ensure that:</b></p> <ul style="list-style-type: none"> <li>a) you confirm any need for any information and the response that you will make with relevant people</li> <li>b) your actions when responding to the identified needs support organisational objectives</li> <li>c) your contact with people is positive, supportive, constructive and timely</li> <li>d) you provide information which is relevant, accurate, within your own limits of authority</li> <li>e) you provide information in a format which meets the needs of your community</li> <li>f) you confirm with relevant people a common understanding for each communication</li> <li>g) when information required is not within your remit you direct enquirer to the relevant person</li> <li>h) your actions to support community safety avoid harm to yourself, others and the environment</li> <li>i) your records are in the agreed format, accurate, complete, legible and accessible to all authorised people</li> <li>j) you report on the suitability, success and possible improvements to promotional activities on completion</li> </ul>	<p><b>You must know and understand:</b></p> <p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ Hazards and risks of the workplace affecting people and the environment</li> <li>▪ How to make and apply decisions based on the assessment of risk</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ National and organisational objectives for Community Safety</li> <li>▪ Sources and availability of information</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of and accepting diversity</li> <li>▪ How to solve problems and make decisions</li> <li>▪ Roles, responsibilities and limits of authority of yourself, others and other agencies</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ How to identify and provide appropriate safety advice</li> <li>▪ Your community and its needs</li> </ul>
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<b>Unit FF1</b>	<b>Inform and educate your community to improve awareness of safety matters</b>
Element	FF1.2 Facilitate learning through demonstration and instruction

**Simulation is not acceptable for this element.**

<p><b>You must ensure that:</b></p> <ul style="list-style-type: none"> <li>a) you apply control measures, based on risk assessment, prior to commencement and during the event</li> <li>b) you resolve any difficulties and risks occurring during the event with the relevant degree of urgency</li> <li>c) your contact with people promotes understanding, goodwill, co-operation and enhances the image of yourself and your organisation</li> <li>d) your aims and objectives for activities meet identified needs and support the goals and objectives of your organisation</li> <li>e) you communicate at a pace, level, manner and with terminology which is suitable for your audience</li> <li>f) you welcome and acknowledge questions and provide appropriate responses</li> <li>g) you report on the suitability, success and possible improvements on completion</li> <li>h) you return and secure resources to their correct location and report defects and deficiencies</li> <li>i) your records are in the agreed format, accurate, complete, legible and accessible to authorised users</li> </ul>	<p><b>You must know and understand:</b></p> <p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ Hazards and risks of the workplace affecting people and the environment</li> <li>▪ How to make and apply decisions based on the assessment of risk</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ National and organisational objectives for Community Safety</li> <li>▪ Sources and availability of information</li> <li>▪ Record systems and their use</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of and accepting diversity</li> <li>▪ Roles, responsibilities and limits of authority of yourself, others and other agencies</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ How to identify and provide appropriate safety advice</li> <li>▪ Your community and its needs</li> </ul> <p><b>Training and Development</b></p> <ul style="list-style-type: none"> <li>▪ How to facilitate learning</li> <li>▪ How to evaluate learning events</li> </ul>
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<b>Element title:</b>	<b>FF1.1</b> Inform and educate your community to improve awareness of fire and rescue safety matters. <b>FF1.2</b> Facilitate learning through demonstration and instruction			
	<b>Knowledge and understanding for this unit</b>	<b>FF 1.1</b>	<b>FF 1.2</b>	<b>Assessors Act</b>
<b>1</b>	Hazards and risks of the workplace affecting people and the environment	•	•	
<b>2</b>	How to make and apply decisions based on the assessment of risk	•	•	
<b>3</b>	How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace	•	•	
<b>4</b>	National and organisational objectives for Community Safety.	•	•	
<b>5</b>	Sources and availability of information.	•	•	
<b>6</b>	Record keeping systems and their use.		•	
<b>7</b>	How to communicate clearly and effectively with the range of people involved.	•	•	
<b>8</b>	How to treat colleagues and members of the public with respect and consideration, taking account of and accepting diversity.	•	•	
<b>9</b>	How to solve problems and make decisions.	•		
<b>10</b>	Roles, responsibilities and limits of authority of yourself, others and other agencies.	•	•	
<b>11</b>	How to identify and provide appropriate safety advice.	•	•	
<b>12</b>	Your community and its needs.	•	•	
<b>13</b>	How to facilitate learning.		•	
<b>14</b>	How to evaluate learning events.		•	

PERSONAL DEVELOPMENT RECORD

<b>Unit FF8</b>	<b>Contribute to fire safety solutions to minimise risks to your community</b>
Elements	FF8.1 Inspect premises to minimise risks to people, property and the environment FF8.2 Report on issues arising from an inspection

**Scope of this unit**

As this unit applies across a range of working contexts, the following guidelines apply at element level:

**Element FF8.1 Inspect premises to minimise risks to people, property and the environment**

This element is about your ability to conduct Fire Safety inspections, both individually and with team members. This will include confirming arrangements with contacts and conducting the inspection to set criteria.

**Element FF8.2 Report on issues arising at inspection**

This element concerns your ability to prepare and produce written and verbal reports on Fire Safety inspections. Your reports will be in the agreed format and produced to specified deadline.

**Key words and concepts**

These definitions are provided to explain how key words and concepts are used in this unit

<b>Inspection</b>	Fire safety, within your community, audit
<b>Inspection plan</b>	Plan of activity, schedule
<b>Relevant people</b>	May include team members, line managers, colleagues, specialists and people outside your organisation
<b>Records</b>	Written, computerised, relating to your work activity
<b>Report</b>	Inspection report prepared by you or with colleagues

<b>Unit FF8</b>	<b>Contribute to fire safety solutions to minimise risks to your community</b>
Element	FF8.1 Inspect premises to minimise risks to people, property and the environment

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you confirm that the type and scope of inspection is within your competence and authority</p> <p>b) you prepare your inspection plan following a full analysis of all available information</p> <p>c) you confirm the date, time and detail of inspection with the relevant people</p> <p>d) you act to minimise and where possible resolve any risks presented by the occupier, or by conditions within the premises</p> <p>e) you exchange information with people within the limits of your authority and ensure that you do not breach confidentiality</p> <p>f) your contact with people promotes understanding, goodwill, co-operation and enhances the image of yourself and your organisation</p> <p>g) your inspection is completed within the agreed timescale and complies with relevant legislation</p>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ Hazards and risks of the workplace affecting people and the environment</li> <li>▪ How to make and apply decisions based on the assessment or risk</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ The range of external regulations and requirements that impact on your work.</li> <li>▪ How to plan and prioritise work, including time management</li> <li>▪ Legislation, policy and procedures relating to inspections and determining solutions</li> <li>▪ Sources and availability of information</li> <li>▪ Principles of report writing</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting diversity</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ How to interpret information of different types and from a range of sources</li> <li>▪ Building construction and design principles, including the role of active and passive fire protection systems</li> <li>▪ Causes, effects and behaviour of fire</li> </ul> <p>How to identify and provide appropriate safety advice</p>

<b>Unit FF8</b>	<b>Contribute to fire safety solutions to minimise risks to your community</b>
Element	FF8.2 Report on issues arising at inspection

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you confirm outcomes of the inspection with relevant people</p> <p>b) you promptly refer any matters beyond your own level of competence for action by relevant people</p> <p>c) your report confirms action taken and further action required with timescales for completion</p> <p>d) you follow up on action required and report inadequate response or non-compliance to relevant people</p> <p>e) you report any risks outside the scope of your inspection to relevant people with the appropriate degree of urgency</p> <p>f) your records are in the correct format, accurate, complete, legible and available to authorised users</p>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ Hazards and risks of the workplace affecting people and the environment</li> <li>▪ How to make and apply decisions based on the assessment or risk</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>▪ Applicable Fire Service and other legislation</li> <li>▪ How to access, interpret and provide relevant information, including feedback</li> <li>▪ Record systems and their use</li> <li>▪ Organisations' aims, objectives and objectives on safety matters</li> <li>▪ Sources and availability of information</li> <li>▪ Principles of report writing</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting diversity</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> <li>▪ Roles, responsibilities and limits of authority of self, others and other agencies in the workplace</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ How to interpret information of different types from a range of sources</li> <li>▪ How to identify and provide appropriate safety advice</li> <li>▪ Methods and principles of report writing</li> </ul>

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<b>Element title:</b>		<b>FF8.1</b> Inspect premises to minimise risks to people, property and the environment <b>FF8.2</b> Report on issues arising from an inspection		
	<b>Knowledge and understanding for this unit</b>	<b>FF 8.1</b>	<b>FF 8.2</b>	<b>Assessors Act</b>
<b>1</b>	Hazards and risks of the workplace affecting people and the environment	•	•	
<b>2</b>	How to make and apply decisions based on the assessment or risk	•	•	
<b>3</b>	How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace	•	•	
<b>4</b>	The range of external regulations and requirements that impact on your work	•		
<b>5</b>	How to plan and prioritise work, including time management	•		
<b>6</b>	Legislation, policy and procedures relating to inspections and determining solutions	•		
<b>7</b>	Applicable fire service and other legislation		•	
<b>8</b>	Sources and availability of information	•	•	
<b>3</b>	Principles of report writing	•	•	
<b>10</b>	How to access, interpret and provide relevant information, including feedback		•	
<b>11</b>	Record systems and their use		•	
<b>12</b>	Organisations' aims, objectives and objectives on safety matters		•	
<b>13</b>	How to communicate clearly and effectively with the range of people involved	•	•	
<b>14</b>	How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting diversity	•	•	
<b>15</b>	Lines and methods of communication/reporting in the workplace	•	•	
<b>16</b>	Roles, responsibilities and limits of authority of self, others and other agencies in the workplace		•	
<b>17</b>	How to interpret information of different types and from a range of sources	•	•	
<b>18</b>	Building construction and design principles, including the role of active and passive fire protection systems	•		
<b>19</b>	Causes, effects and behaviour of fire	•		
<b>20</b>	How to identify and provide appropriate safety advice	•	•	
<b>21</b>	Methods and principles of report writing		•	



PERSONAL DEVELOPMENT RECORD

<b>Unit WM1</b>	<b>Lead the work of teams and individuals to achieve their objectives</b>
Elements	WM1.1 Plan the work of teams and individuals WM1.2 Assess the work of teams and individuals WM 1.3 Provide feedback to teams and individuals on their work

<b>Scope of this unit</b> As this unit applies across a range of working contexts, the following guidelines apply at element level:	
<b>Element WM1.1 Plan the work of teams and individuals</b> This element concerns your ability to plan work for your watch on a daily and weekly basis, allocating tasks and duties and setting objectives.	
<b>Element WM1.2 Assess the work of teams and individuals</b> This element concerns your ability to assess individuals and teams against their prescribed standards of performance in their completion of the tasks you have allocated.	
<b>Element WM 1.3 Provide feedback to teams and individuals on their work</b> This element concerns your ability to give feedback proactively and on request to your team and to individuals. It includes your taking opportunities during normal work activity, during debriefs and during performance reviews to provide constructive feedback to improve performance.	

<b>Key words and concepts</b> These definitions are provided to explain how key words and concepts are used in this unit	
<b>Allocating work</b>	Giving teams and individuals responsibility for tasks which should achieve agreed work objectives
<b>Confidentiality</b>	Only providing information to those who are authorised to have it
<b>Feedback on Performance</b>	Information you give to team members on how well they are performing against the objectives which have been agreed
<b>Objectives</b>	Clearly defined results which you need to achieve which are specific, measurable, agreed with others, realistic and time-bound
<b>Organisational Constraints</b>	Your organisation's policies, objectives and level of resources, which limit your freedom to take decisions and action
<b>Plans</b>	Documents or spoken agreements, which describe the work to be carried out, when, by whom, to what standard and with what resources, in order that requirements and objectives can be met
<b>Schedules</b>	Documents showing the work to be done, when and, sometimes, by whom
<b>Team members</b>	People who work with you as part of a functional or project team; team members may report to you either as their line manager or as the manager in charge of a specific project or activity on which they are working

<b>Unit WM1</b>	<b>Lead the work of teams and individuals to achieve their objectives</b>
Element	WM1.1 Plan the work of teams and individuals

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you give opportunities to your team members to contribute to the planning and organisation of their work</p> <p>b) your plans are consistent with your team's objectives</p> <p>c) your plans cover all those personnel whose work you are responsible for</p> <p>d) your plans and schedules are realistic and achievable within organisational constraints</p> <p>e) your plans the way you allocate work take full account of team members' abilities and development needs</p> <p>f) you explain your plans and their work activities to your team members in sufficient detail and at a level and pace appropriate to them</p> <p>g) you confirm your team members' understanding of your plans and their work activities at appropriate times</p> <p>h) you update your plans at regular intervals and take account of individual, team and organisational changes</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ The importance of effective communication when explaining work plans and allocations</li> <li>▪ How to present work plans in a way that gains the support and commitment of those involved</li> </ul> <p><b>Continuous improvement</b></p> <ul style="list-style-type: none"> <li>▪ The importance of regularly reviewing work</li> </ul> <p><b>Involvement and motivation</b></p> <ul style="list-style-type: none"> <li>▪ The importance of providing your team members with the opportunity to contribute to the planning and organisation of their work</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>▪ The types of organisational constraints which influence your planning</li> <li>▪ Legal implications</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▪ The importance of planning work activities to organisational effectiveness and your role and responsibilities in relation to this</li> <li>▪ How to develop realistic and achievable work plans for teams and individuals both in the short and medium term</li> <li>▪ The team's objectives and how your plans succeed in meeting these</li> </ul> <p><b>Working relationships</b></p> <ul style="list-style-type: none"> <li>▪ The difference between someone who is within your line management control and someone for whom you have functional responsibility, and the implications this difference may have for planning work</li> </ul>

<b>Unit WM1</b>	<b>Lead the work of teams and individuals to achieve their objectives</b>
Element	WM1.2 Assess the work of teams and individuals

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<ul style="list-style-type: none"> <li>a) You explain the purpose of assessment clearly To all involved</li> <li>b) You give opportunities to team members to assess their own work</li> <li>c) Your assessment of work takes place at times Most likely to maintain and improve effective Performance</li> <li>d) Your assessments are based on sufficient, Valid and reliable information</li> <li>e) You make your assessments objectively Against clear and agreed criteria</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ The importance of being clear yourself about the purpose of assessment and communicating this effectively to those involved.</li> </ul> <p><b>Continuous improvement</b></p> <ul style="list-style-type: none"> <li>▪ The importance of assessing the ongoing work of teams and individuals and your role and responsibilities in relation to this.</li> </ul> <p><b>Information handling</b></p> <ul style="list-style-type: none"> <li>▪ How to gather and evaluate the information you need to assess the work of teams and individuals.</li> </ul> <p><b>Involvement and motivation</b></p> <ul style="list-style-type: none"> <li>▪ The importance of providing opportunities to your team members to assess their own work and how you can encourage and enable this involvement.</li> </ul> <p><b>Monitoring and evaluation</b></p> <ul style="list-style-type: none"> <li>▪ The range of purposes of work assessment, why work assessment may play a role in an organisation and how they apply to your own situation</li> <li>▪ How to assess the work of teams and individuals, and processes in the workplace which can support such assessment</li> <li>▪ The principles of fair and objective assessment of work and how to ensure this is achieved</li> </ul>

<b>Unit WM1</b>	<b>Lead the work of teams and individuals to achieve their objectives</b>
Element	WM 1.3 Provide feedback to teams and individuals on their work

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) You provide feedback to your team members in a situation and in a form and manner most likely to maintain and improve their performance</p> <p>b) The feedback you give is clear and is based on an objective assessment of your team members work</p> <p>c) your feedback recognises team members' achievements and provides constructive suggestions and encouragement for improving their work</p> <p>d) The way you give feedback shows respect for the individuals involved</p> <p>e) You treat all feedback to individuals and teams Confidentially</p> <p>f) you give opportunities to team members to respond to feedback and recommend how they could improve their work</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ The importance of good communication skills when providing feedback</li> <li>▪ How to provide both positive and negative feedback to team members on their performance</li> <li>▪ How to choose an appropriate time and a place to give feedback to teams and individuals</li> <li>▪ How to provide feedback in a way which encourages your team members to feel that you respect them.</li> </ul> <p><b>Continuous improvement</b></p> <ul style="list-style-type: none"> <li>▪ The importance of providing clear and accurate feedback to your team members on their performance and your role and responsibilities in relation to this.</li> </ul> <p><b>Information handling</b></p> <ul style="list-style-type: none"> <li>▪ The principles of confidentiality when providing feedback - which people should receive which pieces of information.</li> </ul> <p><b>Involvement and motivation</b></p> <ul style="list-style-type: none"> <li>▪ How to motivate team members and gain their commitment by providing feedback</li> <li>▪ The importance of being encouraging when providing feedback to team members and showing respect for those involved</li> <li>▪ Why it is important to provide constructive suggestions on how performance can be improved</li> <li>▪ The importance of giving those involved the opportunity to provide suggestions on how to improve their work</li> </ul>

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<b>Unit title:</b>	<b>WM1:</b> Lead the work of teams and individuals to achieve their objectives				
<b>Element titles:</b>	<b>WM1.1</b> Plan the work of teams and individuals <b>WM1.2</b> Assess the work of teams and individuals <b>WM1.3</b> Provide feedback to teams and individuals on their work				
	<b>Knowledge and understanding for this unit</b>	<b>WM 1.1</b>	<b>WM 1.2</b>	<b>WM 1.3</b>	<b>Assessors Act</b>
1	The importance of effective communication when explaining work plans and allocations.	•			
2	How to present work plans in a way that gains the support and commitment of those involved.	•			
3	The importance of being clear yourself about the purpose of assessment and communicating this effectively to those involved.		•		
4	The importance of good communication skills when providing feedback.			•	
5	How to provide both positive and negative feedback to team members on their performance.			•	
6	How to choose an appropriate time and a place to give feedback to teams and individuals.			•	
7	How to provide feedback in a way which encourages your team members to feel that you respect them.			•	
8	The importance of regularly reviewing work.	•			
9	The importance of assessing the ongoing work of teams and individuals and your role and responsibilities in relation to this.		•		
10	The importance of providing clear and accurate feedback to your team members on their performance and your role and responsibilities in relation to this.			•	
11	The importance of providing your team members with the opportunity to contribute to the planning and organisation of their work.	•			
12	The types of organisational constraints which influence your planning	•			
13	Legal implications	•			
14	The importance of planning work activities to organisational effectiveness and your role and responsibilities in relation to this	•			
15	How to develop realistic and achievable work plans for teams and individuals both in the short and medium term	•			
16	The team's objectives and how your plans succeed in meeting these	•			
17	The difference between someone who is within your line management control and someone for whom you have functional responsibility, and the implications this difference may have for planning work	•			
18	The importance of providing opportunities to your team members to assess their own work and how you can encourage and enable this involvement		•		
19	How to motivate team members and gain their commitment by providing feedback			•	
20	The importance of being encouraging when providing feedback to team members and showing respect for those involved			•	
21	Why it is important to provide constructive suggestions on how performance can be improved			•	
22	The importance of giving those involved the opportunity to provide suggestions on how to improve their work			•	
23	The principles of confidentiality when providing feedback - which people should receive which pieces of information			•	
24	The range of purposes of work assessment, why work assessment may play a role in an organisation and how they apply to your own situation		•		
25	How to assess the work of teams and individuals, and processes in the		•		

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	workplace which can support such assessments				
<b>26</b>	The principles of fair and objective assessments of work and how to ensure this is achieved		•		
<b>27</b>	How to gather and evaluate the information you need to assess the work of teams and individuals		•		

<b>Unit WM2</b>	<b>Maintain activities to meet requirements</b>
Elements	WM2.1 Maintain work activities to meet requirements WM2.2 Maintain healthy, safe and productive working conditions WM2.3 Make recommendations for improvements to work activities

<p><b>Scope of this unit</b> As this unit applies across a range of working contexts, the following guidelines apply at element level:</p> <p><b>Element WM2.1 Maintain work activities to meet requirements</b> This element concerns your ability to manage your day to day work activities to ensure that deadlines and work objectives are consistently met. This includes ensuring that you agree objectives on a daily and weekly basis and monitor progress, resolving any problems which arise.</p> <p><b>Element WM2.2 Maintain healthy, safe and productive working conditions</b> This element concerns your ability to ensure that all health, safety and security measures are consistently maintained in the workplace. It includes ensuring that working conditions conform to your organisations and legal requirements and that breaches in health and safety are resolved and actioned.</p> <p><b>Element WM2.3 Make recommendations for improvements to work activities</b> This element is about your ability to encourage and support suggestions for improvement to working practices, systems and to personal and organisational performance. This includes written and verbal recommendations to relevant people throughout your organisation.</p>
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<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
<b>Activities</b>	Actions, processes, operations or services in the workplace which must be carried out in order to achieve objectives
<b>Corrective action</b>	Altering activities, modifying the use of resources or re-negotiating the allocation of resources in response to deviations from plans
<b>Customer</b>	The person(s), organisation(s) or department(s), either inside or outside your organisation for whom you are providing services or products
<b>Improvements</b>	Changes to work conditions or practices designed to improve efficiency or effectiveness
<b>Monitoring</b>	Keeping a close eye on how resources are being used and comparing this with budgets and other plans
<b>Relevant people</b>	Team members, colleagues working at the same level as yourself, higher-level managers or sponsors, specialists and people outside your organisation
<b>Requirements</b>	The outputs of work agreed with customers, specified in terms of quality, quantity, delivery and health and safety
<b>Team members</b>	People who work with you as part of a functional or project team; team members may report to you either as their line manager or as the manager in charge of a specific project or activity on which they are working
<b>Working conditions</b>	The circumstances in which you and your team work; these include the physical environments, equipment, materials and working procedures

<b>Unit WM2</b>	<b>Maintain activities to meet requirements</b>
Element	WM2.1 Maintain work activities to meet requirements

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you agree requirements with customers in sufficient detail to allow work to be planned</p> <p>b) you explain requirements to relevant people in sufficient detail and at an appropriate level and pace</p> <p>c) you confirm with relevant people their understanding of, and commitment to, meeting requirements</p> <p>d) your monitoring of your team's work takes place at appropriate intervals and complies with your organisation's procedures</p> <p>e) the work under your control normally meets agreed requirements</p> <p>f) when products, services and processes do not meet agreed requirements, you take prompt and effective corrective action</p> <p>g) records relating to work under your control are complete, accurate and in line with your organisation's procedures</p> <p>h) you give opportunities to relevant people to make recommendations for improving work activities</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate effectively with team members, colleagues, line managers and people outside your organisation</li> </ul> <p><b>Customer relations</b></p> <ul style="list-style-type: none"> <li>▪ The importance of a focus on customer requirements and quality issues, and your role and responsibilities in relation to this</li> <li>▪ The differences between internal and external customers</li> <li>▪ How to identify customer requirements to a level of detail sufficient for planning work</li> </ul> <p><b>Involvement and motivation</b></p> <ul style="list-style-type: none"> <li>▪ How to encourage and enable team members, colleagues and line managers to help to improve efficiency</li> </ul> <p><b>Monitoring and evaluation</b></p> <ul style="list-style-type: none"> <li>▪ How to monitor work activities and take corrective action to ensure requirements are being met</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>▪ The records which need to be completed and how this should be done</li> <li>▪ Legal implications</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▪ The principles of planning work activities, setting objectives and priorities to ensure requirements are met efficiently</li> </ul>



<b>Unit WM2</b>	<b>Maintain activities to meet requirements</b>
Element	WM2.2 Maintain healthy, safe and productive working conditions

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you inform relevant people about their legal and organisational responsibilities for maintaining healthy, safe and productive working conditions.</p> <p>b) you give sufficient support to relevant people to ensure they are able to work in a healthy, safe and productive way</p> <p>c) you give opportunities to relevant people to make recommendations for improving working conditions</p> <p>d) working conditions under your control conform to organisational and legal requirements</p> <p>e) working conditions under your control are as conducive to the work activity as possible within organisational constraints</p> <p>f) you respond to breaches in health and safety requirements in ways which are prompt and consistent with organisational and legal requirements</p> <p>g) you make recommendations for improving working conditions clearly and promptly to relevant people</p> <p>h) your records relating to health and safety and working conditions are complete, accurate and comply with organisational and legal requirements</p>	<p><b>Analytical techniques</b></p> <ul style="list-style-type: none"> <li>▪ How to assess current working conditions and identify possible areas for improvement</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate effectively with team members, colleagues, line managers and people outside your organisation</li> </ul> <p><b>Health and safety</b></p> <ul style="list-style-type: none"> <li>▪ The importance of health and safety at work and your role and responsibility in relation to this</li> <li>▪ The organisational and legal requirements for maintaining a healthy, safe and productive work environment</li> <li>▪ The types of support it may be necessary to provide on health and safety issues and how to provide such support</li> <li>▪ How to monitor work conditions to ensure they meet health and safety requirements</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>▪ How to respond to contradictions between health and safety requirements and organisational demands and constraints</li> <li>▪ The procedures to follow in order to recommend improvements in working conditions</li> <li>▪ The records which need to be kept and the organisational and legislative requirements for doing so</li> </ul> <p><b>Workplace organisation</b></p> <ul style="list-style-type: none"> <li>▪ The types of work conditions which are most conducive to productive work</li> </ul>

<b>Unit WM2</b>	<b>Maintain activities to meet requirements</b>
Element	WM2.3 Make recommendations for improvements to work activities

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) You provide opportunities for relevant People to suggest ways of improving Activities</p> <p>b) your recommendations for improvement to activities are based on sufficient, valid and reliable information</p> <p>c) your recommendations for improvement are consistent with the objectives of your team and your organisation</p> <p>d) your recommendations take into account the impact of introducing changes on other parts of your organisation</p> <p>e) You make recommendations promptly to The relevant people</p> <p>f) You present your recommendations in a Manner and form consistent with your Organisation's procedures</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate effectively with team members, colleagues, line managers and people outside your organisation</li> <li>▪ How to present and argue a case for change most effectively</li> </ul> <p><b>Continuous improvement</b></p> <ul style="list-style-type: none"> <li>▪ The importance of continuous improvement in the management of activities and your responsibilities in relation to this</li> </ul> <p><b>Analytical techniques</b></p> <ul style="list-style-type: none"> <li>▪ How to assess current working practices and identify possible areas for improvement</li> <li>▪ How to identify the implications of change for other parts of your organisation</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>▪ The procedures to follow in order to recommend improvements in working practices</li> </ul>

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<b>Element titles:</b>		<b>WM2.1 Maintain work activities to meet requirements WM2.2 Maintain healthy, safe and productive working conditions WM2.3 Make recommendations for improvements to work activities</b>			
	<b>Knowledge and understanding for this unit</b>	<b>WM 2.1</b>	<b>WM 2.2</b>	<b>WM 2.3</b>	<b>Assessors Act</b>
1	How to communicate effectively with team members, colleagues, line managers and people outside your organisation.	•	•	•	
2	How to assess current working practices and identify possible areas for improvement.			•	
3	How to assess current working conditions and identify possible areas for improvement		•		
4	How to identify the implications of change for other parts of your organisation			•	
5	The importance of a focus on customer requirements and quality issues, and your role and responsibilities in relation to this	•			
6	The differences between internal and external customers.	•			
7	How to identify customer requirements to a level of detail sufficient for planning work.	•			
8	How to encourage and enable team members, colleagues and line managers to help to improve efficiency.	•			
9	How to monitor work activities and take corrective action to ensure requirements are being met.	•			
10	The records which need to be completed and how this should be done.	•			
11	Legal implications.	•			
12	How to respond to contradictions between health and safety requirements and organisational demands and constraints.		•		
13	The procedures to follow in order to recommend improvements in working conditions.		•		
14	The records which need to be kept and the organisational and legislative requirements for doing so.		•		
15	The procedures to follow in order to recommend improvements in working practices.			•	
16	The principles of planning work activities, setting objectives and priorities to ensure requirements are met efficiently.	•			
17	The importance of health and safety at work and your role and responsibility in relation to this.		•		
18	The organisational and legal requirements for maintaining a healthy, safe and productive work environment.		•		
19	The types of support it may be necessary to provide on health and safety issues and how to provide such support.		•		
20	How to monitor work conditions to ensure they meet health and safety requirements.		•		
21	The types of work conditions which are most conducive to productive work.		•		
22	The importance of continuous improvement in the management of activities and your responsibilities in relation to this.			•	

PERSONAL DEVELOPMENT RECORD

<b>Unit WM4</b>	<b>Take responsibility for effective performance</b>
Elements	WM4.1 Take responsibility for personal performance WM4.2 Establish and maintain effective working relationships with people WM4.3 Develop your own skills to improve your performance

**Scope of this unit**

As this unit applies across a range of working contexts, the following guidelines apply at element level:

**Element WM4.1 Take responsibility for personal performance**

This element concerns your proactive involvement in taking responsibility for your performance, including Ensuring your own health and fitness for work in line with your organisation's Occupational Health policy.

**Element WM4.2 Establish and maintain effective working relationships with people**

This element concerns your commitment to, and involvement in developing and maintaining effective Working relationships with colleagues, team members, line managers and external contacts.

**Element WM4.3 Develop your own skills to improve your performance**

This element concerns your personal involvement in and commitment to continually improving your Performance through self-assessment and proactive action to resolve your development needs. It includes your involvement in debriefs and performance reviews and use of your Personal Development Record (PDR).

**Key words and concepts**

These definitions are provided to explain how key words and concepts are used in this unit

<b>Authorised users</b>	People who have the authorisation of your organisation to access information
<b>Records</b>	Written and computerised, including your own Personal Development Record (PDR)
<b>Relevant people</b>	May include team members, line managers, colleagues, specialists and people outside of your organisation
<b>Community</b>	The community that you serve, both within and outside of your organisation
<b>Conditions of Employment</b>	As specified in your contract of employment, conditions of service and employment Law
<b>Diversity</b>	Relating to differences in age, gender, sexual orientation, social background, race, religion, status, ethnicity, appearance, work style, physical and mental ability
<b>Hazards</b>	Having the potential to cause harm to people, property, the environment or your organisation
<b>Personal fitness Level</b>	Physical and psychological – as required for your role
<b>Resources</b>	Consumables, cleaning materials and items used personally in the workplace
<b>Development Activities</b>	Activities undertaken by individuals either self-led or led by others, both internal and external

<b>Unit WM4</b>	<b>Take responsibility for effective performance</b>
Element	WM4.1 Take responsibility for personal performance

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) your actions and behaviour avoid threat, harm or damage to people, property, the environment and your organisation</p> <p>b) you monitor your personal fitness level and take action to prevent poor health, fitness and hygiene</p> <p>c) you operate within your agreed level of authority and responsibility</p> <p>d) you report any factors that effect your ability to meet the conditions of your employment and factors that influence personal work performance, to the relevant people at the earliest opportunity</p> <p>e) you make constructive contributions to performance reviews to support continuous improvement</p> <p>f) your records are in the agreed format, accurate, complete, legible and accessible to authorised users</p> <p>g) you proactively monitor your working environment for hazards, and act with relevant urgency to minimise any risks to people, property and the environment.</p> <p>H) you return and secure resources to their correct location and report defects and deficiencies</p> <p>i) your actions do not compromise your availability for operational response</p>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ Hazards and risks of the workplace affecting people and the environment</li> <li>▪ How to make and apply decisions based on the assessment of risk</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Own contractual obligations, rights of employment and limits of authority</li> <li>▪ The range of external regulations and requirements that impact on your work</li> <li>▪ Your organisation's Occupational Health policy and its application in the workplace</li> <li>▪ Records systems and their use</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> <li>▪ Roles, responsibilities and limits of authority of self, others and other agencies in the workplace</li> <li>▪ How to maintain your own performance standards including mental and physical fitness</li> <li>▪ How to make positive contributions to effective teamwork</li> <li>▪ How to plan and prioritise work in response to work demands</li> <li>▪ How to promote a culture that positively supports the organisational policy on equality and fairness</li> <li>▪ Role requirements and expected standards of performance</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ The requirements for availability, operational readiness and response of human and physical resources</li> </ul>

<b>Unit WM4</b>	<b>Take responsibility for effective performance</b>
Element	WM4.2 Establish and maintain effective working relationships with people

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) your behaviour demonstrates that you accept and respect diversity of people within your community</p> <p>b) you act constructively to resolve conflict</p> <p>c) you actively support and promote your organisation's stated values, ethics and codes of practice</p> <p>d) your contact with people is constructive and supportive, promotes co-operation and a positive image of the organisation</p> <p>e) you promote and maintain a safe working environment you respect privacy, confidentiality and generate trust in your contact with others</p>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ Hazards and risks of the workplace affecting people and the environment</li> <li>▪ How to make and apply decisions based on the assessment of risk</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Anti-discrimination and equal opportunities policies and procedures</li> <li>▪ Organisational policies, aims and objectives</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ The situations, behaviour and interactions between people that may cause conflict and the actions needed to minimise disruption at work</li> <li>▪ The importance of challenging unacceptable behaviour</li> </ul>

<b>Unit WM4</b>	<b>Take responsibility for effective performance</b>
Element	WM4.3 Develop your own skills to improve your performance

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you assess your skills, and identify your development needs at appropriate intervals</p> <p>b) your assessment reflects the skills you need to work effectively with other team members</p> <p>c) your plans for developing your skills are consistent with the needs you have identified</p> <p>d) your plans for developing your skills contain specific, measurable and realistic objectives</p> <p>e) you undertake development activities which are consistent with your plans for developing your skills</p> <p>f) you obtain feedback from relevant people and use it to enhance your performance in the future</p> <p>g) you update your plans for developing your skills at appropriate intervals</p> <p>h) your records are in the agreed format, accurate, complete, legible and accessible to authorised users</p>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ Hazards and risks of the workplace affecting people and the environment</li> <li>▪ How to make and apply decisions based on the assessment of risk</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Record systems and their use</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ How to maintain your own performance standards including mental and physical fitness</li> <li>▪ How to set objectives</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ How to recognise/identify, plan and action your own development needs</li> </ul>

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<b>Element titles:</b>		<b>WM4.1</b> Take responsibility for personal performance <b>WM4.2</b> Establish and maintain effective working relationships with people <b>WM4.3</b> Develop your own skills to improve your performance			
	<b>Knowledge and understanding for this unit</b>	<b>WM 4.1</b>	<b>WM 4.2</b>	<b>WM 4.3</b>	<b>Assessors Act</b>
1	Hazards and risks of the workplace affecting people and the environment.	•	•	•	
2	How to make and apply decisions based on the assessment of risk.	•	•	•	
3	How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace.	•	•	•	
4	Own contractual obligations, rights of employment and limits of authority	•			
5	The range of external regulations and requirements that impact on your work.	•			
6	Your organisation's Occupational Health policy and its application in the workplace.	•			
7	Records systems and their use.	•		•	
8	Anti-discrimination and equal opportunities policies and procedures.		•		
9	Organisational policies, aims and objectives.		•		
10	How to communicate clearly and effectively with the range of people involved.	•	•	•	
11	How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity.	•	•	•	
12	Lines and methods of communication/reporting in the workplace.	•			
13	Roles, responsibilities and limits of authority of self, others and other agencies in the workplace.	•			
14	How to maintain your own performance standards including mental and physical fitness.	•		•	
15	How to make positive contributions to effective teamwork.	•			
17	How to plan and prioritise work in response to work demands.	•	•		
18	How to promote a culture that positively supports the organisational policy on equality and fairness.	•		•	
19	Role requirements and expected standards of performance.	•		•	
20	The situations, behaviour and interactions between people that may cause conflict and the actions needed to minimise disruption at work.		•		
21	The importance of challenging unacceptable behaviour.		•		
22	How to maintain your own performance standards including mental and physical fitness.			•	
23	How to set objectives.			•	
24	The requirements for availability, operational readiness and response of human and physical resources.	•			
25	How to recognise/identify, plan and action your own development needs.			•	



PERSONAL DEVELOPMENT RECORD

<b>Unit WM5</b>	<b>Support the development of teams and individuals</b>
Elements	WM5.1 Contribute to the identification of development needs WM5.2 Contribute to planning the development of teams and individuals WM5.3 Contribute to development activities WM5.4 Contribute to the assessment of people against development objectives
<b>Scope of this unit</b> As this unit applies across a range of working contexts, the following guidelines apply at element level:	
<p><b>Element WM5.1 Contribute to the identification of development needs</b> This element concerns your ability to take part in the active identification of training and development needs for individuals on your watch and for the watch as a whole. It includes your ability to accurately assess gaps in workplace performance.</p> <p><b>Element WM5.2 Contribute to planning the development of teams and individuals</b> This element concerns your ability to prepare effective and efficient plans to meet identified gaps in Performance for individuals and teams. This will include the individuals on your watch and your watch as a whole.</p> <p><b>Element WM5.3 Contribute to development activities</b> This element concerns your ability to take part in the development of individuals and of your watch as a Whole, including suggestions for ideas and means to meet identified needs. It includes coaching and on job development as well as one to one feedback and support.</p> <p><b>Element WM5.4 Contribute to the assessment of people against development objectives</b> This element concerns your ability to take part in the accurate assessment of improvements in performance resulting from development activities. This will include providing feedback on your evaluation of the effectiveness of training and development activities.</p>	
<b>Key words and concepts</b> These definitions are provided to explain how key words and concepts are used in this unit	
<b>Assessment against Development Objectives</b>	Using various techniques such as tests, observations of performance and discussions to measure team members' current skills, knowledge and performance against the agreed objectives for development
<b>Authorised people</b>	Team members, colleagues working at the same level as yourself, higher-level managers or sponsors, personnel specialists and members of selection teams or boards
<b>Confidentiality</b>	Only providing information to those who are authorised to have it
<b>Development Activities</b>	Any activities undertaken by team members to develop knowledge and skills, such as carrying out work-based projects or assignments, observing expert colleagues at work, reading books and specialist journals, undertaking open learning or computer-based training, attending training courses or conferences
<b>Equal access</b>	Giving every member of your team the same opportunity to be involved in activities or to use resources
<b>Identification of Development needs</b>	Identification of the gap between the demands of team members' jobs (both now and in the foreseeable future) and their current level of performance, knowledge and skills
<b>Individual aspirations</b>	The personal wishes of individual team members to improve their performance at work, their career prospects or their personal circumstances
<b>Objectives</b>	Clearly defined results which you need to achieve which are specific, measurable, agreed with others, realistic and time-bound
<b>Organisational Constraints</b>	Your organisation's policies, objectives and level of resources, which limit your freedom to take decisions and action
<b>Personnel</b>	All people working for your organisation; these may be internal or external workers, permanent or temporary, full-time or part-time, paid or voluntary
<b>Team members</b>	People who work with you as part of a functional or project team; team members may report to you either as their line manager or as the manager in charge of a specific project or activity on which they are working

<b>Unit WM5</b>	<b>Support the development of teams and individuals</b>
Element	WM5.1 Contribute to the identification of development needs

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you give opportunities to team members to help identify their own development needs</p> <p>b) you identify their development needs accurately and use sufficient, reliable and valid information</p> <p>c) the development needs you identify are consistent with team objectives and organisational values</p> <p>d) you present information on development needs to authorised people only, in the required format and to agreed deadlines</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ How to present development needs to people in a way which is likely to influence their decision making positively</li> </ul> <p><b>Continuous improvement</b></p> <ul style="list-style-type: none"> <li>▪ The importance of team development to the continuing effectiveness of your organisation and your role and responsibilities in contributing to this</li> </ul> <p><b>Information handling</b></p> <ul style="list-style-type: none"> <li>▪ How to collect and validate the information needed to identify development needs</li> </ul> <p><b>Involvement and motivation</b></p> <ul style="list-style-type: none"> <li>▪ The importance of providing team members with opportunities to help identify their own development needs</li> <li>▪ How to encourage and enable team members to identify their development needs</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>▪ Team objectives and organisational values which have a bearing on development needs</li> <li>▪ how to decide whether development needs are consistent with organisational objectives and values</li> </ul> <p><b>Training and development</b></p> <ul style="list-style-type: none"> <li>▪ How to identify development needs in the team</li> <li>▪ What information is needed to identify development needs</li> </ul>

<b>Unit WM5</b>	<b>Support the development of teams and individuals</b>
Element	WM5.2 Contribute to planning the development of teams and individuals

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) your contributions to the planning process reflect the identified development needs of all those you are responsible for</p> <p>b) your contributions are clear, relevant, realistic and take account of team and organisational constraints</p> <p>c) you agree your ideas with individual team members, taking account of their work activities, learning abilities and personal circumstances</p> <p>d) you present your contributions to authorised people only, in the required format and to agreed deadlines.</p>	<p><b>Involvement and motivation</b></p> <ul style="list-style-type: none"> <li>▪ The importance of agreeing development plans with those involved and how to reach such agreements</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>▪ The team and organisational constraints which influence the planning of development activities</li> </ul> <p><b>Training and development</b></p> <ul style="list-style-type: none"> <li>▪ How to contribute to planning the development of teams and individuals</li> <li>▪ The training needs you have identified and how your contributions to the planning process will help meet these needs</li> <li>▪ How to take account of team and organisational constraints in the planning process</li> <li>▪ The importance of taking account of team members' work activities, their learning abilities and personal circumstances and how to build these factors into development activities</li> <li>▪ The correct procedures for presenting your contributions to planning development activities</li> </ul>

<b>Unit WM5</b>	<b>Support the development of teams and individuals</b>
Element	WM5.3 Contribute to development activities

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) your contributions to development activities support your team objectives and plans</p> <p>b) your contributions meet the agreed objectives of the development activity</p> <p>c) your contributions take into account the work activities, learning abilities and personal circumstances of your individual team members</p> <p>d) you encourage and use feedback from those taking part in the activities to improve your future contributions to development activities</p>	<p><b>Continuous improvement</b></p> <ul style="list-style-type: none"> <li>▪ The importance of monitoring and reviewing development activities and taking note of feedback from those who are taking part</li> <li>▪ How to encourage and gather useful feedback from team members on the development activities they are involved in</li> </ul> <p><b>Training and development</b></p> <ul style="list-style-type: none"> <li>▪ The types of contributions which you could make to development activities for your team members</li> <li>▪ How to choose contributions which are appropriate to your team members, the type of development activity which is planned and your own abilities and objectives</li> <li>▪ How to ensure your own contribution is meeting agreed objectives and plans for the activities</li> <li>▪ Why development activities should take account of team members' work activities, their learning abilities and personal circumstances</li> </ul>

<b>Unit WM5</b>	<b>Support the development of teams and individuals</b>
Element	WM5.4 Contribute to the assessment of people against development objectives

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<ul style="list-style-type: none"> <li>a) you agree the purpose of the assessment and your role in it with relevant people</li> <li>b) you give opportunities to team members to contribute to their own assessments</li> <li>c) you give equal access to all team members to be assessed against development objectives</li> <li>d) you carry out your role in the assessments objectively against clear, agreed criteria</li> <li>e) you base your assessments on sufficient, valid and reliable information</li> <li>f) you provide information about assessments to authorised people only, in the required format and to agreed deadlines</li> </ul>	<p><b>Information handling</b></p> <ul style="list-style-type: none"> <li>▪ The information needed to assess team members' progress</li> <li>▪ How to collect and check the validity of information</li> <li>▪ The importance of confidentiality when carrying out and reporting assessments - what types of information should be provided to which people</li> </ul> <p><b>Involvement and motivation</b></p> <ul style="list-style-type: none"> <li>▪ The importance of team members contributing to the assessment of their own progress</li> <li>▪ How to encourage and enable them to do so</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>▪ The organisational procedures for reporting the results of assessment</li> </ul> <p><b>Training and development</b></p> <ul style="list-style-type: none"> <li>▪ The importance of assessing team members' development</li> <li>▪ The range of purposes which the assessment may have</li> <li>▪ The importance of agreeing the purpose of the assessment with team members, line managers, colleagues and specialists</li> <li>▪ The importance of fair and objective assessment</li> <li>▪ How to assess team members' progress against development objectives</li> <li>▪ Methods which may be used to assess the progress of team members objectively and fairly</li> </ul>

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Element titles:		WMS.1 Contribute to the identification of development needs WMS.2 Contribute to planning the development of teams and individuals WMS.3 Contribute to development activities WMS.4 Contribute to the assessment of people against development objectives				
	Knowledge and understanding for this unit	WM 5.1	WM 5.2	WM 5.3	WM 5.4	Assessors Act
1	How to present development needs to people in a way which is likely to influence their decision making positively.	•				
2	The importance of team development to the continuing effectiveness of your organisation and your role and responsibilities in contributing to this.	•				
3	The importance of monitoring and reviewing development activities and taking note of feedback from those who are taking part.			•		
4	How to encourage and gather useful feedback from team members on the development activities they are involved in.			•		
5	How to collect and validate the information needed to identify development needs.	•			•	
6	The information needed to assess team members' progress.				•	
7	How to collect and check the validity of information.				•	
8	The importance of confidentiality when carrying out and reporting assessments - what types of information should be provided to which people.				•	
9	The importance of providing team members with opportunities to help identify their own development needs.	•				
10	How to encourage and enable team members to identify their development needs.	•				
11	The importance of agreeing development plans with those involved and how to reach such agreements.		•			
12	The importance of team members contributing to the assessment of their own progress.				•	
13	How to encourage and enable them to do so.				•	
14	Team objectives and organisational values which have a bearing on development needs.	•				
15	How to decide whether development needs are consistent with organisational objectives and values.	•				
16	The team and organisational constraints which influence the planning of development activities.		•			
17	The organisational procedures for reporting the results of assessment.				•	
18	How to identify development needs in the team.	•				
19	What information is needed to identify development needs.	•				
20	How to contribute to planning the development of teams and individuals.		•			
21	The training needs you have identified and how your contributions to the planning process will help meet these needs.		•			
22	How to take account of team and organisational constraints in the planning process.		•	•	•	
23	The importance of taking account of team members' work		•			

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	activities, their learning abilities and personal circumstances and how to build these factors into development activities.					
24	The correct procedures for presenting your contributions to planning development activities.		•			
25	The types of contributions which you could make to development activities for your team members.			•		
26	How to choose contributions which are appropriate to your team members, the type of development activity which is planned and your own abilities and objectives.			•		
27	How to ensure your own contribution is meeting agreed objectives and plans for the activities.			•		
28	Why development activities should take account of team members' work activities, their learning abilities and personal circumstances.			•		
29	The importance of assessing team members' development.				•	
30	The range of purposes which the assessment may have.				•	
31	The importance of agreeing the purpose of the assessment with team members, line managers, colleagues and specialists.				•	
32	The importance of fair and objective assessment.				•	
33	How to assess team members' progress against development objectives.				•	
34	Methods which may be used to assess the progress of team members objectively and fairly.				•	

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<b>Unit WM6</b>	<b>Investigate and report on events to inform future practice</b>
Elements	WM6.1 Gather information to support the investigation of an event WM6.2 Report the findings and conclusions of an investigation

**Scope of this unit**

As this unit applies across a range of working contexts, the following guidelines apply at element level:

**Element WM6.1 Gather information to support the investigation of an event**

This element concerns your ability to collect information from a range of sources which is relevant to and supports the investigation of an event. This may include written, verbal and/or statistical information from internal and external sources.

**Element WM6.2 Report the findings and conclusions of an investigation**

This element concerns your ability to prepare and present your findings and conclusions, based on the collection and analysis of information you have collected. It includes your ability to present information on specified formats, with supporting arguments, rationale and factual data.

**Key words and concepts**

These definitions are provided to explain how key words and concepts are used in this unit

<b>Relevant people</b>	May include team members, line managers, colleagues, specialists and people outside of your organisation
<b>Information</b>	Relating to an event and to similar events, textual, graphical, written and verbal
<b>Records</b>	Written and computerised, relating to your work activity in respect of the investigation
<b>Supplementary Materials</b>	Supporting information from a range of sources



<b>Unit WM6</b>	<b>Investigate and report on events to inform future practice</b>
Element	WM6.1 Gather information to support the investigation of an event

**Simulation is acceptable for this element, in the absence of opportunity for demonstration of competence through actual work performance.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you confirm with relevant people the purpose of the investigation, your methods, objectives and time scales</p> <p>b) you check the accuracy and completeness of information from all available sources</p> <p>c) your contact with people is positive, sensitive to the nature of the investigation and avoids conflict</p> <p>d) your methods comply with requirements, and maintain confidentiality and security</p> <p>e) you secure and preserve evidence for further action</p> <p>f) you consistently minimise risk to yourself and others and damage to property</p> <p>g) you operate within agreed levels of your authority and responsibility</p> <p>h) your records are in the agreed format, accurate, complete, legible and available to authorised users</p>	<p><b>Health and safety</b></p> <ul style="list-style-type: none"> <li>▪ Hazards and risks of the workplace affecting people and the environment</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> <li>▪ How to make and apply decisions based on the assessment of risk</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Applicable Fire service or other legislation</li> <li>▪ How to access, interpret and provide relevant information, including feedback</li> <li>▪ Record systems and their use</li> <li>▪ Sources and availability of information</li> <li>▪ Different types of investigation required within the organisation</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> <li>▪ Roles, responsibilities and limits of authority of self, others and other agencies in the workplace</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ How to interpret information of different types and from a range of sources</li> <li>▪ How to conduct an investigation</li> <li>▪ How to gather and present evidence</li> <li>▪ How to identify and preserve evidence</li> <li>▪ How to support the investigation of an event</li> <li>▪ Types of evidence and its importance</li> </ul>

<b>Unit WM6</b>	<b>Investigate and report on events to inform future practice</b>
Element	WM6.2 Report the findings and conclusions of an investigation

**Simulation is acceptable for this element, in the absence of opportunity for demonstration of competence through actual work performance.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) your report contains clear conclusions, recommendations, priorities and analysis of risk critical issues</p> <p>b) you present your report in a format and style relevant to the nature of the investigation</p> <p>c) your report is available to authorised people within agreed time scales</p> <p>d) you clarify access to and availability of relevant supplementary materials which support your report</p> <p>e) your presentation of conclusions differentiates clearly between fact and opinion.</p> <p>f) information on which your analysis is based is valid and sufficient to support your conclusions</p> <p>g) your records are in the agreed format, accurate, complete, legible and available to authorised users</p>	<p><b>Health and safety</b></p> <ul style="list-style-type: none"> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Applicable Fire service or other legislation</li> <li>▪ How to access, interpret and provide relevant information, including feedback</li> <li>▪ Record systems and their use</li> <li>▪ Sources and availability of information</li> <li>▪ Different types of investigation required within the organisation</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> <li>▪ Roles, responsibilities and limits of authority of self, others and other agencies in the workplace</li> <li>▪ Report writing techniques</li> <li>▪ Methods and principles of report writing</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ How to interpret information of different types and from a range of sources</li> <li>▪ How to conduct an investigation</li> <li>▪ How to gather and present evidence</li> <li>▪ How to identify and preserve evidence</li> <li>▪ Types of evidence and its importance</li> <li>▪ Methods and principles of report writing</li> </ul>

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Element titles:		WM6.1 Gather information to support the investigation of an event WM6.2 Report the findings and conclusions of an investigation		
	Knowledge and understanding for this unit	WM 6.1	WM 6.2	Assessors Act
1	Hazards and risks of the workplace affecting people and the environment.	•		
2	How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace.	•	•	
3	How to make and apply decisions based on the assessment of risk.	•		
4	Applicable Fire service or other legislation.	•	•	
5	How to access, interpret and provide relevant information, including feedback.	•	•	
6	Record systems and their use.	•	•	
7	Sources and availability of information.	•	•	
8	Different types of investigation required within the organisation.	•	•	
9	How to communicate clearly and effectively with the range of people involved.	•	•	
10	How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity.	•	•	
11	Lines and methods of communication/reporting in the workplace.	•	•	
12	Roles, responsibilities and limits of authority of self, others and other agencies in the workplace.	•	•	
13	Report writing techniques.		•	
14	Methods and principles of report writing.		•	
15	How to interpret information of different types and from a range of sources.	•	•	
16	How to conduct an investigation.	•	•	
17	How to gather and present evidence.	•	•	
18	How to identify and preserve evidence.	•	•	
19	How to support the investigation of an event.		•	
20	Types of evidence and its importance.	•	•	
21	Methods and principles of report writing.		•	

<b>Unit WM7</b>	<b>Lead and support people to resolve operational incidents</b>
Elements	WM7.1 Plan action to meet the needs of the incident WM7.2 Implement action to meet planned objectives WM7.3 Close down the operational phase of incidents WM7.4 Debrief people following incidents

**Scope of this unit**

As this unit applies across a range of working contexts, the following guidelines apply at element level:

**Element WM7.1 Plan action to meet the needs of the incident**

This element concerns your ability to prepare clear, realistic and appropriate plans for initial response to Operational incidents. It includes your plans for anticipated resource demands and the ability to allow Sufficient flexibility and contingency planning for potential changes during the progress of the incident.

**Element WM7.2 Implement action to meet planned objectives**

This element concerns your ability to implement plans you prepare to meet objectives for operational Incidents. You must demonstrate that you confirm objectives and deploy appropriate resources to meet both initial and changing demands of operational incidents. You must demonstrate that you consistently operate within your own level of competence and authority. It includes your ability to communicate clearly, concisely and with relevant degree of priority to a range of people.

**Element WM7.3 Close down the operational phase of incidents**

This element concerns your ability to ensure that operational incidents are closed and all action is taken to Ensure that the incident is resolved or brought to a point at which handover to another agency can take Place. It includes your ability to ensure that effective handover takes place and all relevant information is Communicated.

**Element WM7.4 Debrief people following incidents**

This element concerns your ability to conduct a debrief of both individuals and groups, including Measurement and feedback of performance against specified standards relevant to work roles. It includes your ability to ensure that risk-critical issues are addressed, that you recognise and support successful actions and that you communicate clearly, concisely and constructively with a range of people.

**Key words and concepts**

These definitions are provided to explain how key words and concepts are used in this unit

<b>Information</b>	Relating to the event, received from control, from incident command and people involved in the event
<b>Resources</b>	Operational appliances, equipment, people, external agencies and support services
<b>Incidents</b>	Emergency and non-emergency
<b>Assessment of risk</b>	Identification of hazards with potential to cause harm
<b>Authorised users</b>	People who have the authorisation of your organisation to access information
<b>Relevant people</b>	May include team members, line managers, colleagues, specialists and people outside of your organisation
<b>Records</b>	Written and computerised, including your own Personal Development Record (PDR/PDP)

<b>Unit WM7</b>	<b>Lead and support people to resolve operational incidents</b>
Element	WM7.1 Plan action to meet the needs of the incident

**Simulation is acceptable for this element, in the absence of opportunity for demonstration of competence through actual work performance. This may include simulation for one item from each of the categories listed below.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you collect and confirm information relevant to the known and anticipated risks to people, property and the environment</p> <p>b) you plan action to lead and support your crew's response to the incident</p> <p>c) you develop your objectives through risk assessment</p> <p>d) you determine initial action against available resources, using a realistic assessment of their suitability for operational use</p> <p>e) your action plan provides sufficient flexibility to meet the known and anticipated needs of the incident</p>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> <li>▪ How to make and apply decisions based on the assessment of risk</li> <li>▪ Hazards and risks of the workplace affecting people and the environment</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ How to access, interpret and provide relevant information, including feedback</li> <li>▪ Organisational policies, aims and objectives</li> <li>▪ Sources and availability of information</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to solve problems, make decisions and plan for contingencies</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> <li>▪ Roles, responsibilities and limits of authority of self, others and other agencies in the workplace</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ Capabilities and limitations of personal and operational equipment</li> <li>▪ How to match and use resources to meet objectives</li> <li>▪ Roles and responsibilities within the incident command systems</li> </ul>

<b>Unit WM7</b>	<b>Lead and support people to resolve operational incidents</b>
Element	WM7.2 Implement action to meet planned objectives

**Simulation is acceptable for this element, in the absence of opportunity for demonstration of competence through actual work performance. This may include simulation for one item from each of the categories listed below.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<ul style="list-style-type: none"> <li>a) you make appropriate adjustments to your plan based on an initial assessment of the incident</li> <li>b) you confirm your objectives and deploy your resources to meet priority needs</li> <li>c) your decisions continue to minimise risk and maximise progress towards your objectives</li> <li>d) you re-deploy your resources to meet the changing priorities of the incident</li> <li>e) you actively seek information to update your plan and progress action to meet your objectives</li> <li>f) you operate within the agreed level of your responsibility and authority</li> <li>g) your role and responsibilities at the incident are known and understood by those under your leadership and support</li> <li>h) your records are accurate, complete, in the agreed format, legible and available to authorised users</li> <li>i) your contact with people is supportive, constructive and timely</li> </ul>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ Risks and hazards of the workplace affecting people and the environment</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> <li>▪ How to make and apply decisions based on the assessment of risk</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Applicable Fire service or other legislation</li> <li>▪ How to plan and prioritise work, including time management</li> <li>▪ The range of external regulations and requirements that impact on your work</li> <li>▪ How to plan the use of physical resources</li> <li>▪ How to access, interpret and provide relevant information, including feedback</li> <li>▪ Organisational policies, aims and objectives</li> <li>▪ Sources and availability of information</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to make positive contributions to effective teamwork</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> <li>▪ Roles, responsibilities and limits of authority of self, others and other agencies in the workplace</li> <li>▪ How to plan and prioritise work in response to work demands</li> <li>▪ How to involve and motivate people</li> <li>▪ How to set objectives</li> <li>▪ How to solve problems, make decisions and plan for contingencies</li> <li>▪ Role requirements and expected standards of performance</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ Capabilities and limitations of personal and operational equipment</li> <li>▪ How to match and use resources to meet objectives</li> <li>▪ Roles and responsibilities within the incident command systems</li> <li>▪ The availability and access to internal and external resources and support</li> </ul>

<b>Unit WM7</b>	<b>Lead and support people to resolve operational incidents</b>
Element	WM7.3 Close down the operational phase of incidents

**Simulation is acceptable for this element, in the absence of opportunity for demonstration of competence through actual work performance. This may include simulation for one item from each of the categories listed below.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you confirm your achievements against the planned objectives with relevant people</p> <p>b) you confirm the final status of the incident and agree any further action with relevant people</p> <p>c) you identify any unresolved risks and hazards and take action to minimise these within operational constraints</p> <p>d) you collate and provide accurate and complete information and advice to relevant people and confirm mutual understanding</p> <p>e) your contact with people is supportive, sensitive to context and presents a positive image of the organisation</p> <p>f) you make your resources available for redeployment at the earliest opportunity</p> <p>g) you accurately confirm with relevant people your resource status and availability</p> <p>h) you operate within agreed levels of your authority and responsibility</p> <p>i) your records are complete, accurate, legible, in the agreed format and available to authorised users</p>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ Hazards and risks of the workplace affecting people and the environment</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> <li>▪ How to make and apply decisions based on the assessment of risk</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Applicable Fire service or other legislation</li> <li>▪ How to access, interpret and provide relevant information, including feedback</li> <li>▪ Organisational policies, aims and objectives</li> <li>▪ Sources and availability of information</li> <li>▪ Record systems and their use</li> <li>▪ How to monitor and evaluate the effectiveness of plans and objectives</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting diversity</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> <li>▪ Roles, responsibilities and limits of authority of self, others and other agencies in the workplace</li> <li>▪ How to plan and prioritise work in response to work demands</li> <li>▪ How to involve and motivate people</li> <li>▪ How to set objectives</li> <li>▪ How to solve problems, make decisions and plan for contingencies</li> <li>▪ Role requirements and expected standards of Performance</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ Capabilities and limitations of personal and operational equipment</li> <li>▪ Matching and using resources to meet objectives</li> <li>▪ Roles and responsibilities within the incident command systems</li> <li>▪ How to identify and preserve evidence</li> <li>▪ Types of evidence and its importance</li> <li>▪ The requirements for availability, operational readiness and response of human and physical resources</li> <li>▪ How to support the investigation of an event</li> </ul>

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<b>Element titles:</b>		<b>WM7.1</b> Plan action to meet the needs of the incident <b>WM7.2</b> Implement action to meet planned objectives <b>WM7.3</b> Close down the operational phase of incidents <b>WM7.4</b> Debrief people following incidents				
	<b>Knowledge and understanding for this unit</b>	<b>WM 7.1</b>	<b>WM 7.2</b>	<b>WM 7.3</b>	<b>WM 7.4</b>	<b>Assessors Act</b>
1	How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace	•	•	•	•	
2	How to make and apply decisions based on the assessment of risk	•	•	•		
3	Hazards and risks of the workplace affecting people and the environment	•		•		
4	Risks and hazards of the workplace affecting people and the environment		•			
5	How to access, interpret and provide relevant information, including feedback	•	•	•		
6	Organisational policies, aims and objectives	•	•	•	•	
7	Sources and availability of information	•	•	•		
8	How to plan and prioritise work, including time management		•			
9	The range of external regulations and requirements that impact on your work		•			
10	How to plan the use of physical resources		•			
11	How to monitor and evaluate the effectiveness of plans and objectives			•		
12	How to provide information to influence change or improve service delivery				•	
13	How to communicate clearly and effectively with the range of people involved	•		•	•	
14	How to solve problems, make decisions and plan for contingencies	•		•		
15	How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity	•	•	•	•	
16	Lines and methods of communication/reporting in the workplace	•	•	•	•	
17	Roles, responsibilities and limits of authority of self, others and other agencies in the workplace	•	•	•	•	
18	How to make positive contributions to effective teamwork		•			
19	How to plan and prioritise work in response to work demands		•	•		
20	How to involve and motivate people		•			
21	How to set objectives		•	•		
22	Role requirements and expected standards of performance		•	•	•	
23	How to recognise problems that affect performance and action appropriate and timely solutions				•	
24	How to select and use feedback techniques				•	
25	Methods of active and proactive monitoring of achievements of objectives				•	
26	The importance of challenging unacceptable behaviour				•	
27	Capabilities and limitations of personal and operational equipment	•	•	•		
28	How to match and use resources to meet objectives	•	•			



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29	Roles and responsibilities within the incident command systems	•	•	•		
30	The availability and access to internal and external resources and support		•			
31	Matching and using resources to meet objectives			•		
32	How to identify and preserve evidence			•		
33	Types of evidence and its importance			•		
34	The requirements for availability, operational readiness and response of human and physical resources			•		
35	How to support the investigation of an event			•		
36	How to organise and conduct debriefs and review of performance				•	

<b>Unit WM7</b>	<b>Lead and support people to resolve operational incidents</b>
Element	WM7.4 Debrief people following incidents

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you measure performance against specified standards relevant to defined roles</p> <p>b) you identify opportunities and action to improve future performance</p> <p>c) you conduct the debrief in a manner which promotes constructive, open and supportive review of the incident</p> <p>d) you recognise successful actions, acknowledge effective performance and report meritorious actions to the relevant people</p> <p>e) you immediately address risk critical issues identified through performance of people, equipment, working practices and systems</p> <p>f) you identify and record all significant learning points and agree action to address these</p> <p>g) your records are in the agreed format, accurate, complete, legible and available to authorised users</p>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Organisational policies, aims and objectives</li> <li>▪ Record systems and their use</li> <li>▪ How to provide information to influence change or improve service delivery</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ How to recognise problems that affect performance and action appropriate and timely solutions</li> <li>▪ How to select and use feedback techniques</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> <li>▪ Methods of active and proactive monitoring of achievements of objectives</li> <li>▪ Role requirements and expected standards of performance</li> <li>▪ Roles, responsibilities and limits of authority of self, others and other agencies in the workplace</li> <li>▪ The importance of challenging unacceptable behaviour</li> </ul> <p><b>Training and Development</b></p> <ul style="list-style-type: none"> <li>▪ How to organise and conduct debriefs and review of performance</li> </ul>

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## Watch Manager Rolemap

Ref	Title
WM1	Lead the work of teams and individuals to achieve their objectives
WM2	Maintain activities to meet requirements
WM3	Manage information for action
WM4	Take responsibility for effective performance
WM5	Support the development of teams and individuals
WM6	Investigate and report on events to inform future practice
WM7	Lead and support people to resolve operational incidents
WM9	Support the efficient use of resources
WM10	Acquire, store and issue resources to provide services
WM11	Respond to poor performance in your team
A1	Assess candidates performance

<b>Unit WM1</b>	<b>Lead the work of teams and individuals to achieve their objectives</b>
Elements	WM1.1 Plan the work of teams and individuals WM1.2 Assess the work of teams and individuals WM 1.3 Provide feedback to teams and individuals on their work

<p><b>Scope of this unit</b> As this unit applies across a range of working contexts, the following guidelines apply at element level:</p> <p><b>Element WM1.1 Plan the work of teams and individuals</b> This element concerns your ability to plan work for your watch on a daily and weekly basis, allocating tasks and duties and setting objectives.</p> <p><b>Element WM1.2 Assess the work of teams and individuals</b> This element concerns your ability to assess individuals and teams against their prescribed standards of performance in their completion of the tasks you have allocated.</p> <p><b>Element WM 1.3 Provide feedback to teams and individuals on their work</b> This element concerns your ability to give feedback proactively and on request to your team and to individuals. It includes your taking opportunities during normal work activity, during debriefs and during performance reviews to provide constructive feedback to improve performance.</p>
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<b>Key words and concepts</b> These definitions are provided to explain how key words and concepts are used in this unit	
<b>Allocating work</b>	Giving teams and individuals responsibility for tasks which should achieve agreed work objectives
<b>Confidentiality</b>	Only providing information to those who are authorised to have it
<b>Feedback on performance</b>	Information you give to team members on how well they are performing against the objectives which have been agreed
<b>Objectives</b>	Clearly defined results which you need to achieve which are specific, measurable, agreed with others, realistic and time-bound
<b>Organisational constraints</b>	Your organisation's policies, objectives and level of resources, which limit your freedom to take decisions and action
<b>Plans</b>	Documents or spoken agreements, which describe the work to be carried out, when, by whom, to what standard and with what resources, in order that requirements and objectives can be met
<b>Schedules</b>	Documents showing the work to be done, when and, sometimes, by whom
<b>Team members</b>	People who work with you as part of a functional or project team; team members may report to you either as their line manager or as the manager in charge of a specific project or activity on which they are working

<b>Unit WM1</b>	<b>Lead the work of teams and individuals to achieve their objectives</b>
Element	WM1.1 Plan the work of teams and individuals

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you give opportunities to your team members to contribute to the planning and organisation of their work</p> <p>b) your plans are consistent with your team's objectives</p> <p>c) your plans cover all those personnel whose work you are responsible for</p> <p>d) your plans and schedules are realistic and achievable within organisational constraints</p> <p>e) you plan the way you allocate work, take full account of team members' abilities and development needs</p> <p>f) you explain your plans and their work activities to your team members in sufficient detail and at a level and pace appropriate to them</p> <p>g) you confirm your team members' understanding of your plans and their work activities at appropriate times</p> <p>h) you update your plans at regular intervals and take account of individual, team and organisational changes</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• The importance of effective communication when explaining work plans and allocations</li> <li>• How to present work plans in a way that gains the support and commitment of those involved</li> </ul> <p><b>Continuous improvement</b></p> <ul style="list-style-type: none"> <li>• The importance of regularly reviewing work</li> </ul> <p><b>Involvement and motivation</b></p> <ul style="list-style-type: none"> <li>• The importance of providing your team members with the opportunity to contribute to the planning and organisation of their work</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>• The types of organisational constraints which influence your planning</li> <li>• Legal implications</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• The importance of planning work activities to organisational effectiveness and your role and responsibilities in relation to this</li> <li>• How to develop realistic and achievable work plans for teams and individuals both in the short and medium term</li> <li>• The team's objectives and how your plans succeed in meeting these</li> </ul> <p><b>Working relationships</b></p> <ul style="list-style-type: none"> <li>• The difference between someone who is within your line management control and someone for whom you have functional responsibility, and the implications this difference may have for planning work</li> </ul>

<b>Unit WM1</b>	<b>Lead the work of teams and individuals to achieve their objectives</b>
Element	WM1.2 Assess the work of teams and individuals

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<ul style="list-style-type: none"> <li>a) you explain the purpose of assessment clearly to all involved</li> <li>b) you give opportunities to team members to assess their own work</li> <li>c) your assessment of work takes place at times most likely to maintain and improve effective performance</li> <li>d) your assessments are based on sufficient, valid and reliable information</li> <li>e) you make your assessments objectively against clear and agreed criteria</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ The importance of being clear yourself about the purpose of assessment and communicating this effectively to those involved.</li> </ul> <p><b>Continuous improvement</b></p> <ul style="list-style-type: none"> <li>▪ The importance of assessing the ongoing work of teams and individuals and your role and responsibilities in relation to this.</li> </ul> <p><b>Information handling</b></p> <ul style="list-style-type: none"> <li>▪ How to gather and evaluate the information you need to assess the work of teams and individuals.</li> </ul> <p><b>Involvement and motivation</b></p> <ul style="list-style-type: none"> <li>▪ The importance of providing opportunities to your team members to assess their own work and how you can encourage and enable this involvement.</li> </ul> <p><b>Monitoring and evaluation</b></p> <ul style="list-style-type: none"> <li>▪ The range of purposes of work assessment, why work assessment may play a role in an organisation and how they apply to your own situation</li> <li>▪ How to assess the work of teams and individuals, and processes in the workplace which can support such assessment</li> <li>▪ The principles of fair and objective assessment of work and how to ensure this is achieved</li> </ul>

Unit WM1	Lead the work of teams and individuals to achieve their objectives
Element	WM 1.3 Provide feedback to teams and individuals on their work

**Simulation is not acceptable for this element.**

You must ensure that:	You must know and understand:
<ul style="list-style-type: none"> <li>a) you provide feedback to your team members in a situation and in a form and manner most likely to maintain and improve their performance</li> <li>b) the feedback you give is clear and is based on an objective assessment of your team members work</li> <li>c) your feedback recognises team members' achievements and provides constructive suggestions and encouragement for improving their work</li> <li>d) the way you give feedback shows respect for the individuals involved</li> <li>e) you treat all feedback to individuals and teams confidentially</li> <li>f) you give opportunities to team members to respond to feedback and recommend how they could improve their work</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ The importance of good communication skills when providing feedback</li> <li>▪ How to provide both positive and negative feedback to team members on their performance</li> <li>▪ How to choose an appropriate time and a place to give feedback to teams and individuals</li> <li>▪ How to provide feedback in a way which encourages your team members to feel that you respect them.</li> </ul> <p><b>Continuous improvement</b></p> <ul style="list-style-type: none"> <li>▪ The importance of providing clear and accurate feedback to your team members on their performance and your role and responsibilities in relation to this.</li> </ul> <p><b>Information handling</b></p> <ul style="list-style-type: none"> <li>▪ The principles of confidentiality when providing feedback - which people should receive which pieces of information.</li> </ul> <p><b>Involvement and motivation</b></p> <ul style="list-style-type: none"> <li>▪ How to motivate team members and gain their commitment by providing feedback</li> <li>▪ The importance of being encouraging when providing feedback to team members and showing respect for those involved</li> <li>▪ Why it is important to provide constructive suggestions on how performance can be improved</li> <li>▪ The importance of giving those involved the opportunity to provide suggestions on how to improve their work</li> </ul>



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<b>Element titles:</b>		<b>WM1.1</b> Plan the work of teams and individuals <b>WM1.2</b> Assess the work of teams and individuals <b>WM1.3</b> Provide feedback to teams and individuals on their work			
	<b>Knowledge and understanding for this unit</b>	<b>WM 1.1</b>	<b>WM 1.2</b>	<b>WM 1.3</b>	<b>Assessors Act</b>
1	The importance of effective communication when explaining work plans and allocations.	•			
2	How to present work plans in a way that gains the support and commitment of those involved.	•			
3	The importance of being clear yourself about the purpose of assessment and communicating this effectively to those involved.		•		
4	The importance of good communication skills when providing feedback.			•	
5	How to provide both positive and negative feedback to team members on their performance.			•	
6	How to choose an appropriate time and a place to give feedback to teams and individuals.			•	
7	How to provide feedback in a way which encourages your team members to feel that you respect them.			•	
8	The importance of regularly reviewing work.	•			
9	The importance of assessing the ongoing work of teams and individuals and your role and responsibilities in relation to this.		•		
10	The importance of providing clear and accurate feedback to your team members on their performance and your role and responsibilities in relation to this.			•	
11	The importance of providing your team members with the opportunity to contribute to the planning and organisation of their work.	•			
12	The types of organisational constraints which influence your planning	•			
13	Legal implications	•			
14	The importance of planning work activities to organisational effectiveness and your role and responsibilities in relation to this	•			
15	How to develop realistic and achievable work plans for teams and individuals both in the short and medium term	•			
16	The team's objectives and how your plans succeed in meeting these	•			
17	The difference between someone who is within your line management control and someone for whom you have functional responsibility, and the implications this difference may have for planning work	•			
18	The importance of providing opportunities to your team members to assess their own work and how you can encourage and enable this involvement		•		
19	How to motivate team members and gain their commitment by providing feedback			•	
20	The importance of being encouraging when providing feedback to team members and showing respect for those involved			•	
21	Why it is important to provide constructive suggestions on how performance can be improved			•	
22	The importance of giving those involved the opportunity to provide suggestions on how to improve their work			•	
23	The principles of confidentiality when providing feedback - which people should receive which pieces of information			•	
24	How to gather and evaluate information you need to assess the work of teams and individuals		•		
25	The range of purposes of work assessment, why work assessment may play a role in an organisation and how they apply to your own situation		•		

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26	How to assess the work of teams and individuals, and processes in the workplace which can support such assessment		•		
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<b>Unit WM2</b>	<b>Maintain activities to meet requirements</b>
Elements	WM2.1 Maintain work activities to meet requirements WM2.2 Maintain healthy, safe and productive working conditions WM2.3 Make recommendations for improvements to work activities

<p><b>Scope of this unit</b> As this unit applies across a range of working contexts, the following guidelines apply at element level:</p> <p><b>Element WM2.1 Maintain work activities to meet requirements</b> This element concerns your ability to manage your day to day work activities to ensure that deadlines and work objectives are consistently met. This includes ensuring that you agree objectives on a daily and weekly basis and monitor progress, resolving any problems which arise.</p> <p><b>Element WM2.2 Maintain healthy, safe and productive working conditions</b> This element concerns your ability to ensure that all health, safety and security measures are consistently maintained in the workplace. It includes ensuring that working conditions conform to your organisations and legal requirements and that breaches in health and safety are resolved and actioned.</p> <p><b>Element WM2.3 Make recommendations for improvements to work activities</b> This element is about your ability to encourage and support suggestions for improvement to working practices, systems and to personal and organisational performance. This includes written and verbal recommendations to relevant people throughout your organisation.</p>
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<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
<b>Activities</b>	Actions, processes, operations or services in the workplace which must be carried out in order to achieve objectives
<b>Corrective action</b>	Altering activities, modifying the use of resources or re-negotiating the allocation of resources in response to deviations from plans
<b>Customer</b>	The person(s), organisation(s) or department(s), either inside or outside your organisation for whom you are providing services or products
<b>Improvements</b>	Changes to work conditions or practices designed to improve efficiency or effectiveness
<b>Monitoring</b>	Keeping a close eye on how resources are being used and comparing this with budgets and other plans
<b>Relevant people</b>	Team members, colleagues working at the same level as yourself, higher-level managers or sponsors, specialists and people outside your organisation
<b>Requirements</b>	The outputs of work agreed with customers, specified in terms of quality, quantity, delivery and health and safety
<b>Team members</b>	People who work with you as part of a functional or project team; team members may report to you either as their line manager or as the manager in charge of a specific project or activity on which they are working
<b>Working conditions</b>	The circumstances in which you and your team work; these include the physical environments, equipment, materials and working procedures

<b>Unit WM2</b>	<b>Maintain activities to meet requirements</b>
Element	WM2.1 Maintain work activities to meet requirements

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<ul style="list-style-type: none"> <li>a) you agree requirements with customers in sufficient detail to allow work to be planned</li> <li>b) you explain requirements to relevant people in sufficient detail and at an appropriate level and pace</li> <li>c) you confirm with relevant people their understanding of, and commitment to, meeting requirements</li> <li>d) your monitoring of your team's work takes place at appropriate intervals and complies with your organisation's procedures</li> <li>e) the work under your control normally meets agreed requirements</li> <li>f) when products, services and processes do not meet agreed requirements, you take prompt and effective corrective action</li> <li>g) records relating to work under your control are complete, accurate and in line with your organisation's procedures</li> <li>h) you give opportunities to relevant people to make recommendations for improving work activities</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate effectively with team members, colleagues, line managers and people outside your organisation</li> </ul> <p><b>Customer relations</b></p> <ul style="list-style-type: none"> <li>▪ The importance of a focus on customer requirements and quality issues, and your role and responsibilities in relation to this</li> <li>▪ The differences between internal and external customers</li> <li>▪ How to identify customer requirements to a level of detail sufficient for planning work</li> </ul> <p><b>Involvement and motivation</b></p> <ul style="list-style-type: none"> <li>▪ How to encourage and enable team members, colleagues and line managers to help to improve efficiency</li> </ul> <p><b>Monitoring and evaluation</b></p> <ul style="list-style-type: none"> <li>• How to monitor work activities and take corrective action to ensure requirements are being met</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>• The records which need to be completed and how this should be done</li> <li>• Legal implications</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• The principles of planning work activities, setting objectives and priorities to ensure requirements are met efficiently</li> </ul>

<b>Unit WM2</b>	<b>Maintain activities to meet requirements</b>
Element	WM2.2 Maintain healthy, safe and productive working conditions

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<ul style="list-style-type: none"> <li>a) you inform relevant people about their legal and organisational responsibilities for maintaining healthy, safe and productive working conditions.</li> <li>b) you give sufficient support to relevant people to ensure they are able to work in a healthy, safe and productive way</li> <li>c) you give opportunities to relevant people to make recommendations for improving working conditions</li> <li>d) working conditions under your control conform to organisational and legal requirements</li> <li>e) working conditions under your control are as conducive to the work activity as possible within organisational constraints</li> <li>f) you respond to breaches in health and safety requirements in ways which are prompt and consistent with organisational and legal requirements</li> <li>g) you make recommendations for improving working conditions clearly and promptly to relevant people</li> <li>h) your records relating to health and safety and working conditions are complete, accurate and comply with organisational and legal requirements</li> </ul>	<p><b>Analytical techniques</b></p> <ul style="list-style-type: none"> <li>▪ How to assess current working conditions and identify possible areas for improvement</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate effectively with team members, colleagues, line managers and people outside your organisation</li> </ul> <p><b>Health and safety</b></p> <ul style="list-style-type: none"> <li>▪ The importance of health and safety at work and your role and responsibility in relation to this</li> <li>▪ The organisational and legal requirements for maintaining a healthy, safe and productive work environment</li> <li>▪ The types of support it may be necessary to provide on health and safety issues and how to provide such support</li> <li>▪ How to monitor work conditions to ensure they meet health and safety requirements</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>▪ How to respond to contradictions between health and safety requirements and organisational demands and constraints</li> <li>▪ The procedures to follow in order to recommend improvements in working conditions</li> <li>▪ The records which need to be kept and the organisational and legislative requirements for doing so</li> </ul> <p><b>Workplace organisation</b></p> <ul style="list-style-type: none"> <li>▪ The types of work conditions which are most conducive to productive work</li> </ul>

<b>Unit WM2</b>	<b>Maintain activities to meet requirements</b>
Element	WM2.3 Make recommendations for improvements to work activities

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<ul style="list-style-type: none"> <li>a) you provide opportunities for relevant people to suggest ways of improving activities</li> <li>b) your recommendations for improvement to activities are based on sufficient, valid and reliable information</li> <li>c) your recommendations for improvement are consistent with the objectives of your team and your organisation</li> <li>d) your recommendations take into account the impact of introducing changes on other parts of your organisation</li> <li>e) you make recommendations promptly to the relevant people</li> <li>f) you present your recommendations in a manner and form consistent with your organisation's procedures</li> </ul>	<p><b>Analytical techniques</b></p> <ul style="list-style-type: none"> <li>▪ How to assess current working practices and identify possible areas for improvement</li> <li>▪ How to identify the implications of change for other parts of your organisation</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate effectively with team members, colleagues, line managers and people outside your organisation</li> <li>▪ How to present and argue a case for change most effectively</li> </ul> <p><b>Continuous improvement</b></p> <ul style="list-style-type: none"> <li>▪ The importance of continuous improvement in the management of activities and your responsibilities in relation to this</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>▪ The procedures to follow in order to recommend improvements in working practices</li> </ul>

PERSONAL DEVELOPMENT RECORD

<b>Unit title:</b>	<b>WM2: Maintain activities to meet requirements (MCI A1)</b>				
<b>Element titles:</b>	<b>WM2.1</b> Maintain work activities to meet requirements <b>WM2.2</b> Maintain healthy, safe and productive working conditions <b>WM2.3</b> Make recommendations for improvements to work activities				
	<b>Knowledge and understanding for this unit</b>	<b>WM 2.1</b>	<b>WM 2.2</b>	<b>WM 2.3</b>	<b>Assessors Act</b>
<b>1</b>	How to communicate effectively with team members, colleagues, line managers and people outside your organisation.	•	•	•	
<b>2</b>	How to assess current working practices and identify possible areas for improvement.		•	•	
<b>3</b>	How to identify the implications of change for other parts of your organisation			•	
<b>4</b>	The importance of a focus on customer requirements and quality issues, and your role and responsibilities in relation to this	•			
<b>5</b>	The differences between internal and external customers.	•			
<b>6</b>	How to identify customer requirements to a level of detail sufficient for planning work.	•			
<b>7</b>	How to encourage and enable team members, colleagues and line managers to help to improve efficiency.	•			
<b>8</b>	How to monitor work activities and take corrective action to ensure requirements are being met.	•			
<b>9</b>	The records which need to be completed and how this should be done.	•			
<b>10</b>	Legal implications.	•			
<b>11</b>	How to respond to contradictions between health and safety requirements and organisational demands and constraints.		•		
<b>12</b>	The procedures to follow in order to recommend improvements in working conditions.		•		
<b>13</b>	The records which need to be kept and the organisational and legislative requirements for doing so.		•		
<b>14</b>	The procedures to follow in order to recommend improvements in working practices.			•	
<b>15</b>	The principles of planning work activities, setting objectives and priorities to ensure requirements are met efficiently.	•			
<b>16</b>	The importance of health and safety at work and your role and responsibility in relation to this.		•		
<b>17</b>	The organisational and legal requirements for maintaining a healthy, safe and productive work environment.		•		
<b>18</b>	The types of support it may be necessary to provide on health and safety issues and how to provide such support.		•		
<b>19</b>	How to monitor work conditions to ensure they meet health and safety requirements.		•		
<b>20</b>	The types of work conditions which are most conducive to productive work.		•		
<b>21</b>	The importance of continuous improvement in the management of activities and your responsibilities in relation to this.			•	

<b>Unit WM3</b>	<b>Manage information for action</b>
Elements	WM3.1 Gather required information WM3.2 Inform and advise others WM3.3 Hold meetings

<p><b>Scope of this unit</b> As this unit applies across a range of working contexts, the following guidelines apply at element level:</p> <p><b>Element WM3.1 Gather required information</b> This element concerns your ability to collect information from a range of sources in order to meet specified objectives. This will include collecting information from both internal and external sources and overcoming any difficulties with availability.</p> <p><b>Element WM3.2 Inform and advise others</b> This element concerns your ability to respond to enquiries and to proactively provide information and advice on Fire service matters within your own areas of responsibility and authority. This will include contact with both internal and external contacts.</p> <p><b>Element WM3.3 Hold meetings</b> This element concerns your ability to plan, prepare and conduct meetings of small groups of people. This includes setting clear objectives and agendas, managing and co-ordinating discussions and ensuring that productive use is made of time. This will include meetings in your usual workplace or with groups in your community.</p>
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<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
<b>Confidentiality</b>	Only providing information to those who are authorised to have it
<b>Contributions</b>	Ideas and information which people want or need to raise in discussions
<b>Digressions</b>	Discussions or contributions which wander away from the purpose and objectives of the meeting
<b>Information</b>	What you and other people need to carry out your work effectively
<b>Meetings</b>	Coming together with other people to give them information, consult with them or reach decisions
<b>Objectives</b>	Clear results which you want to achieve as a result of the meeting
<b>Organisational policy and procedures</b>	The policies and procedures which affect any information or advice which you give
<b>Recipients</b>	The people who receive the information and advice you provide
<b>Resource constraints</b>	Limitations on the amount of time, effort and materials you can give to providing others with information and advice
<b>Style of leadership</b>	The way you manage the discussions so that a satisfactory result can be achieved
<b>Systems and procedures for recording and storing information</b>	The methods of recording and filing information for future use which your organisation requires



<b>Unit WM3</b>	<b>Manage information for action</b>
Element	WM3.1 Gather required information

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<ul style="list-style-type: none"> <li>a) the information you gather is accurate, sufficient and relevant to the purpose for which it is needed</li> <li>b) you take prompt and effective action to overcome problems in gathering relevant information</li> <li>c) you record and store the information you gather according to your organisation's systems and procedures</li> <li>d) the information you gather is accessible in the required format to authorised people only</li> <li>e) you identify possible improvements to systems and procedures and pass these on to the relevant people</li> </ul>	<ul style="list-style-type: none"> <li><b>Analytical techniques</b> <ul style="list-style-type: none"> <li>▪ How to assess the effectiveness of current methods of gathering and storing information</li> </ul> </li> <li><b>Information handling</b> <ul style="list-style-type: none"> <li>▪ The importance of gathering, validating and analysing information to team and organisational effectiveness and your role and responsibility in relation to this</li> <li>▪ The types of qualitative and quantitative information which are essential to your role and responsibilities</li> <li>▪ How to gather the information you need for your job</li> <li>▪ The types of problems which may occur when gathering information and how to overcome these</li> <li>▪ How to record and store the information you need</li> </ul> </li> <li><b>Organisational context</b> <ul style="list-style-type: none"> <li>▪ The procedures to follow in order to make recommendations for improvements to systems and procedures</li> </ul> </li> </ul>

<b>Unit WM3</b>	<b>Manage information for action</b>
Element	WM3.2 Inform and advise others

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you give information and advice at a time and pace, and in a form and manner appropriate to the needs of the recipients</p> <p>b) the information you give is accurate, current, relevant and sufficient</p> <p>c) the advice you give is consistent with your organisation's policy, procedures and resource constraints</p> <p>d) you use reasoned arguments and appropriate evidence to support your advice</p> <p>e) you check and confirm recipients understanding of the information and advice you have given them</p> <p>f) you maintain confidentiality according to your organisation's requirements</p> <p>g) you seek feedback from recipients about the information and advice you provide, and use this feedback to improve the ways in which you give information and advice</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ How to give information and advice effectively both orally and in writing</li> <li>▪ How to develop and present a reasoned case when providing advice to others</li> <li>▪ The importance of confirming the recipient's understanding of the information and advice you have provided and how to do this</li> <li>▪ The importance of seeking feedback on the quality and relevance of the advice and information you provided, and how to encourage and enable such feedback</li> </ul> <p><b>Information handling</b></p> <ul style="list-style-type: none"> <li>▪ The importance of providing information and advice to others and your role and responsibility in relation to this</li> <li>▪ The types of information and advice which other people may require</li> <li>▪ The importance of checking the validity of information and advice provided to others and how to do this</li> <li>▪ The principles of confidentiality when handling information and advice; the types of information and advice which may be provided to different people</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>▪ Organisational policies, procedures and resource constraints which may affect advice and information you give to others</li> </ul>

<b>Unit WM3</b>	<b>Manage information for action</b>
Element	WM3.3 Hold meetings

**Simulation is not acceptable for this element**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you give sufficient notice of the meeting to allow the necessary people to attend</p> <p>b) you make clear the purpose and objectives of the meeting at the start</p> <p>c) your style of leadership helps people to make useful contributions</p> <p>d) you discourage unhelpful arguments and digressions</p> <p>e) the meeting achieves its objectives within the allocated time</p> <p>f) you give clear, accurate and concise information about outcomes of the meeting promptly to those who need it</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ How to identify unhelpful arguments and digressions, and strategies which may be used to discourage these</li> </ul> <p><b>Leadership styles</b></p> <ul style="list-style-type: none"> <li>▪ The styles of leadership which can be used to run meetings and how to choose a style according to the nature of the meeting</li> </ul> <p><b>Meetings</b></p> <ul style="list-style-type: none"> <li>▪ The value and limitations of meetings as a method of exchanging information and making decisions</li> <li>▪ How to determine when a meeting is the most effective way of dealing with issues; the possible alternatives which you may use</li> <li>▪ The importance of determining the purpose and objectives of meetings and how to do so</li> <li>▪ How to manage discussions so that the objectives of the meeting are met within the allocated time</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>▪ How to determine who are the necessary people to attend the meeting</li> <li>▪ Procedures to follow when calling meetings and preparing for them</li> <li>▪ Minutes and note taking</li> </ul>

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Unit titles:		WM3.1 Gather required information WM3.2 Inform and advise others WM3.3 Hold meetings			
	Knowledge and understanding for this unit	WM 3.1	WM 3.2	WM 3.3	Assessors Act
1	How to assess the effectiveness of current methods of gathering and storing information	•			
2	The importance of gathering, validating and analysing information to team and organisational effectiveness and your role and responsibility in relation to this	•			
3	The types of qualitative and quantitative information which are essential to your role and responsibility	•			
4	How to gather the information you need for your job	•			
5	The types of problems which may occur when gathering information and how to overcome these	•			
6	How to record and store the information you need	•			
7	The types of information and advice which other people may require		•		
8	The importance of checking the validity of information and advice provided to others and how to do this		•		
9	The principles of confidentiality when handling information and advice; the types of information and advice which may be provided to different people		•		
10	The procedures to follow in order to make recommendations for improvements to systems and procedures	•			
11	Organisational policies, procedures and resources constraints which may affect advice and information you give to others		•		
12	How to give information and advice effectively both orally and in writing		•		
13	How to develop and present a reasoned case when providing advice to others		•		
14	The importance of confirming the recipients understanding of the information and advice you have provided and how to do this		•		
15	The importance of seeking feedback on the quality and relevance of the advice and information you provide, and how to encourage and enable such feedback		•		
16	How to identify unhelpful arguments and digressions, and strategies which may be used to discourage these			•	
17	The styles of leadership which can be used to run meetings and how to choose a style according the nature of the meeting			•	
18	The value and limitations of meeting as a method of exchanging information and making decisions			•	
19	How to determine when a meeting is the most effective way of dealing with issues; the possible alternatives which you may use			•	
20	The importance of determining the purpose and objectives of meetings and how to do so			•	
21	How to manage discussions so that the objectives of the meeting are met within the allocated time			•	
22	How to determine who are the necessary people to attend the meeting			•	
23	Procedures to follow when calling meetings and preparing for them			•	
24	Minutes and note taking			•	

<b>Unit WM4</b>	<b>Take responsibility for effective performance</b>
Elements	WM4.1 Take responsibility for personal performance WM4.2 Establish and maintain effective working relationships with people WM4.3 Develop your own skills to improve your performance

<p><b>Scope of this unit</b> As this unit applies across a range of working contexts, the following guidelines apply at element level:</p> <p><b>Element WM4.1 Take responsibility for personal performance</b> This element concerns your proactive involvement in taking responsibility for your performance, including ensuring your own health and fitness for work in line with your organisation's Occupational Health policy.</p> <p><b>Element WM4.2 Establish and maintain effective working relationships with people</b> This element concerns your commitment to, and involvement in developing and maintaining effective working relationships with colleagues, team members, line managers and external contacts.</p> <p><b>Element WM4.3 Develop your own skills to improve your performance</b> This element concerns your personal involvement in and commitment to continually improving your performance through self-assessment and proactive action to resolve your development needs. It includes your involvement in debriefs and performance reviews and use of your Personal Development Record (PDR).</p>
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<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
<b>Authorised users</b>	People who have the authorisation of your organisation to access information
<b>Records</b>	Written and computerised, including your own Personal Development Record (PDR)
<b>Relevant people</b>	May include team members, line managers, colleagues, specialists and people outside of your organisation
<b>Community</b>	The community that you serve, both within and outside of your organisation
<b>Conditions of employment</b>	As specified in your contract of employment, conditions of service and employment Law
<b>Diversity</b>	Relating to differences in age, gender, sexual orientation, social background, race, religion, status, ethnicity, appearance, work style, physical and mental ability
<b>Hazards</b>	Having the potential to cause harm to people, property, the environment or your organisation
<b>Personal fitness level</b>	Physical and psychological – as required for your role
<b>Resources</b>	Consumables, cleaning materials and items used personally in the workplace
<b>Development activities</b>	Activities undertaken by individuals either self-led or led by others, both internal and external

<b>Unit WM4</b>	<b>Take responsibility for effective performance</b>
Element	WM4.1 Take responsibility for personal performance

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) your actions and behaviour avoid threat, harm or damage to people, property, the environment and your organisation</p> <p>b) you monitor your personal fitness level and take action to prevent poor health, fitness and hygiene</p> <p>c) you operate within your agreed level of authority and responsibility</p> <p>d) you report any factors that effect your ability to meet the conditions of your employment and factors that influence personal work performance, to the relevant people at the earliest opportunity</p> <p>e) you make constructive contributions to performance reviews to support continuous improvement</p> <p>f) your records are in the agreed format, accurate, complete, legible and accessible to authorised users</p> <p>g) you proactively monitor your working environment for hazards, and act with relevant urgency to minimise any risks to people, property and the environment.</p> <p>h) you return and secure resources to their correct location and report defects and deficiencies</p> <p>i) your actions do not compromise your availability for operational response</p>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ Hazards and risks of the workplace affecting people and the environment</li> <li>▪ How to make and apply decisions based on the assessment of risk</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Own contractual obligations, rights of employment and limits of authority</li> <li>▪ The range of external regulations and requirements that impact on your work</li> <li>▪ Your organisation's Occupational Health policy and its application in the workplace</li> <li>▪ Records systems and their use</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> <li>▪ Roles, responsibilities and limits of authority of self, others and other agencies in the workplace</li> <li>▪ How to maintain your own performance standards including mental and physical fitness</li> <li>▪ How to make positive contributions to effective teamwork</li> <li>▪ How to plan and prioritise work in response to work demands</li> <li>▪ How to promote a culture that positively supports the organisational policy on equality and fairness</li> <li>▪ Role requirements and expected standards of performance</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ The requirements for availability, operational readiness and response of human and physical resources</li> </ul>

<b>Unit WM4</b>	<b>Take responsibility for effective performance</b>
Element	WM4.2 Establish and maintain effective working relationships with people

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<ul style="list-style-type: none"> <li>a) your behaviour demonstrates that you accept and respect diversity of people within your community</li> <li>b) you act constructively to resolve conflict</li> <li>c) you actively support and promote your organisation's stated values, ethics and codes of practice</li> <li>d) your contact with people is constructive and supportive, promotes co-operation and a positive image of the organisation</li> <li>e) you promote and maintain a safe working environment</li> <li>f) you respect privacy, confidentiality and generate trust in your contact with others</li> </ul>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ Hazards and risks of the workplace affecting people and the environment</li> <li>▪ How to make and apply decisions based on the assessment of risk</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Anti-discrimination and equal opportunities policies and procedures</li> <li>▪ Organisational policies, aims and objectives</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ The situations, behaviour and interactions between people that may cause conflict and the actions needed to minimise disruption at work</li> <li>▪ The importance of challenging unacceptable behaviour</li> </ul>

<b>Unit WM4</b>	<b>Take responsibility for effective performance</b>
Element	WM4.3 Develop your own skills to improve your performance

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you assess your skills, and identify your development needs at appropriate intervals</p> <p>b) your assessment reflects the skills you need to work effectively with other team members</p> <p>c) your plans for developing your skills are consistent with the needs you have identified</p> <p>d) your plans for developing your skills contain specific, measurable and realistic objectives</p> <p>e) you undertake development activities which are consistent with your plans for developing your skills</p> <p>f) you obtain feedback from relevant people and use it to enhance your performance in the future</p> <p>g) you update your plans for developing your skills at appropriate intervals</p> <p>h) your records are in the agreed format, accurate, complete, legible and accessible to authorised users</p>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ Hazards and risks of the workplace affecting people and the environment</li> <li>▪ How to make and apply decisions based on the assessment of risk</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Record systems and their use</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ How to maintain your own performance standards including mental and physical fitness</li> <li>▪ How to set objectives</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ How to recognise/identify, plan and action your own development needs</li> </ul>



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<b>Element titles:</b>		<b>WM4.1</b> Take responsibility for personal performance <b>WM4.2</b> Establish and maintain effective working relationships with people <b>WM4.3</b> Develop your own skills to improve your performance			
	<b>Knowledge and understanding for this unit</b>	<b>WM 4.1</b>	<b>WM 4.2</b>	<b>WM 4.3</b>	<b>Assessors Act</b>
1	Hazards and risks of the workplace affecting people and the environment.	•	•	•	
2	How to make and apply decisions based on the assessment of risk.	•	•	•	
3	How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace.	•	•	•	
4	Own contractual obligations, rights of employment and limits of authority	•			
5	The range of external regulations and requirements that impact on your work.	•			
6	Your organisation's Occupational Health policy and its application in the workplace.	•			
7	Records systems and their use.	•		•	
8	Anti-discrimination and equal opportunities policies and procedures.		•		
9	Organisational policies, aims and objectives.		•		
10	How to communicate clearly and effectively with the range of people involved.	•	•	•	
11	How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity.	•	•	•	
12	Lines and methods of communication/reporting in the workplace.	•			
13	Roles, responsibilities and limits of authority of self, others and other agencies in the workplace.	•			
14	How to maintain your own performance standards including mental and physical fitness.	•		•	
15	How to make positive contributions to effective teamwork.	•			
17	How to plan and prioritise work in response to work demands.	•	•		
18	How to promote a culture that positively supports the organisational policy on equality and fairness.	•		•	
19	Role requirements and expected standards of performance.	•		•	
20	The situations, behaviour and interactions between people that may cause conflict and the actions needed to minimise disruption at work.		•		
21	The importance of challenging unacceptable behaviour.		•		
22	How to maintain your own performance standards including mental and physical fitness.			•	
23	How to set objectives.			•	
24	The requirements for availability, operational readiness and response of human and physical resources.	•			
25	How to recognise/identify, plan and action your own development needs.			•	

<b>Unit WM5</b>	<b>Support the development of teams and individuals</b>
Elements	WM5.1 Contribute to the identification of development needs WM5.2 Contribute to planning the development of teams and individuals WM5.3 Contribute to development activities WM5.4 Contribute to the assessment of people against development objectives
<b>Scope of this unit</b> As this unit applies across a range of working contexts, the following guidelines apply at element level:	
<p><b>Element WM5.1 Contribute to the identification of development needs</b> This element concerns your ability to take part in the active identification of training and development needs for individuals on your watch and for the watch as a whole. It includes your ability to accurately assess gaps in workplace performance.</p> <p><b>Element WM5.2 Contribute to planning the development of teams and individuals</b> This element concerns your ability to prepare effective and efficient plans to meet identified gaps in performance for individuals and teams. This will include the individuals on your watch and your watch as a whole.</p> <p><b>Element WM5.3 Contribute to development activities</b> This element concerns your ability to take part in the development of individuals and of your watch as a whole, including suggestions for ideas and means to meet identified needs. It includes coaching and on job development as well as one to one feedback and support.</p> <p><b>Element WM5.4 Contribute to the assessment of people against development objectives</b> This element concerns your ability to take part in the accurate assessment of improvements in performance resulting from development activities. This will include providing feedback on your evaluation of the effectiveness of training and development activities.</p>	
<b>Key words and concepts</b> These definitions are provided to explain how key words and concepts are used in this unit	
<b>Assessment against development objectives</b>	Using various techniques such as tests, observations of performance and discussions to measure team members' current skills, knowledge and performance against the agreed objectives for development
<b>Authorised people</b>	Team members, colleagues working at the same level as yourself, higher-level managers or sponsors, personnel specialists and members of selection teams or boards
<b>Confidentiality</b>	Only providing information to those who are authorised to have it
<b>Development activities</b>	Any activities undertaken by team members to develop knowledge and skills, such as carrying out work-based projects or assignments, observing expert colleagues at work, reading books and specialist journals, undertaking open learning or computer-based training, attending training courses or conferences
<b>equal access</b>	Giving every member of your team the same opportunity to be involved in activities or to use resources
<b>Identification of development needs</b>	Identification of the gap between the demands of team members' jobs (both now and in the foreseeable future) and their current level of performance, knowledge and skills
<b>Individual aspirations</b>	The personal wishes of individual team members to improve their performance at work, their career prospects or their personal circumstances
<b>Objectives</b>	Clearly defined results which you need to achieve which are specific, measurable, agreed with others, realistic and time-bound
<b>Organisational constraints</b>	Your organisation's policies, objectives and level of resources, which limit your freedom to take decisions and action
<b>Personnel</b>	All people working for your organisation; these may be internal or external workers, permanent or temporary, full-time or part-time, paid or voluntary
<b>Team members</b>	People who work with you as part of a functional or project team; team members may report to you either as their line manager or as the manager in charge of a specific project or activity on which they are working

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<b>Values</b>	The values of your organisation which may be reflected in your organisation's mission, standards of work, relationships between individuals at work, relationships with suppliers, customers and other stakeholders, personnel management and reward systems, training, equal opportunities, health and safety and environmental policies
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<b>Unit WM5</b>	<b>Support the development of teams and individuals</b>
Element	WM5.1 Contribute to the identification of development needs

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<ul style="list-style-type: none"> <li>a) you give opportunities to team members to help identify their own development needs</li> <li>b) you identify their development needs accurately and use sufficient, reliable and valid information</li> <li>c) the development needs you identify are consistent with team objectives and organisational values</li> <li>d) you present information on development needs to authorised people only, in the required format and to agreed deadlines</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ How to present development needs to people in a way which is likely to influence their decision-making positively</li> </ul> <p><b>Continuous improvement</b></p> <ul style="list-style-type: none"> <li>▪ The importance of team development to the continuing effectiveness of your organisation and your role and responsibilities in contributing to this</li> </ul> <p><b>Information handling</b></p> <ul style="list-style-type: none"> <li>▪ How to collect and validate the information needed to identify development needs</li> </ul> <p><b>Involvement and motivation</b></p> <ul style="list-style-type: none"> <li>▪ The importance of providing team members with opportunities to help identify their own development needs</li> <li>▪ How to encourage and enable team members to identify their development needs</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>▪ Team objectives and organisational values which have a bearing on development needs</li> <li>▪ how to decide whether development needs are consistent with organisational objectives and values</li> </ul> <p><b>Training and development</b></p> <ul style="list-style-type: none"> <li>▪ How to identify development needs in the team</li> <li>▪ What information is needed to identify development needs</li> </ul>

<b>Unit WM5</b>	<b>Support the development of teams and individuals)</b>
Element	WM5.2 Contribute to planning the development of teams and individuals

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) your contributions to the planning process reflect the identified development needs of all those you are responsible for</p> <p>b) your contributions are clear, relevant, realistic and take account of team and organisational constraints</p> <p>c) you agree your ideas with individual team members, taking account of their work activities, learning abilities and personal circumstances</p> <p>d) you present your contributions to authorised people only, in the required format and to agreed deadlines.</p>	<p><b>Involvement and motivation</b></p> <ul style="list-style-type: none"> <li>▪ The importance of agreeing development plans with those involved and how to reach such agreements</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>▪ The team and organisational constraints which influence the planning of development activities</li> </ul> <p><b>Training and development</b></p> <ul style="list-style-type: none"> <li>▪ How to contribute to planning the development of teams and individuals</li> <li>▪ The training needs you have identified and how your contributions to the planning process will help meet these needs</li> <li>▪ How to take account of team and organisational constraints in the planning process</li> <li>▪ The importance of taking account of team members' work activities, their learning abilities and personal circumstances and how to build these factors into development activities</li> <li>▪ The correct procedures for presenting your contributions to planning development activities</li> </ul>

<b>Unit WM5</b>	<b>Support the development of teams and individuals</b>
Element	WM5.3 Contribute to development activities

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<ul style="list-style-type: none"> <li>a) your contributions to development activities support your team objectives and plans</li> <li>b) your contributions meet the agreed objectives of the development activity</li> <li>c) your contributions take into account the work activities, learning abilities and personal circumstances of your individual team members</li> <li>d) you encourage and use feedback from those taking part in the activities to improve your future contributions to development activities</li> </ul>	<p><b>Continuous improvement</b></p> <ul style="list-style-type: none"> <li>▪ The importance of monitoring and reviewing development activities and taking note of feedback from those who are taking part</li> <li>▪ How to encourage and gather useful feedback from team members on the development activities they are involved in</li> </ul> <p><b>Training and development</b></p> <ul style="list-style-type: none"> <li>▪ The types of contributions which you could make to development activities for your team members</li> <li>▪ How to choose contributions which are appropriate to your team members, the type of development activity which is planned and your own abilities and objectives</li> <li>▪ How to ensure your own contribution is meeting agreed objectives and plans for the activities</li> <li>▪ Why development activities should take account of team members' work activities, their learning abilities and personal circumstances</li> </ul>

<b>Unit WM5</b>	<b>Support the development of teams and individuals</b>
Element	WM5.4 Contribute to the assessment of people against development objectives

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<ul style="list-style-type: none"> <li>a) you agree the purpose of the assessment and your role in it with relevant people</li> <li>b) you give opportunities to team members to contribute to their own assessments</li> <li>c) you give equal access to all team members to be assessed against development objectives</li> <li>d) you carry out your role in the assessments objectively against clear, agreed criteria</li> <li>e) you base your assessments on sufficient, valid and reliable information</li> <li>f) you provide information about assessments to authorised people only, in the required format and to agreed deadlines</li> </ul>	<p><b>Information handling</b></p> <ul style="list-style-type: none"> <li>▪ The information needed to assess team members' progress</li> <li>▪ How to collect and check the validity of information</li> <li>▪ The importance of confidentiality when carrying out and reporting assessments - what types of information should be provided to which people</li> </ul> <p><b>Involvement and motivation</b></p> <ul style="list-style-type: none"> <li>▪ The importance of team members contributing to the assessment of their own progress</li> <li>▪ How to encourage and enable them to do so</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>▪ The organisational procedures for reporting the results of assessment</li> </ul> <p><b>Training and development</b></p> <ul style="list-style-type: none"> <li>▪ The importance of assessing team members' development</li> <li>▪ The range of purposes which the assessment may have</li> <li>▪ The importance of agreeing the purpose of the assessment with team members, line managers, colleagues and specialists</li> <li>▪ The importance of fair and objective assessment</li> <li>▪ How to assess team members' progress against development objectives</li> <li>▪ Methods which may be used to assess the progress of team members objectively and fairly</li> </ul>

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<b>Unit title:</b>	<b>WM5:</b> Lead the work of teams and individuals to achieve their objectives					
<b>Element titles:</b>	<b>WM5.1</b> Contribute to the identification of development needs <b>WM5.2</b> Contribute to planning the development of teams and individuals <b>WM5.3</b> Contribute to development activities <b>WM5.4</b> Contribute to the assessment of people against development objectives					
	<b>Knowledge and understanding for this unit</b>	<b>WM 5.1</b>	<b>WM 5.2</b>	<b>WM 5.3</b>	<b>WM 5.4</b>	<b>Assessors Act</b>
1	How to present development needs to people in a way which is likely to influence their decision making positively.	•				
2	The importance of team development to the continuing effectiveness of your organisation and your role and responsibilities in contributing to this.	•				
3	The importance of monitoring and reviewing development activities and taking note of feedback from those who are taking part.			•		
4	How to encourage and gather useful feedback from team members on the development activities they are involved in.			•		
5	How to collect and validate the information needed to identify development needs.	•			•	
6	The information needed to assess team members' progress.				•	
7	How to collect and check the validity of information.				•	
8	The importance of confidentiality when carrying out and reporting assessments - what types of information should be provided to which people.				•	
9	The importance of providing team members with opportunities to help identify their own development needs.	•				
10	How to encourage and enable team members to identify their development needs.	•				
11	The importance of agreeing development plans with those involved and how to reach such agreements.		•			
12	The importance of team members contributing to the assessment of their own progress.				•	
13	How to encourage and enable them to do so.				•	
14	Team objectives and organisational values which have a bearing on development needs.	•				
15	How to decide whether development needs are consistent with organisational objectives and values.	•				
16	The team and organisational constraints which influence the planning of development activities.		•			
17	The organisational procedures for reporting the results of assessment.				•	
18	How to identify development needs in the team.	•				
19	What information is needed to identify development needs.	•				
20	How to contribute to planning the development of teams and individuals.		•			
21	The training needs you have identified and how your contributions to the planning process will help meet these needs.		•			
22	How to take account of team and organisational constraints in the planning process.		•	•	•	
23	The importance of taking account of team members' work activities, their learning abilities and personal circumstances and how to build these factors into development activities.		•			

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24	The correct procedures for presenting your contributions to planning development activities.		•			
25	The types of contributions which you could make to development activities for your team members.			•		
26	How to choose contributions which are appropriate to your team members, the type of development activity which is planned and your own abilities and objectives.			•		
27	How to ensure your own contribution is meeting agreed objectives and plans for the activities.			•		
28	Why development activities should take account of team members' work activities, their learning abilities and personal circumstances.			•		
29	The importance of assessing team members' development.				•	
30	The range of purposes which the assessment may have.				•	
31	The importance of agreeing the purpose of the assessment with team members, line managers, colleagues and specialists.				•	
32	The importance of fair and objective assessment.				•	
33	How to assess team members' progress against development objectives.				•	
34	Methods which may be used to assess the progress of team members objectively and fairly.				•	



<b>Unit WM6</b>	<b>Investigate and report on events to inform future practice</b>
Elements	WM6.1 Gather information to support the investigation of an event WM6.2 Report the findings and conclusions of an investigation

<p><b>Scope of this unit</b> As this unit applies across a range of working contexts, the following guidelines apply at element level:</p> <p><b>Element WM6.1 Gather information to support the investigation of an event</b> This element concerns your ability to collect information from a range of sources which is relevant to and supports the investigation of an event. This may include written, verbal and/or statistical information from internal and external sources.</p> <p><b>Element WM6.2 Report the findings and conclusions of an investigation</b> This element concerns your ability to prepare and present your findings and conclusions, based on the collection and analysis of information you have collected. It includes your ability to present information on specified formats, with supporting arguments, rationale and factual data.</p>
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<b>Key words and concepts</b> These definitions are provided to explain how key words and concepts are used in this unit	
<b>Relevant people</b>	May include team members, line managers, colleagues, specialists and people outside of your organisation
<b>Information</b>	Relating to an event and to similar events, textual, graphical, written and verbal
<b>Records</b>	Written and computerised, relating to your work activity in respect of the investigation
<b>Supplementary materials</b>	Supporting information from a range of sources

<b>Unit WM6</b>	<b>Investigate and report on events to inform future practice</b>
Element	WM6.1 Gather information to support the investigation of an event

**Simulation is acceptable for this element, in the absence of opportunity for demonstration of competence through actual work performance.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<ul style="list-style-type: none"> <li>a) you confirm with relevant people the purpose of the investigation, your methods, objectives and timescales</li> <li>b) you check the accuracy and completeness of information from all available sources</li> <li>c) your contact with people is positive, sensitive to the nature of the investigation and avoids conflict</li> <li>d) your methods comply with requirements, and maintain confidentiality and security</li> <li>e) you secure and preserve evidence for further action</li> <li>f) you consistently minimise risk to yourself and others and damage to property</li> <li>g) you operate within agreed levels of your authority and responsibility</li> <li>h) your records are in the agreed format, accurate, complete, legible and available to authorised users</li> </ul>	<p><b>Health and safety</b></p> <ul style="list-style-type: none"> <li>◆ Hazards and risks of the workplace affecting people and the environment</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> <li>▪ How to make and apply decisions based on the assessment of risk</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Applicable Fire service or other legislation</li> <li>▪ How to access, interpret and provide relevant information, including feedback</li> <li>▪ Record systems and their use</li> <li>▪ Sources and availability of information</li> <li>▪ Different types of investigation required within the organisation</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> <li>▪ Roles, responsibilities and limits of authority of self, others and other agencies in the workplace</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ How to interpret information of different types and from a range of sources</li> <li>▪ How to conduct an investigation</li> <li>▪ How to gather and present evidence</li> <li>▪ How to identify and preserve evidence</li> <li>▪ How to support the investigation of an event</li> <li>▪ Types of evidence and its importance</li> </ul>

<b>Unit WM6</b>	<b>Investigate and report on events to inform future practice</b>
Element	WM6.2 Report the findings and conclusions of an investigation

**Simulation is acceptable for this element, in the absence of opportunity for demonstration of competence through actual work performance.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<ul style="list-style-type: none"> <li>a) your report contains clear conclusions, recommendations, priorities and analysis of risk critical issues</li> <li>b) you present your report in a format and style relevant to the nature of the investigation</li> <li>c) your report is available to authorised people within agreed timescales</li> <li>d) you clarify access to and availability of relevant supplementary materials which support your report</li> <li>e) your presentation of conclusions differentiates clearly between fact and opinion.</li> <li>f) information on which your analysis is based is valid and sufficient to support your conclusions</li> <li>g) your records are in the agreed format, accurate, complete, legible and available to authorised users</li> </ul>	<p><b>Health and safety</b></p> <ul style="list-style-type: none"> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Applicable Fire service or other legislation</li> <li>▪ How to access, interpret and provide relevant information, including feedback</li> <li>▪ Record systems and their use</li> <li>▪ Sources and availability of information</li> <li>▪ Different types of investigation required within the organisation</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> <li>▪ Roles, responsibilities and limits of authority of self, others and other agencies in the workplace</li> <li>▪ Report writing techniques</li> <li>▪ Methods and principles of report writing</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ How to interpret information of different types and from a range of sources</li> <li>▪ How to conduct an investigation</li> <li>▪ How to gather and present evidence</li> <li>▪ How to identify and preserve evidence</li> <li>▪ Types of evidence and its importance</li> <li>▪ Methods and principles of report writing</li> </ul>

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<b>Unit title:</b>	<b>WM6:</b> Investigate and report on events to inform future practice			
<b>Element titles:</b>	<b>WM6.1</b> Gather information to support the investigation of an event <b>WM6.2</b> Report the findings and conclusions of an investigation			
	<b>Knowledge and understanding for this unit</b>	<b>WM 6.1</b>	<b>WM 6.2</b>	<b>Assessors Act</b>
<b>1</b>	Hazards and risks of the workplace affecting people and the environment.	•		
<b>2</b>	How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace.	•	•	
<b>3</b>	How to make and apply decisions based on the assessment of risk.	•		
<b>4</b>	Applicable Fire service or other legislation.	•	•	
<b>5</b>	How to access, interpret and provide relevant information, including feedback.	•	•	
<b>6</b>	Record systems and their use.	•	•	
<b>7</b>	Sources and availability of information.	•	•	
<b>8</b>	Different types of investigation required within the organisation.	•	•	
<b>9</b>	How to communicate clearly and effectively with the range of people involved.	•	•	
<b>10</b>	How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity.	•	•	
<b>11</b>	Lines and methods of communication/reporting in the workplace.	•	•	
<b>12</b>	Roles, responsibilities and limits of authority of self, others and other agencies in the workplace.	•	•	
<b>13</b>	Report writing techniques.		•	
<b>14</b>	Methods and principles of report writing.		•	
<b>15</b>	How to interpret information of different types and from a range of sources.	•	•	
<b>16</b>	How to conduct an investigation.	•	•	
<b>17</b>	How to gather and present evidence.	•	•	
<b>18</b>	How to identify and preserve evidence.	•	•	
<b>19</b>	How to support the investigation of an event.		•	
<b>20</b>	Types of evidence and its importance.	•	•	

<b>Unit WM7</b>	<b>Lead and support people to resolve operational incidents</b>
Elements	WM7.1 Plan action to meet the needs of the incident WM7.2 Implement action to meet planned objectives WM7.3 Close down the operational phase of incidents WM7.4 Debrief people following incidents

<p><b>Scope of this unit</b> As this unit applies across a range of working contexts, the following guidelines apply at element level:</p> <p><b>Element WM7.1 Plan action to meet the needs of the incident</b> This element concerns your ability to prepare clear, realistic and appropriate plans for initial response to operational incidents. It includes your plans for anticipated resource demands and the ability to allow sufficient flexibility and contingency planning for potential changes during the progress of the incident.</p> <p><b>Element WM7.2 Implement action to meet planned objectives</b> This element concerns your ability to implement plans you prepare to meet objectives for operational incidents. You must demonstrate that you confirm objectives and deploy appropriate resources to meet both initial and changing demands of operational incidents. You must demonstrate that you consistently operate within your own level of competence and authority. It includes your ability to communicate clearly, concisely and with relevant degree of priority to a range of people.</p> <p><b>Element WM7.3 Close down the operational phase of incidents</b> This element concerns your ability to ensure that operational incidents are closed and all action is taken to ensure that the incident is resolved or brought to a point at which handover to another agency can take place. It includes your ability to ensure that effective handover takes place and all relevant information is communicated.</p> <p><b>Element WM7.4 Debrief people following incidents</b> This element concerns your ability to conduct a debrief of both individuals and groups, including measurement and feedback of performance against specified standards relevant to work roles. It includes your ability to ensure that risk-critical issues are addressed, that you recognise and support successful actions and that you communicate clearly, concisely and constructively with a range of people.</p>
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<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
<b>Information</b>	Relating to the event, received from control, from incident command and people involved in the event
<b>Resources</b>	Operational appliances, equipment, people, external agencies and support services
<b>Incidents</b>	Emergency and non-emergency
<b>Assessment of risk</b>	Identification of hazards with potential to cause harm
<b>Authorised users</b>	People who have the authorisation of your organisation to access information
<b>Relevant people</b>	May include team members, line managers, colleagues, specialists and people outside of your organisation
<b>Records</b>	Written and computerised, including your own Personal Development Record (PDR/PDP)

<b>Unit WM7</b>	<b>Lead and support people to resolve operational incidents</b>
Element	WM7.1 Plan action to meet the needs of the incident

**Simulation is acceptable for this element, in the absence of opportunity for demonstration of competence through actual work performance. This may include simulation for one item from each of the categories listed below.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<ul style="list-style-type: none"> <li>a) you collect and confirm information relevant to the known and anticipated risks to people, property and the environment</li> <li>b) you plan action to lead and support your crew's response to the incident</li> <li>c) you develop your objectives through risk assessment</li> <li>d) you determine initial action against available resources, using a realistic assessment of their suitability for operational use</li> <li>e) your action plan provides sufficient flexibility to meet the known and anticipated needs of the incident</li> </ul>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> <li>▪ How to make and apply decisions based on the assessment of risk</li> <li>▪ Hazards and risks of the workplace affecting people and the environment</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ How to access, interpret and provide relevant information, including feedback</li> <li>▪ Organisational policies, aims and objectives</li> <li>▪ Sources and availability of information</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to solve problems, make decisions and plan for contingencies</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> <li>▪ Roles, responsibilities and limits of authority of self, others and other agencies in the workplace</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ Capabilities and limitations of personal and operational equipment</li> <li>▪ How to match and use resources to meet objectives</li> <li>▪ Roles and responsibilities within the incident command systems</li> </ul>

<b>Unit WM7</b>	<b>Lead and support people to resolve operational incidents</b>
Element	WM7.2 Implement action to meet planned objectives

**Simulation is acceptable for this element, in the absence of opportunity for demonstration of competence through actual work performance. This may include simulation for one item from each of the categories listed below.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<ul style="list-style-type: none"> <li>a) you make appropriate adjustments to your plan based on an initial assessment of the incident</li> <li>b) you confirm your objectives and deploy your resources to meet priority needs</li> <li>c) your decisions continue to minimise risk and maximise progress towards your objectives</li> <li>d) you re-deploy your resources to meet the changing priorities of the incident</li> <li>e) you actively seek information to update your plan and progress action to meet your objectives</li> <li>f) you operate within the agreed level of your responsibility and authority</li> <li>g) your role and responsibilities at the incident are known and understood by those under your leadership and support</li> <li>h) your records are accurate, complete, in the agreed format, legible and available to authorised users</li> <li>i) your contact with people is supportive, constructive and timely</li> </ul>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ Risks and hazards of the workplace affecting people and the environment</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> <li>▪ How to make and apply decisions based on the assessment of risk</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Applicable Fire service or other legislation</li> <li>▪ How to plan and prioritise work, including time management</li> <li>▪ The range of external regulations and requirements that impact on your work</li> <li>▪ How to plan the use of physical resources</li> <li>▪ How to access, interpret and provide relevant information, including feedback</li> <li>▪ Organisational policies, aims and objectives</li> <li>▪ Sources and availability of information</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to make positive contributions to effective teamwork</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> <li>▪ Roles, responsibilities and limits of authority of self, others and other agencies in the workplace</li> <li>▪ How to plan and prioritise work in response to work demands</li> <li>▪ How to involve and motivate people</li> <li>▪ How to set objectives</li> <li>▪ How to solve problems, make decisions and plan for contingencies</li> <li>▪ Role requirements and expected standards of performance</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ Capabilities and limitations of personal and operational equipment</li> <li>▪ How to match and use resources to meet objectives</li> <li>▪ Roles and responsibilities within the incident command systems</li> </ul> <ul style="list-style-type: none"> <li>▪ The availability and access to internal and</li> </ul>

	external resources and support
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<b>Unit WM7</b>	<b>Lead and support people to resolve operational incidents</b>
Element	WM7.3 Close down the operational phase of incidents

**Simulation is acceptable for this element, in the absence of opportunity for demonstration of competence through actual work performance. This may include simulation for one item from each of the categories listed below.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<ul style="list-style-type: none"> <li>a) you confirm your achievements against the planned objectives with relevant people</li> <li>b) you confirm the final status of the incident and agree any further action with relevant people</li> <li>c) you identify any unresolved risks and hazards and take action to minimise these within operational constraints</li> <li>d) you collate and provide accurate and complete information and advice to relevant people and confirm mutual understanding</li> <li>e) your contact with people is supportive, sensitive to context and presents a positive image of the organisation</li> <li>f) you make your resources available for redeployment at the earliest opportunity</li> <li>g) you accurately confirm with relevant people your resource status and availability</li> <li>h) you operate within agreed levels of your authority and responsibility</li> <li>i) your records are complete, accurate, legible, in the agreed format and available to authorised users</li> </ul>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ Hazards and risks of the workplace affecting people and the environment</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> <li>▪ How to make and apply decisions based on the assessment of risk</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Applicable Fire service or other legislation</li> <li>▪ How to access, interpret and provide relevant information, including feedback</li> <li>▪ Organisational policies, aims and objectives</li> <li>▪ Sources and availability of information</li> <li>▪ Record systems and their use</li> <li>▪ How to monitor and evaluate the effectiveness of plans and objectives</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> <li>▪ Roles, responsibilities and limits of authority of self, others and other agencies in the workplace</li> <li>▪ How to plan and prioritise work in response to work demands</li> <li>▪ How to involve and motivate people</li> <li>▪ How to set objectives</li> <li>▪ How to solve problems, make decisions and plan for contingencies</li> <li>▪ Role requirements and expected standards of performance</li> <li>▪ <b>Technical</b></li> <li>▪ Capabilities and limitations of personal and operational equipment</li> <li>▪ Matching and using resources to meet objectives</li> <li>▪ Roles and responsibilities within the incident command systems</li> <li>▪ How to identify and preserve evidence</li> <li>▪ Types of evidence and its importance</li> <li>▪ The requirements for availability, operational readiness</li> </ul>



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	and response of human and physical resources <ul style="list-style-type: none"><li>▪ How to support the investigation of an event</li></ul>
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<b>Unit WM7</b>	<b>Lead and support people to resolve operational incidents</b>
Element	WM7.4 Debrief people following incidents

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<ul style="list-style-type: none"> <li>a) you measure performance against specified standards relevant to defined roles</li> <li>b) you identify opportunities and action to improve future performance</li> <li>c) you conduct the debrief in a manner which promotes constructive, open and supportive review of the incident</li> <li>d) you recognise successful actions, acknowledge effective performance and report meritorious actions to the relevant people</li> <li>e) you immediately address risk critical issues identified through performance of people, equipment, working practices and systems</li> <li>f) you identify and record all significant learning points and agree action to address these</li> <li>g) your records are in the agreed format, accurate, complete, legible and available to authorised users</li> </ul>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Organisational policies, aims and objectives</li> <li>▪ Record systems and their use</li> <li>▪ How to provide information to influence change or improve service delivery</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ How to recognise problems that affect performance and action appropriate and timely solutions</li> <li>▪ How to select and use feedback techniques</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> <li>▪ Methods of active and proactive monitoring of achievements of objectives</li> <li>▪ Role requirements and expected standards of performance</li> <li>▪ Roles, responsibilities and limits of authority of self, others and other agencies in the workplace</li> <li>▪ The importance of challenging unacceptable behaviour</li> </ul> <p><b>Training and Development</b></p> <ul style="list-style-type: none"> <li>▪ How to organise and conduct debriefs and review of performance</li> </ul>

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<b>Unit title:</b>	<b>WM7:</b> Lead and support people to resolve operational incidents					
<b>Element titles:</b>	<b>WM7.1</b> Plan action to meet the needs of the incident <b>WM7.2</b> Implement action to meet planned objectives <b>WM7.3</b> Close down the operational phase of incidents <b>WM7.4</b> Debrief people following incidents					
	<b>Knowledge and understanding for this unit</b>	<b>WM 7.1</b>	<b>WM 7.2</b>	<b>WM 7.3</b>	<b>WM 7.4</b>	<b>Assessors Act</b>
<b>1</b>	How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace	•	•	•	•	
<b>2</b>	How to make and apply decisions based on the assessment of risk	•	•	•		
<b>3</b>	Hazards and risks of the workplace affecting people and the environment	•		•		
<b>4</b>	Risks and hazards of the workplace affecting people and the environment		•			
<b>5</b>	How to access, interpret and provide relevant information, including feedback	•	•	•		
<b>6</b>	Organisational policies, aims and objectives	•	•	•	•	
<b>7</b>	Sources and availability of information	•	•	•		
<b>8</b>	How to plan and prioritise work, including time management		•			
<b>9</b>	The range of external regulations and requirements that impact on your work		•			
<b>10</b>	How to plan the use of physical resources		•			
<b>11</b>	How to monitor and evaluate the effectiveness of plans and objectives			•		
<b>12</b>	How to provide information to influence change or improve service delivery				•	
<b>13</b>	How to communicate clearly and effectively with the range of people involved	•		•	•	
<b>14</b>	How to solve problems, make decisions and plan for contingencies	•		•		
<b>15</b>	How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity	•	•	•	•	
<b>16</b>	Lines and methods of communication/reporting in the workplace	•	•	•	•	
<b>17</b>	Roles, responsibilities and limits of authority of self, others and other agencies in the workplace	•	•	•	•	
<b>18</b>	How to make positive contributions to effective teamwork		•			
<b>19</b>	How to plan and prioritise work in response to work demands		•	•		
<b>20</b>	How to involve and motivate people		•			
<b>21</b>	How to set objectives		•	•		
<b>22</b>	Role requirements and expected standards of performance		•	•	•	
<b>23</b>	How to recognise problems that affect performance and action appropriate and timely solutions				•	
<b>24</b>	How to select and use feedback techniques				•	
<b>25</b>	Methods of active and proactive monitoring of achievements of objectives				•	
<b>26</b>	The importance of challenging unacceptable behaviour				•	

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27	Capabilities and limitations of personal and operational equipment	•	•	•		
28	How to match and use resources to meet objectives	•	•			
29	Roles and responsibilities within the incident command systems	•	•	•		
30	The availability and access to internal and external resources and support		•			
31	Matching and using resources to meet objectives			•		
32	How to identify and preserve evidence			•		
33	Types of evidence and its importance			•		
34	The requirements for availability, operational readiness and response of human and physical resources			•		
35	How to support the investigation of an event			•		
36	How to organise and conduct debriefs and review of performance				•	
37	Applicable Fire service and other legislation		•			

<b>Unit WM9</b>	<b>Support the efficient use of resources</b>
Elements	WM9.1 Make recommendations for the use of resources WM9.2 Contribute to the control of resources

<p><b>Scope of this unit</b> As this unit applies across a range of working contexts, the following guidelines apply at element level:</p> <p><b>Element WM9.1 Make recommendations for the use of resources</b> This element concerns your ability to make positive and constructive recommendations for the use of equipment, materials, services, supplies, finance, energy and time within your own sphere of responsibility.</p> <p><b>Element WM9.2 Contribute to the control of resources</b> This element concerns your ability to monitor and control resources to ensure the most effective and productive use of those available to you and your team.</p>
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<b>Key words and concepts</b> These definitions are provided to explain how key words and concepts are used in this unit	
<b>Benefits</b>	Positive results from the use of resources, for example: improved effectiveness and efficiency, better results for the customer
<b>Corrective action</b>	Action taken to match actual expenditure to budget, such as altering activities, modifying the use of resources, or re-negotiating the allocation of resources
<b>Ensuring consistency in product &amp; service delivery</b>	Making sure that the products and services for which you are responsible continuously meet the standards agreed in your organisation and with your customers
<b>Impact on the environment</b>	Positive or negative effects on the environment which may result from the use of resources
<b>Monitoring</b>	Keeping a close eye on how resources are used and comparing this with plans or budgets
<b>Policies</b>	Rules which govern the use of resources, for example: planning policies, policies governing the supply of equipment and materials, health and safety policies, environmental policies
<b>Recommendations</b>	Requesting budget allocations or proposing the supply of resources your team needs to achieve its objectives; suggesting new methods of using available resources to improve your team's effectiveness and efficiency
<b>Relevant people</b>	Team members, colleagues working at the same level as yourself, higher level managers or sponsors, specialists
<b>Resources</b>	The equipment, materials, services, supplies, finance, energy and time your team needs to achieve its objectives
<b>Team members</b>	People who work with you as part of a functional or project team; team members may report to you as either their line manager or as the manager in charge of a specific project or activity on which they are working
<b>Team objectives</b>	Clearly specified results which your team needs to achieve
<b>Trends and developments</b>	Changes in your team, organisation and market; for example, new skills and working methods, efficiency drives, new products and services, changes in customer requirements

<b>Unit WM9</b>	<b>Support the efficient use of resources</b>
Element	WM9.1 Make recommendations for the use of resources

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you give relevant people the opportunity to provide information on the resources your team needs</p> <p>b) your recommendations for the use of resources take account of relevant past experience</p> <p>c) your recommendations take account of trends and developments which are likely to affect the use of resources</p> <p>d) your recommendations are consistent with team objectives and organisational policies</p> <p>e) your recommendations clearly indicate the potential benefits you expect from the planned use of resources</p> <p>f) your recommendations are presented to relevant people in an appropriate and timely manner</p>	<p><b>Analytical techniques</b></p> <ul style="list-style-type: none"> <li>▪ How to analyse the use of resources in the past, and utilise the results to make recommendations on more effective use of resources in the future</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate effectively with team members, colleagues and line managers</li> <li>▪ How to develop and argue an effective case for changes in the management of resources</li> </ul> <p><b>Involvement and motivation</b></p> <ul style="list-style-type: none"> <li>▪ How to enable people to identify and communicate the resources they need</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>▪ Team objectives and organisational policies regarding the use of resources</li> <li>▪ Organisational procedures for making recommendations on the use of resources</li> <li>▪ The trends and developments which may influence the future use of resources and how to plan for these</li> </ul> <p><b>Resource management</b></p> <ul style="list-style-type: none"> <li>▪ The importance of effective management of resources to organisational performance</li> <li>▪ The principles underpinning the effective and efficient management of resources</li> <li>▪ The importance of keeping accurate records on the use of resources</li> </ul>

<b>Unit WM9</b>	<b>Support the efficient use of resources</b>
Element	WM9.2 Contribute to the control of resources

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you give relevant people opportunities to take individual responsibility for the efficient use of resources</p> <p>b) you monitor the use of resources under your control at appropriate intervals</p> <p>c) the use of resources by your team is efficient and takes into account the potential impact on the environment</p> <p>d) you monitor the quality of resources continuously and ensure consistency in produce and service delivery</p> <p>e) you identify problems with resources promptly, and make recommendations for corrective action to the relevant people as soon as possible</p> <p>f) you make recommendations for improving the use of resources to relevant people in an appropriate and timely manner</p> <p>g) your records relating to the use of resources are complete, accurate and available to authorised people only</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate effectively with team members, colleagues and line managers</li> </ul> <p><b>Involvement and motivation</b></p> <ul style="list-style-type: none"> <li>▪ How to encourage others to take responsibility for the control of resources in their own area of work</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>▪ Team objectives and organisational policies regarding the use of resources</li> <li>▪ The potential environmental impact of the resources being used</li> <li>▪ The problems which may occur with resources and how you can deal with these</li> <li>▪ Organisational procedures for making recommendations on the use of resources</li> </ul> <p><b>Resource management</b></p> <ul style="list-style-type: none"> <li>▪ The principles underpinning the effective and efficient management of resources</li> <li>▪ How to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of products and services</li> <li>▪ The importance of keeping accurate records on the use of resources</li> </ul>

PERSONAL DEVELOPMENT RECORD

<b>Unit title:</b>	<b>WM9:</b> Support the efficient use of resources			
<b>Element titles:</b>	<b>WM9.1</b> Make recommendations for the use of resources <b>WM9.2</b> Contribute to the control of resources			
	<b>Knowledge and understanding for this unit</b>	<b>WM 9.1</b>	<b>WM 9.2</b>	<b>Assessors Act</b>
<b>1</b>	How to analyse the use of resources in the past, and utilise the results make recommendations on more effective use of resources in the future.	•		
<b>2</b>	How to communicate effectively with team members, colleagues and like managers.	•	•	
<b>3</b>	How to develop and argue an effective case for changes in the management of resources.	•	•	
<b>4</b>	How to enable people to identify and communicate the resources they need.	•		
<b>5</b>	How to encourage others to take responsibility for the control of resources in their own area of work.		•	
<b>6</b>	Team objectives and organisational policies regarding the use of resources.	•	•	
<b>7</b>	Organisational procedures for making recommendations on the use of resources.	•	•	
<b>8</b>	The trends and developments which may influence the future use of resources and how to plan for these.	•		
<b>9</b>	The potential environmental impact of the resources being used.		•	
<b>10</b>	The problems which may occur with resources and how you can deal with these.		•	
<b>11</b>	The importance of effective management of resources to organisational performance.	•		
<b>12</b>	The principles underpinning the effective and efficient management of resources.	•	•	
<b>13</b>	The importance of keeping accurate records on the use of resources.	•		
<b>14</b>	How to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of products and services.		•	
<b>15</b>	The importance of keeping accurate records on the use of resources.		•	



<b>Unit WM10</b>	<b>Acquire, store and issue resources to provide service delivery</b>
Elements	WM10.1 Monitor and acquire resources to meet service demands WM10.2 Monitor the storage of physical resources WM10.3 Control the issue of resources to support service delivery

<b>Scope of this unit</b>	
As this unit applies across a range of working contexts, the following guidelines apply at element level:	
<b>Element WM10.1 Monitor and acquire resources to meet service demands</b>	
This element concerns your ability to proactively ensure that sufficient resources of consumables used on a day to day basis are available to avoid any interruption to service delivery. Underpinning this unit is your knowledge of the equipment in use which requires consumable stock and the importance of maintaining sufficient supply of the correct items, as well as the ability to implement ordering procedures.	
<b>Element WM10.2 Monitor the storage of physical resources</b>	
This element relates specifically to your monitoring of storage of consumables, particularly ensuring that you check compliance with regulations and requirements which have an impact on health and safety in the workplace. You will also be required to demonstrate that you operate effective record keeping and security procedures.	
<b>Element WM10.3 Control the issue of resources to support service delivery</b>	
This element relates to your issue of resources to meet demand or on request. Your ability to operate proactively to ensure that sufficient supply is maintained for both known and anticipated or contingency supplies and the action to take in this respect is also essential.	

<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
<b>Resources</b>	Stock and non stock consumables, including COSHH items
<b>Authorised users</b>	People who have the authorisation of your organisation to access information
<b>Records</b>	Written and computerised, including your own Personal Development Record (PDR)
<b>Relevant people</b>	May include team members, line managers, colleagues, specialists and people outside of your organisation
<b>Methods of storage</b>	Local, under your control and secure
<b>Sources of supply</b>	Internal and external
<b>Relevant health and safety guidance</b>	COSHH, HaSaWA

<b>Unit WM10</b>	<b>Acquire, store and issue resources to provide service delivery</b>
Element	WM10.1 Monitor and acquire resources to meet service demands

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you make an accurate assessment of known and anticipated resource needs</p> <p>b) you monitor the availability and quantity of resources under your control to ensure cost effective and efficient service delivery</p> <p>c) you identify and report to relevant people deficiencies in the availability of resources</p> <p>d) you acquire resources to maintain specified levels within your own level of authority</p> <p>e) your records are in the agreed format, complete, accurate and available to all authorised users</p> <p>f) your contact with people is constructive, supportive, promotes co-operation and a positive image of the organisation</p> <p>g) you actively seek opportunities to improve service delivery and report these to relevant people</p>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ Hazards and risks of the workplace affecting people and the environment</li> <li>▪ How to make decisions based on the assessment of risk</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Organisational policies, aims and objectives</li> <li>▪ Records systems and their use</li> <li>▪ Relevant organisation output specifications</li> <li>▪ How to provide information to influence change or improve</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ Roles, responsibilities and limits of authority of self, others and other agencies in the workplace</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> <li>▪ How to solve problems, make decisions and plan for contingencies</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ How to interpret information of different types and from a range of sources</li> <li>▪ Capabilities and limitations of personal and operational equipment</li> <li>▪ The availability of, and access to internal and external resources and support</li> <li>▪ The requirements for availability and operational readiness</li> </ul>

<b>Unit WM10</b>	<b>Acquire, store and issue resources to provide service delivery</b>
Element	WM10.2 Monitor the storage of physical resources

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) your resources are secure from unauthorised access and stored in the specified location</p> <p>b) you make recommendations for the improved storage of resources to the relevant person as soon as possible</p> <p>c) your records are in the agreed format, complete, accurate and available to all authorised users</p> <p>d) your methods of storage avoid hazard and risk to people, property and the environment</p>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ Hazards and risks of the workplace affecting people and the environment</li> <li>▪ How to make decisions based on the assessment of risk</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Organisational policies, aims and objectives</li> <li>▪ How to provide information to influence change or improve service delivery</li> <li>▪ Record systems and their use</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> <li>▪ Roles, responsibilities and limits of authority of self, others and other agencies in the workplace</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ How to handle and deliver resources in a safe and secure manner</li> <li>▪ How to ensure that resources are securely stored</li> </ul>

<b>Unit WM10</b>	<b>Acquire, store and issue resources to provide service delivery</b>
Element	WM10.3 Control the issue of resources to support service delivery

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you issue the specified resources as requested or instructed</p> <p>b) you control issue of resources to ensure sufficient supplies are available to meet actual and anticipated demands</p> <p>c) where demands exceed stock available you explore alternative sources of supply</p> <p>d) you avoid wastage and control costs by efficient use of resources</p> <p>e) you make people aware of relevant health and safety guidance when issuing resources</p> <p>f) your records are in the agreed format, complete, accurate and available to all authorised users</p> <p>g) you issue resources to maintain specified levels within your own level of authority</p>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ Hazards and risks of the workplace affecting people and the environment</li> <li>▪ How to make decisions based on the assessment of risk</li> <li>▪ How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace</li> </ul> <p><b>Organisational</b></p> <ul style="list-style-type: none"> <li>▪ Organisational policies, aims and objectives</li> <li>▪ Record systems and their use</li> </ul> <p><b>Personal and Interpersonal</b></p> <ul style="list-style-type: none"> <li>▪ How to communicate clearly and effectively with the range of people involved</li> <li>▪ How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity</li> <li>▪ Lines and methods of communication/reporting in the workplace</li> <li>▪ Roles, responsibilities and limits of authority of self, others and other agencies in the workplace</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>▪ How to interpret information of different types and from a range of sources</li> <li>▪ Capabilities and limitations of personal and operational equipment</li> <li>▪ How to match and use resources to meet objectives</li> <li>▪ The requirements for availability and response of human and physical resources</li> </ul>

PERSONAL DEVELOPMENT RECORD

<b>Unit title:</b>	<b>WM10:</b> Acquire, store and issue resources to provide service delivery				
<b>Element titles:</b>	<b>WM10.1</b> Make recommendations for the use of resources <b>WM10.2</b> Contribute to the control of resources <b>WM10.3</b> Control the issue of resources to support service delivery				
	<b>Knowledge and understanding for this unit</b>	<b>WM 10.1</b>	<b>WM 10.2</b>	<b>WM 10.3</b>	<b>Assessors Act</b>
<b>1</b>	Hazards and risks of the workplace affecting people and the environment.	•	•	•	
<b>2</b>	How to make decisions based on the assessment of risk.	•	•	•	
<b>3</b>	How to apply practices that maximise the health, safety and welfare of yourself and others in the workplace.	•	•	•	
<b>4</b>	Organisational policies, aims and objectives.	•	•	•	
<b>5</b>	Records systems and their use.	•	•	•	
<b>6</b>	Relevant organisation output specifications.	•			
<b>7</b>	How to provide information to influence change or improve.	•			
<b>8</b>	How to communicate clearly and effectively with the range of people involved.	•	•	•	
<b>9</b>	How to treat colleagues and members of the public with respect and consideration, taking account of, and accepting, diversity.	•	•	•	
<b>10</b>	Roles, responsibilities and limits of authority of self, others and other agencies in the workplace.	•	•	•	
<b>11</b>	Lines and methods of communication/reporting in the workplace.	•	•	•	
<b>12</b>	How to solve problems, make decisions and plan for contingencies.	•			
<b>13</b>	How to interpret information of different types and from a range of sources.	•		•	
<b>14</b>	How to handle and deliver resources in a safe and secure manner.		•		
<b>15</b>	How to ensure that resources are securely stored.		•		
<b>16</b>	Capabilities and limitations of personal and operational equipment.	•		•	
<b>17</b>	How to match and use resources to meet objectives			•	
<b>18</b>	The requirements for availability and response of human and physical resources			•	
<b>19</b>	The availability of, and access to internal and external resources and support	•			
<b>20</b>	The requirements for availability and operational readiness	•		•	

<b>Unit WM11</b>	<b>Respond to poor performance in your team</b>
Elements	WM11.1 Help team members who have problems affecting their performance WM11.2 Contribute to implementing disciplinary and grievance procedures

<p><b>Scope of this unit</b> As this unit applies across a range of working contexts, the following guidelines apply at element level:</p> <p><b>Element WM11.1 Help team members who have problems affecting their performance</b> This element concerns your ability to provide constructive and positive support to team members who are experiencing difficulties in their work role. This may include your giving feedback, investigating development needs, referring to other specialist personnel.</p> <p><b>Element WM11.2 Contribute to implementing disciplinary and grievance procedures</b> This element concerns your ability to make effective and constructive contributions to implementing disciplinary and grievance procedures to deal with instances or poor performance. It will involve you working under supervision to apply relevant internal procedures.</p>
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<b>Key words and concepts</b> These definitions are provided to explain how key words and concepts are used in this unit	
<b>Confidentiality</b>	Only providing information to those who are authorised to have it
<b>Disciplinary procedures</b>	Procedures, which form part of the contract of employment, which must be followed in the event of sub-standard work or gross misconduct; these procedures normally involve a process of verbal and written warnings and, eventually, dismissal
<b>Grievance procedures</b>	Procedures, which form part of the contract of employment, which must be followed in the event of a team member having a serious complaint against your organisation or someone in it; these procedures normally involve a process of appeals to higher-level managers
<b>Problems affecting team members' performance</b>	Problems at work which may be caused either by work-related factors or external factors from the team members' personal life
<b>Respect for individuals</b>	The open acknowledgement that individuals have the right to their own views, actions and development as long as these do not unduly constrain the rights of others
<b>Support services</b>	Specialist services, such as doctors or counsellors, which may be required to help the team members solve their problems
<b>Team members</b>	People who work with you as part of a functional or project team; team members may report to you either as their line manager or as the manager in charge of a specific project or activity on which they are working

<b>Unit WM11</b>	<b>Respond to poor performance in your team</b>
Element	WM11.1 Help team members who have problems affecting their performance

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) you promptly identify poor performance and bring it to the attention of the team member concerned</p> <p>b) you give the team member the opportunity to discuss actual or potential problems affecting their performance</p> <p>c) you discuss these issues with the team member at a time and place appropriate to the type, seriousness and complexity of the problem</p> <p>d) you gather and check as much information as possible to identify the nature of the problem</p> <p>e) you agree with the team member a course of action which is appropriate, timely and effective</p> <p>f) where necessary, you refer the team member to support services appropriate to their individual circumstances</p> <p>g) the way you respond to team members' problems maintains respect for the individual and the need for confidentiality</p> <p>h) you promptly inform relevant people of problems beyond your level of responsibility or competence</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ The importance of providing opportunities for team members to discuss problems</li> <li>▪ How to encourage and enable team members to talk frankly about their problems</li> </ul> <p><b>Information handling</b></p> <ul style="list-style-type: none"> <li>▪ The importance of confidentiality</li> </ul> <p><b>Monitoring and evaluation</b></p> <ul style="list-style-type: none"> <li>▪ The importance of promptly identifying poor performance and bringing it directly to team members' attention</li> </ul> <p><b>Providing support</b></p> <ul style="list-style-type: none"> <li>▪ Your role and responsibilities in dealing with team members' problems</li> <li>▪ The types of problems which your team members may encounter at work</li> <li>▪ How to identify problems which the individual is experiencing and devise appropriate responses</li> <li>▪ The importance of agreeing a course of action with the team member involved</li> <li>▪ How to decide when the problem goes beyond your own level of competence and responsibility</li> <li>▪ The range of support services which exists inside and outside your organisation</li> </ul> <p><b>Working relationships</b></p> <ul style="list-style-type: none"> <li>▪ The importance of maintaining respect for the individual</li> <li>▪ The limits beyond which you should not go in becoming involved in the individual's problem</li> </ul>

<b>Unit WM11</b>	<b>Respond to poor performance in your team</b>
Element	WM11.2 Contribute to implementing disciplinary and grievance procedures

**Simulation is not acceptable for this element.**

<b>You must ensure that:</b>	<b>You must know and understand:</b>
<p>a) your team members have clear, accurate and timely information regarding disciplinary and grievance procedures</p> <p>b) your contributions to disciplinary and grievance procedures are provided in a fair, impartial and timely way</p> <p>c) your contributions to implementing disciplinary and grievance procedures are consistent with your level of authority</p> <p>d) your contributions to implementing disciplinary and grievance procedures maintain respect for the individual and the need for confidentiality</p>	<p><b>Disciplinary and grievance procedures</b></p> <ul style="list-style-type: none"> <li>▪ The importance of effectively applying disciplinary and grievance procedures and your responsibilities in relation to this</li> <li>▪ Situations in which disciplinary and grievance procedures should be implemented</li> <li>▪ The importance of informing team members about disciplinary and grievance procedures, appropriate times to do so and methods to use</li> <li>▪ The importance of fairness, impartiality and responding in a timely way when dealing with disciplinary and grievance procedures</li> </ul> <p><b>Information handling</b></p> <ul style="list-style-type: none"> <li>▪ The importance of confidentiality when dealing with disciplinary and grievance procedures - who may receive what information.</li> </ul> <p><b>Legal requirements</b></p> <ul style="list-style-type: none"> <li>▪ Legal requirements relevant to disciplinary and grievance procedures</li> </ul> <p><b>Organisational context</b></p> <ul style="list-style-type: none"> <li>▪ Organisational requirements relevant to disciplinary and grievance procedures</li> </ul> <p><b>Working relationships</b></p> <ul style="list-style-type: none"> <li>▪ The importance of maintaining respect for the individual when dealing with disciplinary and grievance procedures</li> </ul>





**PERSONAL DEVELOPMENT RECORD**

<b>Unit title:</b>	<b>WM11: Respond to poor performance in your team</b>			
<b>Element titles:</b>	<b>WM11.1 Help team members who have problems affecting their performance</b> <b>WM11.2 Contribute to implementing disciplinary and grievance procedures</b>			
	<b>Knowledge and understanding for this unit</b>	<b>WM 11.1</b>	<b>WM 11.2</b>	<b>Assessors Act</b>
<b>1</b>	The importance of providing opportunities for team members to discuss problems.	•		
<b>2</b>	How to encourage and enable team members to talk frankly about their problems.	•		
<b>3</b>	The importance of confidentiality.	•		
<b>4</b>	The importance of confidentiality when dealing with disciplinary and grievance procedures - who may receive what information.		•	
<b>5</b>	The importance of promptly identifying poor performance and bringing it directly to team members' attention.	•		
<b>6</b>	Your role and responsibilities in dealing with team members' problems.	•		
<b>7</b>	The types of problems which your team members may encounter at work.	•		
<b>8</b>	How to identify problems which the individual is experiencing and devise appropriate responses.	•		
<b>9</b>	The importance of agreeing a course of action with the team member involved.	•		
<b>10</b>	How to decide when the problem goes beyond your own level of competence and responsibility.	•		
<b>11</b>	The range of support services which exists inside and outside your organisation.	•		
<b>12</b>	The importance of maintaining respect for the individual.	•		
<b>13</b>	The limits beyond which you should not go in becoming involved in the individual's problem.	•		
<b>14</b>	The importance of maintaining respect for the individual when dealing with disciplinary and grievance procedures.		•	
<b>15</b>	Legal requirements relevant to disciplinary and grievance procedures.		•	
<b>16</b>	Organisational requirements relevant to disciplinary and grievance procedures.		•	
<b>17</b>	The importance of effectively applying disciplinary and grievance procedures and your responsibilities in relation to this		•	
<b>18</b>	Situations in which disciplinary and grievance procedures should be implemented		•	
<b>19</b>	The importance of informing team members about disciplinary and grievance procedures, appropriate times to do so and methods to use		•	
<b>20</b>	The importance of fairness, impartiality and responding in a timely way when dealing with disciplinary and grievance procedures		•	

## PERSONAL DEVELOPMENT RECORD

<b>Unit A1</b>	<b>Assess candidates using a range of methods</b>
Element	A1.1 Develop plans for assessing competence with candidates A1.2 Judge evidence against criteria to make assessment decisions A1.3 Provide feedback and support to candidates on assessment decisions A1.4 Contribute to the internal quality assurance process

Overview	Scope
<p><b>This unit is appropriate for you if your role involves:</b></p> <ul style="list-style-type: none"> <li>• assessing candidates against agreed standards of competence using a range of assessment methods</li> <li>• giving candidates feedback on your assessment decisions</li> <li>• contributing to the internal quality assurance processes.</li> </ul> <p><b>The activities you are likely to be involved in:</b></p> <ul style="list-style-type: none"> <li>• developing realistic plans for learning and assessment with candidates</li> <li>• understanding assessment requirements</li> <li>• planning the assessment process with candidates and the other people involved</li> <li>• helping candidates to meet the agreed assessment requirements</li> <li>• reviewing the candidate's level of competence and identifying what they need to do to be fully competent</li> <li>• supporting candidates with different needs during your assessment</li> <li>• using a variety of assessment methods</li> <li>• making a record of your assessment decisions</li> <li>• giving candidates feedback on their performance and reviewing their progress throughout the assessment process</li> <li>• using different types of evidence to give an overall assessment of competence</li> <li>• working with the other people involved in the assessment process, such as workplace supervisors and other teachers or trainers.</li> </ul> <p><b>What the unit covers:</b></p> <ol style="list-style-type: none"> <li>1. developing plans for assessing competence with candidates</li> <li>2. judging evidence against agreed standards to make assessment decisions</li> <li>3. giving candidates feedback and support on your assessment decisions</li> <li>4. contributing to the internal quality assurance process.</li> </ol>	<p><b>You need to be able to show that you have general knowledge and understanding of the following:</b></p> <p><b>This unit covers assessing of candidates by using different assessment methods. These include:</b></p> <ul style="list-style-type: none"> <li>• watching candidates perform in the workplace</li> <li>• asking candidates questions</li> <li>• taking account of past experiences and achievements</li> <li>• setting tests</li> <li>• setting projects and tasks</li> <li>• arranging simulations</li> <li>• assessing the candidate's report of their work</li> <li>• using evidence from other people, including peers and witnesses.</li> </ul> <p>Assessment can include using material from this document and from within your own organisation. It can also include assessing the competence of those who assess candidates as a major part of their role. Observation may take place in person or using appropriate technology such as a video tape. Evidence may also include examining products. All candidates must show they have agreed assessment requirements. You must also show you are aware of and understand the appeals and complaints procedures and the processes for handling them</p>

## PERSONAL DEVELOPMENT RECORD

Unit A1

Assess candidates using a range of methods

**You need to be able to show that you have general knowledge and understanding of the following:**

### **The nature and role of assessments of competence**

1. how to identify and use different types of evidence when carrying out assessments
2. how to identify and compare different types of evidence when making your assessment decisions
3. how to collect evidence in ways that are cost-effective and timely
4. how to collect and use evidence from candidates' prior experience and achievements within the current assessment process
5. how to develop and agree assessment plans with candidates and the other people involved
6. how to accurately assess performance against specific parts of a standard
7. how to take appropriate action and help candidates develop their competence
8. how to change assessment procedures to meet the individual needs of candidates
9. how to identify the difficulties in making safe, fair, valid and reliable assessments of evidence and who to involve in such cases
10. how to follow standardisation and internal quality assurance procedures

### **Principles and concepts**

11. how to measure existing levels of competence
12. how to make valid and reliable assessments of candidates' knowledge
13. how to make valid and reliable assessments of candidates' performance
14. how to make sure you have covered all the agreed criteria during an assessment
15. how to check that the evidence is the candidates' own work
16. how to make sure that supporting evidence supplied by other people is reliable
17. how to encourage candidates to consider and use their past experience and achievements
18. how to give constructive feedback on existing levels of competence and what candidates need to do to be fully competent
19. how to involve candidates in planning assessments
20. how to keep to the Data Protection Act
21. how to encourage candidates who have different levels of confidence and experience to take an active part in their assessment
22. how to use language and behaviour which does not discriminate against any candidate
23. how to meet the different needs of candidates
24. how to give feedback to candidates with different levels of confidence and experience
25. how to encourage candidates to ask questions and get advice
26. how to monitor and review progress with candidates
27. how to identify changes in levels of candidates' competence and assess how this affects your own competence
28. how to use opportunities to update your skills and experience
29. how to identify and use information on current assessment best practice
30. how to use personal development opportunities to improve your assessment skills

### **External factors influencing the assessment of national standards**

31. how to meet candidates' needs for access to safe, fair, valid and reliable assessment, in line with relevant legislation
32. how to recognise and challenge unfair discrimination in assessments
33. who to get advice from about meeting candidates' special assessment requirements
34. how to identify and plan for issues of confidentiality and data protection during the assessment process
35. how to record, store and pass on assessment decisions to other people within an agreed system
36. how to identify and assess things that can influence your own competence
37. how to identify appropriate sources of support for your own development

## PERSONAL DEVELOPMENT RECORD

<b>Unit A1</b>	<b>Assess candidates using a range of methods</b>
<b>Element</b>	<b>A1.1 Develop plans for assessing competence with candidates</b>
<b>Performance criteria</b> <b>You must be able to do the following</b>	
<ul style="list-style-type: none"><li>a. Develop and agree an assessment plan with candidates</li><li>b. Check that all candidates understand the assessment process involved, the support available to them and the complaints and appeals procedure</li><li>c. Agree fair, safe, valid and reliable assessment methods</li><li>d. Identify appropriate and cost-effective opportunities for assessing performance</li><li>e. Plan for using different types of evidence</li><li>f. Identify how the past experiences and achievements of candidates will contribute to the assessment process</li><li>g. Identify and agree any special arrangements needed to make sure the assessment process is fair</li><li>h. Identify how other people will contribute to assessments and what support they may need</li><li>i. Identify how to protect confidentiality and agree arrangements to deal with sensitive issues</li><li>j. Agree how you will handle any difficulties or disputes during the assessment.</li><li>k. Agree when assessment will take place with candidates and the other people involved</li><li>l. Agree arrangements with candidates for reviewing their progress against the assessment plan</li><li>m. Review and update assessment plans to take account of what the candidates have achieved</li></ul>	

## PERSONAL DEVELOPMENT RECORD

<b>Unit A1</b>	<b>Assess candidates using a range of methods</b>
<b>Element</b>	<b>A1.2 Judge evidence against criteria to make assessment decisions</b>
<b>Performance criteria</b> <b>You must be able to do the following</b>	
<ul style="list-style-type: none"><li>a. Use the agreed assessment methods to assess competence in appropriate situations</li><li>b. Use the past experience and achievements of candidates as part of the assessment of their current competence</li><li>c. Ensure that the evidence comes from the candidates' own work</li><li>d. Make safe, fair, valid and reliable decisions about the competence of candidates, only on the agreed standard</li><li>e. Collect evidence from the other people involved in the assessment process</li><li>f. Apply any agreed special arrangements to make sure the assessment is fair</li><li>g. Base your decisions on all the relevant evidence of candidates' performance and knowledge. Take this evidence from as many places as possible</li><li>h. Explain and resolve any inconsistencies in the evidence</li><li>i. Make a record of the outcomes of assessments by using the agreed recording system</li><li>j. Speak to the appropriate person if you and the candidate cannot agree on your assessment of their performance</li></ul>	

## PERSONAL DEVELOPMENT RECORD

<b>Unit A1</b>	<b>Assess candidates using a range of methods</b>
<b>Element</b>	<b>A1.3 Provide feedback and support to candidates on assessment decisions</b>
<b>Performance criteria</b> <b>You must be able to do the following</b>	
<ul style="list-style-type: none"><li>a. Give candidates feedback at an appropriate time and place.</li><li>b. Give candidates feedback in a constructive and encouraging way, which meets their needs and is appropriate to their level of confidence</li><li>c. Clearly explain your assessment decisions on whether candidates' evidence of competence is good enough</li><li>d. Give candidates advice when they cannot prove their competence and on how they can develop the necessary skills or provide more evidence</li><li>e. Encourage candidates to get advice on your assessment decisions</li><li>f. Identify and agree the next steps in the assessment process and how candidates will achieve these</li><li>g. Follow the agreed complaints and appeals procedures if candidates disagree with your assessment decisions</li></ul>	

## PERSONAL DEVELOPMENT RECORD

<b>Unit A1</b>	<b>Assess candidates using a range of methods</b>
<b>Element</b>	<b>A1.4 Contribute to the internal quality assurance process</b>
<b>Performance criteria</b> <b>You must be able to do the following</b>	
<ul style="list-style-type: none"><li>a. Ensure your assessment records are accurate and up to date, and can be followed by an audit</li><li>b. Contribute to standardisation arrangements so that your assessment decisions are in line with others</li><li>c. Give accurate and timely information on assessments</li><li>d. Contribute to the agreed quality assurance process</li></ul>	



## PERSONAL DEVELOPMENT RECORD

<b>Unit titles:</b>	<b>A1.1</b> Develop plans for assessing competence with candidates <b>A1.2</b> Judge evidence against criteria to make assessment decisions <b>A1.3</b> Provide feedback and support to candidates on assessment decisions <b>A1.4</b> Contribute to the internal quality assurance process		
	<b>Knowledge and understanding for this unit</b>	<b>A1</b>	<b>Assessors Act</b>
<b>1</b>	How to identify and use different types of evidence when carrying out assessments.	•	
<b>2</b>	How to identify and compare different types of evidence when making your assessment decisions.	•	
<b>3</b>	How to collect evidence in ways that are cost-effective and timely.	•	
<b>4</b>	How to collect and use evidence from candidates' prior experience and achievements within the current assessment process.	•	
<b>5</b>	How to develop and agree assessment plans with candidates and the other people involved.	•	
<b>6</b>	How to accurately assess performance against specific parts of a standard.	•	
<b>7</b>	How to take appropriate action and help candidates develop their competence.	•	
<b>8</b>	How to change assessment procedures to meet the individual needs of candidates.	•	
<b>9</b>	How to identify the difficulties in making safe, fair, valid and reliable assessments of evidence and who to involve in such cases.	•	
<b>10</b>	How to follow standardisation and internal quality assurance procedures.	•	
<b>11</b>	How to measure existing levels of competence.	•	
<b>12</b>	How to make valid and reliable assessments of candidates' knowledge.	•	
<b>13</b>	How to make valid and reliable assessments of candidates' performance.	•	
<b>14</b>	How to check that the evidence is the candidates' own work.	•	
<b>15</b>	How to make sure that supporting evidence supplied by other people is reliable.	•	
<b>16</b>	How to encourage candidates to consider and use their past experience and achievements.	•	
<b>17</b>	How to give constructive feedback on existing levels of competence and what candidates need to do be fully competent.	•	
<b>18</b>	How to involve candidates in planning assessments.	•	
<b>19</b>	How to keep to the Data Protection Act.	•	
<b>20</b>	How to encourage candidates who have different levels of confidence and experience to take an active part in their assessment.	•	
<b>21</b>	How to use language and behaviour which does not discriminate against any candidate.	•	
<b>22</b>	How to meet the different needs of candidates.	•	
<b>23</b>	How to give feedback to candidates with different levels of confidence and experience.	•	
<b>24</b>	How to encourage candidates to ask questions and get advice.	•	
<b>25</b>	How to monitor and review progress with candidates.	•	

## PERSONAL DEVELOPMENT RECORD

<b>26</b>	How to identify changes in levels of candidates' competence and assess how this affects your own competence.	•	
<b>27</b>	How to use opportunities to update your skills and experience.	•	
<b>28</b>	How to identify and use information on current assessment best practice.	•	
<b>29</b>	How to use personal development opportunities to improve your assessment skills.	•	
<b>30</b>	How to meet candidates' needs for access to safe, fair, valid and reliable assessment, in line with relevant legislation.	•	
<b>31</b>	How to recognise and challenge unfair discrimination in assessments.	•	
<b>32</b>	Who to get advice from about meeting candidates' special assessment requirements.	•	
<b>33</b>	How to identify and plan for issues of confidentiality and data protection during the assessment process.	•	
<b>34</b>	How to record, store and pass on assessment decisions to other people within an agreed system.	•	
<b>35</b>	How to identify and assess things that can influence your own competence.	•	
<b>36</b>	How to identify appropriate sources of support for your own development.	•	

# Station Manager Rolemap

Ref	Title
	<b>Mandatory Units</b>
EFSM2	Lead, Monitor and support people to resolve operational incidents
EFSM10	Plan and implement activities to meet service needs
EFSM21	Provide information to support decision making
	<b>Non-mandatory units – Choose and agree any 3 (Maintain the remaining 3)</b>
EFSM3	Determine solutions to hazards and risks identified through inspection and investigation
EFSM12	Manage the effective use of resources
EFSM13	Select required personnel
EFSM14	Manage the performance of teams and individuals to achieve objectives
EFSM15	Develop teams and individuals to enhance workplace performance
EFSM16	Manage yourself to achieve work objectives.

# PERSONAL DEVELOPMENT PROGRAMME

# Mandatory Units:

<b>Unit title:</b>	<b>EFSM2 - Lead, Monitor and Support people to resolve operational incidents</b>
<b>Element titles:</b>	2.1 Review and determine incident status 2.2 Assume responsibility and implement action to support those involved in the incident 2.3 Debrief following resolution of incident
<b>Scope of this unit</b>	
This unit relates to the leadership role taken at operational incidents. This includes initial review and planning of incident management, operating within the Incident Command System. It includes implementation, review and monitoring of plans and management of resources to resolve the incident. It also includes planning and conduct of relevant briefings.	
<b>This unit contains three elements:</b>	
<b>2.1 Review and determine incident status</b> This includes your initial review of the incident type, status and progress, the collection of relevant information and analysis of implications for the community and for resource allocation.	
<b>2.2 Assume responsibility and implement action to support those involved in the incident</b> This includes your formulation of a plan for resolution of the incident, taking account of anticipated risks, monitoring the progress of activities against your plan and making relevant adjustments. It includes obtaining advice from relevant specialists and the conduct of operational briefings with relevant personnel.	
<b>2.3 Debrief following resolution of incident</b> This includes the arrangements and conduct of relevant briefings both immediately following and at later stages of incident review.	

Key words and concepts	
These definitions are provided to explain how key words and concepts are used in this unit	
Objectives within immediate responsibility of the organisation	Objectives relating to resolution and closure of the incident within the scope of the organisation.
Community	Includes Business, commercial, public
Relevant legislation and protocols	Includes Brigade, organisational and national relating to resolution of incidents
Resources	People, equipment, time, specialist skills,
Debriefs	Includes, operational, psychological, critical incident, formal, informal, one to one, group, structured, unstructured, immediately following the incident or follow up
Media	Includes local, national, international television, radio, press, freelance photographers or reporters, Central Office of Information and those with potential to make information on incidents public.
Incidents	Includes, all types of operational incidents, for the control room context, this may be 'events'

PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title</b>	EFSM2 - Lead, Monitor and Support people to resolve operational incidents
<b>You must ensure that you:</b>	
<b>Element title: 2.1 Review and determine incident status</b>	
<ul style="list-style-type: none"> <li>a) obtain sufficient information from all available sources on incident progress, risks, deployment, resource availability and existing incident management</li> <li>b) confirm that current action complies with relevant legislation and protocols</li> <li>c) determine the current involvement of other agencies, their current activities and key contacts</li> <li>d) determine and resolve discrepancies between information obtained at the incident and that provided pre-incident</li> <li>e) confirm new roles, responsibilities and communication channels with key personnel</li> <li>f) confirm risks and implications for personnel, for the community and for the wider context</li> <li>g) anticipate likely future resource needs including consideration of possible escalation of incident</li> <li>h) confirm the priority actions for resolution of incident</li> <li>i) ensure that information concerning change in roles and control of the incident reaches those who are assisting with its resolution.</li> </ul>	
<b>Element title: 2.2 Assume responsibility and implement action to support those involved in the incident</b>	
<ul style="list-style-type: none"> <li>a) formulate a plan which takes account of all available information and anticipated risks</li> <li>b) implement plan, confirming roles, responsibilities, tasks, and communication channels</li> <li>c) actively monitor the progress of activity against your plan</li> <li>d) anticipate risks to health, safety and welfare and ensure adequate and timely control measures are implemented</li> <li>e) adjust your incident plan to meet the emerging needs of the incident</li> <li>f) obtain technical and professional advice from suitable sources to support decision making</li> <li>g) provide information to other agencies to assist with their decision making</li> <li>h) conduct comprehensive and timely briefings with relevant people to obtain progress reports and instigate action</li> <li>i) continually evaluate the implications of the incident on the organisation, the environment, the local community and other agencies roles and responsibilities</li> <li>j) ensure that relevant people are updated regarding identified implications</li> <li>k) provide accurate and timely information to the media and utilise media resources to inform and protect the community</li> <li>l) confirm that all objectives within immediate responsibility of the organisation have been met</li> <li>m) hand over status to relevant agencies before withdrawing support from the incident.</li> </ul>	
<b>Element title: 2.3 Debrief following resolution of incident</b>	
<ul style="list-style-type: none"> <li>a) arrange sufficient debriefs of suitable type and frequency to meet the needs of the incident type and scale</li> <li>b) gather and review all pertinent information from internal and external sources</li> <li>c) support a full review of procedures and performance relevant to the incident in order to identify learning outcomes for the organisation and individuals</li> <li>d) identify possible changes to procedures and resource requirements that would improve future practice and service delivery.</li> <li>e) recommend improvements, with supporting evidence, to relevant people</li> <li>f) identify trends and their implications for future service delivery</li> <li>g) provide constructive feedback to personnel and other agencies involved</li> <li>h) establish the support needs of personnel involved in the incident and instigate action to deliver this</li> <li>i) agree action to be taken following debrief activities including responsibilities and timescales</li> <li>j) ensure that agreed action is taken</li> <li>k) report meritorious action to relevant people for recognition</li> </ul>	

**PERSONAL DEVELOPMENT PROGRAMME**

<b>Unit title:</b>	EFSM2 - Lead, Monitor and Support people to resolve operational incidents			
<b>Element titles:</b>	2.1 Review and determine incident status 2.2 Assume responsibility and implement action to support those involved in the incident 2.3 Debrief following resolution of incident			
	<b>Knowledge for this unit</b>	<b>2.1</b>	<b>2.2</b>	<b>2.3</b>
<b>1</b>	The range and sources of information required to evaluate and manage incidents and how to access this	●		
<b>2</b>	Relevant legislation and its correct interpretation and implementation	●		
<b>3</b>	Your role, responsibilities and level of authority at operational incidents	●	●	
<b>4</b>	The roles, responsibilities, limitations and capabilities of personnel and other agencies	●	●	
<b>5</b>	Lines of communication at incidents and the incident command system	●	●	
<b>6</b>	The range and type of resources available at incidents, their capabilities and limitations	●		
<b>7</b>	How to prioritise and allocate tasks and set clear objectives at incidents to achieve operational objectives	●		
<b>8</b>	Your local community, its characteristics and associated risks	●		●
<b>9</b>	Dynamic risk assessment and associated health, safety and welfare issues	●		●
<b>10</b>	How to communicate effectively and efficiently with personnel to achieve changing objectives and manage sensitive issues		●	
<b>11</b>	How to anticipate needs and requirements of the incident and of the personnel involved in its resolution		●	
<b>12</b>	Issues of confidentiality, security including data protection, intellectual property rights, Human Rights and the implications of potential litigation		●	
<b>13</b>	Organisational objectives, values and how to operate within them	●	●	●
<b>14</b>	Methods, styles and principles of leadership and their application in operational contexts	●	●	
<b>15</b>	The range, type and extent of information needed for effective debriefs		●	
<b>16</b>	How to analyse trends, identify needs for change to procedures and instigate action to make relevant improvements			●
<b>17</b>	Methods of providing feedback and how to select those appropriate to the context and sensitivities of the situation			●
<b>18</b>	Requirements and methods of reporting on incidents and how to report to key internal, external, political and community contacts			●
<b>19</b>	How to formulate and implement an incident plan and the factors affecting this	●	●	
<b>20</b>	How to distinguish between relevant and irrelevant information and formulate plans and decisions which influence successful resolution of incidents	●	●	
<b>21</b>	The range of specialists available and how to make best use of their technical expertise and support		●	

PERSONAL DEVELOPMENT PROGRAMME



PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title:</b>	<b>EFSM10 - Plan and implement activities to meet service delivery needs</b>
<b>Element titles:</b>	10.1 Plan and allocate work activities to meet service delivery needs 10.2 Agree budgets and resources for work activities 10.3 Implement and evaluate work plans to achieve objectives 10.4 Make recommendations for improvements to work activities
<b>Scope of this unit</b>	
This unit relates to the planning and implementation of work activities on a daily basis to ensure effective service delivery. It includes the planning and allocation of work to those for whom you have responsibility, agreement and management of budgets and evaluation of work plans and achievements against objectives. It also includes making recommendations for change to secure continuous improvement.	
<b>This unit contains four elements:</b>	
<b>10.1 Plan and allocate work activities to meet service delivery needs</b> This includes the allocation of work to people with suitable levels of competence and experience and the identification of shortfalls in resource requirements. It includes the instigation of action to meet shortfalls and the provision of sufficient information to enable individuals to undertake their allocated activities	
<b>10.2 Agree budgets and resources for work activities</b> This includes preparation, submission and management of budgets within your area of responsibility. It involves negotiation and preparation of contingency plans to deal with actual and potential shortfalls. It also includes investigation of possible sources of alternative funding and confirmation of budgets and resources.	
<b>10.3 Implement and evaluate work plans to achieve objectives</b> This includes the implementation of work plans against individual, departmental and organisational objectives, the negotiation and agreement of adjustment as required to meet changing demands and ensuring that sufficient resources are available, with support, to meet operational needs.	
<b>10.4 Make recommendations for improvements to work activities</b> This includes the review of performance, collation of information and analysis of data to identify possible improvements in work activities and the submission of recommendations for action to relevant people	

<b>Key words and concepts</b> <b>These definitions are provided to explain how key words and concepts are used in this unit</b>	
Contingency plans	Your own plans to ensure that arrangements are in place to manage shortfalls
Sources of funding and resources	Internal and external sources within your own sphere of responsibility
Service delivery	The full range of services within the responsibility of the person being issued
SMART Objectives SMARTER SMARTY	Specific, measurable, achievable, realistic and time based objectives

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title</b>	EFSM10 - Plan and implement activities to meet service delivery needs
<b>You must ensure that you:</b>	
<b>Element title: 10.1 Plan and allocate work activities to meet service delivery needs</b>	
<ul style="list-style-type: none"> <li>a) provide individuals with opportunities to utilise and develop their existing skills</li> <li>b) allocate work activities to people with relevant experience, skills and competence</li> <li>c) make optimum use of the resources available to you</li> <li>d) plan to ensure all objectives are met and take action to meet any shortfall between requirements and resources</li> <li>e) instigate action to provide development to individuals to enable them to undertake the required work activities</li> <li>f) provide sufficient information to individuals to enable them to undertake the required work activities</li> <li>g) set clear and measurable objectives for work activities</li> <li>h) clarify how individual objectives are linked to departmental and organisational goals</li> <li>i) ensure that sufficient support is available to enable work activities to be undertaken</li> <li>j) establish and maintain a supportive review system to measure performance against objectives</li> </ul>	
<b>Element title: 10.2 Agree budgets and resources for work activities</b>	
<ul style="list-style-type: none"> <li>a) clearly show the costs involved and anticipated benefits to be expected from the investment in your requests for resources.</li> <li>b) present proposals that include evaluation of expected benefits</li> <li>c) clearly define the boundaries for negotiation in respect of budgets and resources</li> <li>d) allow for shortfalls in requests and resources available, including contingency plans</li> <li>e) investigate possible sources of funding and resources and evaluate their potential for future use</li> <li>f) confirm agreement on budgets and resources in line with accepted policies and practice</li> </ul>	
<b>Element title: 10.3 Implement and evaluate work plans to achieve objectives</b>	
<ul style="list-style-type: none"> <li>a) review work plans against individual, departmental and organisational objectives and negotiate adjustment where necessary</li> <li>b) ensure that personnel have clear objectives and understand the significance of their achievement to organisational goals</li> <li>c) ensure that sufficient support is available to enable work objectives to be met</li> <li>d) respond to requests for additional support promptly and realistically,</li> <li>e) regularly review progress against work plans with those responsible for their achievement</li> <li>f) seek contributions from people to assist with improvement in achievement of objectives</li> <li>g) discuss and agree measures for improvement with relevant people</li> <li>h) update plans regularly to meet emerging needs and changes in priorities.</li> </ul>	
<b>Element title: 10.4 Make recommendations for improvements to work activities</b>	
<ul style="list-style-type: none"> <li>a) access sufficient, relevant and current information to assist with recommendations</li> <li>b) investigate the specific reasons for successful achievement and any apparent shortfall in work requirements and establish the key influencing factors</li> <li>c) evaluate the options for action to improve work activities</li> <li>d) identify those options which are unrealistic due to cost, time, or other influencing factors</li> <li>e) prioritise those options which are realistic and would result in improvement</li> <li>f) determine the improvements which might be obtained from selected options and how these can be measured</li> <li>g) present your recommendations in clear language, at sufficient level of detail and in a style and format suitable for intended recipients</li> </ul>	

PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title:</b>	EFSM10 - Plan and implement activities to meet service delivery needs				
<b>Element titles:</b>	10.1 Plan and allocate work activities to meet service delivery needs 10.2 Agree budgets and resources for work activities 10.3 Implement and evaluate work plans to achieve objectives 10.4 Make recommendations for improvements to work activities				
<b>Knowledge for this unit</b>		<b>10.1</b>	<b>10.2</b>	<b>10.3</b>	<b>10.4</b>
<b>1</b>	The current roles, responsibilities, competences and level of authority of self and others	●			
<b>2</b>	How to set SMART objectives	●		●	
<b>3</b>	The range, type and level of detail of information required by people to enable them to undertake the required work activities	●			
<b>4</b>	The range and type of resources within your control and how to allocate these to meet service delivery needs	●			
<b>5</b>	Organisational goals and objectives and how your work activities contribute to their achievement	●			
<b>6</b>	Procedures, processes and responsibilities for budgets, resource procurement and allocation	●	●		
<b>7</b>	Your organisation's financial policies and practice	●	●		
<b>8</b>	The range of sources of funding and resources available	●	●		
<b>9</b>	Evaluation methods and measures at individual, departmental and organisational level and their interaction			●	
<b>10</b>	The range and type of support to be made available to enable achievement of objectives and how to implement this			●	
<b>11</b>	How to consult with relevant people to assist with improvement in achievement of objectives			●	
<b>12</b>	Processes and requirements for performance review, including recording systems			●	
<b>13</b>	Sources of relevant information and how to access these, including confidentiality and security requirements				●
<b>14</b>	Tools and techniques for analysis of data and evaluation of options for action				●
<b>15</b>	Methods and systems in place to support individual development and organisation continuous improvement				●
<b>16</b>	How to communicate effectively to elicit information, inform, advise, promote and gain commitment to action, both verbally and in writing				●
<b>17</b>	How to adapt presentation of information to meet the needs of the intended audience				●
<b>18</b>	How to assess and identify individual potential and development needs	●			

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<b>Unit title:</b>	<b>EFSM21 - Provide information to support decision making</b>
<b>Element titles:</b>	21.1 Obtain information for decision making 21.2 Record and Store information 21.3 Analyse information to support decision making 21.4 Advise and inform others
<b>Scope of this unit</b>	
This unit is about providing information so that sound decisions can be taken. It covers obtaining relevant information, recording and storing this information, and analysing this information so that decisions can be taken. It also covers advising and informing other people.	
<b>This unit contains four elements:</b>	
<b>21.1 Obtain information for decision making</b> This includes finding reliable and appropriate sources of information and select methods of gathering information which are efficient and effective. You need to obtain information which is accurate and relevant, and find ways of dealing with insufficient, contradictory or ambiguous information.	
<b>21.2 Record and Store information</b> This includes selecting appropriate and efficient methods which comply with your organisation's policies and the law. You need to give your team members the chance to suggest improvements to the way information is recorded and stored, and recommend improvements yourself.	
<b>21.3 Analyse information to support decision making</b> This includes identifying the objectives of your analysis and select appropriate information to achieve these objectives. You need to select and use effective methods of analysis, identify any patterns or trends which emerge from the information and draw conclusions which are supported by good evidence. Finally, you need to present your analysis and conclusions in a balanced way.	
<b>21.4 Advise and inform others</b> This includes identifying what their information needs are, provide that information in an appropriate and effective way, and support your advice with sound evidence. You need to check the recipients' understanding of the information and advice you have provided, and observe rules and guidelines on confidentiality.	

<b>Key words and concepts</b>	
<b>These definitions are provided to explain how key words and concepts are used in this unit</b>	
Advice and information	Provide all relevant people knowledge of a specific event or situation, and provided with them with relevant advice based upon that information
Analysis	The process of organising and interpreting information so that conclusions can be drawn methods may be formal and planned, or informal and ad hoc
Constraints	Aspects of the project or the environment which limit how the project will achieve its goals; the most significant ones will be time, finance and other resources, available techniques, legislation and regulatory requirements and the sponsoring organisation's policies and objectives
Decisions	Reaching conclusions on action to be taken both in terms of day-to-day operations and changes in organisational policy which may affect operations
Form	The most appropriate method of communicating any advice and information to people. This may be verbal or written
Information	What people need to get out of the system; their requirements will be described
Methods	Methods may include: listening and watching, reading, questioning, research which you undertake or commission others to do on your behalf

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Organisational constraints	Your organisation's policies, objectives and level of resources, which limit your freedom to take decisions and action
Recipients	Those people receiving your information and advice
Sources	Sources may include: people inside and outside your organisation, internal/ external information systems, published media and commissioned research
Systems and procedures	Methods of recording and filing information for future use

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title</b>	EFSM21 - Provide information to support decision making
<b>You must ensure that you:</b>	
<b>Element title: 21.1 Obtain information for decision making</b>	
<ul style="list-style-type: none"> <li>a) identify the information you need to make the required decisions</li> <li>b) access sources of information which are reliable and sufficiently wide-ranging to meet current and likely future information requirements</li> <li>c) utilise methods of obtaining information which are reliable, effective and make efficient use of resources</li> <li>d) ensure your methods of obtaining information are consistent with organisational values, policies and legal requirements</li> <li>e) obtain information which is accurate, relevant and sufficient to support decision making</li> <li>f) take prompt and effective action to deal with information which is inadequate, contradictory or ambiguous</li> <li>g) communicate with people positively, supportively and constructively.</li> </ul>	
<b>Element title: 21.2 Record and Store information</b>	
<ul style="list-style-type: none"> <li>a) utilise systems and procedures for recording and storing information which are suitable for the purpose and make efficient use of resources</li> <li>b) record and store information in compliance with organisational policies and legal requirements</li> <li>c) ensure that information you record and store is readily accessible in the required format to authorised people only</li> <li>d) provide opportunities for team members to make suggestions for improvements to systems and procedures</li> <li>e) make recommendations for improvements to systems and procedures to the relevant people</li> <li>f) take account of organisational constraints when making recommendations</li> </ul>	
<b>Element title: 21.3 Analyse information to support decision making</b>	
<ul style="list-style-type: none"> <li>a) identify objectives for your analysis which are clear and consistent with the decisions which need to be made</li> <li>b) select information which is accurate, relevant to the objectives and sufficient to arrive at reliable decisions</li> <li>c) adopt methods of analysis which are suitable to achieve the objectives</li> <li>d) correctly identify relevant patterns and trends</li> <li>e) support your conclusions with reasoned argument and appropriate evidence</li> <li>f) differentiate clearly between fact and opinion</li> <li>g) ensure your records of the analysis are sufficient to show the assumptions and decisions made at each stage.</li> </ul>	
<b>Element title: 21.4 Advise and inform others</b>	
<ul style="list-style-type: none"> <li>a) research the advice and information needs of your recipients in ways which are appropriate and sufficient and take account of your organisational constraints</li> <li>b) provide advice and information at a time and place and in a form and manner appropriate to the needs of your recipients</li> <li>c) provide accurate, current, relevant and sufficient information</li> <li>d) provide advice which is consistent with organisational policy, procedures and constraints</li> <li>e) supported your information and advice with reasoned argument and appropriate evidence</li> <li>f) confirm your recipients' understanding of the advice and information you have given</li> <li>g) maintain confidentiality according to organisational and legal requirements</li> <li>h) actively seek feedback from recipients to improve the way you provide advice and information.</li> <li>i) communicate with people positively, supportively and constructively</li> </ul>	

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<b>Unit title:</b>	EFSM21 - Provide information to support decision making				
<b>Element titles:</b>	21.1 Obtain information for decision making 21.2 Record and Store information 21.3 Analyse information to support decision making 21.4 Advise and inform others				
<b>Knowledge for this unit</b>		<b>21.1</b>	<b>21.2</b>	<b>21.3</b>	<b>21.4</b>
<b>1</b>	How to judge the accuracy, relevance and sufficiency of information required to support decision making in different contexts	●			
<b>2</b>	How to identify information which may be contradictory, ambiguous or inadequate and how to deal with these problems.	●			
<b>3</b>	Different approaches to, and methods of, analysing information and how to select methods appropriate to decisions which you have to make			●	
<b>4</b>	How to draw conclusions on the basis of analysing information			●	
<b>5</b>	The differences between fact and opinion, how to identify these and present them accordingly.			●	
<b>6</b>	Different formats which may be required for presenting qualitative and quantitative information and how to select an appropriate format		●		
<b>7</b>	How to develop and present a reasoned case based on the outcomes of an analysis.			●	
<b>8</b>	How to communicate advice and information effectively both through speaking and in writing				●
<b>9</b>	The importance of confirming the recipient's understanding of information and advice provided and how to do this				●
<b>10</b>	The importance of providing advice and information and your role and responsibilities in relation to this				●
<b>11</b>	The types of advice and information which people may require				●
<b>12</b>	How to identify information needs				●
<b>13</b>	Situations in which it is appropriate to act on one's own initiative in giving information and advice				●
<b>14</b>	The importance of seeking feedback on the quality and relevance of the advice and information you provide and how to encourage such feedback.				●
<b>15</b>	How to assess the effectiveness of current methods of collecting and storing information and the procedures to follow in order to make recommendations on improvements.		●		
<b>16</b>	The importance of information management to the team and organisational effectiveness and your role and responsibilities in relation to this	●			
<b>17</b>	The types of qualitative and quantitative information which are essential to your role and responsibilities, and how to identify these	●			
<b>18</b>	The range of sources of information which are available to you and how to ensure that these are capable of meeting current and likely future information requirements	●			
<b>19</b>	How to identify new sources of information which may be required	●			
<b>20</b>	The range of methods of gathering and checking the validity of such information and their advantages and disadvantages.	●			



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<b>21</b>	Different methods of recording and storing information and their advantages and disadvantages		●		
<b>22</b>	How to ensure that information is organised in a way that makes it readily accessible		●		
<b>23</b>	The importance of the effective analysis of information; your role and responsibility in relation to this			●	
<b>24</b>	Types of information, both qualitative and quantitative which you need to be able to analyse			●	
<b>25</b>	The importance of record-keeping in the analysis of information and how such records should be kept and used.			●	
<b>26</b>	The importance of checking the validity of advice and information provided to others				●
<b>27</b>	How to ensure accuracy, currency, sufficiency and relevance of advice and information				●
<b>28</b>	The principles of confidentiality when handling information and advice what types of information and advice may be provided to what people.				●
<b>29</b>	The organisational policies and legal requirements which have a bearing on the collection recording and storage of information and how to interpret these.		●		
<b>30</b>	Organisational policies, procedures and resource constraints which may affect advice given to others.				●
<b>31</b>	The importance of providing opportunities for team members to make recommendations on improvements to systems and procedures		●		
<b>32</b>	How to encourage and enable team members to make recommendations.		●		

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<b>Unit title:</b>	<b>EFSM3 - Determine solutions to hazards and risks identified through inspection and investigation</b>
<b>Element titles:</b>	3.1 Plan inspections and investigations 3.2 Implement inspections and investigations 3.3 Respond to findings following inspections and investigations 3.4 Present evidence at formal proceedings
<b>Scope of this unit</b>	
This unit is about managing inspections and investigations to determine or confirm solutions and to make recommendations to eliminate or minimise risk to people, property and the environment.	
<b>This unit contains four elements:</b>	
<p><b>3.1 Plan inspections and investigations</b> In order to plan inspections and investigations, you need to gather relevant information, assess risk and make the appropriate arrangements to conduct the activity</p> <p><b>3.2 Implement inspections and investigations</b> In order to implement inspections and investigations, you need to confirm the purpose and status of the activity, comply with organisational requirements and respond positively to identified risks(s)</p> <p><b>3.3 Respond to findings following inspections and investigations</b> In order to report findings of inspections and investigations you need to communicate effectively with relevant people and carry out any follow up activities within agreed timescales</p> <p><b>3.4 Present evidence at formal proceedings</b> In order to present evidence at formal proceedings you need to ensure all the identified facts are available to relevant people and that your conduct during the proceedings complies with ethical, legal and service requirements.</p>	

<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
Inspections and Investigations	Formal activities required by Service legislation and objectives which require visual inspection, review of evidence and formal recording/reporting
Authorised people	Team members, colleagues, higher level managers, sponsors, personnel specialists, members of the public who are authorised for access to information, reports.
Proceedings	Formal legal or internal procedures which require presentation of information collected in factual, evidential manner

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title</b>	EFSM3 - Determine solutions to hazards and risks identified through inspection and investigation
<b>You must ensure that you;</b>	
<b>Element title: 3.1 Plan inspections and investigations</b>	
<ul style="list-style-type: none"> <li>a) determine the purpose, scope and timescale for the intended inspection or investigation</li> <li>b) identify and evaluate sufficient, relevant information that may influence the planning of the inspection or investigation or its outcome</li> <li>c) formulate a plan which optimises the use of available resources and minimises potential risk</li> <li>d) refer matters beyond your own levels of personal authority and competence to the relevant people</li> <li>e) agree arrangements for required activities with relevant people and confirm date, time and location of inspection or investigation activities</li> <li>f) document your plan accurately, completely, legibly, in the agreed format and make this available to authorised people within the agreed timescale</li> </ul>	
<b>Element title: 3.2 Implement inspections and investigations</b>	
<ul style="list-style-type: none"> <li>a) confirm with relevant people the purpose of your activity, your legal status and the manner in which the inspection or investigation will be conducted</li> <li>b) comply with relevant organisational and statutory requirements and avoids all risks to self and others</li> <li>c) take immediate action to minimise identified risks and recommend corrective action</li> <li>d) refer matters beyond your own level of responsibility, competence or authority to the relevant person for advice or action</li> <li>e) obtain sufficient information to determine confident conclusions and accurately record where evidence available is incomplete</li> <li>f) communicate relevant findings to authorised people within the agreed timescale and using agreed format and communication method</li> <li>g) maintain confidentiality and security of information through the implementation phase</li> <li>h) document results accurately, completely, legibly, in the agreed format and make these available to authorised people within agreed timescales</li> </ul>	
<b>Element title: 3.3 Respond to findings following inspections and investigations</b>	
<ul style="list-style-type: none"> <li>a) determine the key findings of the relevant inspection or investigation and generate options for action</li> <li>b) generate options which take full account of the level and potential implications of hazards and risks associated with the findings</li> <li>c) refer matters beyond your own level of competence, responsibility or authority to relevant people for action or decision</li> <li>d) make recommendations for action, including prioritisation of proposed options and expected outcomes</li> <li>e) document all findings accurately, completely, legibly, in the agreed format and make these available to authorised people within the agreed timescales</li> </ul>	
<b>Element title: 3.4 Present evidence at formal proceedings</b>	
<ul style="list-style-type: none"> <li>a) determine the purpose, scope and expectations of your attendance at formal proceedings</li> <li>b) collate and prepare sufficient factual data and evidence to meet the requirements of your attendance</li> <li>c) serve documents for the proceedings within the specified timescale</li> <li>d) ensure your documentary submissions and oral responses are accurate, objective, complete, concise, in logical order and clearly differentiate between fact and opinion</li> <li>e) present evidence clearly and with relevance to the questions posed</li> <li>f) comply with ethical and legal requirements</li> </ul>	

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<b>Unit title:</b>		EFSM3 - Determine solutions to hazards and risks identified through inspection and investigation			
<b>Element titles:</b>		3.1 Plan inspections and investigations 3.2 Implement inspections and investigations 3.3 Respond to findings following inspections and investigations 3.4 Present evidence at formal proceedings			
<b>Knowledge for this unit</b>		<b>3.1</b>	<b>3.2</b>	<b>3.3</b>	<b>3.4</b>
<b>1</b>	How to access, interpret and provide relevant information and data	●	●	●	●
<b>2</b>	How to identify and analyse qualitative and quantitative information essential to your role and responsibilities	●	●	●	●
<b>3</b>	How to operate and manage within a legal and regulatory framework	●	●	●	●
<b>4</b>	The roles, responsibilities, level of authority and requirements of yourself and others within the context of formal proceedings	●	●	●	●
<b>5</b>	How to treat colleagues and members of the public with respect and consideration, taking account of and accepting diversity	●	●	●	●
<b>6</b>	The range, type and purpose of investigations and inspections with your personal level of authority and responsibility	●			
<b>7</b>	Principles and methods of planning inspections and investigations	●			
<b>8</b>	Existing systems, processes and procedures relating to investigations and inspections and their correct use	●			
<b>9</b>	Requirements for presentation of evidence at formal proceedings				●
<b>10</b>	Your role and responsibilities at formal proceedings				●
<b>11</b>	The types and purpose of formal proceedings at which you may be required to present evidence				●
<b>12</b>	How to distinguish fact from opinion when preparing evidence for presentation				●
<b>13</b>	Relevant legislation and understanding of generic/specific risk assessment		●		

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## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title:</b>	<b>EFSM12 - Manage the effective use of resources</b>
<b>Element titles:</b>	12.1 Plan the use of physical resources 12.2 Obtain physical resources 12.3 Ensure the availability of supplies 12.4 Monitor the use of physical resources
<b>Scope of this unit</b>	
<p>This unit is about efficiently managing the physical resources for which you are responsible. It covers planning to use the resources you and your team need, obtaining those resources, ensuring the availability of suitable supplies, and monitoring the use of resources.</p>	
<p><b>This unit contains four elements:</b></p> <p><b>12.1 Plan the use of physical resources</b>          This includes identifying the resources your team needs. You need to look at past resource usage and at trends and developments which may affect your choice of resources. Finally, your plans should be in line with organisational objectives, policies and procedures and with legal requirements.</p> <p><b>12.2 Obtain physical resources</b>          this includes estimating costs and potential benefits and make requests to the relevant people. You need to ensure that the physical resources you request are sufficient to support all the activities you are responsible for, and make amendments to your plans should the necessary resources not be forthcoming.</p> <p><b>12.3 Ensure the availability of supplies</b>          This includes identifying what is required and ensure that suppliers provide equipment and materials of the right quality. You have to negotiate with suppliers and reach agreements which provide good value and meet organisational and legal requirements. You also need to ensure that supplies meet agreed standards. You must keep accurate records of supplies and take appropriate action in the event of problems with supplies.</p> <p><b>12.4 Monitor the use of physical resources</b>          This includes encouraging members of your team to take responsibility for how they use resources. You must make sure resources are used efficiently with minimum adverse impact on the environment. You need to monitor the quality of resources continuously and make sure standards of service and product delivery are maintained. Where problems with the use of resources occur, you need to take prompt and effective corrective action. Finally, you must keep accurate and complete records.</p>	

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<b>Key words and concepts</b>	
<b>These definitions are provided to explain how key words and concepts are used in this unit</b>	
Corrective action	Altering activities, modifying the use of resources or renegotiating the allocation of resources in response to deviations from plans
Ensuring consistency in product & service delivery	Making sure that the products and services for which you are responsible continuously meet the standards agreed in your organisation and with your customers
Impact on the environment	Improvements or damage to the local environment which may come about through use of equipment and materials
Legal requirements	Laws relevant to physical resources, for example health and safety and environmental legislation, industry specific legislation
Monitoring	Keeping a close eye on how resources are being used and comparing this with your plans; methods include directly observing activities yourself and considering oral and written information provided by others
Organisational objectives & policies	Objectives and policies relevant to the use of resources, for example departmental planning and financial targets and procedures, policies governing the supply of equipment and materials, health and safety requirements and environmental concerns
Physical resources	Equipment, materials, premises, services and energy
Plans	Documents or spoken agreements which describe the work your team will carry out, when, by whom, to what standard and with what resources, in order that your requirements and objectives can be met
Potential benefits	The positive results you expect, for example improved effectiveness and efficiency of your team and the organisation as a whole, better results for the customer
Recommendations	Requesting budget allocations or proposing the supply of resources your team needs to achieve its objectives; suggesting new methods of using available resources to improve your teams effectiveness and efficiency
Relevant people	Team members, colleagues working at the same level as yourself, higher level managers or sponsors, specialists
Supplies	The ongoing provision of goods and services required
Trends, developments & factors likely to affect future resource usage	Likely changes in the team, organisation and market, which you work, will have to keep up with, for example new skills and working methods, efficiency drives, new products and services, changes in customer requirements.
Suppliers	Internal or external



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<b>Unit title</b>	EFSM12 - Manage the effective use of resources
<b>Element title: 12.1 Plan the use of physical resources</b>	
<ul style="list-style-type: none"> <li>a) give opportunities to relevant people to provide information about the physical resources required</li> <li>b) take account of relevant past experience, trends and developments and factors likely to affect future resource use</li> <li>c) ensure your plans are consistent with your organisation's objectives, policies and legal requirements</li> <li>d) present your plans to relevant people in an appropriate and timely manner.</li> <li>e) communicate with people positively, supportively and constructively</li> <li>f) take immediate action to minimise the effect of actual and potential risk(s).</li> <li>g) provide sufficient details of proposed change and recommendations for improvement to the responsible line manager.</li> </ul>	
<b>Element title: 12.2 Obtain physical resources</b>	
<ul style="list-style-type: none"> <li>a) clearly show the costs involved and the anticipated benefits you expect from the use of the resources</li> <li>b) present your requests for physical resources to relevant people in time for the necessary resources to be obtained</li> <li>c) present requests for physical resources in ways which reflect the commitment of those who will be using the resources</li> <li>d) obtain sufficient physical resources to support all activities within your control</li> <li>e) agree appropriate amendments to your plans with relevant people where you cannot obtain the physical resources you need in full</li> <li>f) Communicate with people positively, supportively and constructively</li> <li>g) take immediate action to minimise the effect of actual and potential risk(s).</li> </ul>	
<b>Element title: 12.3 Ensure the availability of supplies</b>	
<ul style="list-style-type: none"> <li>a) identify the supplies you need accurately</li> <li>b) choose from a sufficiently wide a range of suppliers to ensure adequate competition and continuity of supplies</li> <li>c) negotiate with suppliers in a manner which will maintain good relations with them</li> <li>d) reach agreements with suppliers which provide good value and comply with organisational and legal requirements</li> <li>e) monitor the quality and quantity of supplies at appropriate intervals</li> <li>f) obtain supplies which consistently meet your organisation's requirements for quality, quantity and delivery</li> <li>g) resolve any actual or potential problems with supplies promptly</li> <li>h) maintain your records of supplies completely, accurately and ensure they are available only to authorised people.</li> </ul>	
<b>Element title: 12.4 Monitor the use of physical resources</b>	
<ul style="list-style-type: none"> <li>a) give opportunities to team members to take individual responsibility for the efficient use of physical resources</li> <li>b) ensure your team's use of physical resources is efficient and takes into account the possible impact on the environment</li> <li>c) monitor the quality of physical resources continuously</li> <li>d) monitor the use of physical resources using methods which are reliable and comply with organisational requirements</li> <li>e) monitor the actual use of physical resources against an agreed plan at appropriate intervals</li> <li>f) take prompt corrective action to deal with actual or potential significant deviations from your plan</li> <li>g) maintain records relating to the use of physical resources which are complete, accurate and available to authorised people only.</li> <li>h) Communicate with people positively, clearly and constructively</li> <li>i) take immediate action to minimise the effect of actual and potential risk(s).</li> <li>j) present details of proposed change are to the responsible line manager, where service delivery improvements are identified</li> </ul>	

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<b>Unit title:</b>	EFSM12 - Manage the effective use of resources				
<b>Element titles:</b>	12.1 Plan the use of physical resources 12.2 Obtain physical resources 12.3 Ensure the availability of supplies 12.4 Monitor the use of physical resources				
<b>Knowledge for this unit</b>		<b>12.1</b>	<b>12.2</b>	<b>12.3</b>	<b>12.4</b>
<b>1</b>	How to present and communicate plans on resource usage effectively.	●			
<b>2</b>	How to develop and present an effective case for resources to relevant people.		●		
<b>3</b>	How to encourage and enable staff to communicate their needs for resources.	●			
<b>4</b>	How to encourage and empower team members to take responsibility for the efficient use of resources.				●
<b>5</b>	How to obtain and maximise commitment to resource planning.		●		
<b>6</b>	Organisational objectives, policies and legal requirements relevant to resource usage, how to interpret these and identify the implications for resource planning.	●			
<b>7</b>	The legal and organisational requirements which govern the selection of suppliers, how to interpret these and identify the implications for your work.			●	
<b>8</b>	The organisational and legal requirements regarding the impact of resource usage on the environment and how to minimise adverse effects				●
<b>9</b>	The principles underpinning effective resource planning and your role and responsibility in relation to this	●			
<b>10</b>	How to develop short-, medium- and long-term plans for the use of resources	●			
<b>11</b>	The types of trends and developments which might impact on your use of resources, how to analyse these and draw out the implications for planning.	●			
<b>12</b>	How to adjust work plans in the event of required resources not being available.		●		
<b>13</b>	How to carry out cost-benefit analyses for the use of resources.		●		
<b>14</b>	How to analyse work activities to identify required supplies			●	
<b>15</b>	How to select from a range of suppliers to ensure value for money, consistency, quality and continuity of supply within organisational and legal requirements.			●	
<b>16</b>	The range of physical resources which you need to carry out your activities effectively.		●		
<b>17</b>	How to establish effective agreements with suppliers and the legal, ethical and organisational requirements which govern these.			●	
<b>18</b>	How to monitor the provision of supplies to ensure ongoing quality, quantity, delivery and time requirements are being met.			●	
<b>19</b>	The importance of effective monitoring of resource use to organisational efficiency and your role and responsibility in relation to this				●
<b>20</b>	How to monitor and control resource usage to maintain consistency and quality in the provision of products and services.				●

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<b>21</b>	The importance of continuity of supplies to maintaining the quality of products and services and your role and responsibility in relation to this			●	
<b>22</b>	The range of suppliers available for the physical resources you require			●	
<b>23</b>	The range of problems which may occur with supplies and suppliers and effective corrective action to take in response to these			●	
<b>24</b>	The importance of accurate record-keeping in managing supplies and suppliers, and systems to ensure that this happens properly.			●	
<b>25</b>	The range of obstacles to efficient use of resources and effective corrective action to take in response to these the importance of effective record keeping in the use of resources and how to ensure that this happens.				●
<b>26</b>	Principles of confidentiality regarding the use of resources; which types of information may be made available to whom.				●

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<b>Unit title:</b>	<b>EFSM13 - Select personnel for employment</b>
<b>Element titles:</b>	13.1 Identify personnel requirements 13.2 Select required personnel
<b>Scope of this unit</b>	
This unit is about recruiting and selecting the people you need to carry out your work activities. It applies to both external and internal recruitment of people for permanent work, temporary work or project work. It applies equally to paid or voluntary work, whether full-time or part-time.	
<b>This unit contains two elements:</b>	
<b>13.1 Identify personnel requirements</b> This includes consulting with colleagues and specialists to determine how many and what sort of people are needed to carry out the work. You need to draw up specifications of the work to be carried out and the skills, knowledge and experience which suitable candidates would need.	
<b>13.2 Select required personnel</b> This includes gathering information about candidates using a variety of techniques and assess this information in an objective way against the specifications. You need to select the best candidate(s) and make the appointment(s), completing all documentation in line with organisational and legal requirements. You need to communicate effectively with the candidates and with colleagues throughout the process. You also need to recommend improvements to the selection process.	

<b>Key words and concepts</b>	
<b>These definitions are provided to explain how key words and concepts are used in this unit</b>	
Authorised people	Team members, colleagues working at the same level as yourself, higher-level managers or sponsors, personnel specialists and members of selection teams or boards
Consultation	Asking others for their views and involving them openly in decision-making
Estimates of personnel	Forecasts of the number and type of people required based on the best information available
Feedback to candidates	Information provided to candidates to let them know clearly how well they match the selection criteria compared to other candidates
Job specifications	Job descriptions and person specifications covering the key purpose of the job, the roles and responsibilities of individuals and the team in which they work, the skills and knowledge required by individuals and the team and other details specific to your organisation
Organisational constraints	Your organisation's policies, objectives and level of resources, which limit your freedom to take decisions and action
Organisational objectives	Clearly defined and measurable results which your organisation is scheduled to achieve
Organisational and legal requirements	The policies, guidelines and procedures of your organisation and the laws, such as contract law and equal opportunities legislation, which you must observe when recruiting personnel
Personnel/people	All people working for your organisation; these may be internal or external workers, permanent or temporary, full-time or part-time, paid or voluntary
Selection criteria	Criteria, derived from the job specification, against which to assess candidates in a fair and objective way

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<b>Unit title</b>	EFSM13 - Select personnel for employment
<b><i>You must ensure that you:</i></b>	
<b>Element title: 13.1 Identify personnel requirements</b>	
<ul style="list-style-type: none"><li>a) clearly and accurately identify the organisational objectives and constraints affecting personnel requirements</li><li>b) consult with relevant people on personnel requirements in a timely and confidential manner</li><li>c) estimate personnel requirements based on an accurate analysis of sufficient, up-to-date and reliable information</li><li>d) develop specifications which are clear, accurate and comply with the organisational and legal requirements</li><li>e) develop specifications which identify fair and objective criteria for selection</li><li>f) agree specifications with authorised people prior to recruitment action..</li></ul>	
<b>Element title: 13.2 Select required personnel</b>	
<ul style="list-style-type: none"><li>a) use appropriately skilled and experienced people to assess and select personnel</li><li>b) obtain relevant and sufficient information about each candidate for the selection process</li><li>c) assess the information objectively against specified selection criteria</li><li>d) ensure your selection decisions are justifiable from the evidence gained</li><li>e) inform only authorised people about selection decisions and the identified development needs of successful candidates</li><li>f) provide clear and accurate information to authorised people</li><li>g) ensure all candidates receive feedback and information appropriate to their needs at each stage of the selection process</li><li>h) maintain records of the selection process which are complete, accurate, clear and comply with organisational and legal requirements</li><li>i) pass on your recommendations for improvements to the selection process to the appropriate people in your organisation.</li><li>j) Communicate with people, positively, supportively and constructively.</li></ul>	

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<b>Unit title:</b>	EFSM13 - Select personnel for employment		
<b>Element titles:</b>	13.1 Identify personnel requirements 13.2 Select required personnel		
<b>Knowledge for this unit</b>		<b>13.1</b>	<b>13.2</b>
<b>1</b>	How to make a case for additional personnel requirements in a way which is likely to influence decision makers positively.	●	
<b>2</b>	How to present and justify selection decisions		●
<b>3</b>	How to communicate selection decisions.		●
<b>4</b>	The importance of continually reviewing your selection processes and how to do so		●
<b>5</b>	How to make a case for change in selection processes.		●
<b>6</b>	How to collect and validate the information needed to specify personnel requirements.	●	
<b>7</b>	The importance of confidentiality during the selection process		●
<b>8</b>	The importance of accurate record-keeping during the selection process.		●
<b>9</b>	The issues for which consultation with relevant people may be necessary and how to do so	●	
<b>10</b>	The importance of agreeing personnel requirements in advance with relevant people.	●	
<b>11</b>	The legal requirements for the specification of personnel requirements.	●	●
<b>12</b>	The work objectives and constraints which have a bearing on identifying personnel requirements.	●	
<b>13</b>	The organisational requirements for the selection of personnel.		●
<b>14</b>	The methods of specifying personnel requirements and their relative advantages and disadvantages to your work	●	
<b>15</b>	How to identify personnel needs for your team and specify job roles, competencies and attributes required to meet these needs	●	
<b>16</b>	The types of information necessary to specify personnel requirements	●	
<b>17</b>	How to identify fair and objective criteria for the selection of staff.	●	
<b>18</b>	The relative advantages and disadvantages of the range of methods which may be used for the assessment and selection of staff to your work		●
<b>19</b>	The skills and experience staff need to take part in selection processes		●
<b>20</b>	The information you need to select personnel		●
<b>21</b>	How to make fair and objective assessments		●
<b>22</b>	How to identify the additional development needs of those you select and what to do with this information		●
<b>23</b>	Why all candidates should receive feedback at appropriate points during the selection process		●

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<b>Unit title:</b>	<b>EFSM14 - Manage the performance of teams and individuals to achieve objectives</b>
<b>Element titles:</b>	14.1 Allocate and delegate work to teams and individuals 14.2 Agree objectives and work plans with teams and individuals 14.3 Assess the performance of teams and individuals 14.4 Provide feedback to teams and individuals on their performance 14.5 Resolve performance issues with teams and individuals
<b>Scope of this unit</b>	
<p>This unit is about making the best use of your team and its members so that they can achieve your organisation's objectives. It covers allocating work, agreeing objectives, and setting out plans and methods of working. It also involves monitoring and evaluating the work of your team and its members and providing feedback to them on their performance.</p>	
<b>This unit contains five elements:</b>	
<p><b>14.1 Allocate and delegate work to teams and individuals</b>            This includes deciding with your team how to distribute tasks and responsibilities. You need to make sure this allocation makes best use of team members' abilities, and provides opportunities for them to learn and develop their roles. You need to make it clear what is expected of team members and check their commitment to their work. Where resources are limited, you may have to prioritise objectives or reallocate resources while minimising the disruption this may cause.</p>	
<p><b>14.2 Agree objectives and work plans with teams and individuals</b>            This includes setting out and agreeing objectives and work plans which are specific, measurable, realistic, time-bound and consistent with your organisation's overall objectives and policies. You need to explain ways of working in sufficient detail for your team members to understand their objectives and responsibilities. You also need to update objectives and work plans in the light of progress and changes.</p>	
<p><b>14.3 Assess the performance of teams and individuals</b>            This includes making it clear why you are monitoring and assessing their performance. You need to encourage them to evaluate their own performance wherever possible. You need to evaluate their performance against clear, agreed criteria, taking into account organisational constraints and personal circumstances.</p>	
<p><b>14.4 Provide feedback to teams and individuals on their performance</b>            This includes giving regular feedback based on your objective assessment of their performance. Your feedback should acknowledge their achievements and provide constructive suggestions and encouragement. At all times you need to maintain confidentiality and show respect for the individuals concerned. You should also give them the chance to respond to your feedback and suggest how they could improve their performance in the future.</p>	
<p><b>14.5 Resolve performance issues with teams and individuals</b>            This includes the investigation and management of incidents of poor performance or reduced performance. It includes formal and informal review, disciplinary and grievance procedures.</p>	

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<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
Allocating work	Giving teams and individuals responsibility for tasks which should achieve agreed work objectives
Assessment of performance	A balanced analysis of performance against planned objectives, taking all relevant factors into account
Confidentiality	Only providing information to those who are authorised to have it
Feedback on performance	Information you give to team members on how well they are performing against the objectives which have been agreed
Monitoring	Keeping a close eye on activities and results, and comparing these with planned objectives; methods include considering spoken and written information provided by others
Objectives	Clearly defined results which your team and its members need to achieve; objectives should be specific, measurable, realistic and time-bound
Organisational constraints	Your organisation's policies, objectives and level of resources, which limit your freedom to take decisions and action
Organisational objectives	Clearly defined and measurable results which your organisation is scheduled to achieve
Plans	Documents or spoken agreements, which describe the work to be carried out, by when, by whom, to what standard and with what resources, in order that requirements and objectives can be met
Policies	Guidelines which cover the allocation of work, such as equal opportunities, training and development and performance management policies
Prioritisation	Deciding the relative importance and urgency of objectives and tasks, so that you know in which order to tackle them
Relevant people	Team members, colleagues working at the same level as the manager, higher-level managers and sponsors, personnel specialists, people outside the organisation, customers and suppliers
Resources	The people, time, equipment, materials, services, energy and premises which you have at your disposal
Schedules	Documents showing the work to be done, when and, sometimes, by whom
Values	The principles which your organisation believes in and seeks to realise in everything it does; values may be reflected in your organisation's mission, standards of work, relationships between individuals at work, relationships with suppliers, customers and other stakeholders, personnel management and reward systems, training, equal opportunities, health and safety and environmental policies

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<b>Unit title</b>	EFSM14 - Manage the performance of teams and individuals to achieve objectives
<b><i>You must ensure that you:</i></b>	
<b>Element title: 14.1 Allocate and delegate work to teams and individuals</b>	
<ul style="list-style-type: none"> <li>a) give opportunities to your team members to recommend how you should allocate work within the team</li> <li>b) ensure your allocation of work makes the best use of your team's resources and the abilities of all its members</li> <li>c) ensure your allocation of work provides your team members with suitable learning opportunities to meet their personal development objectives</li> <li>d) ensure your allocation of work is consistent with your team's objectives, and the objectives, policies and values of your organisation</li> <li>e) clearly define the responsibilities of your team and its individual members, and the limits of their authority</li> <li>f) provide sufficient information on your allocation of work in a manner and at a level and pace appropriate to the individuals concerned</li> <li>g) confirm team and individual understanding of, and commitment to, work allocations at appropriate intervals</li> <li>h) reach agreement with relevant people on the prioritisation of objectives or reallocation of resources, where team resources are insufficient,</li> <li>i) inform your team and its members of changes to work allocations in a way which minimises the impact on time, cost and inconvenience.</li> <li>j) communicate with people positively, supportively and constructively.</li> <li>k) take immediate action to minimise the effect of actual and potential risk(s).</li> </ul>	
<b>Element title: 14.2 Agree objectives and work plans with teams and individuals</b>	
<ul style="list-style-type: none"> <li>a) give opportunities to your team members to help define their own objectives and work plans</li> <li>b) develop objectives and work plans which are consistent with team and organisational objectives and agree these with all personnel in your area of responsibility</li> <li>c) ensure the objectives, work plans and schedules are realistic and achievable within organisational constraints</li> <li>d) ensure the objectives and work plans take account of team members' abilities and development needs</li> <li>e) explain the objectives and work plans in sufficient detail and at a level and pace appropriate to your individual team members</li> <li>f) confirm team and individual understanding of, and commitment to, objectives and work plans at appropriate intervals</li> <li>g) provide advice and guidance on how to achieve objectives in sufficient detail and at times appropriate to the needs of teams and individuals</li> <li>h) update the objectives and work plans regularly and take account of any individual, team and organisational changes.</li> <li>i) communicate with people positively supportively and constructively</li> <li>j) take immediate action to minimise the effect of actual and potential risk(s).</li> </ul>	

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### **Element title: 14.3 Assess the performance of teams and individuals**

- a) clearly explain the purpose of monitoring and assessment to all those involved
- b) give opportunities to teams and individuals to monitor and assess their own performance against objectives and work plans
- c) monitor the performance of teams and individuals at times most likely to maintain and improve effective performance
- d) ensure that your assessment of the performance of teams and individuals is based on sufficient, valid and reliable information
- e) assess objectively, against clear, agreed criteria
- f) ensure that your assessments take due account of the personal circumstances of team members and the organisational constraints on their work.
- g) communicate with people positively, supportively and constructively
- h) take immediate action to minimise the effect of actual and potential risk(s).
- i) forward details of proposed change to the responsible line manager, where service delivery improvements are identified

### **Element title: 14.4 Provide feedback to teams and individuals on their performance**

- a) provide feedback to teams and individuals in a situation and in a form and manner most likely to maintain and improve their performance
- b) ensure the feedback you provide is clear, and is based on your objective assessment of their performance against agreed objectives
- c) acknowledge your team members' achievement
- d) provide your team members with constructive suggestions and encouragement for improving future performance against their work and development objectives
- e) show respect for individuals and the need for confidentiality
- f) give opportunities to teams and individuals to respond to feedback, and to recommend how they could improve their performance in the future.

### **Element title: 14.5 Resolve performance issues with teams and individuals**

- a) determine the existence of actual performance issues and the apparent cause(s)
- b) investigate and confirm the actual causes of performance difficulties with individuals involved
- c) determine your own role and responsibilities in relation to the cause of performance difficulties
- d) explore and agree options for resolving performance issues
- e) record agreements and outcomes in line with relevant informal or formal procedures
- f) ensure that agreed action is followed up and future performance monitored, with further review within agreed timescale
- g) refer matters beyond your own area of competence or level of responsibility to relevant people

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<b>Unit title:</b>	EFSM14 - Manage the performance of teams and individuals to achieve objectives					
<b>Element titles:</b>	14.1 Allocate and delegate work to teams and individuals 14.2 Agree objectives and work plans with teams and individuals 14.3 Assess the performance of teams and individuals 14.4 Provide feedback to teams and individuals on their performance 14.5 Resolve performance issues with teams and individuals					
<b>Knowledge for this unit</b>		<b>14.1</b>	<b>14.2</b>	<b>14.3</b>	<b>14.4</b>	<b>14.5</b>
<b>1</b>	The importance of defining and communicating team and individual responsibilities clearly and how to do this	●	●			
<b>2</b>	How to develop and present work plans using spoken, written and graphical means.	●				
<b>3</b>	The purpose of monitoring and assessment and communicating this effectively to those involved			●		
<b>4</b>	How to provide both positive and negative feedback to team members on their performance				●	
<b>5</b>	How to choose an appropriate time, place and method to give feedback to teams and individuals				●	
<b>6</b>	The importance of the effective allocation of work to your team's performance and your role and responsibilities in relation to this	●				
<b>7</b>	The factors which you need to consider when allocating work to individuals within the team	●				
<b>8</b>	How to match the allocation of work to learning needs and individual development plans	●				
<b>9</b>	How to prioritise and re-prioritise work allocations according to resource availability	●				
<b>10</b>	How your changes to work allocations and negotiations around them can impact on cost, time and convenience.	●				
<b>11</b>	The importance of consulting with team members and achieving consensus and agreement on objectives and work plans		●			
<b>12</b>	How to encourage and enable team members to define their own work objectives and plans		●			
<b>13</b>	How to gain the commitment of team members to objectives and work plans through effective leadership		●			
<b>14</b>	The types of issues on which your team members may need advice and guidance.		●			
<b>15</b>	The importance of providing opportunities to team members to monitor and assess their own work, and how to enable this.			●		
<b>16</b>	How to motivate team members and gain their commitment by providing feedback and effective leadership				●	
<b>17</b>	The importance of providing constructive suggestions on how performance can be improved				●	
<b>18</b>	Your team objectives, and the organisational policies and values which have a bearing on the allocation of work within your team	●				
<b>19</b>	The relevant people with whom negotiations on the allocation of resources need to take place	●				
<b>20</b>	The organisational objectives and constraints which have a bearing on objectives and work plans.		●			

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21	Organisational procedures for discipline, grievance and management of poor performance					●
22	How to identify and devise objectives and work plans for the short, medium and long term		●			
23	The importance of agreeing objectives and work plans which are realistic and achievable		●			
24	How to match objectives and work plans with individuals' abilities and development needs		●			
25	The importance of regularly updating objectives and work plans		●			
26	The importance of monitoring and assessing the ongoing performance of teams and individuals			●		
27	Different purposes of work monitoring and assessment			●		
28	How to make fair and objective assessments on individual performance			●		
29	The standards against which work is to be assessed			●		
30	The information needed to assess the performance of teams and individuals.			●		
31	The importance of providing clear and accurate feedback to your team members on their performance and your role and responsibilities in relation to this.			●		
32	How the necessary information should be gathered and validated.			●		
33	The principles of confidentiality when providing feedback - which people should receive which pieces of information.			●		
34	The types of personal circumstances which may impact on individual performance			●		

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<b>Unit title:</b>	<b>EFSM15 - Develop teams and individuals to enhance work based performance</b>
<b>Element titles:</b>	15.1 Identify the development needs of teams and individuals 15.2 Plan the development of teams and individuals 15.3 Develop teams to improve performance 15.4 Deliver individual learning and support for development 15.5 Evaluate the development of teams and individuals
<b>Scope of this unit</b>	
<p>This unit is about developing your team's skills and knowledge to ensure the best possible results at work. It covers identifying the development needs of your team and its members, planning their development and using a variety of activities to improve team performance. It also covers your role in supporting individuals' learning, assessing teams and individuals against agreed development objectives, and continually improving development activities, policies and overall practice.</p>	
<p><b>This unit contains five elements:</b></p> <p><b>15.1 Identify the development needs of teams and individuals</b>          This includes giving all team members the opportunity to identify their needs. You need to make your own judgement about these and may need to seek specialist advice to help you confirm your decisions.</p> <p><b>15.2 Plan the development of teams and individuals</b>          This includes identifying development objectives, resources and time scales. You need to agree these plans with team members and colleagues.</p> <p><b>15.3 Develop teams to improve performance</b>          This includes selecting and organising activities which support your development objectives. You need to provide all team members with equal access to these activities and demonstrate your own commitment through your personal support and involvement.</p> <p><b>15.4 Deliver individual learning and support for development</b>          This includes identifying what support individuals need, monitor their progress and provide feedback at appropriate times. You may need to deal with problems and obstacles to learning which individuals have.</p> <p><b>15.5 Evaluate the development of teams and individuals</b>          These include using appropriate assessment techniques yourself, and help your team members to assess their own progress. You need to ensure that the results of these assessments are available, when required, to authorised people only.</p>	

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<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
Assessment against development objectives	Using various techniques such as tests, observations of performance and discussions to measure team members' current skills, knowledge and performance against the agreed objectives for development
Confidentiality	Only providing information to those who are authorised to have it
Development activities	Any activities you organise to develop knowledge and skills, such as carrying out work-based Projects or assignments, observing an expert colleague at work, reading books and specialist journals, undertaking open learning or computer-based training, attending training courses or conferences
Equal access	Giving every member of your team the same opportunity to be involved in activities or to use resources
Feedback on performance	Information you give to team members on how well they are performing against the objectives which have been agreed
Identification of development needs	Identification of the gap between the demands of your and team members' jobs (both now and in the foreseeable future) and your and team members' current level of performance, knowledge and skills
Individual aspirations	The personal wishes of individual team members to improve their performance at work, their career prospects or their personal circumstances
Objectives	Clearly defined results which you need to achieve which are specific, measurable, agreed with others, realistic and time-bound
Obstacles to learning	Physical obstacles, such as lack of resources, time or appropriate development opportunities, or mental obstacles, such as the attitude of the learner, yourself or your colleagues, which need to be modified if effective learning is to take place
Organisational objectives	Clearly defined and measurable results which your organisation is scheduled to achieve
Organisational procedures	Procedures to be followed in your organisation when developing teams and individuals and recording information
Personnel	All people working for your organisation; these may be internal or external workers, permanent or temporary, full-time or part-time, paid or voluntary
Plans for the development of teams and individuals	Documents or spoken plans, which describe the development to be undertaken, when, by whom, to what standard and with what resources, in order that requirements and objectives can be met
Relevant people	Team members, colleagues working at the same level as yourself, higher-level managers or sponsors, personnel specialists and people outside your organisation
Resources	The people, time, equipment, materials, services, energy and premises which you have at your disposal
Team members	People who work with you as part of a functional or project team; team members may report to you either as their line manager or as the manager in charge of a specific project or activity on which they are working
Values	The values of your organisation which may be reflected in your organisation's mission, standards of work, relationships between individuals at work, relationships with suppliers, customers and other stakeholders, personnel management and reward systems, training, equal opportunities, health and safety and, relationships between individuals at work, relationships with suppliers, customers and other stakeholders, personnel management and reward systems, training, equal opportunities, health and safety and environmental policies



## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title</b>	EFSM15 - Develop teams and individuals to enhance work based performance
<b><i>You must ensure that you:</i></b>	
<b>Element title: 15.1 Identify the development needs of teams and individuals</b>	
<ul style="list-style-type: none"> <li>a) give opportunities to team members to help identify their own development needs and those of the team as a whole</li> <li>b) identify development needs accurately and base your decisions on sufficient reliable and valid information</li> <li>c) identify development needs for all the personnel you are responsible for</li> <li>d) you seek guidance from competent specialists, to support your development of people</li> <li>e) provide information on development needs to authorised people only, in the format required and to agreed deadlines</li> <li>f) maintain records of identified development needs comply with organisational procedures.</li> <li>g) communicate with people positively supportively and constructively</li> </ul>	
<b>Element title: 15.2 Plan the development of teams and individuals</b>	
<ul style="list-style-type: none"> <li>a) reflect the identified training and development needs for all the personnel you are responsible for</li> <li>b) produce plans which contain clear, relevant and realistic development objectives</li> <li>c) clearly identify the processes you will use and the resources you need</li> <li>d) ensure your plans are capable of being implemented within the defined timescales</li> <li>e) specify how your plans accurately reflect organisational priorities where resources are insufficient to meet all identified needs</li> <li>f) present your plans to relevant people in an appropriate and timely manner</li> <li>g) update your plans at regular intervals after discussion and agreement with relevant people.</li> <li>h) communicate with people positively, supportively and constructively.</li> </ul>	
<b>Element title: 15.3 Develop teams to improve performance</b>	
<ul style="list-style-type: none"> <li>a) organise development activities which support your team and organisational objectives</li> <li>b) make best use of available resources</li> <li>c) provide all team members with equal access to relevant development activities</li> <li>d) demonstrate your own commitment to individual and team development through your personal support for, and involvement in, the development activities.</li> <li>e) communicate with people positively supportively and constructively</li> <li>f) take immediate action to minimise the effect of actual and potential risk(s).</li> <li>g) evaluate the effectiveness of development activities with your team and plan continuous improvement</li> </ul>	

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### **Element title: 15.4 Deliver individual learning and support for development**

- a) provide support which is consistent with the individuals' needs, their objectives and preferred learning styles
- b) provide support which takes account of the individuals' work constraints and overall team objectives
- c) give all team members equal access to support relevant to their learning needs
- d) monitor the individuals' learning and development carefully so that you can modify support promptly, according to their needs
- e) encourage, collect and respond constructively to feedback from individuals on the quality of support you provide
- f) give feedback to individuals at points most likely to reinforce learning and development
- g) give accurate, objective and helpful feedback
- h) identify and remove any obstacles to learning effectively and with the agreement of the individuals involved.

### **Element title: 15.5 Evaluate the development of teams and individuals**

- a) agree the purpose of the assessment and your own role in it with relevant people
- b) give opportunities to team members to contribute to their own and their team's assessments
- c) give all team members equal access to assessment against development objectives
- d) carry out the assessments objectively against clear, agreed criteria
- e) base the assessments on sufficient, valid and reliable information
- f) provide information on the results of the assessments to authorised people only, in an appropriate format and to agreed deadlines.

PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title:</b>	EFSM15 - Develop teams and individuals to enhance work based performance					
<b>Element titles:</b>	15.1 Identify the development needs of teams and individuals 15.2 Plan the development of teams and individuals 15.3 Develop teams to improve performance 15.4 Deliver individual learning and support for development 15.5 Evaluate the development of teams and individuals					
<b>Knowledge for this unit</b>		<b>15.1</b>	<b>15.2</b>	<b>15.3</b>	<b>15.4</b>	<b>15.5</b>
<b>1</b>	How to present development needs and plans to relevant people in a way which is likely to influence their decision-making positively.	●	●			
<b>2</b>	The importance of human resource development to organisational effectiveness.	●				
<b>3</b>	The importance of equality of opportunity in human resource development.	●				
<b>4</b>	The importance of equality of opportunity in providing opportunities for teams and individuals to contribute to their own assessments and how to ensure this.					●
<b>5</b>	How to collect and validate the information you need to identify development needs	●				
<b>6</b>	The importance of good record-keeping.					●
<b>7</b>	The importance of confidentiality when carrying out and reporting assessments.					●
<b>8</b>	The importance of providing your team members with opportunities to identify their own development needs and those of the team as a whole and how to encourage this	●				
<b>9</b>	The importance of agreeing developmental plans with those involved, and processes which may be used to achieve such agreement.		●			
<b>10</b>	How to motivate staff and win their commitment to, and participation in, development activities through effective leadership			●		
<b>11</b>	How to monitor and evaluate individual progress and make adjustments according to a range of factors which you identify				●	
<b>12</b>	The importance of providing accurate, objective and constructive feedback to individuals on their progress				●	
<b>13</b>	How to provide feedback according to the individual and the circumstances.				●	
<b>14</b>	The importance of agreeing the purpose of the assessments with relevant people					●
<b>15</b>	The importance of team members contributing to the assessment of their own progress and how to encourage and enable them to do so.					●
<b>16</b>	The team objectives and organisational values which have a bearing on the identification of training needs.	●				
<b>17</b>	How to identify development needs for your team and the information needed to do so	●				
<b>18</b>	The types of support and guidance which may be needed from specialists and how to get it	●				
<b>19</b>	The principles of good practice which underpin human resource development planning		●			

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<b>20</b>	How to develop effective and realistic plans for individual and team development.		●			
<b>21</b>	The range of activities which you may use to develop your team			●		
<b>22</b>	How to select and implement development activities which are appropriate to the team members, their development needs and work, the context in which you are operating and the available resources			●		
<b>23</b>	How to ensure that development activities meet agreed objectives and plans			●		
<b>24</b>	The importance of assessing team members against development activities					●
<b>25</b>	The range of assessments methods and the purpose of each					●
<b>26</b>	The principles of fair and objective assessment					●
<b>27</b>	The importance of showing your own commitment to development activities			●		
<b>28</b>	How to present a positive role model in this regard to team members.			●		
<b>29</b>	The importance of managers supporting individual learning and development				●	
<b>30</b>	The range of obstacles to learning and development which individuals may encounter, how to identify these and strategies to use in response to them				●	

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<b>Unit title:</b>	<b>EFSM16 - Manage yourself to achieve work objectives</b>
<b>Element titles:</b>	16.1 Organise and structure personal work activities to achieve objectives 16.2 Develop and continuously improve productive working relationships 16.3 Implement personal development plan to continuously improve personal performance
<b>Scope of this unit</b>	
This unit relates to the personal organisation and structuring of work activities to manage time and workload effectively. It includes the development, maintenance and continuous improvement of productive working relationships and taking personal responsibility for development to continuously improve personal work performance	
<b>This unit contains three elements:</b>	
<p><b>16.1 Organise and structure personal work activities to achieve objectives</b> This includes confirming understanding of work objectives, expectations and the personal contribution to organisational goals. It includes the identification of people with whom you interact and the collation of information to assist in personal work planning</p> <p><b>16.2 Develop and continuously improve productive working relationships</b> This includes establishing key success factors for successful interaction and communication with others, based on a clear understanding of roles, responsibilities, competences and level of authority of yourself and others. It includes actively seeking feedback to improve working performance</p> <p><b>16.3 Implement personal development plan to continuously improve personal performance</b> This includes the agreement of SMARTER objectives for development goals and methods of assessment with those who can support your personal development. It includes taking personal responsibility for development, seeking opportunities to improve work performance</p>	
<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
Work plan	Your personal work plan and objectives and its interaction with team and colleagues work plans
Internal and external sources of support	Manager, colleagues, team, specialist, supports, training and development and information sources
Key success factors for effective working relationships	Agreement of criteria for successful communication, interaction and working with others
Range of opportunities for personal development	In-house programmes, mentoring, coaching, discovery learning, e-learning, external providers, web-based information, job rotation, reading, secondment, open or distance learning
Feedback	Information from line reports, line managers, colleagues and team about your performance and interaction with others which is actively sought by you and considered in relation to your personal development plans.
Personal development plan	Your own plan for personal development activities, agreed with your line manager and updated regularly
SMART Objectives SMARTER SMARTY	Specific, measurable, achievable, realistic and time based objectives with the involvement of relevant people
Line manager	The person/people to whom you report. This may be the Fire Service Authority

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title</b>	EFSM16 - Manage yourself to achieve work objectives
<b>You must ensure that you:</b>	
<b>Element title: 16.1 Organise and structure personal work activities to achieve objectives</b>	
<ul style="list-style-type: none"> <li>a) confirm your understanding of your objectives, work expectations and their interaction with those of the team and the organisation through discussion with your line manager</li> <li>b) identify key people with whom you will interact and where your action and theirs may influence or affect successful performance</li> <li>c) obtain sufficient, relevant information to assist in planning and achievement of your objectives</li> <li>d) produce and regularly update your work plan to take account of current and emerging work priorities</li> <li>e) consult and obtain feedback from others affected by your work activities</li> <li>f) review your progress against objectives and those of your team and the organisation</li> <li>g) access relevant support from internal and external sources to enable achievement of your work objectives</li> <li>h) produce, update and take responsibility for implementing your personal development plan</li> <li>i) consistently maintain health, safety and security of yourself and others in the workplace</li> </ul>	
<b>Element title: 16.2 Develop and continuously improve productive working relationships</b>	
<ul style="list-style-type: none"> <li>a) confirm your understanding of expectations of performance and interaction with others</li> <li>b) establish key success factors for effective working relationships</li> <li>c) identify gaps in skills and competence which may influence effective working relationships</li> <li>d) plan and agree action to meet identified gaps</li> <li>e) determine the roles, responsibilities, competences and communication needs of people with whom you work.</li> <li>f) determine the impact of your actions and behaviour on others</li> <li>g) actively seek and action feedback to improve your interaction and effectiveness in working with others.</li> </ul>	
<b>Element title: 16.3 Implement personal development plan to continuously improve personal performance</b>	
<ul style="list-style-type: none"> <li>a) actively seek feedback to identify personal development needs</li> <li>b) agree SMART objectives for development goals and methods of assessment with those who can support development activities</li> <li>c) obtain sufficient information on development opportunities available to identify suitable solutions to your development needs</li> <li>d) determine measures and methods to review personal performance against individual, team and organisational goals</li> <li>e) agree methods, time scales and objectives of personal reviews with those responsible for supporting your performance</li> <li>f) actively seek a range of opportunities for personal development and make arrangements for continual professional development</li> <li>g) adopt a positive approach to management and removal of constraints and obstacles to personal learning and development</li> </ul>	

PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title:</b>	EFSM16 – Manage yourself to achieve work objectives			
<b>Element titles:</b>	16.1 Organise and structure personal work activities to achieve objectives 16.2 Develop and continuously improve productive working relationships 16.3 Implement personal development plan to continuously improve personal performance			
<b>Knowledge for this unit</b>		<b>16.1</b>	<b>16.2</b>	<b>16.3</b>
<b>1</b>	Your individual and team work objectives, role, responsibilities and the process for their agreement and review	●	●	●
<b>2</b>	People within your own team and related teams with whom you will interact	●	●	●
<b>3</b>	How your work and that of others may influence successful performance	●	●	●
<b>4</b>	The range of support and development activities available and how to access relevant information	●		●
<b>5</b>	Roles, responsibilities, competences and level of authority of yourself, your team and those with whom you interact at work	●	●	●
<b>6</b>	How to set SMART objectives for personal development	●		●
<b>7</b>	How to give and receive constructive feedback		●	
<b>8</b>	How to maintain confidentiality and security of information	●	●	
<b>9</b>	Policies, practices and expected behaviour in relation to equal opportunities, diversity, Best value and organisation goals		●	
<b>10</b>	Occupational health and welfare services available and how to access these	●	●	
<b>11</b>	Expected and accepted systems and methods for performance review	●	●	●
<b>12</b>	Principles of teamwork and how to apply them to your working context		●	
<b>13</b>	Best practice in development, assessment, performance review and feedback		●	
<b>14</b>	Health and safety requirements in the workplace including relevant legislation, statutory and regulatory requirements	●	●	●
<b>15</b>	Tools and techniques for effective time and workload management	●	●	●
<b>16</b>	How to promote a positive self image and attitude to change	●	●	●
<b>17</b>	How to manage personal stress within the working environment	●	●	●

# Group Manager Rolemap

## Development Units

This section contains the National Occupational Standards (NOS) Units that have been identified as developmental for you.

To be deemed competent in role, you are required to provide evidence for a minimum of ten Units of which four are mandatory. The six non-mandatory Units must be agreed with your assessor.

These non-mandatory Units must be:

- ✓ Based on your development needs identified either through your last Assessment Development Centre (ADC) or assessment of your workplace performance.
- ✓ Relevant to the role in which you are currently working.

## Maintenance Units

You are also required to maintain competent workplace performance against all units in your role.

Under normal circumstances you will not be asked to provide evidence for these Units. However should your workplace performance not meet the standards within the role-map, your assessor may require you to provide evidence under any Unit or Element within your role.



# Group Manager Rolemap

Ref	Title
	<b>Mandatory Units</b>
EFSM2	Lead, monitor and support people to resolve operational incidents
EFSM10	Plan and implement activities to meet service delivery needs
EFSM14	Manage the performance of teams and individuals to achieve objectives
EFSM15	Develop teams and individuals to enhance work based performance
	<b>Choose &amp; Agree Any 6</b> (Maintain the remaining 7)
EFSM6	Implement organisational strategy
EFSM9	Implement and manage change in organisational activities
EFSM11	Determine effective use of physical and financial resources
EFSM13	Select required personnel
EFSM16	Manage yourself to achieve work objectives
EFSM17	Advise on development and implementation of quality policies
EFSM18	Implement quality assurance systems
EFSM19	Monitor compliance with quality systems
EFSM22	Develop information systems to support service delivery objectives
EFSM23	Agree project plan to meet specified objectives
EFSM24	Co-ordinate projects to achieve objectives
A1	Assess candidates using a range of methods
V1	Conduct internal quality assurance of the assessment process

PERSONAL DEVELOPMENT PROGRAMME

**Mandatory Units:**

<b>Unit title:</b>	<b>EFSM2 - Lead, Monitor and Support people to resolve operational incidents</b>
<b>Element titles:</b>	2.1 Review and determine incident status 2.2 Assume responsibility and implement action to support those involved in the incident 2.3 Debrief following resolution of incident
<b>Scope of this unit</b>	
This unit relates to the leadership role taken at operational incidents. This includes initial review and planning of incident management, operating within the Incident Command System. It includes implementation, review and monitoring of plans and management of resources to resolve the incident. It also includes planning and conduct of relevant briefings.	
<b>This unit contains three elements:</b>	
<p><b>2.1 Review and determine incident status</b> This includes your initial review of the incident type, status and progress, the collection of relevant information and analysis of implications for the community and for resource allocation.</p> <p><b>2.2 Assume responsibility and implement action to support those involved in the incident</b> This includes your formulation of a plan for resolution of the incident, taking account of anticipated risks, monitoring the progress of activities against your plan and making relevant adjustments. It includes obtaining advice from relevant specialists and the conduct of operational briefings with relevant personnel.</p> <p><b>2.3 Debrief following resolution of incident</b> This includes the arrangements and conduct of relevant briefings both immediately following and at later stages of incident review.</p>	

Key words and concepts	
These definitions are provided to explain how key words and concepts are used in this unit	
Objectives within immediate responsibility of the organisation	Objectives relating to resolution and closure of the incident within the scope of the organisation.
Community	Includes Business, commercial, public
Relevant legislation and protocols	Includes Brigade, organisational and national relating to resolution of incidents
Resources	People, equipment, time, specialist skills,
Debriefs	Includes, operational, psychological, critical incident, formal, informal, one to one, group, structured, unstructured, immediately following the incident or follow up
Media	Includes local, national, international television, radio, press, freelance photographers or reporters, Central Office of Information and those with potential to make information on incidents public.
Incidents	Includes, all types of operational incidents, for the control room context, this may be 'events'

**PERSONAL DEVELOPMENT PROGRAMME**

<b>Unit title</b>	<b>EFSM2 - Lead, Monitor and Support people to resolve operational incidents</b>
<b>You must ensure that you;</b>	
<b>Element title: 2.1 Review and determine incident status</b>	
<ul style="list-style-type: none"> <li>a) obtain sufficient information from all available sources on incident progress, risks, deployment, resource availability and existing incident management</li> <li>b) confirm that current action complies with relevant legislation and protocols</li> <li>c) determine the current involvement of other agencies, their current activities and key contacts</li> <li>d) determine and resolve discrepancies between information obtained at the incident and that provided pre-incident</li> <li>e) confirm new roles, responsibilities and communication channels with key personnel</li> <li>f) confirm risks and implications for personnel, for the community and for the wider context</li> <li>g) anticipate likely future resource needs including consideration of possible escalation of incident</li> <li>h) confirm the priority actions for resolution of incident</li> <li>i) ensure that information concerning change in roles and control of the incident reaches those who are assisting with its resolution.</li> </ul>	
<b>Element title: 2.2 Assume responsibility and implement action to support those involved in the incident</b>	
<ul style="list-style-type: none"> <li>a) formulate a plan which takes account of all available information and anticipated risks</li> <li>b) implement plan, confirming roles, responsibilities, tasks, and communication channels</li> <li>c) actively monitor the progress of activity against your plan</li> <li>d) anticipate risks to health, safety and welfare and ensure adequate and timely control measures are implemented</li> <li>e) adjust your incident plan to meet the emerging needs of the incident</li> <li>f) obtain technical and professional advice from suitable sources to support decision making</li> <li>g) provide information to other agencies to assist with their decision making</li> <li>h) conduct comprehensive and timely briefings with relevant people to obtain progress reports and instigate action</li> <li>i) continually evaluate the implications of the incident on the organisation, the environment, the local community and other agencies roles and responsibilities</li> <li>j) ensure that relevant people are updated regarding identified implications</li> <li>k) provide accurate and timely information to the media and utilise media resources to inform and protect the community</li> <li>l) confirm that all objectives within immediate responsibility of the organisation have been met</li> <li>m) hand over status to relevant agencies before withdrawing support from the incident.</li> </ul>	
<b>Element title: 2.3 Debrief following resolution of incident</b>	
<ul style="list-style-type: none"> <li>a) arrange sufficient debriefs of suitable type and frequency to meet the needs of the incident type and scale</li> <li>b) gather and review all pertinent information from internal and external sources</li> <li>c) support a full review of procedures and performance relevant to the incident in order to identify learning outcomes for the organisation and individuals</li> <li>d) identify possible changes to procedures and resource requirements that would improve future practice and service delivery.</li> <li>e) recommend improvements, with supporting evidence, to relevant people</li> <li>f) identify trends and their implications for future service delivery</li> <li>g) provide constructive feedback to personnel and other agencies involved</li> <li>h) establish the support needs of personnel involved in the incident and instigate action to deliver this</li> <li>i) agree action to be taken following debrief activities including responsibilities and timescales</li> <li>j) ensure that agreed action is taken</li> </ul>	
report meritorious action to relevant people for recognition	

**PERSONAL DEVELOPMENT PROGRAMME**

<b>Unit title:</b>	<b>Lead, Monitor and Support people to resolve operational incidents</b>				
<b>Element titles:</b>	<b>EFSM2.1</b> Review and determine incident status <b>EFSM2.2</b> Assume responsibility and implement action to support those involved in the incident <b>EFSM2.3</b> Debrief following resolution of incident				
	<b>Knowledge and understanding for this unit</b>	<b>EFSM 2.1</b>	<b>EFSM 2.2</b>	<b>EFSM 2.3</b>	<b>Assessors Act</b>
<b>1</b>	The range and sources of information required to evaluate and manage incidents and how to access this	•			
<b>2</b>	Relevant legislation and its correct interpretation and implementation	•			
<b>3</b>	Your role, responsibilities and level of authority at operational incidents	•	•		
<b>4</b>	The roles, responsibilities, limitations and capabilities of personnel and other agencies	•	•		
<b>5</b>	Lines of communication at incidents and the incident command system	•	•		
<b>6</b>	The range and type of resources available at incidents, their capabilities and limitations	•			
<b>7</b>	How to prioritise and allocate tasks and set clear objectives at incidents to achieve operational objectives	•			
<b>8</b>	Your local community, its characteristics and associated risks	•		•	
<b>9</b>	Dynamic risk assessment and associated health, safety and welfare issues	•		•	
<b>10</b>	How to communicate effectively and efficiently with personnel to achieve changing objectives and manage sensitive issues		•		
<b>11</b>	How to anticipate needs and requirements of the incident and of the personnel involved in its resolution		•		
<b>12</b>	Issues of confidentiality, security including data protection, intellectual property rights, Human Rights and the implications of potential litigation		•		
<b>13</b>	Organisational objectives, values and how to operate within them	•	•	•	
<b>14</b>	Methods, styles and principles of leadership and their application in operational contexts	•	•		
<b>15</b>	The range, type and extent of information needed for effective debriefs		•		
<b>16</b>	How to analyse trends, identify needs for change to procedures and instigate action to make relevant improvements			•	
<b>17</b>	Methods of providing feedback and how to select those appropriate to the context and sensitivities of the situation			•	
<b>18</b>	Requirements and methods of reporting on incidents and how to report to key internal, external, political and community contacts			•	
<b>19</b>	How to formulate and implement an incident plan and the factors affecting this	•	•		
<b>20</b>	How to distinguish between relevant and irrelevant information and formulate plans and decisions which influence successful resolution of incidents	•	•		
<b>21</b>	The range of specialists available and how to make best use of their technical expertise and support		•		

**PERSONAL DEVELOPMENT PROGRAMME**

<b>Unit title:</b>	<b>EFSM10 - Plan and implement activities to meet service delivery needs</b>
<b>Element titles:</b>	10.1 Plan and allocate work activities to meet service delivery needs 10.2 Agree budgets and resources for work activities 10.3 Implement and evaluate work plans to achieve objectives 10.4 Make recommendations for improvements to work activities
<b>Scope of this unit</b>	
This unit relates to the planning and implementation of work activities on a daily basis to ensure effective service delivery. It includes the planning and allocation of work to those for whom you have responsibility, agreement and management of budgets and evaluation of work plans and achievements against objectives. It also includes making recommendations for change to secure continuous improvement.	
<b>This unit contains four elements:</b>	
<b>10.1 Plan and allocate work activities to meet service delivery needs</b> This includes the allocation of work to people with suitable levels of competence and experience and the identification of shortfalls in resource requirements. It includes the instigation of action to meet shortfalls and the provision of sufficient information to enable individuals to undertake their allocated activities	
<b>10.2 Agree budgets and resources for work activities</b> This includes preparation, submission and management of budgets within your area of responsibility. It involves negotiation and preparation of contingency plans to deal with actual and potential shortfalls. It also includes investigation of possible sources of alternative funding and confirmation of budgets and resources.	
<b>10.3 Implement and evaluate work plans to achieve objectives</b> This includes the implementation of work plans against individual, departmental and organisational objectives, the negotiation and agreement of adjustment as required to meet changing demands and ensuring that sufficient resources are available, with support, to meet operational needs.	
<b>10.4 Make recommendations for improvements to work activities</b> This includes the review of performance, collation of information and analysis of data to identify possible improvements in work activities and the submission of recommendations for action to relevant people	

<b>Key words and concepts</b>	
<b>These definitions are provided to explain how key words and concepts are used in this unit</b>	
Contingency plans	Your own plans to ensure that arrangements are in place to manage shortfalls
Sources of funding and resources	Internal and external sources within your own sphere of responsibility
Service delivery	The full range of services within the responsibility of the person being issued
SMART Objectives SMARTER SMARTY	Specific, measurable, achievable, realistic and time based objectives

**PERSONAL DEVELOPMENT PROGRAMME**

<b>Unit title</b>	<b>EFSM10 - Plan and implement activities to meet service delivery needs</b>
<b>You must ensure that you:</b>	
<b>Element title: 10.1 Plan and allocate work activities to meet service delivery needs</b>	
<ul style="list-style-type: none"> <li>a) existing provide individuals with opportunities to utilise and develop their skills</li> <li>b) allocate work activities to people with relevant experience, skills and competence</li> <li>c) make optimum use of the resources available to you</li> <li>d) plan to ensure all objectives are met and take action to meet any shortfall between requirements and resources</li> <li>e) instigate action to provide development to individuals to enable them to undertake the required work activities</li> <li>f) provide sufficient information to individuals to enable them to undertake the required work activities</li> <li>g) set clear and measurable objectives for work activities</li> <li>h) clarify how individual objectives are linked to departmental and organisational goals</li> <li>i) ensure that sufficient support is available to enable work activities to be undertaken</li> <li>j) establish and maintain a supportive review system to measure performance against objectives</li> </ul>	
<b>Element title: 10.2 Agree budgets and resources for work activities</b>	
<ul style="list-style-type: none"> <li>a) clearly show the costs involved and anticipated benefits to be expected from the investment in your requests for resources.</li> <li>b) present proposals that include evaluation of expected benefits</li> <li>c) clearly define the boundaries for negotiation in respect of budgets and resources</li> <li>d) allow for shortfalls in requests and resources available, including contingency plans</li> <li>e) investigate possible sources of funding and resources and evaluate their potential for future use</li> <li>f) confirm agreement on budgets and resources in line with accepted policies and practice</li> </ul>	
<b>Element title: 10.3 Implement and evaluate work plans to achieve objectives</b>	
<ul style="list-style-type: none"> <li>a) review work plans against individual, departmental and organisational objectives and negotiate adjustment where necessary</li> <li>b) ensure that personnel have clear objectives and understand the significance of their achievement to organisational goals</li> <li>c) ensure that sufficient support is available to enable work objectives to be met</li> <li>d) respond to requests for additional support promptly and realistically,</li> <li>e) regularly review progress against work plans with those responsible for their achievement</li> <li>f) seek contributions from people to assist with improvement in achievement of objectives</li> <li>g) discuss and agree measures for improvement with relevant people</li> <li>h) update plans regularly to meet emerging needs and changes in priorities.</li> </ul>	
<b>Element title: 10.4 Make recommendations for improvements to work activities</b>	
<ul style="list-style-type: none"> <li>a) access sufficient, relevant and current information to assist with recommendations</li> <li>b) investigate the specific reasons for successful achievement and any apparent shortfall in work requirements and establish the key influencing factors</li> <li>c) evaluate the options for action to improve work activities</li> <li>d) identify those options which are unrealistic due to cost, time, or other influencing factors</li> <li>e) prioritise those options which are realistic and would result in improvement</li> <li>f) determine the improvements which might be obtained from selected options and how these can be measured</li> <li>g) present your recommendations in clear language, at sufficient level of detail and in a style and format suitable for intended recipients</li> </ul>	

**PERSONAL DEVELOPMENT PROGRAMME**

<b>Unit title:</b>	<b>Lead, Monitor and Support people to resolve operational incidents</b>					
<b>Element titles:</b>	<b>EFSM10.1</b> Plan and allocate work activities to meet service delivery needs <b>EFSM10.2</b> Agree budgets and resources for work activities <b>EFSM10.3</b> Implement and evaluate work plans to achieve objectives <b>EFSM10.4</b> Make recommendations for improvements to work activities					
	<b>Knowledge and understanding for this unit</b>	<b>EFSM 10.1</b>	<b>EFSM 10.2</b>	<b>EFSM 10.3</b>	<b>EFSM 10.4</b>	<b>Assessors Act</b>
<b>1</b>	The current roles, responsibilities, competences and level of authority of self and others	●				
<b>2</b>	How to set SMART objectives	●		●		
<b>3</b>	The range, type and level of detail of information required by people to enable them to undertake the required work activities	●				
<b>4</b>	The range and type of resources within your control and how to allocate these to meet service delivery needs	●				
<b>5</b>	Organisational goals and objectives and how your work activities contribute to their achievement	●				
<b>6</b>	Procedures, processes and responsibilities for budgets, resource procurement and allocation	●	●			
<b>7</b>	Your organisation's financial policies and practice	●	●			
<b>8</b>	The range of sources of funding and resources available	●	●			
<b>9</b>	Evaluation methods and measures at individual, departmental and organisational level and their interaction			●		
<b>10</b>	The range and type of support to be made available to enable achievement of objectives and how to implement this			●		
<b>11</b>	How to consult with relevant people to assist with improvement in achievement of objectives			●		
<b>12</b>	Processes and requirements for performance review, including recording systems			●		
<b>13</b>	Sources of relevant information and how to access these, including confidentiality and security requirements				●	
<b>14</b>	Tools and techniques for analysis of data and evaluation of options for action				●	
<b>15</b>	Methods and systems in place to support individual development and organisation continuous improvement				●	
<b>16</b>	How to communicate effectively to elicit information, inform, advise, promote and gain commitment to action, both verbally and in writing				●	
<b>17</b>	How to adapt presentation of information to meet the needs of the intended audience				●	
<b>18</b>	How to assess and identify individual potential and development needs	●				

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title:</b>	<b>EFSM14 - Manage the performance of teams and individuals to achieve objectives</b>
<b>Element titles:</b>	14.1 Allocate and delegate work to teams and individuals 14.2 Agree objectives and work plans with teams and individuals 14.3 Assess the performance of teams and individuals 14.4 Provide feedback to teams and individuals on their performance 14.5 Resolve performance issues with teams and individuals
<b>Scope of this unit</b>	
<p>This unit is about making the best use of your team and its members so that they can achieve your organisation's objectives. It covers allocating work, agreeing objectives, and setting out plans and methods of working. It also involves monitoring and evaluating the work of your team and its members and providing feedback to them on their performance.</p>	
<b>This unit contains five elements:</b>	
<p><b>14.1 Allocate and delegate work to teams and individuals</b>            This includes deciding with your team how to distribute tasks and responsibilities. You need to make sure this allocation makes best use of team members' abilities, and provides opportunities for them to learn and develop their roles. You need to make it clear what is expected of team members and check their commitment to their work. Where resources are limited, you may have to prioritise objectives or reallocate resources while minimising the disruption this may cause.</p>	
<p><b>14.2 Agree objectives and work plans with teams and individuals</b>            This includes setting out and agreeing objectives and work plans which are specific, measurable, realistic, time-bound and consistent with your organisation's overall objectives and policies. You need to explain ways of working in sufficient detail for your team members to understand their objectives and responsibilities. You also need to update objectives and work plans in the light of progress and changes.</p>	
<p><b>14.3 Assess the performance of teams and individuals</b>            This includes making it clear why you are monitoring and assessing their performance. You need to encourage them to evaluate their own performance wherever possible. You need to evaluate their performance against clear, agreed criteria, taking into account organisational constraints and personal circumstances.</p>	
<p><b>14.4 Provide feedback to teams and individuals on their performance</b>            This includes giving regular feedback based on your objective assessment of their performance. Your feedback should acknowledge their achievements and provide constructive suggestions and encouragement. At all times you need to maintain confidentiality and show respect for the individuals concerned. You should also give them the chance to respond to your feedback and suggest how they could improve their performance in the future.</p>	
<p><b>14.5 Resolve performance issues with teams and individuals</b>            This includes the investigation and management of incidents of poor performance or reduced performance. It includes formal and informal review, disciplinary and grievance procedures.</p>	



## PERSONAL DEVELOPMENT PROGRAMME

<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
Allocating work	Giving teams and individuals responsibility for tasks which should achieve agreed work objectives
Assessment of performance	A balanced analysis of performance against planned objectives, taking all relevant factors into account
Confidentiality	Only providing information to those who are authorised to have it
Feedback on performance	Information you give to team members on how well they are performing against the objectives which have been agreed
Monitoring	Keeping a close eye on activities and results, and comparing these with planned objectives; methods include considering spoken and written information provided by others
Objectives	Clearly defined results which your team and its members need to achieve; objectives should be specific, measurable, realistic and time-bound
Organisational constraints	Your organisation's policies, objectives and level of resources, which limit your freedom to take decisions and action
Organisational objectives	Clearly defined and measurable results which your organisation is scheduled to achieve
Plans	Documents or spoken agreements, which describe the work to be carried out, by when, by whom, to what standard and with what resources, in order that requirements and objectives can be met
Policies	Guidelines which cover the allocation of work, such as equal opportunities, training and development and performance management policies
Prioritisation	Deciding the relative importance and urgency of objectives and tasks, so that you know in which order to tackle them
Relevant people	Team members, colleagues working at the same level as the manager, higher-level managers and sponsors, personnel specialists, people outside the organisation, customers and suppliers
Resources	The people, time, equipment, materials, services, energy and premises which you have at your disposal
Schedules	Documents showing the work to be done, when and, sometimes, by whom
Values	The principles which your organisation believes in and seeks to realise in everything it does; values may be reflected in your organisation's mission, standards of work, relationships between individuals at work, relationships with suppliers, customers and other stakeholders, personnel management and reward systems, training, equal opportunities, health and safety and environmental policies

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title</b>	<b>EFSM14 - Manage the performance of teams and individuals to achieve objectives</b>
<b>Element title: 14.1 Allocate and delegate work to teams and individuals</b>	
<ul style="list-style-type: none"><li>a) give opportunities to your team members to recommend how you should allocate work within the team</li><li>b) ensure your allocation of work makes the best use of your team's resources and the abilities of all its members</li><li>c) ensure your allocation of work provides your team members with suitable learning opportunities to meet their personal development objectives</li><li>d) ensure your allocation of work is consistent with your team's objectives, and the objectives, policies and values of your organisation</li><li>e) clearly define the responsibilities of your team and its individual members, and the limits of their authority</li><li>f) provide sufficient information on your allocation of work in a manner and at a level and pace appropriate to the individuals concerned</li><li>g) confirm team and individual understanding of, and commitment to, work allocations at appropriate intervals</li><li>h) reach agreement with relevant people on the prioritisation of objectives or reallocation of resources, where team resources are insufficient,</li><li>i) inform your team and its members of changes to work allocations in a way which minimises the impact on time, cost and inconvenience.</li><li>j) communicate with people positively, supportively and constructively.</li><li>k) take immediate action to minimise the effect of actual and potential risk(s).</li></ul>	
<b>Element title: 14.2 Agree objectives and work plans with teams and individuals</b>	
<ul style="list-style-type: none"><li>a) give opportunities to your team members to help define their own objectives and work plans</li><li>b) develop objectives and work plans which are consistent with team and organisational objectives and agree these with all personnel in your area of responsibility</li><li>c) ensure the objectives, work plans and schedules are realistic and achievable within organisational constraints</li><li>d) ensure the objectives and work plans take account of team members' abilities and development needs</li><li>e) explain the objectives and work plans in sufficient detail and at a level and pace appropriate to your individual team members</li><li>f) confirm team and individual understanding of, and commitment to, objectives and work plans at appropriate intervals</li><li>g) provide advice and guidance on how to achieve objectives in sufficient detail and at times appropriate to the needs of teams and individuals</li><li>h) update the objectives and work plans regularly and take account of any individual, team and organisational changes.</li><li>i) communicate with people positively supportively and constructively</li><li>j) take immediate action to minimise the effect of actual and potential risk(s).</li></ul>	

**Element title: 14.3 Assess the performance of teams and individuals**

- a) clearly explain the purpose of monitoring and assessment to all those involved
- b) give opportunities to teams and individuals to monitor and assess their own performance against objectives and work plans
- c) monitor the performance of teams and individuals at times most likely to maintain and improve effective performance
- d) ensure that your assessment of the performance of teams and individuals is based on sufficient, valid and reliable information
- e) assess objectively, against clear, agreed criteria
- f) ensure that your assessments take due account of the personal circumstances of team members and the organisational constraints on their work.
- g) communicate with people positively, supportively and constructively
- h) take immediate action to minimise the effect of actual and potential risk(s).
- i) forward details of proposed change to the responsible line manager, where service delivery improvements are identified

**Element title: 14.4 Provide feedback to teams and individuals on their performance**

- a) provide feedback to teams and individuals in a situation and in a form and manner most likely to maintain and improve their performance
- b) ensure the feedback you provide is clear, and is based on your objective assessment of their performance against agreed objectives
- c) acknowledge your team members' achievement
- d) provide your team members with constructive suggestions and encouragement for improving future performance against their work and development objectives
- e) show respect for individuals and the need for confidentiality
- f) give opportunities to teams and individuals to respond to feedback, and to recommend how they could improve their performance in the future.

**Element title: 14.5 Resolve performance issues with teams and individuals**

- a) determine the existence of actual performance issues and the apparent cause(s)
- b) investigate and confirm the actual causes of performance difficulties with individuals involved
- c) determine your own role and responsibilities in relation to the cause of performance difficulties
- d) explore and agree options for resolving performance issues
- e) record agreements and outcomes in line with relevant informal or formal procedures
- f) ensure that agreed action is followed up and future performance monitored, with further review within agreed timescale
- g) refer matters beyond your own area of competence or level of responsibility to relevant people

**PERSONAL DEVELOPMENT PROGRAMME**

<b>Unit title:</b>	<b>EFSM14 - Manage the performance of teams and individuals to achieve objectives</b>						
<b>Element titles:</b>	<b>EFSM14.1</b> Allocate and delegate work to teams and individuals <b>EFSM14.2</b> Agree objectives and work plans with teams and individuals <b>EFSM14.3</b> Assess the performance of teams and individuals <b>EFSM14.4</b> Provide feedback to teams and individuals on their performance <b>EFSM14.5</b> Resolve performance issues with teams and individuals						
	<b>Knowledge and understanding for this unit</b>	<b>EFSM 14.1</b>	<b>EFSM 14.2</b>	<b>EFSM 14.3</b>	<b>EFSM 14.4</b>	<b>EFSM 14.5</b>	<b>Assessors Act</b>
<b>1</b>	The importance of defining and communicating team and individual responsibilities clearly and how to do this	•	•				
<b>2</b>	How to develop and present work plans using spoken, written and graphical means.	•					
<b>3</b>	The purpose of monitoring and assessment and communicating this effectively to those involved			•			
<b>4</b>	How to provide both positive and negative feedback to team members on their performance				•		
<b>5</b>	How to choose an appropriate time, place and method to give feedback to teams and individuals				•		
<b>6</b>	The importance of the effective allocation of work to your team's performance and your role and responsibilities in relation to this	•					
<b>7</b>	The factors which you need to consider when allocating work to individuals within the team	•					
<b>8</b>	How to match the allocation of work to learning needs and individual development plans	•					
<b>9</b>	How to prioritise and re-prioritise work allocations according to resource availability	•					
<b>10</b>	How your changes to work allocations and negotiations around them can impact on cost, time and convenience.	•					
<b>11</b>	The importance of consulting with team members and achieving consensus and agreement on objectives and work plans		•				
<b>12</b>	How to encourage and enable team members to define their own work objectives and plans		•				
<b>13</b>	How to gain the commitment of team members to objectives and work plans through effective leadership		•				
<b>14</b>	The types of issues on which your team members may need advice and guidance.		•				
<b>15</b>	The importance of providing opportunities to team members to monitor and assess their own work, and how to enable this.			•			
<b>16</b>	How to motivate team members and gain their commitment by providing feedback and effective leadership				•		
<b>17</b>	The importance of providing constructive suggestions on how performance can be improved				•		
<b>18</b>	Your team objectives, and the organisational policies and values which have a bearing on the allocation of work within your team	•					
<b>19</b>	The relevant people with whom negotiations on the allocation of resources need to take place	•					
<b>20</b>	The organisational objectives and constraints which have a bearing on objectives and work plans.		•				
<b>21</b>	Organisational procedures for discipline, grievance and management of poor performance					•	

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<b>22</b>	How to identify and devise objectives and work plans for the short, medium and long term		•				
<b>23</b>	The importance of agreeing objectives and work plans which are realistic and achievable		•				
<b>24</b>	How to match objectives and work plans with individuals' abilities and development needs		•				
<b>25</b>	The importance of regularly updating objectives and work plans		•				
<b>26</b>	The importance of monitoring and assessing the ongoing performance of teams and individuals			•			
<b>27</b>	Different purposes of work monitoring and assessment			•			
<b>28</b>	How to make fair and objective assessments on individual performance			•			
<b>29</b>	The standards against which work is to be assessed			•			
<b>30</b>	The information needed to assess the performance of teams and individuals.			•			
<b>31</b>	The importance of providing clear and accurate feedback to your team members on their performance and your role and responsibilities in relation to this.			•			
<b>32</b>	How the necessary information should be gathered and validated.			•			
<b>33</b>	The principles of confidentiality when providing feedback - which people should receive which pieces of information.			•			
<b>34</b>	The types of personal circumstances which may impact on individual performance			•			

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title:</b>	<b>EFSM15 - Develop teams and individuals to enhance work based performance</b>
<b>Element titles:</b>	15.1 Identify the development needs of teams and individuals 15.2 Plan the development of teams and individuals 15.3 Develop teams to improve performance 15.4 Deliver individual learning and support for development 15.5 Evaluate the development of teams and individuals
<b>Scope of this unit</b>	
<p>This unit is about developing your team's skills and knowledge to ensure the best possible results at work. It covers identifying the development needs of your team and its members, planning their development and using a variety of activities to improve team performance. It also covers your role in supporting individuals' learning, assessing teams and individuals against agreed development objectives, and continually improving development activities, policies and overall practice.</p>	
<p><b>This unit contains five elements:</b></p> <p><b>15.1 Identify the development needs of teams and individuals</b>            This includes giving all team members the opportunity to identify their needs. You need to make your own judgement about these and may need to seek specialist advice to help you confirm your decisions.</p> <p><b>15.2 Plan the development of teams and individuals</b>            This includes identifying development objectives, resources and time scales. You need to agree these plans with team members and colleagues.</p> <p><b>15.3 Develop teams to improve performance</b>            This includes selecting and organising activities which support your development objectives. You need to provide all team members with equal access to these activities and demonstrate your own commitment through your personal support and involvement.</p> <p><b>15.4 Deliver individual learning and support for development</b>            This includes identifying what support individuals need, monitor their progress and provide feedback at appropriate times. You may need to deal with problems and obstacles to learning which individuals have.</p> <p><b>15.5 Evaluate the development of teams and individuals</b>            This includes using appropriate assessment techniques yourself, and help your team members to assess their own progress. You need to ensure that the results of these assessments are available, when required, to authorised people only.</p>	

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<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
Assessment against development objectives	Using various techniques such as tests, observations of performance and discussions to measure team members' current skills, knowledge and performance against the agreed objectives for development
Confidentiality	Only providing information to those who are authorised to have it
Development activities	Any activities you organise to develop knowledge and skills, such as carrying out work-based Projects or assignments, observing an expert colleague at work, reading books and specialist journals, undertaking open learning or computer-based training, attending training courses or conferences
Equal access	Giving every member of your team the same opportunity to be involved in activities or to use resources
Feedback on performance	Information you give to team members on how well they are performing against the objectives which have been agreed
Identification of development needs	Identification of the gap between the demands of your and team members' jobs (both now and in the foreseeable future) and your and team members' current level of performance, knowledge and skills
Individual aspirations	The personal wishes of individual team members to improve their performance at work, their career prospects or their personal circumstances
Objectives	Clearly defined results which you need to achieve which are specific, measurable, agreed with others, realistic and time-bound
Obstacles to learning	Physical obstacles, such as lack of resources, time or appropriate development opportunities, or mental obstacles, such as the attitude of the learner, yourself or your colleagues, which need to be modified if effective learning is to take place
Organisational objectives	Clearly defined and measurable results which your organisation is scheduled to achieve
Organisational procedures	Procedures to be followed in your organisation when developing teams and individuals and recording information
Personnel	All people working for your organisation; these may be internal or external workers, permanent or temporary, full-time or part-time, paid or voluntary
Plans for the development of teams and individuals	Documents or spoken plans, which describe the development to be undertaken, when, by whom, to what standard and with what resources, in order that requirements and objectives can be met
Relevant people	Team members, colleagues working at the same level as yourself, higher-level managers or sponsors, personnel specialists and people outside your organisation
Resources	The people, time, equipment, materials, services, energy and premises which you have at your disposal
Team members	People who work with you as part of a functional or project team; team members may report to you either as their line manager or as the manager in charge of a specific project or activity on which they are working
Values	The values of your organisation which may be reflected in your organisation's mission, standards of work, relationships between individuals at work, relationships with suppliers, customers and other stakeholders, personnel management and reward systems, training, equal opportunities, health and safety and, relationships between individuals at work, relationships with suppliers, customers and other stakeholders, personnel management and reward systems, training, equal opportunities, health and safety and environmental policies

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title</b>	<b>EFSM15 - Develop teams and individuals to enhance work based performance</b>
<b>You must ensure that you:</b>	
<b>Element title: 15.1 Identify the development needs of teams and individuals</b>	
<ul style="list-style-type: none"> <li>a) give opportunities to team members to help identify their own development needs and those of the team as a whole</li> <li>b) identify development needs accurately and base your decisions on sufficient reliable and valid information</li> <li>c) identify development needs for all the personnel you are responsible for</li> <li>d) you seek guidance from competent specialists, to support your development of people</li> <li>e) provide information on development needs to authorised people only, in the format required and to agreed deadlines</li> <li>f) maintain records of identified development needs comply with organisational procedures.</li> <li>g) communicate with people positively supportively and constructively</li> </ul>	
<b>Element title: 15.2 Plan the development of teams and individuals</b>	
<ul style="list-style-type: none"> <li>a) reflect the identified training and development needs for all the personnel you are responsible for</li> <li>b) produce plans which contain clear, relevant and realistic development objectives</li> <li>c) clearly identify the processes you will use and the resources you need</li> <li>d) ensure your plans are capable of being implemented within the defined timescales</li> <li>e) specify how your plans accurately reflect organisational priorities where resources are insufficient to meet all identified needs</li> <li>f) present your plans to relevant people in an appropriate and timely manner</li> <li>g) update your plans at regular intervals after discussion and agreement with relevant people.</li> <li>h) communicate with people positively, supportively and constructively.</li> </ul>	
<b>Element title: 15.3 Develop teams to improve performance</b>	
<ul style="list-style-type: none"> <li>a) organise development activities which support your team and organisational objectives</li> <li>b) make best use of available resources</li> <li>c) provide all team members with equal access to relevant development activities</li> <li>d) demonstrate your own commitment to individual and team development through your personal support for, and involvement in, the development activities.</li> <li>e) communicate with people positively supportively and constructively</li> <li>f) take immediate action to minimise the effect of actual and potential risk(s).</li> <li>g) evaluate the effectiveness of development activities with your team and plan continuous improvement</li> </ul>	



**Element title: 15.4 Deliver individual learning and support for development**

- a) provide support which is consistent with the individuals' needs, their objectives and preferred learning styles
- b) provide support which takes account of the individuals' work constraints and overall team objectives
- c) give all team members equal access to support relevant to their learning needs
- d) monitor the individuals' learning and development carefully so that you can modify support promptly, according to their needs
- e) encourage, collect and respond constructively to feedback from individuals on the quality of support you provide
- f) give feedback to individuals at points most likely to reinforce learning and development
- g) give accurate, objective and helpful feedback
- h) identify and remove any obstacles to learning effectively and with the agreement of the individuals involved.

**Element title: 15.5 Evaluate the development of teams and individuals**

- a) agree the purpose of the assessment and your own role in it with relevant people
- b) give opportunities to team members to contribute to their own and their team's assessments
- c) give all team members equal access to assessment against development objectives
- d) carry out the assessments objectively against clear, agreed criteria
- e) base the assessments on sufficient, valid and reliable information
- f) provide information on the results of the assessments to authorised people only, in an appropriate format and to agreed deadlines.

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<b>Unit title:</b>	<b>Develop teams and individuals to enhance work based performance</b>						
<b>Element titles:</b>	<b>EFSM15.1</b> Identify the development needs of teams and individuals <b>EFSM15.2</b> Plan the development of teams and individuals <b>EFSM15.3</b> Develop teams to improve performance <b>EFSM15.4</b> Deliver individual learning and support for development <b>EFSM15.5</b> Evaluate the development of teams and individuals						
	<b>Knowledge and understanding for this unit</b>	<b>EFSM 15.1</b>	<b>EFSM 15.2</b>	<b>EFSM 15.3</b>	<b>EFSM 15.4</b>	<b>EFSM 15.5</b>	<b>Assessors Act</b>
<b>1</b>	How to present development needs and plans to relevant people in a way which is likely to influence their decision-making positively.	•	•				
<b>2</b>	The importance of human resource development to organisational effectiveness.	•					
<b>3</b>	The importance of equality of opportunity in human resource development.	•					
<b>4</b>	The importance of equality of opportunity in providing opportunities for teams and individuals to contribute to their own assessments and how to ensure this.					•	
<b>5</b>	How to collect and validate the information you need to identify development needs	•					
<b>6</b>	The importance of good record-keeping.					•	
<b>7</b>	The importance of confidentiality when carrying out and reporting assessments.					•	
<b>8</b>	The importance of providing your team members with opportunities to identify their own development needs and those of the team as a whole and how to encourage this	•					
<b>9</b>	The importance of agreeing developmental plans with those involved, and processes which may be used to achieve such agreement.		•				
<b>10</b>	How to motivate staff and win their commitment to, and participation in, development activities through effective leadership			•			
<b>11</b>	How to monitor and evaluate individual progress and make adjustments according to a range of factors which you identify				•		
<b>12</b>	The importance of providing accurate, objective and constructive feedback to individuals on their progress				•		
<b>13</b>	How to provide feedback according to the individual and the circumstances.				•		
<b>14</b>	The importance of agreeing the purpose of the assessments with relevant people					•	
<b>15</b>	The importance of team members contributing to the assessment of their own progress and how to encourage and enable them to do so.					•	
<b>16</b>	The team objectives and organisational values which have a bearing on the identification of training needs.	•					
<b>17</b>	How to identify development needs for your team and the information needed to do so	•					
<b>18</b>	The types of support and guidance which may be needed from specialists and how to get it	•					
<b>19</b>	The principles of good practice which underpin human resource development planning		•				
<b>20</b>	How to develop effective and realistic plans for individual and team development.		•				

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<b>21</b>	The range of activities which you may use to develop your team			•			
<b>22</b>	How to select and implement development activities which are appropriate to the team members, their development needs and work, the context in which you are operating and the available resources			•			
<b>23</b>	How to ensure that development activities meet agreed objectives and plans.			•			
<b>24</b>	The importance of assessing team members against development activities					•	
<b>25</b>	The range of assessments methods and the purpose of each					•	
<b>26</b>	The principles of fair and objective assessment					•	
<b>27</b>	The importance of showing your own commitment to development activities			•			
<b>28</b>	How to present a positive role model in this regard to team members.			•			
<b>29</b>	The importance of managers supporting individual learning and development					•	
<b>30</b>	The range of obstacles to learning and development which individuals may encounter, how to identify these and strategies to use in response to them.					•	

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title:</b>	<b>EFSM6 - Implement organisational strategy</b>
<b>Element titles:</b>	6.1 Allocate roles and responsibilities for implementation of strategic plans 6.2 Delegate and provide support to those who will undertake implementation 6.3 Maintain effective working relationships with those who can assist with implementation of the strategic plan
<b>Scope of this unit</b>	
This unit relates to the allocation of roles and responsibilities, delegation of related work activities and maintenance of effective working relationships associated with the implementation of agreed organisational strategy.	
<b>This unit contains three elements:</b>	
<b>6.1 Allocate roles and responsibilities for implementation of strategic plans</b> This includes confirmation of the requirements of strategic plans and the resources required, gap analysis and review of alternative sources of resources. It includes preparation of a detailed breakdown of strategic plans and related resource requirements for each component and matching roles and responsibilities to each component activity.	
<b>6.2 Delegate and provide support to those who will undertake implementation</b> This includes the delegation of activities relating to implementation of organisational strategy, based on skills, competence, responsibilities and level of authority. It includes ensuring that people have the relevant support, training and competence to undertake delegated activities.	
<b>6.3 Maintain effective working relationships with those who can assist with implementation of the strategic plan</b> This includes consultation, liaison and negotiation with all key stakeholders involved in the implementation of the organisation's strategic plan. It includes ensuring that support systems and processes are in place and fully operational and that review processes are operating effectively	

<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
Stakeholders	Includes those with interest in and influence over the strategic direction and planning for the organisation. This includes those with decision making responsibility for resourcing, implementation and support.
Resources	People, equipment, finance, time, internal and external
Strategic plans	Your organisation's vision, mission, objectives and goals with associated implementation plans

PERSONAL DEVELOPMENT PROGRAMME

Unit title	EFSM6 – Implement organisational strategy
<b>You must ensure that you:</b>	
<b>Element title: 6.1 Allocate roles and responsibilities for implementation of strategic plans</b>	
<ul style="list-style-type: none"> <li>a) confirm the requirements of the strategic plans and determine the resources required for implementation.</li> <li>b) accurately identify existing internal and external resources, skills and competences available</li> <li>c) produce a detailed breakdown of strategic plans and identify resource requirements and milestones for each component of the plan</li> <li>d) determine and quantify the shortfall and investigate internal and external options to meet specified needs</li> <li>e) match roles and responsibilities to each component of the plan and allocate existing people resources to required roles</li> <li>f) instigate action to meet any shortfall in resource requirements and ensure all roles and responsibilities are allocated</li> <li>g) establish a review process to check on the effectiveness of resource allocation</li> <li>h) provide sufficient, valid information to all people involved in implementing the strategic plans</li> </ul>	
<b>Element title: 6.2 Delegate and provide support to those who will undertake implementation</b>	
<ul style="list-style-type: none"> <li>a) decide on delegation of activities based on experience, skills and knowledge of personnel</li> <li>b) establish support requirements of personnel to whom activities will be delegated</li> <li>c) provide sufficient, valid, current information and clear objectives to individuals and teams</li> <li>d) provide opportunities for individuals and teams to clarify objectives and obtain support</li> <li>e) ensure that teams have complementary skills and competences to enable them to achieve delegated activities</li> <li>f) assess the current and future workload of individuals and teams and make suitable adjustments to ensure the most effective use of people resources</li> </ul>	
<b>Element title: 6.3 Maintain effective working relationships with those who can assist with implementation of the strategic plan</b>	
<ul style="list-style-type: none"> <li>a) utilise the roles, responsibilities, skills and competences of those involved in implementation</li> <li>b) identify the key interests of all stakeholders who can influence implementation</li> <li>c) establish the most effective means of communication with each person</li> <li>d) ensure that individuals are provided with sufficient, valid, current information</li> <li>e) ensure you are accessible and available to respond to requests for support, information and advice</li> <li>f) instigate action to make support systems and processes easily available to those who require them</li> <li>g) provide timely reviews to monitor and support people with their implementation plans</li> </ul>	

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<b>Unit title:</b>	<b>Implement organisational strategy</b>				
<b>Element titles:</b>	<b>EFSM6.1</b> Allocate roles and responsibilities for implementation of strategic plans <b>EFSM6.2</b> Delegate and provide support to those who will undertake implementation <b>EFSM6.3</b> Maintain effective working relationships with those who can assist with implementation of the strategic plan				
	<b>Knowledge and understanding for this unit</b>	<b>EFSM 6.1</b>	<b>EFSM 6.2</b>	<b>EFSM 6.3</b>	<b>Assessors Act</b>
<b>1</b>	Existing roles, responsibilities and competences and their relevance to implementation of strategic plans	●	●	●	
<b>2</b>	Principles of delegation, empowerment and leadership relating to implementation of plans		●		
<b>3</b>	The requirements, context and significance of the organisational strategy and related planning and reporting	●	●	●	
<b>4</b>	The range of measures of performance applicable to the organisation and their use at implementation stage	●			
<b>5</b>	Principles and methods of project management and their application at implementation stage	●			
<b>6</b>	Principles and models of change management and their application	●	●	●	
<b>7</b>	The range of stakeholders, their respective interests and the significance of their commitment to implementation plans	●		●	
<b>8</b>	Sources and types of information relevant to implementation of strategic plan	●	●	●	
<b>9</b>	The range, type and use of resources required to meet organisational strategic objectives	●			
<b>10</b>	Methods and mechanisms of implementation, promotion and gaining commitment to organisational plans	●		●	
<b>11</b>	How to analyse trends, identify future needs and interpret information to assist with planning	●			
<b>12</b>	Principles of short, medium and long term planning and their application to implementation of organisational strategy	●			
<b>13</b>	Where and how to obtain specialist advice to support implementation			●	
<b>14</b>	Principles and methods of effective report writing in relation to planning, reporting and review			●	
<b>15</b>	How to present and clearly communicate information to inform, promote, motivate and gain commitment to implementation plans	●	●	●	
<b>16</b>	How to determine measures and criteria for successful implementation and methods for their evaluation	●			
<b>17</b>	Methods of cost-benefit analysis and the evaluation of options for implementation plans within budgetary constraints	●			
<b>18</b>	The importance of maintaining effective working relationships with those who can assist with implementation and methods of doing so			●	
<b>19</b>	Representative bodies, their roles, responsibilities and interests	●		●	
<b>20</b>	Type and purpose of existing and planned support systems and processes and how to make effective use of these	●			
<b>21</b>	Methods and techniques for collection and analysis of data and their application to implementation	●			
<b>22</b>	Research and planning techniques associated with implementation of organisational strategy	●			
<b>23</b>	How to actively seek and provide feedback			●	

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title:</b>	<b>EFSM9 - Implement and manage change in organisational activities</b>
<b>Element titles:</b>	9.1 Identify opportunities for improvement in activities 9.2 Evaluate proposed changes for benefits and disadvantages 9.3 Plan the implementation of change in activities 9.4 Agree the introduction of change 9.5 Implement changes in activities
Scope of this unit	
<p>This unit is about improving the operational activities under your control and managing the necessary changes effectively. It covers identifying possible areas for improvement, considering the feasibility of proposed changes, planning the implementation of change, reaching agreement with those involved and finally implementing the planned changes.</p>	
<p><b>This unit contains five elements:</b></p> <p><b>9.1 Identify opportunities for improvement in activities</b>          Your work in identifying opportunities for improvements in activities should be continuous. You need to monitor activities in your area of responsibility, consider the trends in your organisation and its environment which may prompt improvements and change. You also need to encourage your team members to suggest improvements.</p> <p><b>9.2 Evaluate proposed changes for benefits and disadvantages</b>          In order to evaluate proposed changes for benefits and disadvantages, you need to compare current practice with what is being proposed and analyse the implications of change. You need to look at your organisation's previous experience of improvements and change, and the possible future circumstances which will affect your proposals.</p> <p><b>9.3 Plan the implementation of change in activities</b>          In order to <i>plan the implementation of change in activities</i>, you need to consult with all those involved and plan the changes. You need to identify the likely obstacles to change, devise strategies to overcome these obstacles and make a clear and persuasive case for improvements.</p> <p><b>9.4 Agree the introduction of change</b>          In order to agree the introduction of change, you need to present your plans and case for change to relevant people and negotiate any modifications to your plans.</p> <p><b>9.5 Implement changes in activities</b>          In order to implement changes in activities, you need to ensure everyone involved is well informed, and that sufficient resources are allocated. You need to monitor and evaluate the change and make any necessary refinements to your plans. Finally, you need to ensure that the quality of work is maintained throughout the period of change.</p>	

<b>Key words and concepts</b>	
<b>These definitions are provided to explain how key words and concepts are used in this unit</b>	
Analysis	The process of organising and interpreting information so that conclusions can be drawn methods may be formal and planned, or informal and ad hoc
Evaluating	A balanced assessment of what has been achieved against plans
Monitor	Keeping a close eye on activities in order to identify improvements or modifications which need to be made
Negotiations	The process where 2 or more individuals or groups, bargain for a mutually acceptable solution
Obstacles	Physical obstacles, such as lack of resources, time or appropriate development opportunities, or mental obstacles, such as the attitude of the learner, yourself or your colleagues, which need to be modified if effective learning is to take place
Relevant people	Team members, colleagues working at the same level as yourself, higher level managers or sponsors, specialists
Service delivery improvements	Potential improvements to working practices, systems of work, equipment, organisation and individual performance. (WC)
Operational activities	Activities relating to the operation of the service and not simply operational incident

PERSONAL DEVELOPMENT PROGRAMME

Unit title	EF5M9 - Implement and manage change in organisational activities
<b>You must ensure that you:</b>	
<b>Element title: 9.1 Identify opportunities for improvement in activities</b>	
<ul style="list-style-type: none"> <li>a) monitor and evaluate activities at intervals most likely to reveal potential improvements</li> <li>b) gather information on trends and developments is relevant, valid, reliable and sufficient to identify potential improvements</li> <li>c) give opportunities to relevant people to make recommendations for improvements in activities</li> <li>d) identify improvements which are realistic and consistent with your organisation's values and objectives</li> <li>e) communicate with people positively, supportively and constructively</li> <li>f) forward details of proposed change relating to service delivery improvements to the relevant person.</li> </ul>	
<b>Element title: 9.2 Evaluate proposed changes for benefits and disadvantages</b>	
<ul style="list-style-type: none"> <li>a) obtain complete and accurate information to evaluate current and proposed products and services and the processes involved.</li> <li>b) evaluate current and proposed products, services and processes accurately, and identify their relative benefits and disadvantages.</li> <li>c) perform an accurate and complete analysis of the implications of proposed changes</li> <li>d) provide opportunities for relevant people to help evaluate proposed changes</li> <li>e) recommend proposed changes which take account of previous experience and likely future circumstances</li> <li>f) produce final recommendations which integrate contributions from relevant people, where appropriate</li> <li>g) communicate with people positively, supportively and constructively</li> </ul>	
<b>Element title: 9.3 Plan the implementation of change in activities</b>	
<ul style="list-style-type: none"> <li>a) provide clear and accurate information on the proposed change to relevant people to comment on the proposed change and contribute to planning its implementation</li> <li>b) give opportunities for relevant people to comment on the proposed change and contribute to planning its implementation</li> <li>c) identify and evaluate obstacles to change and ways to overcome them effectively</li> <li>d) produce plans for the implementation of change which are detailed, comprehensive, accurate and consistent with organisational objectives</li> <li>e) make a clear case for the proposed change and support your case with sound evidence</li> <li>f) integrate contributions from relevant people, where appropriate</li> <li>g) clearly identify the implications for, and the roles of, all those involved in the proposed change</li> <li>h) communicate with people positively, supportively and constructively.</li> </ul>	
<b>Element title: 9.4 Agree the introduction of change</b>	
<ul style="list-style-type: none"> <li>a) present plans for the introduction of change clearly to all stakeholders</li> <li>b) identify the nature and benefits of the change and the implications for all relevant people</li> <li>c) check and confirm relevant people's understanding of the implications of the change and their commitment to their role in the process</li> <li>d) ensure any compromises you make during negotiations on the implementation of change result in modifications to plans which are consistent with the objectives of the change</li> <li>e) present any reasons for not reaching agreement on the introduction of change to relevant people in a manner which maintains morale and motivation</li> <li>f) communicate with people positively, supportively and constructively</li> </ul>	
<b>Element title: 9.5 Implement changes in activities</b>	
<ul style="list-style-type: none"> <li>a) present your plans for implementing changes at a time, level and pace appropriate for those involved</li> <li>b) ensure that the resources and support you provide to those involved are sufficient for the changes to take place within agreed time scales</li> <li>c) monitor and evaluate changes at appropriate times against agreed implementation plans</li> <li>d) make sufficient modifications to implementation activities to resolve any problems arising</li> <li>e) enable relevant people to contribute to the process effectively</li> <li>f) achieve the results you anticipate from the changes within agreed time scales</li> </ul>	



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- g) maintain the quality of work to an agreed standard throughout the period of change
- h) maintain records which are clear, accurate and available only to authorised people
- i) remain positive and constructive in your contact with people

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<b>Unit title:</b>		<b>Implement and manage change in organisational activities</b>					
<b>Element titles:</b>		<b>EFSM9.1</b> Identify opportunities for improvement in activities <b>EFSM9.2</b> Evaluate proposed changes for benefits and disadvantages <b>EFSM9.3</b> Plan the implementation of change in activities <b>EFSM9.4</b> Agree the introduction of change <b>EFSM9.5</b> Implement changes in activities					
	<b>Knowledge and understanding for this unit</b>	<b>EFSM 9.1</b>	<b>EFSM 9.2</b>	<b>EFSM 9.3</b>	<b>EFSM 9.4</b>	<b>EFSM 9.5</b>	<b>Assessors Act</b>
1	How to assess recommendations to check whether they are realistic	•					
2	How to identify and evaluate potential obstacles to change and produce solutions which minimise their impact on what is proposed		•	•			
3	How to communicate effectively with your team members, colleagues, line managers and specialists	•					
4	The principles and processes of effective communication and how to apply them		•	•	•	•	
5	The importance of clear communication in the management of change and the types of information which need to be communicated to different groups of people				•	•	
6	The principles of consultation and negotiation in the management of change and how to apply them		•	•			
7	The importance of the continuous improvement in activities to the effectiveness of the organisation and your role and responsibilities in relation to this	•					
8	The types of information on internal and external trends needed to identify potential improvements and how to validate such information	•					
9	The importance of empowering other staff to make recommendations to improve work activities and how to encourage them to do so	•					
10	The importance of enabling those affected by change to contribute to the style of implementation and how to achieve this					•	
11	How to monitor and assess the effectiveness and efficiency of activities and identify potential improvement	•					
12	The importance of monitoring and evaluating change and how to do so					•	
13	The structure of your organisation and the responsibilities of people within it	•	•	•	•	•	
14	The organisational values and objectives which have a bearing on the recommendations you are making and how to interpret their implications	•					
15	The principles underpinning the management of change and how to apply them		•	•			
16	How to identify the implications of change for the quality of the organisation's work and strategies to minimise adverse effects					•	
17	The importance of negotiation and consultation in the management of change and methods to do so				•		
18	How to identify and evaluate the implications of proposed changes for people in the organisation	•	•		•		
19	How to respond when agreement on change cannot be reached	•	•		•		
20	How to make and promote an effective case for change		•	•	•		

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21	The importance of planning for the management of change and how such plans should be made.		•				
22	How to develop an effective action plan for change.					•	

**PERSONAL DEVELOPMENT PROGRAMME**

<b>Unit title:</b>	<b>EFSM11 - Determine effective use of physical and financial resources</b>
<b>Element titles:</b>	11.1 Allocate resources to meet service delivery needs 11.2 Make recommendations for expenditure 11.3 Control expenditure against budgets
<b>Scope of this unit</b>	
This unit relates the allocation of resources to meet demand, investigation of sources of further resources to meet shortfall and management of budgets associated with resource utilisation.	
<b>This unit contains three elements:</b>	
<b>11.1 Allocate resources to meet service delivery needs</b> This includes clear identification of service delivery objectives, review of current resource utilisation, analysis of resourcing options	
<b>11.2 Make recommendations for expenditure</b> This includes preparation of recommendations for expenditure on resources, with supporting information on benefits, implications and costs	
<b>11.3 Control expenditure against budgets</b> This includes management of financial resources and regular reporting on financial allocation and utilisation.	

<b>Key words and concepts</b>	
<b>These definitions are provided to explain how key words and concepts are used in this unit</b>	
Service delivery objectives	Organisational objectives as defined in the strategic plan
Resource utilisation	The procurement, allocation, use, replacement of resources within your span of control
Available resource options	Approved suppliers, local, national and regional options for supply of resources
Review process	Your own, agreed process for checking resource allocation against current, future and emerging service needs and objectives.
Expenditure decisions	Decisions regarding expenditure on resources which may require input from a range of stakeholders
Risk analysis	Use of accepted methods and tools to evaluate cost/benefit and implications of insufficient funding or excess expenditure
Physical resources	Facilities, equipment, IT systems

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title</b>	<b>EFSM11 - Determine effective use of physical and financial resources</b>
<b>You must ensure that you</b>	
<b>Element title: 11.1 Allocate resources to meet service delivery needs</b>	
<ul style="list-style-type: none"> <li>a) clearly identify service delivery objectives and resources required to meet them</li> <li>b) review current resource utilisation</li> <li>c) identify discrepancies between future service delivery needs and current resource provision</li> <li>d) analyse available resource options and evaluate each option to select those suitable for future needs</li> <li>e) communicate your findings to those involved in the allocation and use of resources</li> <li>f) identify the implications of resource management by consulting with other relevant stakeholders</li> <li>g) initiate and manage a timely review process that anticipates changes in service delivery objectives and evaluates resource allocation</li> </ul>	
<b>Element title: 11.2 Make recommendations for expenditure</b>	
<ul style="list-style-type: none"> <li>a) ensure that expenditure decisions are based on achieving the organisation's strategic plans and objectives</li> <li>b) actively seek contributions from others to inform recommendations for future expenditure</li> <li>c) fully investigate implications and benefits of the recommended expenditure</li> <li>d) complete a full risk analysis of new or innovative means of funding before recommending expenditure</li> <li>e) provide sufficient and accurate information on all options for expenditure to enable those with responsibility for approval of expenditure to make a decision</li> <li>f) make recommendations which are timely and synchronised to the organisation's budgetary timetable and include contingency arrangements</li> </ul>	
<b>Element title: 11.3 Control expenditure against budgets</b>	
<ul style="list-style-type: none"> <li>a) correctly identify levels of authority for budget control</li> <li>b) confirm items of agreed expenditure and their associated costs</li> <li>c) ensure effective monitoring and record keeping systems are in place and correctly maintained and audited</li> <li>d) ensure all relevant people are fully aware of their roles, responsibilities and level of authority within the monitoring and recording systems</li> <li>e) ensure that all records are stored securely and available only to authorised people</li> <li>f) identify discrepancies promptly and take appropriate corrective action</li> <li>g) seek advice or refer matters falling outside your scope of financial responsibility to people with responsibility for financial control</li> <li>h) accurately monitor and report expenditure against agreed budgets at appropriate intervals to meet audit requirements</li> <li>i) ensure that changes to service delivery with budgetary implications are reported promptly to people who have audit and approval responsibility and agree suitable action</li> </ul>	

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<b>Unit title:</b>	<b>Determine effective use of physical and financial resources</b>				
<b>Element titles:</b>	<b>EFSM11.1</b> Allocate resources to meet service delivery needs <b>EFSM11.2</b> Make recommendations for expenditure <b>EFSM11.3</b> Control expenditure against budgets				
	<b>Knowledge and understanding for this unit</b>	<b>EFSM 11.1</b>	<b>EFSM 11.2</b>	<b>EFSM 11.3</b>	<b>Assessors Act</b>
<b>1</b>	Organisational financial policies, procedures and practice, including budgetary time scales		•	•	
<b>2</b>	Budgetary controls and financial record keeping requirements		•	•	
<b>3</b>	Current and future service delivery objectives and how to identify resource implications and needs	•			
<b>4</b>	Principles of Best Value	•	•	•	
<b>5</b>	Models and tools for resource control, including finance	•	•	•	
<b>6</b>	The range and purpose of physical resources available, sources of procurement and specifications for obtaining resources	•	•	•	
<b>7</b>	The range of stakeholders in resource management, their roles, responsibilities, authority and interests	•	•	•	
<b>8</b>	Record keeping and auditing requirements		•	•	
<b>9</b>	The range of approved suppliers, processes for approval		•		
<b>10</b>	Relevant legislation and statutory requirements	•	•	•	
<b>11</b>	How to conduct a risk assessment relating to resource management		•		
<b>12</b>	Funding streams and responsibility for access		•		
<b>13</b>	How to maintain confidentiality and security of information	•	•	•	
<b>14</b>	How to perform a cost benefit analysis when making recommendations for expenditure		•		
<b>15</b>	Approved options for income generation			•	
<b>16</b>	Information management methods and techniques		•	•	
<b>17</b>	Expected and approved methods of presenting proposals, recommendations and findings related to physical and financial resource management		•	•	

**PERSONAL DEVELOPMENT PROGRAMME**

<b>Unit title:</b>	<b>EFSM13 - Select personnel for employment</b>
<b>Element titles:</b>	13.1 Identify personnel requirements 13.2 Select required personnel
<b>Scope of this unit</b>	
This unit is about recruiting and selecting the people you need to carry out your work activities. It applies to both external and internal recruitment of people for permanent work, temporary work or project work. It applies equally to paid or voluntary work, whether full-time or part-time.	
<b>This unit contains two elements:</b>	
<b>13.1 Identify personnel requirements</b> This includes consulting with colleagues and specialists to determine how many and what sort of people are needed to carry out the work. You need to draw up specifications of the work to be carried out and the skills, knowledge and experience which suitable candidates would need.	
<b>13.2 Select required personnel</b> This includes gathering information about candidates using a variety of techniques and assess this information in an objective way against the specifications. You need to select the best candidate(s) and make the appointment(s), completing all documentation in line with organisational and legal requirements. You need to communicate effectively with the candidates and with colleagues throughout the process. You also need to recommend improvements to the selection process.	

<b>Key words and concepts</b>	
<b>These definitions are provided to explain how key words and concepts are used in this unit</b>	
Authorised people	Team members, colleagues working at the same level as yourself, higher-level managers or sponsors, personnel specialists and members of selection teams or boards
Consultation	Asking others for their views and involving them openly in decision-making
Estimates of personnel	Forecasts of the number and type of people required based on the best Information available
Feedback to candidates	Information provided to candidates to let them know clearly how well they match the selection criteria compared to other candidates
Job specifications	Job descriptions and person specifications covering the key purpose of the job, the roles and responsibilities of individuals and the team in which they work, the skills and knowledge required by individuals and the team and other details specific to your organisation
Organisational constraints	Your organisation's policies, objectives and level of resources, which limit your freedom to take decisions and action
Organisational objectives	Clearly defined and measurable results which your organisation is scheduled to achieve
Organisational and legal requirements	The policies, guidelines and procedures of your organisation and the laws, such as contract law and equal opportunities legislation, which you must observe when recruiting personnel
Personnel/people	All people working for your organisation; these may be internal or external workers, permanent or temporary, full-time or part-time, paid or voluntary
Selection criteria	Criteria, derived from the job specification, against which to assess candidates in a fair and objective way

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title</b>	<b>EFSM13 - Select personnel for employment</b>
<b>You must ensure that you:</b>	
<b>Element title: 13.1 Identify personnel requirements</b>	
<ul style="list-style-type: none"><li>a) clearly and accurately identify the organisational objectives and constraints affecting personnel requirements</li><li>b) consult with relevant people on personnel requirements in a timely and confidential manner</li><li>c) estimate personnel requirements based on an accurate analysis of sufficient, up-to-date and reliable information</li><li>d) develop specifications which are clear, accurate and comply with the organisational and legal requirements</li><li>e) develop specifications which identify fair and objective criteria for selection</li><li>f) agree specifications with authorised people prior to recruitment action..</li></ul>	
<b>Element title: 13.2 Select required personnel</b>	
<ul style="list-style-type: none"><li>a) use appropriately skilled and experienced people to assess and select personnel</li><li>b) obtain relevant and sufficient information about each candidate for the selection process</li><li>c) assess the information objectively against specified selection criteria</li><li>d) ensure your selection decisions are justifiable from the evidence gained</li><li>e) inform only authorised people about selection decisions and the identified development needs of successful candidates</li><li>f) provide clear and accurate information to authorised people</li><li>g) ensure all candidates receive feedback and information appropriate to their needs at each stage of the selection process</li><li>h) maintain records of the selection process which are complete, accurate, clear and comply with organisational and legal requirements</li><li>i) pass on your recommendations for improvements to the selection process to the appropriate people in your organisation.</li><li>j) Communicate with people, positively, supportively and constructively.</li></ul>	



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<b>Unit title:</b>	<b>Select personnel for employment</b>			
<b>Element titles:</b>	<b>EFSM13.1</b> Identify personnel requirements <b>EFSM13.2</b> Select required personnel			
	<b>Knowledge and understanding for this unit</b>	<b>EFSM 13.1</b>	<b>EFSM 13.2</b>	<b>Assessor Act</b>
<b>1</b>	How to make a case for additional personnel requirements in a way which is likely to influence decision makers positively.	•		
<b>2</b>	How to present and justify selection decisions		•	
<b>3</b>	How to communicate selection decisions.		•	
<b>4</b>	The importance of continually reviewing your selection processes and how to do so		•	
<b>5</b>	How to make a case for change in selection processes.		•	
<b>6</b>	How to collect and validate the information needed to specify personnel requirements.	•		
<b>7</b>	The importance of confidentiality during the selection process		•	
<b>8</b>	The importance of accurate record-keeping during the selection process.		•	
<b>9</b>	The issues for which consultation with relevant people may be necessary and how to do so	•		
<b>10</b>	The importance of agreeing personnel requirements in advance with relevant people.	•		
<b>11</b>	The legal requirements for the specification of personnel requirements.	•	•	
<b>12</b>	The work objectives and constraints which have a bearing on identifying personnel requirements.	•		
<b>13</b>	The organisational requirements for the selection of personnel.		•	
<b>14</b>	The methods of specifying personnel requirements and their relative advantages and disadvantages to your work	•		
<b>15</b>	How to identify personnel needs for your team and specify job roles, competencies and attributes required to meet these needs	•		
<b>16</b>	The types of information necessary to specify personnel requirements	•		
<b>17</b>	How to identify fair and objective criteria for the selection of staff.	•		
<b>18</b>	The relative advantages and disadvantages of the range of methods which may be used for the assessment and selection of staff to your work		•	
<b>19</b>	The skills and experience staff need to take part in selection processes		•	
<b>20</b>	The information you need to select personnel		•	
<b>21</b>	How to make fair and objective assessments		•	
<b>22</b>	How to identify the additional development needs of those you select and what to do with this information		•	
<b>23</b>	Why all candidates should receive feedback at appropriate points during the selection process		•	

**PERSONAL DEVELOPMENT PROGRAMME**

<b>Unit title:</b>	<b>EFSM16 - Manage yourself to achieve work objectives</b>
<b>Element titles:</b>	16.1 Organise and structure personal work activities to achieve objectives 16.2 Develop and continuously improve productive working relationships 16.3 Implement personal development plan to continuously improve personal performance
<b>Scope of this unit</b>	
This unit relates to the personal organisation and structuring of work activities to manage time and workload effectively. It includes the development, maintenance and continuous improvement of productive working relationships and taking personal responsibility for development to continuously improve personal work performance	
<b>This unit contains three elements:</b>	
<p><b>16.1 Organise and structure personal work activities to achieve objectives</b> This includes confirming understanding of work objectives, expectations and the personal contribution to organisational goals. It includes the identification of people with whom you interact and the collation of information to assist in personal work planning</p> <p><b>16.2 Develop and continuously improve productive working relationships</b> This includes establishing key success factors for successful interaction and communication with others, based on a clear understanding of roles, responsibilities, competences and level of authority of yourself and others. It includes actively seeking feedback to improve working performance</p> <p><b>16.3 Implement personal development plan to continuously improve personal performance</b> This includes the agreement of SMARTER objectives for development goals and methods of assessment with those who can support your personal development. It includes taking personal responsibility for development, seeking opportunities to improve work performance</p>	

<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
Work plan	Your personal work plan and objectives and its interaction with team and colleagues work plans
Internal and external sources of support	Manager, colleagues, team, specialist, supports, training and development and information sources
Key success factors for effective working relationships	Agreement of criteria for successful communication, interaction and working with others
Range of opportunities for personal development	In-house programmes, mentoring, coaching, discovery learning, e-learning, external providers, web-based information, job rotation, reading, secondment, open or distance learning
Feedback	Information from line reports, line managers, colleagues and team about your performance and interaction with others which is actively sought by you and considered in relation to your personal development plans.
Personal development plan	Your own plan for personal development activities, agreed with your line manager and updated regularly
SMART Objectives SMARTER SMARTY	Specific, measurable, achievable, realistic and time based objectives with the involvement of relevant people
Line manager	The person/people to whom you report. This may be the Fire Service Authority

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title</b>	<b>EFSM16 - Manage yourself to achieve work objectives</b>
<b>You must ensure that you:</b>	
<b>Element title: 16.1 Organise and structure personal work activities to achieve objectives</b>	
<ul style="list-style-type: none"> <li>a) confirm your understanding of your objectives, work expectations and their interaction with those of the team and the organisation through discussion with your line manager</li> <li>b) identify key people with whom you will interact and where your action and theirs may influence or affect successful performance</li> <li>c) obtain sufficient, relevant information to assist in planning and achievement of your objectives</li> <li>d) produce and regularly update your work plan to take account of current and emerging work priorities</li> <li>e) consult and obtain feedback from others affected by your work activities</li> <li>f) review your progress against objectives and those of your team and the organisation</li> <li>g) access relevant support from internal and external sources to enable achievement of your work objectives</li> <li>h) produce, update and take responsibility for implementing your personal development plan</li> <li>i) consistently maintain health, safety and security of yourself and others in the workplace</li> </ul>	
<b>Element title: 16.2 Develop and continuously improve productive working relationships</b>	
<ul style="list-style-type: none"> <li>a) confirm your understanding of expectations of performance and interaction with others</li> <li>b) establish key success factors for effective working relationships</li> <li>c) identify gaps in skills and competence which may influence effective working relationships</li> <li>d) plan and agree action to meet identified gaps</li> <li>e) determine the roles, responsibilities, competences and communication needs of people with whom you work.</li> <li>f) determine the impact of your actions and behaviour on others</li> <li>g) actively seek and action feedback to improve your interaction and effectiveness in working with others.</li> </ul>	
<b>Element title: 16.3 Implement personal development plan to continuously improve personal performance</b>	
<ul style="list-style-type: none"> <li>a) actively seek feedback to identify personal development needs</li> <li>b) agree SMART objectives for development goals and methods of assessment with those who can support development activities</li> <li>c) obtain sufficient information on development opportunities available to identify suitable solutions to your development needs</li> <li>d) determine measures and methods to review personal performance against individual, team and organisational goals</li> <li>e) agree methods, time scales and objectives of personal reviews with those responsible for supporting your performance</li> <li>f) actively seek a range of opportunities for personal development and make arrangements for continual professional development</li> <li>g) adopt a positive approach to management and removal of constraints and obstacles to personal learning and development</li> </ul>	

**PERSONAL DEVELOPMENT PROGRAMME**

<b>Unit title:</b>	<b>Manage yourself to achieve work objectives</b>				
<b>Element titles:</b>	<b>EFSM16.1</b> Organise and structure personal work activities to achieve objectives <b>EFSM16.2</b> Develop and continuously improve productive working relationships <b>EFSM16.3</b> Implement personal development plan to continuously improve personal performance				
	<b>Knowledge and understanding for this unit</b>	<b>EFSM 16.1</b>	<b>EFSM 16.2</b>	<b>EFSM 16.3</b>	<b>Assessors Act</b>
<b>1</b>	Your individual and team work objectives, role, responsibilities and the process for their agreement and review	•	•	•	
<b>2</b>	People within your own team and related teams with whom you will interact	•	•	•	
<b>3</b>	How your work and that of others may influence successful performance	•	•	•	
<b>4</b>	The range of support and development activities available and how to access relevant information	•		•	
<b>5</b>	Roles, responsibilities, competences and level of authority of yourself, your team and those with whom you interact at work	•	•	•	
<b>6</b>	How to set SMART objectives for personal development	•		•	
<b>7</b>	How to give and receive constructive feedback		•		
<b>8</b>	How to maintain confidentiality and security of information	•	•		
<b>9</b>	Policies, practices and expected behaviour in a relation to equal opportunities, diversity, best value and organisation goals		•		
<b>10</b>	Occupational health welfare services available and how to access them	•	•		
<b>11</b>	Expected and accepted systems and methods for performance review	•	•	•	
<b>12</b>	Principles of teamwork and how to apply them to your working context		•		
<b>13</b>	Best practice in development, assessment, performance review and feedback		•		
<b>14</b>	Health and safety requirements in the workplace including relevant legislation, statutory and regulatory requirements	•	•	•	
<b>15</b>	Tools and techniques for effective time and workload management	•	•	•	
<b>16</b>	How to promote a positive self image and attitude to change	•	•	•	
<b>17</b>	How to manage personal stress within the working environment	•	•	•	

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title:</b>	<b>EFSM17 - Advise on development and implementation of quality policies and practice</b>
<b>Element titles:</b>	17.1 Advise and support on the development of quality policies 17.2 Advise on strategies to implement quality policies
<b>Scope of this unit</b>	
This unit is about helping organisations to define quality policies and develop strategies to implement these policies throughout the organisation and its customer and supplier networks. This unit is for you if you are either a specialist manager with responsibility for quality in your organisation or a general manager with a specific brief for quality.	
<b>This unit contains two elements:</b>	
<b>17.1 Advise and support on the development of quality policies</b>	
This includes explaining quality concepts, standards, systems and programmes and the benefits they are likely to bring. You need to help the organisation to develop a shared vision of quality and ensure that everyone in the organisation, and its customers and suppliers are committed to that vision. Where there are inconsistencies and conflicts between the aims of different groups, you need to resolve these satisfactorily.	
<b>17.2 Advise on strategies to implement quality policies</b>	
This includes evaluating alternative strategies and present your recommendations to relevant people. You need to clarify and emphasise the role of suppliers in implementing policy and help people translate customer needs into deliverable products and services. You need to help people design systems for controlling processes. Finally, you need to monitor how well the quality policy is implemented and make recommendations for improvements where required.	

<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
<b>Policies</b>	Guidelines which cover the way your organisation deals with key issues, for example, quality or customer service
<b>Relevant people</b>	Team members, colleagues working at the same level as yourself, higher level managers or sponsors, specialists
<b>Service delivery improvements</b>	Potential improvements to working practices, systems of work, equipment, organisation and individual performance. (WC)

PERSONAL DEVELOPMENT PROGRAMME

Unit title	EFSM17 - Advise on development and implementation of quality policies and practice
<b>You must ensure that you:</b>	
<b>Element title: 17.1 Advise and support on the development of quality policies</b>	
<ul style="list-style-type: none"> <li>a) explain the nature and purposes of quality concepts, standards, systems and programmes clearly and accurately to relevant people</li> <li>b) clearly explain the importance of performance measurement to the organisation's success</li> <li>c) clearly explain why a documented system for the implementation of quality is necessary for what benefits it is likely to bring</li> <li>d) encourage relevant people to articulate their vision of quality, and make their commitment to quality explicit, so that they can develop policies to support the organisation's mission</li> <li>e) resolve any conflict between the aims of suppliers and customers and the organisation's vision of quality</li> <li>f) provide advice to management on appropriate methods of communicating quality policies.</li> <li>g) communicate with people positively, supportively and constructively</li> <li>h) forward details of proposed change to the responsible line manager, where service delivery improvements are identified</li> </ul>	
<b>Element title: 17.2 Advise on strategies to implement quality policies</b>	
<ul style="list-style-type: none"> <li>a) give relevant people the necessary information, opportunities and support to identify and select strategies which are consistent with the organisation's vision of quality</li> <li>b) accurately evaluate alternative strategies for implementing quality and identify their advantages, disadvantages and resource implications</li> <li>c) present the results of your evaluation to relevant people in an effective manner</li> <li>d) clarify and emphasise the role of suppliers in implementing policy and identify appropriate strategies to develop the organisation's supplier base</li> <li>e) give relevant people effective opportunities, information and support to translate customer needs into deliverable products and services at optimum cost and speed</li> <li>f) give relevant people the necessary information and support to design systems which control the delivery of products and services which are consistent with quality strategies and policies</li> <li>g) regularly monitor the implementation of quality policies against agreed criteria</li> <li>h) communicate with people positively, supportively and constructively</li> <li>i) forward details of proposed change to the responsible line manager, where service delivery improvements are identified</li> </ul>	

PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title:</b>	<b>Advise on development and implementation of quality policies and practice</b>			
<b>Element titles:</b>	<b>EFSM17.1 Advise and support on the development of quality policies</b> <b>EFSM17.2 Advise on strategies to implement quality policies</b>			
	<b>Knowledge and understanding for this unit</b>	<b>EFSM 17.1</b>	<b>EFSM 17.2</b>	<b>Assessors Act</b>
<b>1</b>	How to evaluate alternative strategies for implementing quality policies.		•	
<b>2</b>	The principles and processes of effective communication and how to apply them	•	•	
<b>3</b>	How to communicate quality policies.	•		
<b>4</b>	How to make recommendations for improvements.		•	
<b>5</b>	How to identify customer needs and translate them into deliverable products and services.		•	
<b>6</b>	How to help people commit themselves to quality and make this commitment explicit.	•		
<b>7</b>	How to develop and agree criteria to monitor the implementation of quality policies		•	
<b>8</b>	How to monitor the implementation of quality policies.		•	
<b>9</b>	Key decision-makers and their preferred format for the presentation of information	•		
<b>10</b>	The organisation's vision, mission, objectives and strategies, values and policies	•		
<b>11</b>	The organisation's suppliers and customers, and their aims.	•		
<b>12</b>	The organisation's vision of quality		•	
<b>13</b>	The people within the organisation and its networks who need to be involved in implementing quality policies		•	
<b>14</b>	The organisation's structure and the responsibilities of people within it		•	
<b>15</b>	The organisation's current and potential customers and suppliers		•	
<b>16</b>	The organisation's capability for delivering products and services.		•	
<b>17</b>	The range of quality concepts, standards, systems and programmes	•		
<b>18</b>	The principal performance measurement systems and their importance to the organisation's success	•		
<b>19</b>	The range of documented systems for quality assurance and the benefits they are likely to bring.	•		
<b>20</b>	The role of suppliers in implementing quality policies		•	
<b>21</b>	The range of systems for controlling processes.		•	
<b>22</b>	How to help people clarify their vision of quality.	•		
<b>23</b>	The range of strategies which may be adopted to implement quality policies.		•	
<b>24</b>	How to identify and resolve inconsistencies and conflicts.	•		

PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title:</b>	<b>EFSM18 - Implement quality assurance systems</b>
<b>Element titles:</b>	18.1 Establish quality assurance systems 18.2 Maintain quality assurance systems 18.3 Recommend improvements to quality assurance systems
<b>Scope of this unit</b>	
This unit is about ensuring that your organisation's products and services continuously meet the standard required by your customers. It covers setting up quality assurance systems, assuring quality by making sure these systems operate effectively and making recommendations for improvements to quality assurance systems	
<b>This unit contains three elements:</b>	
<b>18.1 Establish quality assurance systems</b>	
This includes analysing the processes used in your organisation to decide on appropriate systems and measurements. You need to discuss and develop plans for implementing systems which will ensure that you consistently meet customer requirements. You need to communicate these plans and promote the benefits of quality assurance to gain people's commitment to the systems.	
<b>18.2 Maintain quality assurance systems</b>	
This includes providing information and ensure those involved understand their responsibilities and are committed to making the systems work effectively. You need to gather information on performance and report the results against specified performance measures. You need to identify unacceptable variations in quality promptly and take appropriate action to maintain the consistency of your products and services.	
<b>18.3 Recommend improvements to quality assurance systems</b>	
This includes monitoring the systems continuously and provide opportunities for others to make their suggestions in order to <i>recommend improvements to quality assurance systems</i> . You need to ensure the improvements you recommend will actually lead to better products and services, and present a constructive case for these improvements.	

<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
<b>Communicate</b>	The process of imparting information to others. This may be in the form of verbal or written communication
<b>Evaluate</b>	A balanced assessment of what has been achieved
<b>Quality assurance systems</b>	Formal Structures or techniques to make sure products and services consistently meet the standard required by the customer; quality systems may be validated either within your organisation, or by external auditors, or both
<b>Recommendations</b>	Requesting budget allocations or proposing the supply of resources your team needs to achieve its objectives; suggesting new methods of using available resources to improve your teams effectiveness and efficiency
<b>Relevant people</b>	Team members, colleagues working at the same level as yourself, higher level managers or sponsors, specialists
<b>Service delivery improvements</b>	Potential improvements to working practices, systems of work, equipment, organisation and individual performance. (WC)



## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title</b>	<b>EFSM18 - Implement quality assurance systems</b>
<b>You must ensure that you:</b>	
<b>Element title: 18.1 Establish quality assurance systems</b>	
<ul style="list-style-type: none"> <li>a) analyse processes sufficiently to determine appropriate quality assurance systems and measurements</li> <li>b) present your recommendations and rationale for establishing quality assurance systems to relevant people with the appropriate level of detail and degree of urgency</li> <li>c) agree the implementation plans, taking account of feedback from relevant people</li> <li>d) provide opportunities for those involved in quality assurance systems to contribute to their development</li> <li>e) set up systems which clearly specify the processes, procedures and measurements required to ensure products and services are within the limits of acceptable quality</li> <li>f) establish quality assurance systems which are capable of making sure that agreed customer requirements are consistently met</li> <li>g) communicate the establishment of quality assurance systems in a way which is clear, detailed and allows adequate time for preparation</li> <li>h) communicate with people positively, supportively and constructively</li> <li>i) forward details of proposed change to the responsible line manager, where service delivery improvements are identified</li> </ul>	
<b>Element title: 8.2 Maintain quality assurance systems</b>	
<ul style="list-style-type: none"> <li>a) present information on quality assurance systems, procedures and responsibilities to relevant people at a time and place and in a format appropriate to their needs</li> <li>b) confirm relevant people's understanding of, and commitment to, quality assurance systems at appropriate intervals</li> <li>c) collect and evaluate information, and report the results at required intervals, using agreed methods and against specified performance measures</li> <li>d) take prompt and effective action to clarify inadequate, contradictory or ambiguous information</li> <li>e) actively encourage relevant people freely to report actual and potential variations in quality</li> <li>f) communicate with people positively, supportively and constructively</li> <li>g) forward details of proposed change to the responsible line manager, where service delivery improvements are identified</li> </ul>	
<b>Element title: 18.3 Recommend improvements to quality assurance systems</b>	
<ul style="list-style-type: none"> <li>a) provide opportunities for relevant people to suggest improvements to quality assurance systems</li> <li>b) base your recommendations on sufficient, valid and reliable information on the effectiveness and efficiency of quality assurance systems</li> <li>c) make recommendations which have the potential to improve the contribution which quality assurance systems make to the organisation and its customers</li> <li>d) present your recommendations to relevant people clearly, logically and in time to be of use</li> <li>e) establish the reasons for non-acceptance of recommendations and present these to relevant people in a manner which maintains morale and motivation.</li> </ul>	

**PERSONAL DEVELOPMENT PROGRAMME**

<b>Unit title:</b>	<b>Implement quality assurance systems</b>				
<b>Element titles:</b>	<b>EFSM18.1</b> Establish quality assurance systems <b>EFSM18.2</b> Maintain quality assurance systems <b>EFSM18.3</b> Recommend improvements to quality assurance systems				
	<b>Knowledge and understanding for this unit</b>	<b>EFSM 18.1</b>	<b>EFSM 18.2</b>	<b>EFSM 18.3</b>	<b>Assessors Act</b>
<b>1</b>	How to communicate effectively to colleagues, team members and higher-level managers and sponsors on quality assurance issues.	•	•	•	
<b>2</b>	How to develop and promote an effective case for change.			•	
<b>3</b>	The importance of continuous improvement to the effectiveness of the team and organisation and your role and responsibilities in relation to this.			•	
<b>4</b>	The importance of customer focus in managing quality.	•			
<b>5</b>	The importance of customer focus in managing activities.			•	
<b>6</b>	How to validate information which may be inadequate, contradictory and ambiguous.		•		
<b>7</b>	How to develop and present an effective case for the introduction of quality assurance systems	•			
<b>8</b>	The importance of consulting on the introduction of quality assurance systems and how to do so effectively	•			
<b>9</b>	How to gain the commitment of staff for quality assurance systems.	•			
<b>10</b>	How to maintain staff commitment to quality assurance systems		•		
<b>11</b>	How to encourage and enable feedback on quality.		•		
<b>12</b>	How to encourage and enable feedback on quality systems.			•	
<b>13</b>	The importance of quality assurance and your role and responsibility in relation to this	•			
<b>14</b>	The meaning of quality in the context of managing activities	•			
<b>15</b>	The principles underpinning effective quality assurance systems and how to apply them	•			
<b>16</b>	The range of quality assurance systems available and their relative advantages and disadvantages to the activities for which you are responsible	•			
<b>17</b>	How to analyse work processes and determine the most appropriate quality assurance systems and measurements	•			
<b>18</b>	How to specify the requirements of a quality assurance system.	•			
<b>19</b>	The importance of maintaining quality assurance systems and the procedures required to do so.		•		
<b>20</b>	How to collect and validate sufficient information on the effectiveness of quality assurance systems to make recommendations on improvement.			•	
<b>21</b>	How to resolve disagreements and disputes in ways which maintain morale and motivation.			•	

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title:</b>	<b>EFSM19 - Monitor compliance with quality systems</b>
<b>Element titles:</b>	19.1 Plan to audit compliance with quality systems 19.2 Implement the audit plan 19.3 Report on compliance with quality systems
<b>Scope of this unit</b>	
This unit is about ensuring that all the processes of the organisation comply with quality systems. It covers planning to audit quality systems, implementing this plan and providing a report on the organisation's overall compliance with its quality systems.	
<b>This unit contains three elements:</b>	
<b>19.1 Plan to audit compliance with quality systems</b> This includes agreeing the scope and objectives of the audits with relevant people. You need to identify those areas which are most likely not to comply with quality systems and those areas where the risks to the organisation are greatest if the processes do not comply. You must agree a programme of audits which prioritises these areas of greatest risk, and develop people competent to carry out the audits.	
<b>19.2 Implement the audit plan</b> This includes allocating audits to the team. You need to give the team the support it needs, report on progress, and make any necessary adjustments to the audit programme.	
<b>19.3 Report on compliance with quality systems</b> This includes evaluating the results of quality audits and the corrective actions agreed. You need to report your findings and advise relevant people of the risks associated with any non-compliance found. You need to give feedback to those whose performance was audited in ways which enhance their confidence and commitment to quality. Finally, you need to evaluate the performance of the auditors and implement appropriate continuing development of their competence.	

<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
<b>Audits</b>	Examining processes to check whether they are consistent with quality standards, systems and procedures, could be internal or external
<b>Corrective action</b>	Altering activities, modifying the use of resources or re-negotiating the allocation of resources in response to deviations from plans
<b>Relevant people</b>	Team members, colleagues working at the same level as yourself, higher level managers or sponsors, specialists and people outside your organisation
<b>Risk(s)</b>	Injury to self and others, damage to: property, equipment, environment and organisation.
<b>Service delivery improvements</b>	Potential improvements to working practices, systems of work, equipment, organisation and individual performance. (WC)

PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title</b>	<b>EFSM19 - Monitor compliance with quality systems</b>
<b>You must ensure that you:</b>	
<b>Element title: 19.1 Plan to audit compliance with quality systems</b>	
<ul style="list-style-type: none"> <li>a) agree the scope and objectives of the audits with relevant people</li> <li>b) accurately identify processes in the organisation where non-compliance is most likely</li> <li>c) accurately identify the relative risks to the organisation of non-compliance with quality systems in each of the organisation's processes</li> <li>d) agree with relevant people a programme of audits which prioritises areas of greatest risk and likely non-compliance</li> <li>e) develop a sufficient number of competent people to carry out the programme of audits</li> <li>f) develop a programme of audits which complies with the organisation's quality policies and procedures.</li> <li>g) communicate with people positively, supportively and constructively</li> </ul>	
<b>Element title: 19.2 Implement the audit plan</b>	
<ul style="list-style-type: none"> <li>a) allocate audits to competent people, taking account of their expertise.</li> <li>b) provide sufficient support and advice to auditors to allow them to work effectively yet autonomously</li> <li>c) regularly monitor the progress of audit activity against the plan, and take appropriate corrective action in the event of significant variations</li> <li>d) provide relevant people with regular reports of progress against the plan.</li> <li>e) contribute to effective opportunities for team development</li> <li>f) communicate with people positively, supportively and constructively</li> </ul>	
<b>Element title: 19.3 Report on compliance with quality systems</b>	
<ul style="list-style-type: none"> <li>a) accurately evaluate the results of quality audits against the organisation's quality objectives, relevant standards, legal requirements and industry best practice.</li> <li>b) fully assess the appropriateness of the corrective action agreed to deal with discrepancies found during audits</li> <li>c) report findings of your evaluation to relevant people in accordance with organisational requirements</li> <li>d) give feedback to those whose performance was audited in a way which enhances their confidence and commitment to quality</li> <li>e) accurately assess your auditors' performance and implement appropriate development activities.</li> <li>f) communicate with people positively, supportively and constructively</li> <li>g) forward details of proposed change to the responsible line manager, where service delivery improvements are identified</li> <li>h) take immediate action to minimise the effect of actual and potential risk(s).</li> </ul>	

**PERSONAL DEVELOPMENT PROGRAMME**

<b>Unit title:</b>	<b>Monitor compliance with quality systems</b>				
<b>Element titles:</b>	<b>EFSM19.1</b> Plan to audit compliance with quality systems <b>EFSM19.2</b> Implement the audit plan <b>EFSM19.3</b> Report on compliance with quality systems				
	<b>Knowledge and understanding for this unit</b>	<b>EFSM 19.1</b>	<b>EFSM 19.2</b>	<b>EFSM 19.3</b>	<b>Assessors Act</b>
<b>1</b>	How to assess the relative risks of non-compliance with quality systems.	•			
<b>2</b>	The principles and processes of effective communication and how to apply them.	•	•	•	
<b>3</b>	How to present progress reports.		•		
<b>4</b>	How to report your findings			•	
<b>5</b>	How to give feedback in a way which enhances confidence and commitment.			•	
<b>6</b>	The relevant structures, responsibilities and processes within the organisation	•	•	•	
<b>7</b>	The people within the organisation, with whom you must agree the scope, objectives and programme of audits	•			
<b>8</b>	The organisation's quality policy and procedures.	•			
<b>9</b>	The organisation's requirements for reporting on compliance with quality systems.	•			
<b>10</b>	The principles of quality auditing and how to conduct an audit investigation	•			
<b>11</b>	How to agree the scope and objectives of quality audits	•	•	•	
<b>12</b>	How to assess which of the organisation's processes are likely not to comply with quality systems	•		•	
<b>13</b>	The knowledge and skills required by those who will carry out the audits, and how to assess and develop these skills and knowledge.	•	•	•	
<b>14</b>	The principles, organisational policies, values and legal requirements affecting equality of opportunity at work.		•		
<b>15</b>	How to monitor activities against plans, identify significant variations and decide on appropriate corrective action.		•		
<b>16</b>	How to evaluate the results of quality audits against the organisation's quality objectives, relevant standards, statutory requirements and industry best practice			•	
<b>17</b>	How to assess the appropriateness of corrective actions agreed.			•	
<b>18</b>	How to allocate work to a team based on their expertise, development needs and need to provide equality of opportunity for development to all competent people		•		
<b>19</b>	How to identify and provide the support and advice people need in order to work effectively yet autonomously.		•		

PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title:</b>	<b>EFSM22 - Develop information systems to support service delivery objectives</b>
<b>Element titles:</b>	22.1 Identify information and communication requirements 22.2 Select information management and communication systems 22.3 Implement information management and communication systems 22.4 Monitor information management and communication systems
<b>Scope of this unit</b>	
This unit is about setting up effective communications and information management systems in your organisation. This involves identifying the information and communication needs of your organisation, selecting information management and communications systems which meet those needs, setting these systems up and finally monitoring these systems to ensure their effectiveness.	
<b>This unit contains four elements:</b>	
<b>22.1 Identify information and communication requirements</b> This includes researching the information users require both now and in the future. You need to develop clear specifications for the system, and identify what resources are needed.	
<b>22.2 Select information management and communication systems</b> This includes agreeing criteria for the selection of the systems and evaluate different systems for their suitability. You need to select the system which matches the agreed criteria most closely, and agree your selection with users.	
<b>22.3 Implement information management and communication systems</b> This includes presenting your plans to those involved in an appropriate manner, check that they understand what is being proposed and obtain the appropriate resources to implement the system. You need to supervise implementation, making any necessary adjustments to plans as the system is put into place. You must also make sure everything is done within your planned schedule and budget.	
<b>22.4 Monitor information management and communication systems</b> This includes encouraging users to provide feedback on the system and you need to monitor and evaluate its effectiveness yourself. You will need to present your evaluations to those involved, agree improvements, and finally modify the system to achieve these improvements.	
<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
Communication systems	Systems for communicating information inside your organisation to maximise its efficiency; these systems may be computer or non-computer based
Evaluation	A balanced assessment of what has been achieved against plans
Information management	Information your organisation needs to plan, implement and evaluate its operations and strategy: these systems may be computer or non-computer based
Information requirements	The process of ensuring that all the information you have obtained, will be sufficient to carry out the current or future task
Others involved or affected	These may be relevant people both within or external to your organisation, who may be affected by decisions taken by yourself or others you are responsible for
Service delivery improvements	Potential improvements to working practices, systems of work, equipment, organisation and individual performance. (WC)
Systems	Methods of recording and filing information for future use
Trends and developments	Changes, for instance trends and developments in the market, in technology, in products and services or in processes or working practices, which suggest possible improvements you can make.
Users	Team members, colleagues, higher-level managers or sponsors, people outside the organisation who will use the system

PERSONAL DEVELOPMENT PROGRAMME

Unit title	EFSM22 - Develop information systems to support service delivery objectives
<b>You must ensure that you:</b>	
<b>Element title: 22.1 Identify information and communication requirements</b>	
<ul style="list-style-type: none"> <li>a) identify likely future information requirements of users</li> <li>b) identify likely future information flows and communication processes</li> <li>c) specify clear, accurate information requirements and agreed with users</li> <li>d) identify the resources needed to meet information requirements</li> <li>e) specify information requirements which are consistent with organisational objectives, policies and resource constraints.</li> <li>f) communicate with people positively, supportively and constructively.</li> </ul>	
<b>Element title: 22.2 Select information management and communication systems</b>	
<ul style="list-style-type: none"> <li>a) agree clear criteria for selection of information management and communication systems with users and others involved or affected</li> <li>b) evaluate possible systems and identify those which are capable of meeting user requirements and organisational objectives within resource constraints</li> <li>c) accurately identify their respective benefits and disadvantages</li> <li>d) propose systems which most closely meet the agreed criteria and comply with organisational policies and legal requirements</li> <li>e) include an implementation plan which is agreed with users and others involved or affected.</li> <li>f) communicate with people positively, supportively and constructively</li> </ul>	
<b>Element title: 22.3 Implement information management and communication systems</b>	
<ul style="list-style-type: none"> <li>a) present your plans for implementing information management and communication systems to users and others involved or affected at an appropriate time, level and pace</li> <li>b) confirm users' understanding of the system and their role in its implementation</li> <li>c) select resources which are sufficient for the implementation to take place within agreed timescales</li> <li>d) monitor the implementation of the system at appropriate times against agreed plans</li> <li>e) modify implementation activities, as appropriate to resolve any problems arising</li> <li>f) enable users and others involved and affected to make effective contributions</li> <li>g) implement information management and communication systems within the agreed budget and timescales.</li> <li>h) communicate with people positively, supportively and constructively</li> </ul>	
<b>Element title: 22.4 Monitor information management and communication systems</b>	
<ul style="list-style-type: none"> <li>a) continuously provide opportunities for users to give feedback on the effectiveness of information management and communication systems</li> <li>b) schedule your monitoring and evaluation of systems to take place at appropriate times against agreed criteria.</li> <li>c) take account of trends and developments and likely future requirements</li> <li>d) modify information management and communication systems to overcome any problems effectively.</li> <li>e) communicate with people positively, supportively and constructively</li> <li>f) forward details of proposed change to the relevant person, where service delivery improvements are identified</li> </ul>	

**PERSONAL DEVELOPMENT PROGRAMME**

<b>Unit title:</b>	<b>Develop information systems to support service delivery objectives</b>					
<b>Element titles:</b>	<b>EFSM22.1</b> Identify information and communication requirements <b>EFSM22.2</b> Select information management and communication systems <b>EFSM22.3</b> Implement information management and communication systems <b>EFSM22.4</b> Monitor information management and communication systems					
	<b>Knowledge and understanding for this unit</b>	<b>EFSM 22.1</b>	<b>EFSM 22.2</b>	<b>EFSM 22.3</b>	<b>EFSM 22.4</b>	<b>Assessors Act</b>
<b>1</b>	The importance of agreeing information requirements with users and how to achieve such agreements	•				
<b>2</b>	How to analyse and specify information needs	•				
<b>3</b>	The importance of information systems to the work of organisations and your role and responsibilities in relation to these	•				
<b>4</b>	The range of information requirements people may have	•				
<b>5</b>	How to identify information requirements	•				
<b>6</b>	The likely future flow of information and communication processes	•				
<b>7</b>	The range of information management and communication systems which may be appropriate and their relative advantages and disadvantages		•			
<b>8</b>	How to evaluate possible systems to ensure they meet user requirements and organisational objectives, legal requirements and resource constraints		•			
<b>9</b>	Legislation governing the collection, storage and dissemination of information	•	•			
<b>10</b>	Organisational objectives, policies and resource constraints which have a bearing on specifying information requirements and how to interpret these	•				
<b>11</b>	How to identify resources which will be required to meet these information requirements.	•				
<b>12</b>	How to carry out cost-benefit analyses of information management and communication systems.		•			
<b>13</b>	How to develop implementation plans and agree these with users and others involved		•			
<b>14</b>	Factors which influence the development of such plans			•		
<b>15</b>	How to forecast trends and developments inside and outside the organisation which may lead to new requirements.				•	
<b>16</b>	The importance of checking users' understanding of the system and confirming their role in implementing it			•		
<b>17</b>	How to monitor the implementation of systems			•		
<b>18</b>	The types of problems which may arise during implementation and how to overcome these problems			•		
<b>19</b>	The importance of consulting on implementation plans and different methods of doing so appropriate to different types of system and user			•		
<b>20</b>	The importance of monitoring information management systems and your role and responsibilities in relation to this				•	
<b>21</b>	How to select and use monitoring and evaluation methods appropriate to the system, context and requirements				•	



## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title:</b>	<b>EFSM23 - Agree project plan to meet specified objectives</b>
<b>Element titles:</b>	23.1 Agree the project's scope and definition 23.2 Develop plans to achieve the project's goals 23.3 Establish the project's resources and control methods
<b>Scope of this unit</b>	
This unit is about planning and setting up substantial, complex projects which are critical to the strategic objectives of the organisation. Project sponsors may be internal or external to your organisation..	
<b>This unit contains three elements:</b>	
<b>23.1 Agree the project's scope and definition</b>	
This includes clarification with the sponsor the project's goals, benefits, constraints, quality and success criteria. You need to establish what links exist with the sponsor's strategic and operational objectives and identify the key stakeholders' interests in the project. You must be aware of any contingencies and risks associated with the project. You must assess the project's feasibility and negotiate any necessary amendments to the scope and definition.	
<b>23.2 Develop plans to achieve the project's goals</b>	
This includes involvement of relevant people in developing plans which are consistent with the project's scope and definition. You must ensure that the plans break the work down into tasks which are manageable, measurable and achievable. You must ensure that the project's schedule, links and dependencies, handover procedures, monitoring and evaluation methods are clear. You must ensure that the estimates and costings for the human and physical resources are realistic. You must negotiate and agree your plans with the sponsor.	
<b>23.3 Establish the project's resources and control methods</b>	
This includes ensuring that there are suitable team members, with roles and allocated tasks. You must ensure there are clear lines of responsibility and accountability, and that reporting, control and communication methods are in place. You must also provide opportunities for team development. You must establish methods of obtaining the necessary physical resources and of managing physical and financial resources efficiently and effectively.	

<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
<b>Constraints</b>	Aspects of the project or the environment which limit how the project will achieve its goals; the most significant ones will be time, finance and other resources, available techniques, legislation and regulatory requirements and the sponsoring organisation's policies and objectives
<b>Project</b>	A unique set of co-ordinated activities, with definite starting and finishing points, undertaken by an individual or organisation to meet specific objectives within defined schedule, cost and performance parameters
<b>Relevant people</b>	Team members, colleagues working at the same level as yourself, higher level managers or sponsors, specialists
<b>Resources</b>	The people, time, equipment, materials, services, energy and premises which you have at your disposal
<b>Stakeholders</b>	People or groups of people who have a vested interest in the success of the project and the environment in which the project takes place
<b>Team members</b>	People who work with you as part of a functional or project team; team members may report to you either as their line manager or as the manager in charge of a specific project or activity on which they are working

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title</b>	EFSM23 - Agree project plan to meet specified objectives
<b>You must ensure that you:</b>	
<b>Element title: 23.1 Agree the project's scope and definition</b>	
<ul style="list-style-type: none"> <li>a) clarify the project's scope and definition to the level of detail needed to plan the project effectively</li> <li>b) identify the main links between the project's scope and definition and the sponsor's strategic and operational objectives</li> <li>c) identify and reconcile key stakeholders' interests in the project</li> <li>d) identify the main contingencies which may occur during the running of the project and assess their likely impact</li> <li>e) identify, assess and prioritise the main risks associated with the project</li> <li>f) assess the project's feasibility and negotiate any necessary amendments with the sponsor in a way which ensures the goals can be achieved within constraints</li> <li>g) clearly establish your own level of authority and accountability for project activities, resources and decisions</li> <li>h) clearly confirm all aspects of the project's scope and definition with the sponsor.</li> <li>i) communicate with people positively, supportively and constructively</li> </ul>	
<b>Element title: 23.2 Develop plans to achieve the project's goals</b>	
<ul style="list-style-type: none"> <li>a) involve relevant people in the development of the project plans and accurately record all aspects of the planning process</li> <li>b) develop strategy and plans for the project which are consistent with the agreed scope, definition and known constraints</li> <li>c) break the project work down into tasks which are manageable, measurable, and achievable</li> <li>d) correctly identify links, dependencies, schedules, evaluation methods, deliverables and handover procedures</li> <li>e) include effective measures to deal with identified contingencies and risks</li> <li>f) realistically estimate and cost the human and physical resources required to carry out the project's tasks</li> <li>g) base the plans on previous experience and the good practice of others</li> <li>h) check, negotiate and agree all key aspects of the project plans with the sponsor and obtain authorisation to proceed.</li> <li>i) communicate with people positively, supportively and constructively</li> </ul>	
<b>Element title: 23.3 Establish the project's resources and control methods</b>	
<ul style="list-style-type: none"> <li>a) select team members who are able to make an effective contribution to the project's objectives</li> <li>b) assign roles to team members, and the tasks they are allocated, are realistic and equitable</li> <li>c) ensure team members' line of responsibility and accountability are clear, unambiguous and take account of their other responsibilities</li> <li>d) agree meeting schedules, reporting, control and communication methods which are consistent with the project plans</li> <li>e) plan and schedule effective opportunities for team development</li> <li>f) utilise methods of obtaining and managing the necessary resources which are efficient, effective and consistent with legal and organisational requirements.</li> <li>g) communicate with people positively, supportively and constructively</li> </ul>	

**PERSONAL DEVELOPMENT PROGRAMME**

<b>Unit title:</b>	<b>Agree project plan to meet specified objectives</b>				
<b>Element titles:</b>	<b>EFSM23.1</b> Agree the project's scope and definition <b>EFSM23.2</b> Develop plans to achieve the project's goals <b>EFSM23.3</b> Establish the project's resources and control methods				
	<b>Knowledge and understanding for this unit</b>	<b>EFSM 23.1</b>	<b>EFSM 23.2</b>	<b>EFSM 23.3</b>	<b>Assessors Act</b>
<b>1</b>	Risk identification and assessment in project planning and how to prioritise risk	•			
<b>2</b>	The importance of clarifying and agreeing the project's scope and definition and how to do this with a sponsor	•			
<b>3</b>	The importance of maintaining effective working relationships with sponsors and how to do so	•			
<b>4</b>	The importance of establishing your own level of authority in the project	•			
<b>5</b>	How to re-negotiate project definitions with sponsors	•			
<b>6</b>	How projects interlink with and support organisations' wider strategic and operational objectives and the importance of being aware of such links	•			
<b>7</b>	The organisational and legal requirements which are relevant to managing resources and finance			•	
<b>8</b>	The importance of systematic and thorough planning to the success of projects	•			
<b>9</b>	The level of detail needed to start systematic project planning	•			
<b>10</b>	The types of constraints which usually exist in projects (for example, time, resources, technology and legislation) and how to look for and assess the significance of constraints	•			
<b>11</b>	The importance of making an initial assessment of the feasibility of projects and how to do so	•			
<b>12</b>	The importance of planning for contingencies and how to do so.	•			
<b>13</b>	The principles underpinning effective project planning and models of project management		•		
<b>14</b>	How to break the work down into manageable, achievable and measurable tasks		•		
<b>15</b>	How to estimate and cost the human and physical resources needed for projects		•		
<b>16</b>	The importance of identifying schedule, links, dependencies, monitoring and evaluation methods and handover and how to do so		•		
<b>17</b>	How computer-based project planning approaches may be used		•		
<b>18</b>	The importance of obtaining authorisation before proceeding.		•		
<b>19</b>	How to allocate project roles and tasks equitably and realistically			•	
<b>20</b>	The importance of having clear lines of responsibility and accountability within the project and how to establish these, especially where line management responsibility is shared			•	
<b>21</b>	The importance and purpose of control methods and how to select methods appropriate to different types of projects			•	
<b>22</b>	How to identify and specify the competence, skills and knowledge which project team members need			•	
<b>23</b>	How to obtain the people you require to staff projects			•	
<b>24</b>	The importance of tight financial and resource controls, and the methods which may be			•	

PERSONAL DEVELOPMENT PROGRAMME

25	The importance of team development and methods to achieve this.			•	
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## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit title:</b>	<b>EF5M24 - Co-ordinate projects to achieve objectives)</b>
<b>Element titles:</b>	24.1 Support the project team 24.2 Co-ordinate activities, resources and plans 24.3 Keep stakeholders informed of project progress
<b>Scope of this unit</b>	
This unit is about co-ordinating the work of standard and complex projects which have operational or strategic implications for the sponsor. The sponsor may be internal or external to your organisation.	
<b>This unit contains three elements:</b>	
<b>24.1 Support the project team</b>	
This includes motivating team members to carry out their tasks with commitment and enthusiasm. You must consistently provide team members with the information they need to perform effectively. You must provide opportunities for team members to contribute to their own development and that of the project. You must seek information from team members on their views on the project's progress and effectiveness. You must be aware of any difficulties they may be facing and provide them with necessary support and encouragement.	
<b>24.2 Co-ordinate activities, resources and plans</b>	
This includes monitoring and evaluating the project's work, measuring progress and identifying any emerging risks. You must obtain clear authorisation for work to start, continue or finish. You must keep project activities and resources in line with the project plans or seek approval for the plans to be amended. You recommend any changes in the project in a way which will minimise disruption. You must inform your higher-level manager should any adjustments be needed to the scope and definition of the project.	
<b>24.3 Keep stakeholders informed of project progress</b>	
This includes ensuring that key stakeholders receive regular updates on the project. You need to make sure that the information and the way it is provided, meets your stakeholders' needs. You need to ensure any agreements on confidentiality are maintained. You need to collect information from stakeholders which may affect the running of the project.	

<b>Key words and concepts</b>	
These definitions are provided to explain how key words and concepts are used in this unit	
Evaluate project	A balanced assessment of what has been achieved by the project against the projects aim and objectives
Monitor	Keeping a close eye on all aspects of the project; methods include direct observation of what is going on and considering oral and written information provided by others
Project	A unique set of co-ordinated activities, with definite starting and finishing points, undertaken by an individual or organisation to meet specific objectives within defined schedule, cost and performance parameters
Resources	The equipment, materials, services, supplies, finance, energy and time the project needs to achieve its objectives
Stakeholders	People or groups of people who have a vested interest in the success of the project and the environment in which the project takes place
Team members	People who work with you as part of a project team; team members may report to you either as their line manager or as the manager in charge of a specific project or activity on which they are working; in a matrix structure, team members may be accountable to you for their project responsibilities but be under the line management of another manager.

<b>Unit title</b>	<b>EFSM24 - Co-ordinate projects to achieve objectives</b>
<b>You must ensure that you:</b>	
<b>Element title: 24.1 Support the project team</b>	
<ul style="list-style-type: none"> <li>a) consistently motivate team members to fulfil the tasks allocated to them with commitment and enthusiasm</li> <li>b) consistently provide team members with clear, accurate and up-to-date information appropriate to the role which they play in the project</li> <li>c) provide opportunities for team members to undertake activities which will contribute to their own development and that of the project</li> <li>d) actively seek information from team members on project progress and their views on the project's effectiveness</li> <li>e) identify problems which team members are experiencing in good time to take remedial action</li> <li>f) provide team members with the support and encouragement they need to achieve their objectives throughout the lifetime of the project.</li> <li>g) communicate with people positively, supportively and constructively</li> </ul>	
<b>Element title: 24.2 Co-ordinate activities, resources and plans</b>	
<ul style="list-style-type: none"> <li>a) monitor and evaluate project work in a way which is consistent with the agreed plans</li> <li>b) accurately measure progress against plans and identify emerging risks and difficulties and their causes</li> <li>c) obtain clear authorisation for all stages of work to start, continue or finish</li> <li>d) clearly inform your higher-level manager of any emerging problems or risks in good time for remedial action to be taken</li> <li>e) keep activities and resources in line with the project's plans or seek approval from the higher-level manager for any amendments to plans and resources</li> <li>f) recommend changes in project activities, plans and resources in a way which keeps disruption to a minimum.</li> <li>g) make any adjustments to activities, resources and plans with the knowledge and agreement of the team and accurately record and store these adjustments</li> <li>h) inform the higher-level manager promptly and clearly of any need to review the project's scope and definition with the sponsor.</li> <li>i) communicate with people positively, supportively and constructively</li> </ul>	
<b>Element title: 24.3 Keep stakeholders informed of project progress</b>	
<ul style="list-style-type: none"> <li>a) provide the key stakeholders with timely, forward-looking and relevant information which is consistent with the project plans</li> <li>b) provide team members and higher-level managers with effective opportunities to contribute to the information you provide</li> <li>c) provide information which meets your stakeholders' needs, while maintaining agreements on confidentiality</li> <li>d) provide information in styles and formats most appropriate to the types of stakeholders involved</li> <li>e) utilise distribution methods that are effective in reaching the key stakeholders</li> <li>f) actively seek and assess information from stakeholders which may affect the running of the project.</li> <li>g) communicate with people positively, supportively and constructively</li> </ul>	

**PERSONAL DEVELOPMENT PROGRAMME**

<b>Unit title:</b>	<b>Co-ordinate projects to achieve objectives</b>				
<b>Element titles:</b>	<b>EFSM24.1</b> Support the project team <b>EFSM24.2</b> Co-ordinate activities, resources and plans <b>EFSM24.3</b> Keep stakeholders informed of project progress				
	<b>Knowledge and understanding for this unit</b>	<b>EFSM 24.1</b>	<b>EFSM 24.2</b>	<b>EFSM 24.3</b>	<b>Assessors Act</b>
<b>1</b>	Methods which may be used to motivate team members and gain their commitment	•			
<b>2</b>	The importance of enabling team members to contribute to their own development and that of the project and different methods of achieving this.	•			
<b>3</b>	The principles which underpin the effective co-ordination of projects and your role in relation to this	•			
<b>4</b>	Styles of leadership which are effective in managing projects.	•			
<b>5</b>	The types of problems which team members and stakeholders may experience	•			
<b>6</b>	The types of support which team members may need during projects and how to identify and provide such support.	•			
<b>7</b>	How to identify and assess emerging risks.		•		
<b>8</b>	The importance of managing change in projects and how to minimise disruption wherever possible.		•		
<b>9</b>	Awareness of different project management methods and their possible uses		•		
<b>10</b>	The importance of obtaining authorisation for all stages of work to start, continue or finish according to your evaluation of progress		•		
<b>11</b>	Why resources need to be tightly controlled and methods to achieve this.		•		
<b>12</b>	Why higher-level managers need to be promptly and clearly informed of any implications for the project's scope and definition		•		
<b>13</b>	How to negotiate adjustments to the satisfaction of all those involved.		•		
<b>14</b>	The methods which may be used to keep stakeholders up-to-date and how to agree methods appropriate to different groups			•	
<b>15</b>	How to select content, styles, format and distribution methods for different audiences and the importance of doing so.			•	
<b>16</b>	The importance of ensuring information is consistent with agreements on confidentiality.			•	
<b>17</b>	The contributions other relevant people can make to information and how to involve them.			•	
<b>18</b>	The importance of keeping all key stakeholders informed on project progress.			•	

PERSONAL DEVELOPMENT PROGRAMME

<b>Unit A1</b>	<b>Assess candidates using a range of methods</b>
<b>Element</b>	<b>A1.1 Develop plans for assessing competence with candidates</b> <b>A1.2 Judge evidence against criteria to make assessment decisions</b> <b>A1.3 Provide feedback and support to candidates on assessment decisions</b> <b>A1.4 Contribute to the internal quality assurance process</b>

<b>Overview</b>	<b>Scope</b>
<p><b>This unit is appropriate for you if your role involves:</b></p> <ul style="list-style-type: none"> <li>• assessing candidates against agreed standards of competence using a range of assessment methods</li> <li>• giving candidates feedback on your assessment decisions</li> <li>• contributing to the internal quality assurance processes.</li> </ul> <p><b>The activities you are likely to be involved in:</b></p> <ul style="list-style-type: none"> <li>• developing realistic plans for learning and assessment with candidates</li> <li>• understanding assessment requirements</li> <li>• planning the assessment process with candidates and the other people involved</li> <li>• helping candidates to meet the agreed assessment requirements</li> <li>• reviewing the candidate's level of competence and identifying what they need to do to be fully competent</li> <li>• supporting candidates with different needs during your assessment</li> <li>• using a variety of assessment methods</li> <li>• making a record of your assessment decisions</li> <li>• giving candidates feedback on their performance and reviewing their progress throughout the assessment process</li> <li>• using different types of evidence to give an overall assessment of competence</li> <li>• working with the other people involved in the assessment process, such as workplace supervisors and other teachers or trainers.</li> </ul> <p><b>What the unit covers:</b></p> <ol style="list-style-type: none"> <li>1. developing plans for assessing competence with candidates</li> <li>2. judging evidence against agreed standards to make assessment decisions</li> <li>3. giving candidates feedback and support on your assessment decisions</li> <li>4. contributing to the internal quality assurance process.</li> </ol>	<p><b>You need to be able to show that you have general knowledge and understanding of the following:</b></p> <p><b>This unit covers assessing of candidates by using different assessment methods. These include:</b></p> <ul style="list-style-type: none"> <li>• watching candidates perform in the workplace</li> <li>• asking candidates questions</li> <li>• taking account of past experiences and achievements</li> <li>• setting tests</li> <li>• setting projects and tasks</li> <li>• arranging simulations</li> <li>• assessing the candidate's report of their work</li> <li>• using evidence from other people, including peers and witnesses.</li> </ul> <p>Assessment can include using material from this document and from within your own organisation. It can also include assessing the competence of those who assess candidates as a major part of their role. Observation may take place in person or using appropriate technology such as a video tape. Evidence may also include examining products. All candidates must show they have agreed assessment requirements. You must also show you are aware of and understand the appeals and complaints procedures and the processes for handling them</p>



<b>Unit A1</b>	<b>Assess candidates using a range of methods</b>
<p><b>You need to be able to show that you have general knowledge and understanding of the following:</b></p> <p><b>The nature and role of assessments of competence</b></p> <ol style="list-style-type: none"> <li>1. how to identify and use different types of evidence when carrying out assessments</li> <li>2. how to identify and compare different types of evidence when making your assessment decisions</li> <li>3. how to collect evidence in ways that are cost-effective and timely</li> <li>4. how to collect and use evidence from candidates' prior experience and achievements within the current assessment process</li> <li>5. how to develop and agree assessment plans with candidates and the other people involved</li> <li>6. how to accurately assess performance against specific parts of a standard</li> <li>7. how to take appropriate action and help candidates develop their competence</li> <li>8. how to change assessment procedures to meet the individual needs of candidates</li> <li>9. how to identify the difficulties in making safe, fair, valid and reliable assessments of evidence and who to involve in such cases</li> <li>10. how to follow standardisation and internal quality assurance procedures</li> </ol> <p><b>Principles and concepts</b></p> <ol style="list-style-type: none"> <li>11. how to measure existing levels of competence</li> <li>12. how to make valid and reliable assessments of candidates' knowledge</li> <li>13. how to make valid and reliable assessments of candidates' performance</li> <li>14. how to make sure you have covered all the agreed criteria during an assessment</li> <li>15. how to check that the evidence is the candidates' own work</li> <li>16. how to make sure that supporting evidence supplied by other people is reliable</li> <li>17. how to encourage candidates to consider and use their past experience and achievements</li> <li>18. how to give constructive feedback on existing levels of competence and what candidates need to do to be fully competent</li> <li>19. how to involve candidates in planning assessments</li> <li>20. how to keep to the Data Protection Act</li> <li>21. how to encourage candidates who have different levels of confidence and experience to take an active part in their assessment</li> <li>22. how to use language and behaviour which does not discriminate against any candidate</li> <li>23. how to meet the different needs of candidates</li> <li>24. how to give feedback to candidates with different levels of confidence and experience</li> <li>25. how to encourage candidates to ask questions and get advice</li> <li>26. how to monitor and review progress with candidates</li> <li>27. how to identify changes in levels of candidates' competence and assess how this affects your own competence</li> <li>28. how to use opportunities to update your skills and experience</li> <li>29. how to identify and use information on current assessment best practice</li> <li>30. how to use personal development opportunities to improve your assessment skills</li> </ol> <p><b>External factors influencing the assessment of national standards</b></p> <ol style="list-style-type: none"> <li>31. how to meet candidates' needs for access to safe, fair, valid and reliable assessment, in line with relevant legislation</li> <li>32. how to recognise and challenge unfair discrimination in assessments</li> <li>33. who to get advice from about meeting candidates' special assessment requirements</li> <li>34. how to identify and plan for issues of confidentiality and data protection during the assessment process</li> <li>35. how to record, store and pass on assessment decisions to other people within an agreed system</li> <li>36. how to identify and assess things that can influence your own competence</li> <li>37. how to identify appropriate sources of support for your own development</li> </ol>	



## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit A1</b>	<b>Assess candidates using a range of methods</b>
<b>Element</b>	<b>A1.1 Develop plans for assessing competence with candidates</b>
<b>Performance criteria</b>	
<b>You must be able to do the following</b>	
<ul style="list-style-type: none"><li>a. Develop and agree an assessment plan with candidates</li><li>b. Check that all candidates understand the assessment process involved, the support available to them and the complaints and appeals procedure</li><li>c. Agree fair, safe, valid and reliable assessment methods</li><li>d. Identify appropriate and cost-effective opportunities for assessing performance</li><li>e. Plan for using different types of evidence</li><li>f. Identify how the past experiences and achievements of candidates will contribute to the assessment process</li><li>g. Identify and agree any special arrangements needed to make sure the assessment process is fair</li><li>h. Identify how other people will contribute to assessments and what support they may need</li><li>i. Identify how to protect confidentiality and agree arrangements to deal with sensitive issues</li><li>j. Agree how you will handle any difficulties or disputes during the assessment.</li><li>k. Agree when assessment will take place with candidates and the other people involved</li><li>l. Agree arrangements with candidates for reviewing their progress against the assessment plan</li><li>m. Review and update assessment plans to take account of what the candidates have achieved</li></ul>	

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit A1</b>	<b>Assess candidates using a range of methods</b>
<b>Element</b>	<b>A1.2 Judge evidence against criteria to make assessment decisions</b>
<b>Performance criteria</b>	
<b>You must be able to do the following</b>	
<ul style="list-style-type: none"><li>a. Use the agreed assessment methods to assess competence in appropriate situations</li><li>b. Use the past experience and achievements of candidates as part of the assessment of their current competence</li><li>c. Ensure that the evidence comes from the candidates' own work</li><li>d. Make safe, fair, valid and reliable decisions about the competence of candidates, only on the agreed standard</li><li>e. Collect evidence from the other people involved in the assessment process</li><li>f. Apply any agreed special arrangements to make sure the assessment is fair</li><li>g. Base your decisions on all the relevant evidence of candidates' performance and knowledge. Take this evidence from as many places as possible</li><li>h. Explain and resolve any inconsistencies in the evidence</li><li>i. Make a record of the outcomes of assessments by using the agreed recording system</li><li>j. Speak to the appropriate person if you and the candidate cannot agree on your assessment of their performance</li></ul>	

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit A1</b>	<b>Assess candidates using a range of methods</b>
<b>Element</b>	<b>A1.3 Provide feedback and support to candidates on assessment decisions</b>
<b>Performance criteria</b>	
<b>You must be able to do the following</b>	
<ul style="list-style-type: none"><li>a. Give candidates feedback at an appropriate time and place.</li><li>b. Give candidates feedback in a constructive and encouraging way, which meets their needs and is appropriate to their level of confidence</li><li>c. Clearly explain your assessment decisions on whether candidates' evidence of competence is good enough</li><li>d. Give candidates advice when they cannot prove their competence and on how they can develop the necessary skills or provide more evidence</li><li>e. Encourage candidates to get advice on your assessment decisions</li><li>f. Identify and agree the next steps in the assessment process and how candidates will achieve these</li><li>g. Follow the agreed complaints and appeals procedures if candidates disagree with your assessment decisions</li></ul>	

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit A1</b>	<b>Assess candidates using a range of methods</b>
<b>Element</b>	<b>A1.4 Contribute to the internal quality assurance process</b>
<b>Performance criteria</b>	
<b>You must be able to do the following</b>	
<p>a. Ensure your assessment records are accurate and up to date, and can be followed by an audit</p> <p>b. Contribute to standardisation arrangements so that your assessment decisions are in line with others</p> <p>c. Give accurate and timely information on assessments</p> <p>d. Contribute to the agreed quality assurance process</p>	

PERSONAL DEVELOPMENT PROGRAMME

<b>Unit V1</b>	<b>Conduct internal quality assurance of the assessment process</b>
<b>Element</b>	<b>V1.1 Carry out and evaluate internal assessment and quality assurance systems</b> <b>V1.2 Support assessors</b> <b>V1.3 Monitor the quality of assessors' performance</b> <b>V1.4 Meet external quality assurance requirements</b>

Overview	Scope
<p><b>This unit is appropriate for you if your role involves:</b></p> <ul style="list-style-type: none"> <li>• Evaluating the internal assessment process</li> <li>• Monitoring and reviewing internal assessment audit systems</li> <li>• Carrying out related internal verification or moderation activities</li> </ul> <p><b>The activities you are likely to be involved in:</b></p> <ul style="list-style-type: none"> <li>• Ensuring health, safety and environmental protection procedures are applied within assessment arrangements</li> <li>• Applying and monitoring equal opportunities and access procedures throughout all assessment procedures</li> <li>• Monitoring the performance of assessors</li> <li>• Supporting assessors to develop their skills</li> <li>• Monitoring and supporting the people and organisations who provide administrative support to the assessment process</li> <li>• Monitoring and making recommendations on the resources needed to evaluate the assessment process</li> <li>• Ensuring an appropriate balance of candidates to assessors</li> <li>• Monitoring and reporting on the achievement rates of candidates</li> <li>• Monitoring the progress and satisfaction of candidates</li> <li>• Meeting the assessment requirements of awarding bodies and other external agencies</li> </ul> <p><b>What the unit covers:</b></p> <p>1 carrying out and evaluating internal assessment and quality assurance systems                  2 supporting assessors                  3 monitoring the quality of assessors' performance                  4 meeting external quality assurance requirements</p>	<p>This unit covers the internal quality assurance system for assessment decisions. This system will meet the external requirements of Edexcel, the accrediting bodies and internal procedures. These procedures may be ones that are already in place or ones that have been developed specifically to meet assessment requirements.</p> <p>This unit also involves monitoring assessors' decisions and the support they need, including sampling and standardisation arrangements. You will have to watch assessors at certain periods of the assessment process. You will not have to choose assessors as this may be the decision of others.</p> <p>You will have to provide assessment information on particular sets of standards and give clear feedback on performance by using internal and external quality assurance processes. There must be evidence of having procedures in place for appeals and complaints within the local assessment centre, which meet external requirements.</p>

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit V1</b>	<b>Conduct internal quality assurance of the assessment process</b>
<b>Element</b>	V1.1 Carry out and evaluate internal assessment and quality assurance systems

### Performance criteria

**You must be able to do the following:**

- a. Put your organisation's requirements into practice for auditing internal assessments and those of the external awarding body
- b. Identify the outcomes needed by the agreed standards and their consequences for internal auditing
- c. Carrying out appropriate administrative and recording arrangements to meet external audit requirements
- d. Identify and ensure the agreed criteria for choosing and supporting assessors are applied
- e. Carry out assessment standardisation arrangements
- f. Ensure a procedure for complaints and appeals is in place, which meets the requirements of the awarding body and that it is followed when necessary
- g. Identify and use internal and external measures of performance to adjust internal systems
- h. Make recommendations to improve internal quality assurance arrangements and develop a plan to put these improvements into practice



## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit V1</b>	<b>Conduct internal quality assurance of the assessment process</b>
<b>Element</b>	V1.2 Support assessors

### **Performance criteria**

**You must be able to do the following:**

- a. Ensure assessors have appropriate technical and vocational experience
- b. Ensure assessors are familiar with and can carry out the specific assessment and follow the recording and internal audit procedures
- c. Identify the development needs of assessors in line with assessments, the needs of candidates and technical expertise and competence
- d. Give assessors the chance to develop their assessment experience and competence and monitor their progress
- e. Ensure assessors have regular opportunities to standardise assessment decisions
- f. Monitor how assessors are capable of maintaining standard

PERSONAL DEVELOPMENT PROGRAMME

<b>Unit V1</b>	<b>Conduct internal quality assurance of the assessment process</b>
<b>Element</b>	V1.3 Monitor the quality of assessors performance
<b>Performance Criteria</b>	
<p><b>You must be able to do the following:</b></p> <ul style="list-style-type: none"> <li>a. Ensure that individual assessors are preparing for and planning assessments effectively</li> <li>b. Ensure that individual assessors have effective processes for making assessment decisions</li> <li>c. Ensure that individual assessors understand the necessary outcomes</li> <li>d. Ensure that individual assessors apply safe, fair, valid and reliable methods of assessing candidates' competence</li> <li>e. Check individual assessor's judgements to ensure they are consistent over time and with different candidates, including watching them carry out assessments</li> <li>f. Check a sufficient number of assessors to ensure consistency between assessors over time and with different candidates</li> <li>g. Check different assessment sites to ensure assessment decisions are consistent</li> <li>h. Ensure that assessors set up and maintain effective working relationships with candidates at all stages of the assessment process</li> <li>i. Ensure assessors apply relevant health, safety and environmental protection procedures, as well as equality and access criteria</li> <li>j. Monitor how often assessment reviews take place and how effective these are</li> <li>k. Monitor how often assessors give feedback to candidates and how effective this is</li> <li>l. Monitor how accurate and secure assessors' record keeping is</li> <li>m. Give assessors accurate and helpful feedback on their assessment decisions</li> </ul>	

## PERSONAL DEVELOPMENT PROGRAMME

<b>Unit V1</b>	<b>Conduct internal quality assurance of the assessment process</b>
<b>Element</b>	V1.4 Meet external quality assurance requirements

### Performance Criteria

**You must be able to do the following:**

- a. Identify how internal assessments will be checked externally and the information needed for this purpose
- b. Plan, collect and analyse information on internal assessment decisions
- c. Agree the timing and nature of external assessment audit arrangements
- d. Give supporting background information to external auditors about the assessment process
- e. Explain any issues raised by external auditors and give them supporting information as necessary
- f. Raise concerns and disagreements about external audit decisions in a clear and constructive way
- g. Refer any questions or concerns, which could not be dealt with internally, to the awarding body
- h. Give assessors feedback on external audit decisions
- i. Ensure that external auditing decisions are included in internal reviews of procedures

PERSONAL DEVELOPMENT PROGRAMME  
**DEVELOPMENT & ASSESSMENT AGREEMENT**

1	Candidate	
2	Assessor	
3	Moderator	
4	Independent Quality Assurer	
5	Skills Sector	

Please indicate the following areas have been discussed in detail

- Role of the above 1 – 5
- Assessment, Development & Quality Assurance policy 
  - Two phases
  - Quality Assurance
- Assessment, Development & Quality Assurance guidance
- Templates (in detail) / Computer system (ePDR)
- Hotwire Link (My Employment>Assessment & Development)
- Legal requirement / Contractual requirement

Tick when completed

Role Map Units are:

**Mandatory**

- EFSM2 Lead, monitor and support people to resolve operational incidents
- EFSM10 Plan and implement activities to meet service delivery needs
- EFSM14 Manage the performance of teams and individuals to achieve objectives
- EFSM15 Develop teams and individuals to enhance workplace performance

**Non Mandatory - Choose and agree any 3**

- EFSM 6 Implement organisational strategy
- EFSM 9 Implement and manage change in organisational activities
- EFSM 11 Determine effective use of physical and financial resources
- EFSM13 Select required personnel
- EFSM16 Manage yourself to achieve work objectives
- EFSM 17 Advise on development and implementation of quality policies
- EFSM 18 Implement quality assurance systems
- EFSM 19 Monitor compliance with quality systems
- EFSM 22 Development information systems to support service delivery objectives
- EFSM 23 Agree Project plan to meet specified objectives
- EFSM 24 Co-ordinate projects to achieve objectives

## PERSONAL DEVELOPMENT PROGRAMME

A1 Assess candidates using a range of methods

V1 Conduct internal quality assurance of the assessment process

Performance Criteria and Knowledge & Understanding will need to be confirmed and demonstrated in each unit

## PERSONAL DEVELOPMENT PROGRAMME

### INDIVIDUAL NEEDS

Discuss, annotate and arrange any reasonable adjustments, learning support or reasonable individual needs for the candidate

Consider Mentor, appropriate support

Any related skills / qualifications (IT, training, teaching, driving, etc..?)

Discussion of potential recognised prior learning (RPL) against units. Candidate to produce evidence via template for assessment if appropriate and should be added to initial action plan

PERSONAL DEVELOPMENT PROGRAMME

Comments

Assessor:

Candidate:

# PERSONAL DEVELOPMENT PROGRAMME

## INITIAL ACTION PLAN

This initial action plan should direct the candidate to the initial tasks, activities & learning in a structured format to address individual needs in risk critical areas.

Development:

Assessment (if appropriate):

Frequency of pre planned Development & Assessment review meetings (i.e. monthly)

Frequency of meetings	
Next progress meeting date confirmed	

Candidate's signature	Signature	Name	Date
Assessor's signature	Signature	Name	Date
Moderator's signature	Signature	Name	Date



PERSONAL DEVELOPMENT PROGRAMME

PERSONAL DEVELOPMENT PROGRAMME

**RECOGNISED PRIOR LEARNING**

Candidate name

Pay number

Base post

Watch/duty

Assessor name

Moderator name

Unit	Element	Which experience matches the requirements of this unit/element and how? What did you do?	Type of evidence	Date of learning?	Where did the learning occur
WM5	WM5.4	A1 Assessor Award <i>Example</i>	Portfolio assessed and verified by Development & Quality Consultancy	12 <sup>th</sup> September 2006	G23 Hillingdon W/W

PERSONAL DEVELOPMENT PROGRAMME

Action plan	
Action plan completed	
Date	

Assessor's Comments	
---------------------	--

Candidate's signature	Signature	Name	Date
Assessor's signature	Signature	Name	Date
Moderator's signature	Signature	Name	Date

## PERSONAL DEVELOPMENT LOG

<b>Name</b>	<b>Log No.</b>
-------------	----------------

<b>Date</b>	<b>What did I do? (details of the activity performed)</b>	<b>NOS</b>

# PERSONAL DEVELOPMENT PROGRAMME

## PERSONAL DEVELOPMENT PROGRAMME

Candidate Reflection  
(What did I do well, What could I do better)

Informal Feedback

Candidate's signature	Signature	Name	Date
Assessor's signature	Signature	Name	Date
Moderator's signature	Signature	Name	Date



**FORMAL ASSESSMENT ACTIVITY**

No.
-----

Date	
Candidate name	
Assessor name	

Obs

QA

PD

WT

Other

ASSESSMENT PLAN

Location	
Activity	
Area to be assessed	
Who	
What	
When	
Resources	
How	

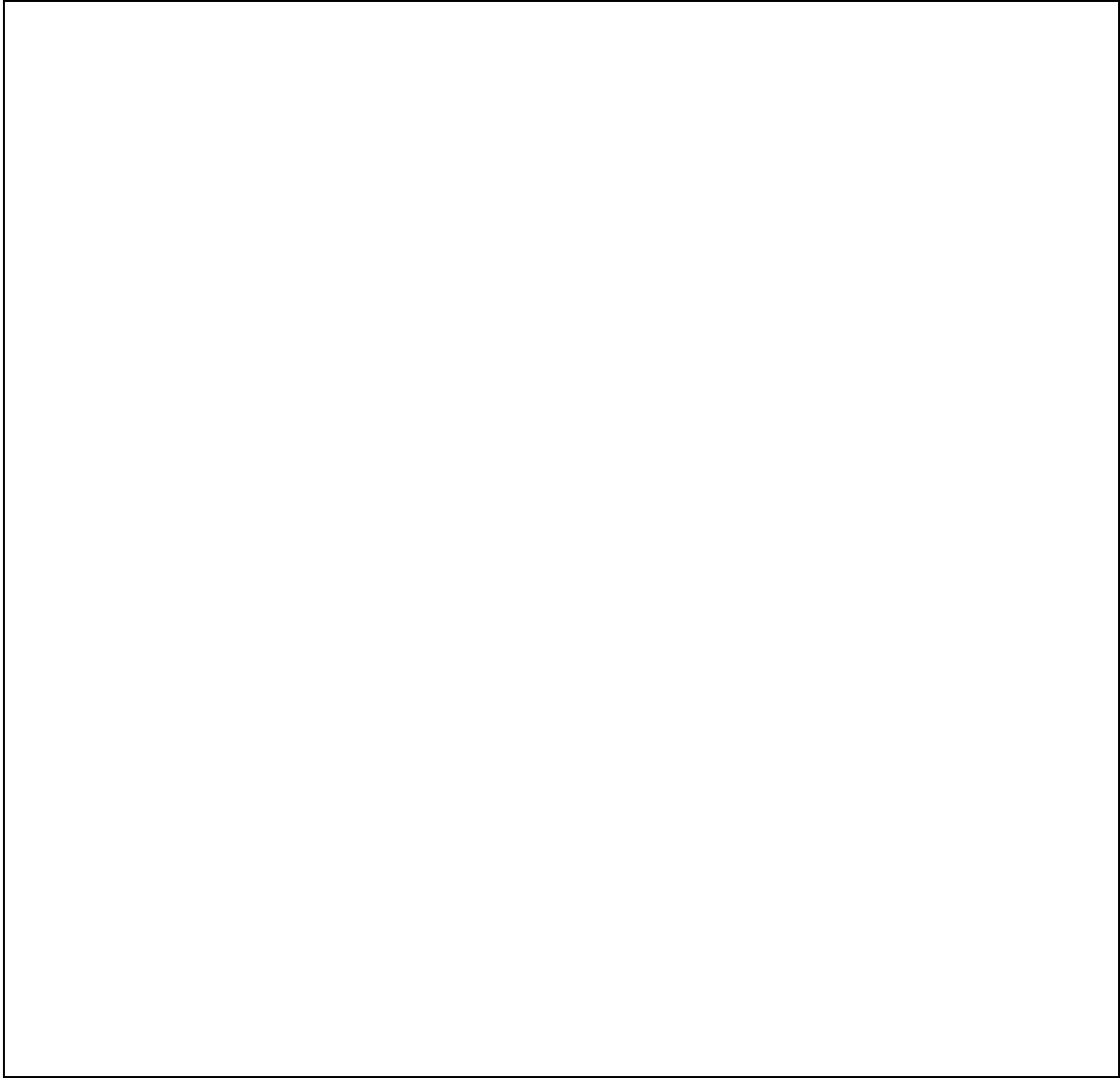
Candidate's signature	Signature	Name	Date
Assessor's signature	Signature	Name	Date
Moderator's signature	Signature	Name	Date



PERSONAL DEVELOPMENT PROGRAMME

Observations / Professional Discussion

PERSONAL DEVELOPMENT PROGRAMME



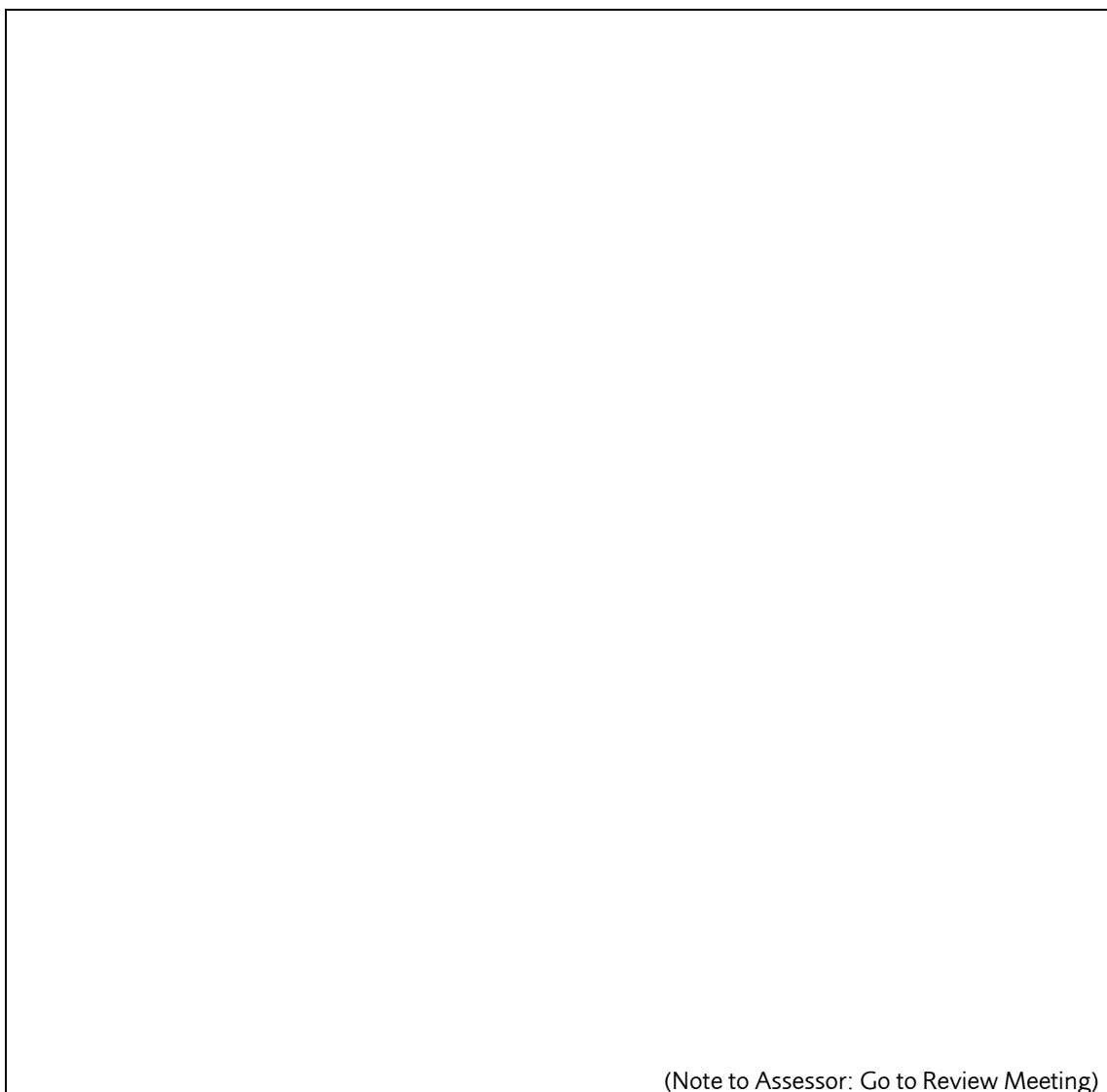
## PERSONAL DEVELOPMENT PROGRAMME

### DECISION

From the above activity the following performance criteria and knowledge & understanding have been met (see progress matrix)

### Feedback

## PERSONAL DEVELOPMENT PROGRAMME



(Note to Assessor: Go to Review Meeting)

PERSONAL DEVELOPMENT PROGRAMME

PERSONAL DEVELOPMENT PROGRAMME

**PROGRESS MATRIX**

Candidate name

Assessor name

Unit number

Moderator name

	Performance criteria																					
Assessment Activity 1	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v
Assessment Activity 2	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v
Assessment Activity 3	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v
Assessment Activity 4	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v

	Knowledge & Understanding																						
Assessment Activity 1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Assessment Activity 2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Assessment Activity 3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Assessment Activity 4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

Competency has been demonstrated in all PCs. Knowledge & Understanding has been confirmed in all areas of unit [ ]. The audit trail is robust and the assessment activities outlined show how competence was demonstrated.

Candidate's signature	Signature	Name	Date
Assessor's signature	Signature	Name	Date
Moderator's signature	Signature	Name	Date

**CONFIRMATION OF COMPETENCE**

<b>Candidate's name</b>	
<b>Pay number</b>	
<b>Development programme title</b>	
<b>Posting</b>	
<b>Date of posting</b>	

<b>Candidate's signature</b>		<b>Date Of signature</b>	
------------------------------	--	--------------------------	--

**TO BE COMPLETED BY THE ASSESSOR**

I confirm that:

- all evidence provided by the candidate is sufficient, current, valid, authentic and reliable
- the candidate has met all identified development needs and the evidence requirements
- the candidate has no pending or outstanding award/warning/appeal in relation to the Authority's Disciplinary Procedures
- the candidate has passed the relevant Assessment and Development Centre, attended and completed all the core training modules relevant to their Development Programme and all action plans arising from the training have been met.

<b>Name</b>	<b>Role</b>	<b>Signature</b>	<b>Date</b>

**Signed original and completed PDR to assessor's line manager**

**TO BE COMPLETED BY THE ASSESSOR'S LINE MANAGER**

I confirm:

- all of the above
- I have verified and also sampled the assessment and confirm it was fair and robust

<b>Name</b>	<b>Role</b>	<b>Signature</b>	<b>Date</b>

Original to be filed in PDR and a copy sent to Career Development, 1<sup>st</sup> Floor, Union Street

## LFEPA Health and Safety Policy

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New policy number: **597**  
 Old instruction number:  
 Issue date: **18 June 2008**  
 Reviewed as current: **26 August 2016**  
 Owner: **Head of Health and Safety**  
 Responsible work team: **Health and Safety Team**

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## Health and Safety Policy and Statement of Intent

London Fire and Emergency Planning Authority (LFEPA), referred to as the 'Authority' in the remainder of the statement, recognises its legal responsibilities under the Health and Safety at Work etc. Act 1974 and other associated legislation.

Health and safety is an integral component in delivering a quality service to the public by ensuring that we manage risk in order to protect the health, safety and welfare at work of all our employees and any other persons who may be affected by our operations.

In confirming this commitment the aims of the Authority's Health and Safety Policy are to:

- Provide visible leadership by senior management through demonstration of the behaviour and culture that the Authority requires of all employees and those who work with us.
- Ensure compliance with relevant legislation, Authority Policy, Procedures and Mayoral Strategies.
- Clearly define the responsibilities and duties of all employees.
- Engage the co-operation of employees at all levels through open communication and consultation and the promotion of health and safety awareness.
- Ensure safe systems of work are in place to minimise risk of injury and ill health, so far as is reasonably practicable.
- Provide and maintain safe working conditions, plant and equipment.
- Ensure safe handling, use, transportation and storage of substances.
- Provide training and resources to ensure that all employees have and demonstrate the required skills, knowledge and understanding to carry out their work safely.
- Ensure continuous improvement of the health and safety management system.

We will promote communication and consultation with our staff and Safety Representatives to ensure participation in the continued development of a positive health and safety culture.

Implementation of this policy is a management responsibility and the Authority regards this as fundamental to its main objectives of operating in a safe and efficient manner. The Authority will allocate appropriate resources for the management of health and safety.

Every employee has a duty to ensure that these aims are achieved by co-operating with the Authority, acting responsibly and with due regard for their own health and safety and that of others, who might be affected by their activities. Managers on behalf of the Authority will work collaboratively with contractors and partners to ensure that their undertakings are/will be compatible with the aims of this policy.

This policy will be reviewed annually by the Corporate Management Board and/or following significant changes in working practices, re-organisation, risk or legislation.



Dany Cotton QFSM  
Commissioner for Fire and Emergency Planning

Date: 11 September 2017

# 1 Introduction

- 1.1 Health and Safety is an integral part of London Fire Brigade's operations and management, which will be pursued in the same way and with the same vigour as other management objectives. This policy provides the overarching policy statement for managing health, safety and welfare in the Authority and describes the primary health and safety responsibilities of staff in relation to health and safety management.

# 2 References

- 2.1 The Health and Safety at Work etc. Act 1974.
- 2.2 The Management of Health and Safety at Work Regulations 1999.
- 2.3 Managing for health and safety ([HSG65](#)).
- 2.4 All other associated regulations, approved codes of practice, policies, procedures and work instructions.
- 2.5 Fire and Rescue Authorities Health, safety and welfare framework for the operational environment ([DCLG](#)).

# 3 Terms and definitions

- H&S: Health and Safety (including all Health and Safety Advisers).
- CMB: Corporate Management Board.
- Hazard: A potential source of harm.
- Risk: The likelihood that the harm from a particular hazard is realised.
- Risk assessment: The qualitative or quantitative evaluation of the chance that a hazard will cause harm, who may be harmed and identification of control measures to reduce the likelihood and/or severity of the harm.
- PPE: Personal Protective Equipment.
- SAI: Senior Accident Investigation.
- Policies: Includes all Management Policies, Procedures and Work Instructions.

# 4 Organisation and responsibilities

This section sets out individual responsibilities for the management and integration of health, safety and welfare within designated roles.

## The Corporate Management Board (CMB)

- 4.1 The Commissioner has overall responsibility for health, safety and welfare and signs the Health and Safety Policy Statement. Members of the CMB take decisions relating to Health and Safety Policy. CMB are informed by regular Health and Safety reports, including specific reports relating to health and safety concerns as is necessary.
- 4.2 Members of the Authority also provide direction with regard to health and safety and receive regular reports relating to key health and safety performance indicators. The Resources Committee has express responsibility to agree and review the performance of health and safety policies. Members also receive specific reports relating to health and safety concerns as is necessary, e.g., the outcomes of enforcement action.
- 4.3 The Director of Safety and Assurance takes the lead for health and safety for CMB. The Director will delegate duties to Assistant Commissioners and Heads of Service as necessary, who become

individually responsible for the day to day management of health, safety and welfare in their own areas of operation and activities.

**The Commissioner and Directors are responsible for:**

- 4.4 Providing senior leadership and strategic direction to the management of health and safety in LFB. They must decide the organisation and arrangements appropriate to the needs of the business, authorise policies and procedures and allocate resources and arrangements for monitoring and reviewing health and safety performance. They are responsible for health and safety within their respective areas of operation and activities.
- 4.5 Ensuring that the Authority complies with health and safety law.
- 4.6 Allocating sufficient resources to meet the requirements of the Health and Safety Policy in their areas of operation and activities.
- 4.7 Approving suitable and sufficient policies and ensuring the provision of safe working conditions, procedures, codes of practice, rules and systems of work, which have regard for the health, safety and welfare of employees and others who might be affected by the Authority's activities.
- 4.8 Ensuring all policies, procedures and decisions for ensuring and promoting health and safety are fully implemented and recorded as planned.
- 4.9 Ensuring arrangements exist to enable employees to understand both the Authority's and their responsibilities for health and safety and that these responsibilities are met.
- 4.10 Ensuring that employees at all levels are properly trained in respect to relevant regulations, policies, procedures, codes of practice, rules and systems of work that ensure their, and their staff's health and safety at work.
- 4.11 Monitoring the effectiveness of performance with respect to the Health and Safety Policy and to report to CMB through the usual management reporting arrangements.
- 4.12 Periodically reviewing safety performance by means of management audit.

**Assistant Commissioners and Heads of Service (reporting to the Commissioner and Directors) in areas under their control are responsible for:**

- 4.13 The day to day management of health and safety in their own areas of operation and activities including the identification and management of risks to health and safety.
- 4.14 Allocating and supervising sufficient resources to meet the requirements of the Health and Safety Policy.
- 4.15 Ensuring that arrangements exist to enable employees to understand both the Authority's and their responsibilities for health and safety and demonstrate that these responsibilities are met.
- 4.16 Ensuring that there are effective arrangements for the identification and assessment of risks to the health and safety of employees and any other persons affected by the Authority's work activities and, where possible, the elimination or reduction of those risks.
- 4.17 Providing safe plant, equipment, working conditions and safe systems of work.
- 4.18 Ensuring that Authority policies and procedures are drafted and issued in consultation with other departments likely to be affected by the policy or procedure and with Trade Union Safety Representatives.

- 4.19 Ensuring that employees at all levels are competently trained in respect to relevant regulations, policies, rules, codes of practice, procedures, and systems of work arising from risk assessments and that compliance is achieved.
- 4.20 Ensuring that competent supervision is available where required.
- 4.21 Ensuring the provision and maintenance of appropriate Personal Protective Equipment (PPE) and training in its correct use
- 4.22 Ensuring the provision and maintenance of appropriate Respiratory Protective Equipment (RPE) and training in its correct use
- 4.23 Selecting and working with competent contractors and partners, controlling contractors/partners and visitors and acquainting them with the hazards associated with the Authority's premises/work activities and the relevant health and safety rules,
- 4.24 Ensuring LFB premises are managed effectively so that they provide a healthy and safe place of work. This includes security, the adequacy of fire precautionary measures, emergency procedures and contingency arrangements in the event of an emergency, e.g. fire risk assessment, evacuation procedures and provision of first aid
- 4.25 Maintaining the monitoring system to provide information on safety performance, including health, safety and environmental audits as necessary, .
- 4.26 Periodically reviewing health and safety performance to ensure that the health and safety policy is properly implemented, e.g. quarterly update and monitoring reporting.
- 4.27 Ensuring and demonstrating that remedial action is taken promptly following a health and safety inspection/audit or safety report
- 4.28 Ensuring that legally compliant accident/incident records are maintained
- 4.29 Ensuring self-monitoring of performance on health and safety matters both to achieve compliance following inspections, audits and with health and safety action plans, in order to promote a culture of continuous improvement.

**All managers other than first line supervisors directly responsible for health and safety within their location/operational activity or area of responsibility are responsible for:**

- 4.30 Ensuring that persons within the manager's area of defined responsibility are aware of the Health and Safety Policy and organisation and understand their responsibilities for health, safety and welfare matters.
- 4.31 Assessing the risks to the health and safety of their employees and any other person(s) affected by the Authority's work activities in accordance with its policies and procedures and, where possible, the elimination or reduction of those risks.
- 4.32 Providing safe conditions, procedures, safe systems of work and all necessary equipment (including RPE and PPE) identified by these procedures.
- 4.33 Procuring safe plant and equipment that complies with relevant health and safety standards and ensuring plant and equipment is maintained for safe use.
- 4.34 To ensure hazardous substances in their location(s) are assessed and suitable risk control measures are implemented.

- 4.35 Ensuring that all persons for whom they are responsible are competently trained to achieve and maintain competency, with records kept, in their work including the use of any equipment, health and safety provisions, rules, procedures and systems of work.
- 4.36 Ensuring competent supervision is provided and maintained where required.
- 4.37 Ensuring that the necessary information is obtained, assessed and provided to persons to ensure safe use/handling/transportation of any equipment, substance or material and that all persons are aware of any hazards or risks to health associated with their work before exposure to risk in accordance with the Authority's policies and procedures.
- 4.38 Implementing policies, systems of work and statutory requirements.
- 4.39 Controlling contractors/partners/visitors and acquainting them with the hazards associated with the Authority's premises/work activities and the relevant health and safety rules within their area of responsibility.
- 4.40 Consulting Safety Representatives on health, safety and welfare aspects of work where Trade Union Safety Representatives are appointed.
- 4.41 Monitoring health and safety performance in their area of control and keeping records in accordance with Authority policy.
- 4.42 Taking immediate action to remedy significant risks to health and safety including unsafe practices, procedures or situations.
- 4.43 Maintaining and completing all appropriate statutory and Authority registers, notification forms and accident report forms – including electronic records.
- 4.44 Investigating safety events and determining any remedial and preventative actions, other than those that fall within the Senior Accident Investigation (SAI) process.
- 4.45 Ensuring the preventive actions identified by accident investigations (and/or other health and safety action plans) are discharged promptly in the agreed time frames.
- 4.46 Ensuring that an adequate First Aid provision is maintained in areas under their control.
- 4.47 Providing and maintaining adequate fire prevention and fire fighting facilities and arranging the necessary fire drills and ensuring suitable and sufficient records are made.
- 4.48 Taking prompt remedial action following any report either from Enforcing Authorities, Health and Safety or Operational Review Team and reporting progress to them within prescribed timescales.

**First line supervisors are responsible for:**

- 4.49 Ensuring and recording that persons within their area of responsibility are aware of the Health and Safety Policy together with management arrangements and that they understand their responsibilities for health, safety and welfare matters.
- 4.50 Ensuring that policies are implemented and followed.
- 4.51 Ensuring that the appropriate equipment to safeguard health and safety is available and properly used, that PPE and equipment is issued as necessary, and to ensure employees are properly instructed in its proper use and storage.
- 4.52 Reporting to their line manager/supervisor any safety event, unsafe practice, procedure or situation.
- 4.53 Ensuring employees receive suitable information, instruction and supervision for storage, handling and disposal of hazardous substances.

### **All employees are required to:**

- 4.54 Act responsibly and to do everything they can to safely prevent injury to themselves and other persons, without putting themselves at unnecessary risk.
- 4.55 At all times comply with all rules, appropriate policies and instructions regarding health and safety.
- 4.56 Correctly use safety equipment, protective devices and PPE in accordance with policy, procedure and manufacturers recommendations.
- 4.57 To store, handle and dispose of hazardous substances in accordance with the Control of Substances Hazardous to Health (CoSHH) risk assessments.
- 4.58 Take any immediate action and Inform their immediate manager/supervisor of all safety events, damage or potentially dangerous situations, whether persons are injured or not .
- 4.59 Assist in the investigation of any safety events as required.
- 4.60 Do not use and report to their immediate manager any unsafe or defective plant, tools, equipment, PPE, practices, methods or other hazards.
- 4.61 Participate in improving health and safety by making suggestions on these matters to the manager, supervisor, the Health and Safety team or a Trade Union Safety Representative.
- 4.62 Every employee has a duty to ensure that Policy aims are achieved by co-operating with the Authority, acting responsibly and with due regard for their own health and safety and that of others, who might be effected by their activities.
- 4.63 All staff have a responsibility to identify opportunities for improvement in health, safety and welfare as well as the hazards/risks in performing their day to day role. Employees should take appropriate action to take advantage of the opportunities or limit the likelihood and impact of risks; this includes making their managers aware of the opportunities or hazards/risks identified.

### **General responsibilities of Contractors working in LFB premises**

- 4.64 Contractors are required to meet their statutory obligations under health and safety law, in order to minimise the risks to the health and safety of Authority employees, contractors and third parties .

### **Officers with Specific Responsibilities**

- 4.65 In addition to the responsibilities described above, the following also applies to the particular specialism or function.

### **The Authority's Head of Health and Safety is responsible for:**

- 4.66 Reviewing and recommending strategic changes where necessary to the Health and Safety Policy, organisation, responsibilities, control, monitoring and review arrangements for the Authority.
- 4.67 In liaison with the Information Management Team prepare the quarterly and other routine Health and Safety performance management reports.
- 4.68 Keeping managers informed at all levels on the interpretation of health and safety legislation, Codes of Practice, Mayoral Strategies, Authority Regulations and procedures and assisting with their implementation and compliance.

- 4.69 Assisting management in establishing safety standards and achieving them through the preparation, implementation and issue of written strategies/procedures and by reviewing action plans.
- 4.70 Working with operational managers in developing guidance and provision of support to encourage self-monitoring of performance on health and safety matters both to achieve compliance and to promote a sustainable culture of continuous improvement.
- 4.71 In conjunction with managers identify the health and safety training needs of staff by role and assist in the development of training programmes to ensure all personnel possess the necessary skills and knowledge to competently carry out their tasks with proper regard for health and safety.
- 4.72 Ensuring, in cooperation with Property and Operations, that all Authority locations are regularly inspected and audited for health and safety by operational staff and/or competent auditors.
- 4.73 Ensure health and safety standards, and the effectiveness of the Health and Safety Policy, are monitored and management is advised accordingly to achieve continuous improvements.
- 4.74 Reviewing, monitoring and publishing accident and safety event statistics to assist in management decision making.
- 4.75 Liaising with the Occupational Health (OH) facility; the OH function can advise on and monitor the Authority's Occupational Health Policy, maintain health records and provide occupational health advice to management.
- 4.76 Providing the necessary functional support and development to the Health and Safety team to allow it to discharge its responsibilities.
- 4.77 Monitoring the health and safety competence and staff development of Health and Safety staff and the SAI team and where necessary provide training and information to both achieve and maintain competency.
- 4.78 Obtain specialist advice and/or engage specialist advisers where LFB staff do not possess this knowledge.

**Health and Safety Advisers are responsible for:**

- 4.79 Providing managers with professional competent advice to help them meet their responsibilities.
- 4.80 Conducting periodic inspections of workplaces, plant and equipment to monitor compliance with the Authority Health and Safety Policy and reporting their findings to line management and the Head of Health and Safety.
- 4.81 Identifying unsafe plant and working practices, systems and procedures and make recommendations for remedying any defects found.
- 4.82 Investigating the circumstances of safety events, making recommendations for remedying and preventing further accidents and reporting to line management and the Head of Health and Safety.
- 4.83 Contributing to the preparation and implementation of written policies and procedures.
- 4.84 Advising management on the health and safety aspects of any new plant, equipment or substance in conjunction with the Authority's Procurement department.
- 4.85 Promoting the active monitoring of health and safety performance and reporting on its effectiveness to line management and the Head of Health and Safety.

- 4.86 Assisting in the identification of health and safety training needs and making recommendations to management and the Head of Health and Safety.

## 5 Staff Consultation

- 5.1 Staff consultation for health, safety and welfare at work is principally achieved through the Brigade Joint Committee for Health, Safety and Welfare (BJCHSW) and its subcommittees.

### Health and Safety Management System

- 5.2 This document forms part of the Authority's Health and Safety Management System that is intended to ensure the health, safety and welfare of its employees and any other person affected by its work activities.
- 5.3 The Authority Health and Safety Policy addresses the requirements of the Health and Safety at Work etc. Act 1974 and associated regulations, defines the Authority's Policy and details the management structure and responsibilities.
- 5.4 The Authority fulfils its statutory duties to manage health and safety risk by complying with the Health and Safety at Work etc. Act 1974, the Management of Health and Safety at Work Regulations 1999 and all other regulatory requirements.

### Training and Development

- 5.5 The Authority requires all personnel to be trained to the required level of competence for their duties with regard to health and safety.
- 5.6 Competence shall be demonstrated by such methods as:
- Examination
  - Testing
  - Maintenance of skills
  - Externally accredited and recognised qualifications
  - Independent quality assurance assessments of the training provision
- 5.7 Training assessments are performed periodically by line management in order to clearly identify the training needs of staff under their area of responsibility.
- 5.8 Records of training/ competence are maintained corporately.
- 5.9 The training of the Authority's firefighters relies upon maintaining [the Safe Person Concept](#), which requires them to possess the necessary knowledge, skills and understanding of potential hazards to facilitate professional judgement in order to control risks inherent in the unique circumstances of any emergency situation. This process does not require exhaustive prescriptive procedures. However, Authority employees must acknowledge any limitations in their abilities and where those limitations have a direct impact on their personal safety or that of others report it to their manager.

## 6 Measuring and reviewing performance

- 6.1 This section outlines the measuring and reviewing process the Authority will use to monitor health and safety performance. This will ensure that improvement can be evaluated and resources allocated so they provide the optimum impact.



- 6.2 Proactive monitoring will be achieved primarily through regular and planned formal inspections and audit. Thematic inspections focussing on particular issues raised from meetings or accident/incident monitoring will also be undertaken.
- 6.3 The Authority will ensure that equipment will be the subject of a planned maintenance and inspection regime in accordance with legislation and manufacturer's recommendations.
- 6.4 The Authority will ensure that there is a robust accident, incident and near miss reporting system in place to ensure accurate records are generated in accordance with legal requirements. LFEPA will ensure that all accident and incidents are properly investigated. The purpose of the investigation is to achieve continuous improvement through the identification of the root and contributory causes, making recommendations for improvements and ensuring remedial actions are taken.
- 6.5 The Authority will monitor work related sickness in order to identify significant contributory factors which warrants further investigation and action as necessary. As part of it's occupational health provision, the Authority will refer staff to the Occupational Health Service to assess and offer appropriate support. In addition statutory health surveillance will be undertaken.

## **7 Reporting performance Key Performance Indicators(KPIs)**

7.1 The Authority generates Key point Indicators (KPIs) in order to specifically measure health and safety performance. The current KPIs for Health and Safety are as follows:

- Injuries, deaths and dangerous occurrences reported under RIDDOR (LI23ii)
- Road traffic accidents involving brigade vehicles (LI23i)

The published document '[Our Performance 2013/14](#)' provides information about LFEPA's performance according to the six strategic aims as set out in the [Fifth London Safety Plan](#) (2013-2016).

7.2 Health and safety will be the subject of regular reviews in addition to an annual report to the CMB and Resources Committee from the Head of Health and Safety.

## **8 Audit and review**

8.1 Audits will be carried out in order to verify compliance and or report on non compliance of activities against all Authority policies and procedural documentation. Audits will be carried out either by Authority auditors or through using independent external auditors.

## **9 Breach of policy**

9.1 The Authority will take seriously any instances of non-adherence to the policy by its staff or management. Any instance of breach of policy will be investigated and, where appropriate action will be considered in accordance with Human Resources Department [information and guidance](#).

## **10 Access to Policy**

10.1 This policy is available on Hotwire. In addition a copy of the Statement of Intent will be prominently placed within all LFEPA premises ([Policy number 531](#) - procedure for the maintenance of health and safety notice boards on authority premises). New staff members will be made aware of the policy, especially their individual responsibilities ([Policy number 556](#) - induction policy). A copy of the policy is also placed within section 6 of the Premises Log Book ([Policy number 489](#) - premises log book) and may be provided to contractors and visitors on request.

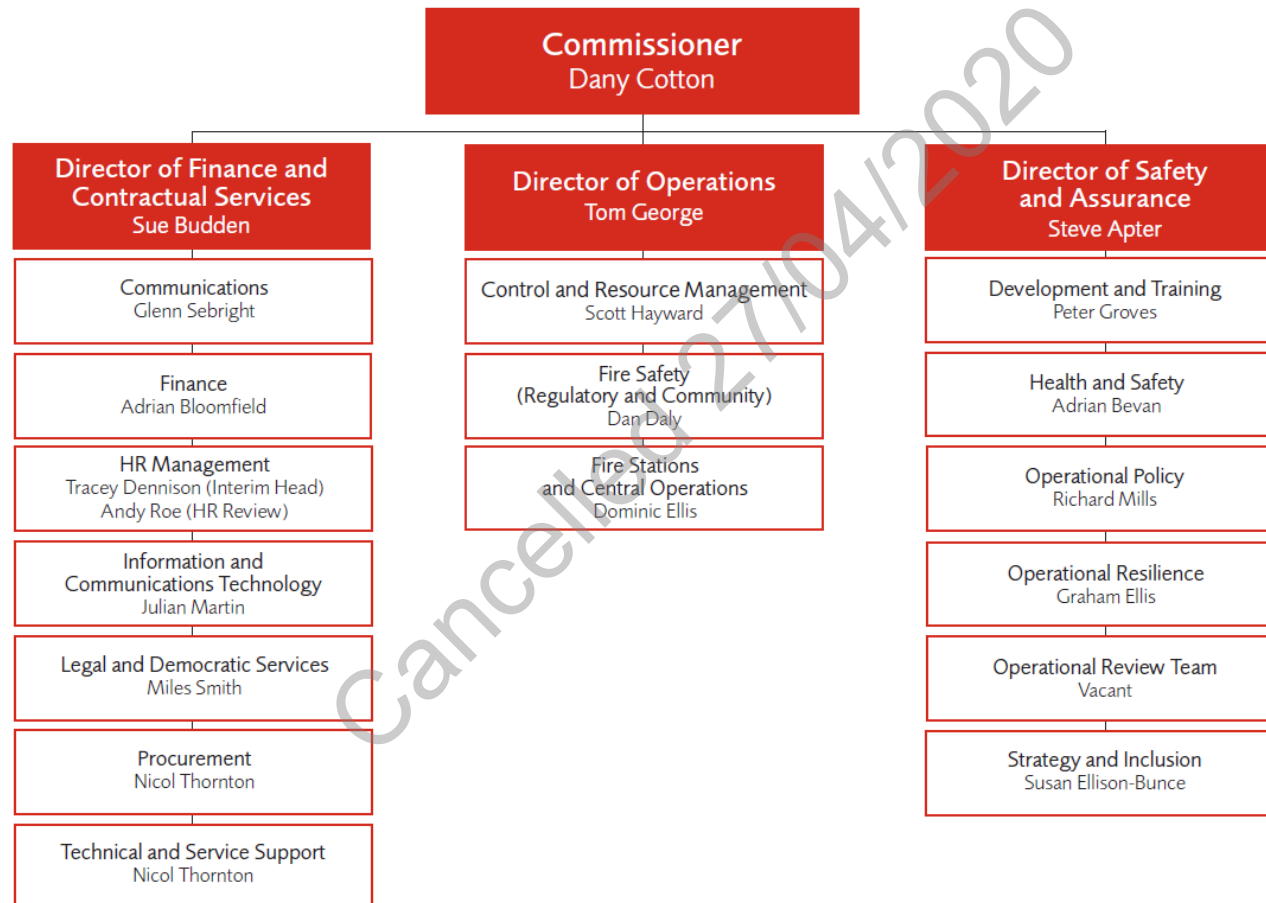
10.2 For further information on health and safety please refer to the Health and Safety web page on Hotwire, link below:

[http://hotwire-live/Operations/Health\\_and\\_safety/Pages/default.aspx](http://hotwire-live/Operations/Health_and_safety/Pages/default.aspx)

Cancelled 27/04/2020

## Appendix 1 - Organisation for the Management of Health and Safety

### London Fire Brigade top management structure



## Document history

### Assessments

An equality, sustainability or health, safety and welfare impact assessment and/or a risk assessment was last completed on:

EIA	29/09/08	SDIA	25/08/11	HSWIA		RA	
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### Audit trail

Listed below is a brief audit trail, detailing amendments made to this policy/procedure.

Page/para nos.	Brief description of change	Date
Page 2	Inserted bullet point on leadership and culture and Included reciprocal arrangements for partners alongside contractors in policy statement.	07/12/2009
Throughout	Reviewed as current, content updated to reflect the changes to the department names. Changes to organisation chart to reflect restructure following a management review	22/12/2010
Throughout	Minor changes to content following policy review, particularly in relation to changes in organisational structure that have led to the creation of the Operational Assurance department, which now incorporates health and safety. Changes to organisation chart and to some roles to reflect restructure following a management review.	13/03/2013
Page 11	'Subjects list' table - template updated.	02/02/2015
Throughout	Policy reviewed as current. Role title, organisational chart and other details updated to reflect current procedures.	26/08/2016
Page 2 Page 12	Commissioner details, signature and date amended. Appendix 1 - Top Management structure chart updated.	11/09/2017

### Subject list

You can find this policy under the following subjects.

Health and safety at work	Regulations

### Freedom of Information Act exemptions

This policy/procedure has been securely marked due to:

Considered by: (responsible work team)	FOIA exemption	Security marking classification