Common standards for
Community learning and development

List of common standards for community learning and development

1.1.1   Enable people through community learning and development processes to represent themselves

1.1.2   Support people through community learning and development processes in taking action and to tackle problems

1.1.3   Encourage individuals through community learning and development processes to broaden their horizons and to be active citizens

1.2.1   Plan, prepare and facilitate community learning and development, developmental group work

1.2.2   Support participants in community learning and development activities to evaluate the impact upon their own development

1.3.1   Provide information and support to individuals and communities within the processes of community learning and development

1.3.2   Work with individuals and communities to promote values underpinning community learning and development

1.3.3   Engage with the local community using community learning and development processes

2.1.1   Promote equality of opportunity and diversity in your area of responsibility (MSC B11)

2.1.2   Develop a culture and systems that promote equality and value diversity using community learning and development processes

2.2.1   Work with people through community learning and development processes in safeguarding their own welfare

3.1.1   Communicate effectively and develop rapport with people through community learning and development processes

3.1.2   Assist people to express and to realise their goals through community learning and development processes

3.2.1   Develop your personal networks (MSC A3)

3.2.2   Develop productive working relationships with colleagues (MSC D1)

3.2.3   Develop productive working relationships with colleagues and stakeholders (MSC D2)

4.1.1   Evaluate and prioritise requirements for relevant community learning and development opportunities from your organisation

4.2.1   Influence and support the development of strategies for community learning and development

4.3.1   Support communities to secure resources for community learning and development services

4.3.2   Manage a budget (MSC E1)

4.3.3   Manage finance for your area of responsibility (MSC E2)

4.4.1   Monitor and evaluate the quality of community learning and development activities

5.1.1   Work as an effective and reflective practitioner

5.1.2   Manage your own resources and professional development (MSC A2)

5.2.1   Provide leadership in your area of responsibility (MSC B6)

5.2.2   Allocate and check work in your team (MSC D5)

5.3.1   Provide support to other workers in community learning and development activities

5.3.2   Provide learning opportunities for colleagues (MSC D7)

5.4.1   Make sure your own actions reduce risks to health and safety (ENTO HSS1)

5.4.2   Ensure health and safety requirements are met in your area of responsibility (MSC E6)

The above is a list of standards proposed as being relevant to a number of the occupational areas grouped within the community learning and development constituency. These might be considered as 'common' standards, and are intended to inform the development/enhancing of particular suites of standards for these occupational areas.

Where these standards are adopted within the various suites, this will allow the recognition of transferable skills, facilitating the potential for individuals to move between the occupational areas.

Where the standards are adopted within a particular suite, it is anticipated that their content might be contextualised, with wording adapted to fit that appropriate for the particular occupational area. For example, reference to 'individuals' within a particular standard might be changed to 'young people' should the standard to adopted within a suite of standards relevant to youth work. However, whilst such contextualisation can be applied to the content of the standards, the title of the standard is usually left unchanged in such cases, thereby allowing for the ready recognition that it is the same standard. Therefore, care has been taken to seek titles which might be readily used across each of the relevant occupational areas.

Values Statements

The values listed below are for guidance purposes and reflect the way in which community learning and development activities and processes are carried out. These values should be used in conjunction with the standards themselves. The standards are listed below and the full suite of standards and the detail of the standards can be found on UK Standards Website www.ukstandards.co.uk and on the LLUK website www.lluk.org .   It is recognised that these values need to be placed within the local, social and political contexts which community learning and development activities and processes take place. They may also complement other sets of values that those working across the sector or in related areas are familiar with and work within.

- People choose to become involved in community learning activities and processes for a variety of reasons, not least because they want to find support to bring about personal and social change,

- The work starts from where people are in relation to their own values, views and principles, as well as their own personal and social space,

- It seeks to go beyond where people start, to widen horizons, promote participation and invite social commitment by encouraging people to become be critical and creative in their responses to their experiences and the world around them,

- It treats all people with respect, valuing each individual and their differences, promoting the acceptance and understanding of others, whilst challenging oppressive behaviours and ideas,

- It respects and values individual differences by supporting and strengthening people's belief in themselves, and their capacity to grow and change through supportive environments,

It recognises, respects and is actively responsive to the wider networks of communities, families and cultures which are important to those involved and through these networks

- seeks help people achieve stronger relationships and collective identities, through the promotion of inclusivity,

- It works in partnership to encourage people's social, educational and personal development,

- It is concerned with how people feel and not just with what they know and can do,

- It is concerned with facilitating and empowering the voice of people, encouraging and enabling them to influence the environment in which they live,

- It recognises people as a partner in a learning process, promoting their access to learning opportunities which enable them to fulfil their potential,

- It provides a safe environment in which to explore the values, beliefs, ideas and issues of those who participate

Summary of Standards

The standards set out above identify the principal areas of common activity across the community learning and development constituency. The areas suggested are not proposed to be of equal size/complexity, as they reflect activities that individuals of varying levels of experience, responsibility and seniority might undertake. It is also recognised that many of these activities are inter-related and as such may impact upon other areas or indeed with other suites of standards.

The activities address those undertaken across the UK. Best practice, as will be set out by the Standards, will require those working in community learning and development to be aware of the local, social and political context within which the activities are undertaken.

The numerical order of the Standards is for convenience only and does not imply a hierarchy. They are set out in five first level areas:

- **1 - Promote and Facilitate Learning through community learning and development processes**

- **2 - Promote Equality and Inclusivity in community learning and development**

- **3 - Work with others using community learning and development processes**

- **4 - Develop Learning Strategies and Practice for community learning and development**

- **5 - Lead and Manage Teams and Individuals in community learning and development**

These are further divided into second level areas, for example:

- **1.1 Facilitate the learning and development of individuals**

and then into individual Standards, for example:

- 1.1.1 - Enable people through community learning and development processes to represent themselves
- 1.1.2 - Support people through community learning and development processes in taking action and to tackle problems
- 1.1.3 - Encourage individuals through community learning and development processes to broaden their horizons and to be active citizens

these indicate the activities that need to be undertaken to achieve the second level and first level areas.

1.1.1 Enable people through community learning and development processes to represent themselves

What this standard is about

This standard is about encouraging individuals, groups and/or communities to represent themselves and their views and interests, and includes providing appropriate support towards developing their relevant skills and confidence.

Who this standard is for

This standard is for those working within the community learning and development constituency and who are involved in enabling others to develop the skills and confidence to represent themselves.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

1.1.1   Enable people to represent themselves

Outcomes

To meet the standard, you must be able to:

1   Clarify and agree with individuals the issues that they wish to communicate, and their aims in representing these

2   Identify with individuals the appropriate people, including key decision makers and those who are influencers, with whom they will need to communicate and engage

3   Assist individuals to collect sufficient and valid information to enable them to support and present their views and interests

4   Explore and agree with individuals the strategy and approach to presenting their views and interests, based upon a consideration of the anticipated viewpoints of those to whom they will be communicating

5   Identify with individuals those opportunities where they can represent themselves

6   Assist individuals in the planning of their presentation

7   Ensure that individuals represent themselves wherever possible, and if there are aspects where you consider they lack the skills and confidence, you identify these and agree these with the individuals

8   Work with individuals to address any constraints or barriers to their representing themselves effectively

9   Ensure that accurate, complete and up-to-date records of the information presented and the actions taken are maintained

10   Review the outcomes of presentations with individuals, and agree appropriate consequent actions

1.1.1   Enable people to represent themselves

Behaviours

You demonstrate that you:

1   Encourage individuals to value their views and their right to be heard

2   Challenge constructively any unrealistic views, or those based upon unfounded information

3   Treat others with respect

4   Seek to understand other people's needs and motivations

5   Work towards solutions which are mutually agreed

1.1.1   Enable people to represent themselves

Knowledge and understanding

To meet the standard, you must know and understand:

1   Legal, organisational and ethical requirements relevant to community learning and development and your role, and their impact upon your area of responsibility

2   Your role and responsibilities within the advocacy of individual's views and interests

3   Factors affecting the ability of individuals to represent themselves

4   The importance of preparation when seeking to present views and argument, the factors to consider including the facts of your case and the needs and expectations of the audience, and methods of achieving this

5   Methods of assessing the maturity, skills and confidence of individuals and groups relevant to presenting their views and interests

6   The importance of establishing realistic goals for the outcome of representations

7   The range of situations where representation may take place, and the factors to consider in preparing for these

8   The difference between key decision makers and those influencers of the decision making process, and the importance of each

9   Presentation skills appropriate to presenting views and interests

10   The principles of equity, diversity and interdependence, and their importance in underpinning community learning and development

1.1.2 Support people through community learning and development processes in taking action and to tackle problems

What this standard is about

This standard is about supporting individuals, groups and/or communities towards enabling them to identify needs, plan and to take action towards achieving their goals, including enabling them to tackle any problems encountered. It includes enabling them to reflect upon and to learn from their actions.

Who this standard is for

This standard is for those working within the community learning and development constituency and who work alongside others, helping them to plan and take action within their community.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

1.1.2   Support people in taking action and to tackle problems

Outcomes

To meet the standard, you must be able to:

1   Work with individuals to identify and agree their personal aims for achievement, exploring and establishing that these are realistic and measurable

2   Identify with individuals a range of actions for achieving their aims, assessing objectively their feasibility with the participants

3   Assist individuals to identify the benefits and any risks associated with potential actions, and to balance the risks against the benefits that are likely to arise

4   Encourage individuals to explore their aims and possible actions towards achieving these with relevant parties

5   Review with individuals any concerns, or constraints, that they identify which might be a barrier towards realising their aims, and explore with them how these might be addressed

6   Assist individuals to address problems objectively and constructively

7   Agree with individuals their preferred route towards achieving their aims, and assist them to develop a realistic action plan towards realising their aims

8   Encourage and assist individuals to identify opportunities to develop the skills and confidence appropriate to implementing their plan and to realising their aims

9   Work with individuals to consider and identify the effects of their planned actions upon others

10   Ensure that agreed actions fulfil legal, regulatory and ethical considerations

11   Provide ongoing information and support to individuals towards realising their aims, in line with your role and responsibilities

12   Create opportunities for individuals to reflect upon and learn from their experiences, exploring with them how they can apply such learning in progressing their aims

13   Celebrate the achievements of individuals, and support and assist them in dealing with any perceived setbacks

1.1.2 Support people in taking action and to tackle problems

Behaviours

You demonstrate that you:

1 Treat individuals with respect

2 Anticipate likely future scenarios based upon a realistic analysis of current circumstances

3 Acknowledge the input and insights of individuals

4 Seek to understand the needs and motivations of individuals

5 Use appropriate forms and styles of communication, suited to the needs and abilities of individuals

1.1.2 Support people in taking action and to tackle problems

Knowledge and understanding

To meet the standard, you must know and understand:

1   Legal, regulatory and ethical requirements relating to your area of community learning and development work, and their impact within your area of responsibility

2   The values and principles which underpin your area of community learning and development

3   The importance of others setting goals for their achievement, and of their having ownership for these goals and of the actions appropriate to their realisation, and methods for making this happen

4   The importance of ensuring that goals are measurable, agreed, and realistic

5   Factors to be taken into account when assessing the feasibility of proposed aims and action plans, and how to undertake objective assessments

6   The range of parties which should be consulted regarding their aims and plans

7   The importance of evaluating the options being considered and how to undertake a risk/benefit analysis in relation to action planning

8   Sources of information and advice available to others which can assist their evaluation of options

9   Effective problem solving techniques

10 Sources of learning and development which can be used by individuals in developing the skills appropriate to implementing their plans

11 Effective methods for monitoring and evaluating the progress of action plans in realising the aims of others

12 The importance of reflecting upon one's own experiences and of learning from these, and how to create effective opportunities for others to do this

13 The importance of creating an environment where others consider it safe to talk openly and honestly about their aims and experiences, and how to do this

14 Methods for dealing constructively with setbacks experienced by others

15 The importance of recognising and celebrating achievement in motivating other and methods for doing this effectively

16 The principles of equity, diversity and interdependence, and their importance in underpinning community learning and development

1.1.3   Encourage individuals through community learning and development processes to broaden their horizons and to be active citizens

What this standard is about

This standard is about broadening the horizons of others, and includes encouraging and supporting others to become involved in their community, and also the wider communities and to understand how to be effective in making a positive contribution to these communities.

Who this standard is for

This standard is for those working within the community learning and development constituency and who are involved in encouraging others to become informed and engaged citizens, and in broadening their understanding of the wider community and their place within it.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

1.1.3 Encourage individuals to broaden their horizons and to be active citizens

Outcomes

To meet the standard, you must be able to:

1 Explore constructively with others the concept of citizenship including its relevance at local, national and international levels

2 Promote an awareness of the wider communities, and explore and identify the benefits of involvement with these

3 Explore and identify with others their roles, rights and responsibilities in relationship to being an active citizen

4 Explore and identify others' aims and aspirations regarding their involvement with wider communities, promoting and responding enthusiastically to ways of extending involvement

5 Promote discussion regarding ideas and routes towards affecting the decision-making process at local and national level, thereby promoting their involvement, voice and influence

6 Explore the perceptions of other regarding any potential barriers and constraints to their fulfilling their potential as active citizens, and identify actions towards addressing these responsibly and constructively

7 Involve others in identifying and organising activities designed to enhance their knowledge and understanding of how they can develop their engagement as active citizens

8 Facilitate relevant activities designed to develop the engagement of others as active citizens and to become involved with, and to contribute positively to the wider community

9 Explore with others the global context to personal, local and national decisions and actions

10 Reflect with others on the learning points arising from activities relevant to their role as developing active citizens, and use this, to both reinforce the role of community learning and development, and also to inform future actions

1.1.3   Encourage individuals to broaden their horizons and to be active citizens

Behaviours

You demonstrate that you:

1   Treat others with respect

2   Respect the rights and beliefs of others, and do not impose your own values upon those with different views

3   Encourage questions and check for understanding

4   Listen actively and respond constructively to any concerns

5   Value equality of opportunity and diversity, challenging oppression and discrimination

1.1.3 Encourage individuals to broaden their horizons and to be active citizens

Knowledge and understanding

To meet the standard, you must know and understand:

1 The benefits of encouraging and supporting others to broaden their horizons, and in involving themselves in the wider community, and of being active citizens

2 What is meant by active citizenship, including its relation to families, local communities, local and national government, and in international affairs

3 The typical types of starting point for young people when considering how to develop their horizons

4 Available sources of support from other agencies towards broadening the horizons of young people, and how this can be accessed

5 The democratic process, and the role of local and central government, including key decision-making roles and responsibilities

6 The rights and responsibilities of individuals, and the impact for the community

7 Key principles of criminal and civil law, relevant to active citizenship amongst those within your area of community learning and development

8 The principles of equity, diversity and interdependence, and their importance in underpinning community learning and development

9 The nature and aims of the principal political parties

10 Key local, national and global issues, including issues associated with sustainability within community learning and development, and their relationship to individuals and to each other

11 How citizenship is addressed in schools, and how community learning and development activities can complement this

12 Opportunities and activities towards enhancing individuals' involvement in wider communities, and how to create and implement these

13 A range of activities that might be used to enhance the understanding of active citizenship in community learning and development work, and their relative advantages and disadvantages

14 Possible barriers and constraints that others may consider as hindering their ability to fulfil their potential as active citizens, and appropriate actions towards overcoming these

15 The importance of involving others fully in exploring the opportunities towards enhancing their involvement so that they can take ownership of the process, and methods for achieving this

1.2.1 Plan, prepare and facilitate community learning and development, developmental group work

What this standard is about

This standard is about planning, preparing and facilitating learning and development opportunities involving participants from the community. It includes involving participants in the design of learning and development opportunities.

Who this standard is for

This standard is for those working within the community learning and development constituency and who are involved in developing and facilitating group work.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

1.2.1   Plan, prepare and facilitate developmental group work

Outcomes

To meet the standard, you must be able to:

1   Discuss and agree clear aims for the group work with the participants involved

2   Identify and agree the activity to be undertaken with the participants and ensure that the resources necessary for facilitating the activity are obtained correctly

3   Discuss and establish the roles for members of the group, and agree the allocation of these with relevant members, taking account of the interests and learning needs of those participating

4   Identify any concerns, or potential barriers to be overcome in achieving the aims, discussing and agreeing with the participants involved how these should be addressed

5   Agree with participants the ground rules for the activity

6   Agree with the participants involved the criteria against which the success of the learning and development opportunity is to be monitored and evaluated

7   Ensure that all involved are briefed and understand their role

8   Facilitate the group work activity, encouraging the full involvement of all participants

9   Identify any unacceptable behaviour and address this correctly and fairly

10   Recognise the successful contributions and completion of activities, acknowledging those involved

11   Involve participants in monitoring and evaluating the effectiveness of the activity

1.2.1 Plan, prepare and facilitate developmental group work

Behaviours

You demonstrate that you:

1. Prioritise objectives and plan work to make the best use of time and resources

2. Show integrity, fairness and consistency in decision-making and involve participants in the process

3. Encourage and support others to make the best use of their abilities

4. Acknowledge the insights and input of participants

5. Listen actively and respond constructively to any concerns

1.2.1   Plan, prepare and facilitate developmental group work

Knowledge and understanding

To meet the standard, you must know and understand:

1   What is meant by developmental group work and the importance of group dynamics in managing such activity

2   The importance of group work in developing the skills and confidence of participants

3   The importance of agreeing clearly specified aims for learning and developmental group work

4   The types of resources required for group work activities, and options towards obtaining these within budget and time requirements

5   Processes and techniques for designing and developing developmental group work activities

6   The importance of designing activities which take account of the learning styles of those participating, and how to do this

7   Potential barriers to effective group working and methods for addressing these

8   Why it is important to allocate roles on a fair basis, take account of the skills and interests of those participating, and how to do this effectively

9   Ways of encouraging individuals to participate, and to ask questions

10   Why it is important to monitor the activity for conflict and how to address this promptly and fairly

11   Effective ways of monitoring and evaluating developmental group work activities, involving those participating

12   How to recognise achievement, and to provide constructive feedback to participants

13   The principles of equity, diversity and interdependence, and their importance in underpinning community learning and development

1.2.2 Support participants through community learning and development activities to evaluate the impact upon their own development

What this standard is about

This standard is about working with individuals to support them in evaluating how their participation within community learning and development activities is contributing to their own personal development.

Who this standard is for

This standard is for those within the community learning and development constituency and who are involved in supporting individuals to evaluate the impact that their involvement in community learning has upon their own personal development.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

1.2.2 Support participants in community activities to evaluate the impact upon their own development

Outcomes

To meet the standard, you must be able to:

1   Identify the relevant community learning and development activities with which the participants have been involved

2   Explore with participants what their views, aspirations, needs and concerns relating to their participation in the community learning and development activities were prior to their involvement in the activities

3   Explore and identify with participants their motivations in participating within community learning and development activities

4   Explore with participants how their views, aspirations, needs and concerns have developed, and their perceptions regarding how their participation has impacted upon this development

5   Discuss and agree with the participants their developmental goals and achievements

6   Identify any barriers or constraints which the participants consider to be hindering the realisation of their developmental goals

7   Explore with participants how any such barriers or constraints might be overcome, agreeing relevant, constructive and appropriate actions towards addressing these

8   Support participants in developing future development goals and how these might be realised via participation in community learning and development activities

Behaviours

You demonstrate that you:

1   Treat others with respect

2   Recognise and celebrate the achievements of individuals

3   Acknowledge the insights and input of individuals

4   Use appropriate forms and styles of communication, suited to the needs and abilities of others

5   Hold conversations at the appropriate time and place

1.2.2　Support participants in community activities to evaluate the impact upon their own development

Knowledge and understanding

To meet the standard, you must know and understand:

1　Legal, organisational and ethical requirements relevant to your area of community learning and development, and their impact within your area of responsibility

2　Why it is important to support participants in evaluating the impact of community learning and development activities upon their development, and to have ownership of this process

3　The principal types of developmental goals that participants may have, and how community learning and development can contribute towards their realisation

4　The principal types of barriers or constraints that participants face in achieving their developmental goals and potential actions towards addressing these

5　Available support agencies that can assist the achievement of participants' developmental goals, and how to involve such agencies

6　Measures of success for typical community learning and development activities within your area of responsibility

7　How to set developmental goals and objectives relevant to participants

8　The importance of recognising and of celebrating the achievements of participants, and methods for doing this

9　Your own role and responsibilities and to whom to refer should these be exceeded

10　The principles of equity, diversity and interdependence, and their importance in underpinning community learning and development

1.3.1 Provide information and support to individuals and communities within the processes of community learning and development

What this standard is about

This standard is about providing information and support to individuals and communities. When providing information and support this is within the boundaries relevant for those working within the community learning and development constituency. It is not intended to cover the more formal process of counselling.

Who this standard is for

This standard is for those working within the community learning and development constituency and who are involved in providing support and guidance to individuals and communities.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

1.3.1   Provide information, guidance and support to individuals and communities

Outcomes

To meet the standard, you must be able to:

1   Establish and assess the information and support sought by individuals and communities

2   Ensure that individuals understand, and agree to the actions you propose towards providing the support required

3   Identify appropriate and relevant sources of information, and obtain it, in line with your organisation's procedures

4   Identify, where necessary, other agencies to whom individuals should be referred for the information and support required, and provide the relevant contact details correctly

5   Review the information provided with individuals, and explore constructively the options available, considering their relative advantages and disadvantages

6   Encourage individuals to make their own decision regarding the preferred option

7   Encourage the individual to develop appropriate support networks

8   Maintain the individual's confidentiality where required, in line with your organisation's procedures

9   Plan, and agree with individuals, how any ongoing support will be provided, including future meetings and contact details

10   Encourage individuals and communities to seek further guidance from the most appropriate source, where necessary

11   Evaluate the effectiveness of the information and support provided, and use this to influence positively the future support that you provide

Behaviours

You demonstrate that you:

1   Make time available to support others

2   Present information clearly, concisely, accurately and in ways which promote understanding according to the needs of others

3   Keep promises and honour commitments

4   Model behaviour that shows respect, helpfulness and cooperation

5   Show an awareness of your own values, motivations and emotions

6   Act within the limits of your responsibility

1.3.1 Provide information, guidance and support to individuals and communities

Knowledge and understanding

To meet the standard, you must know and understand:

1 Legal and organisational requirements impacting upon the provision of information and support to individuals and communities, and their application within your role

2 Legislative and organisational requirements relevant to the storage and maintenance of information, including confidentiality and copyright

3 Typical types of information and areas of support sought by individuals and communities, and the sources of information available to assist with such requests

4 Your own levels and limits of responsibility with regard to providing individuals with information and support, and to whom to refer should these be exceeded

5 The principal agencies to whom requests by individuals and communities for information and support might be referred, and the arrangements for doing this

6 The importance of maintaining the individual's right to make their own decisions, and techniques for allowing this

7 The types of support which individuals and communities may need as they make decisions and plan action

8 The importance of being aware of your own values and beliefs, and how these might influence how you provide information and support to others

9 The importance of ensuring that you do not impose your own values and beliefs upon others

10 The principles of equity, diversity and interdependence, and their importance in underpinning community learning and development

1.3.2   Work with individuals and communities to promote values underpinning community learning and development

What this standard is about

This standard is about working with individuals, groups and/or communities, promoting values underpinning community learning and development.

It includes enabling others to increase their self-awareness and to build their self-esteem.

Who this standard is for

This standard is for all those whose work involves enabling individuals and communities to explore and promote the values underpinning community learning and development.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

1.3.2   Work with individuals and communities to promote values

Outcomes

To meet the standard, you must be able to:

1   Define clearly with individuals and communities what is meant by the values underpinning community learning and development

2   Work with individuals and communities to explore their values, without imposing your own values upon them

3   Explore with individuals and communities the implications of their values upon themselves and how others will respond to them

4   Help individuals and communities to identify and to value their strengths

5   Enable individuals and communities to identify the positive and negative aspects of their image of themselves

6   Encourage individuals and communities to build upon the positive aspects of their self-image

7   Enable individuals and communities to identify the attitudes and behaviours in themselves, and others, which build or damage self-esteem

8   Encourage individuals and communities to celebrate success, and to congratulate each other, and to build others' self-esteem

Behaviours

You demonstrate that you:

1   Treat others with respect

2   Recognise individuals and communities as a partner in the learning process, acknowledging their insights and input

3   Encourage others to express how they feel, and accept their view of themselves

4   Value individuals and communities for what they are, and what they can offer

5   Respect and value individual differences

1.3.2 Work with individuals and communities to promote values

Knowledge and understanding

To meet the standard, you must know and understand:

1 What is meant by 'values', and why it is important to encourage others to explore their own values

2 Why it is important to be aware of your own values, and to be prepared to discuss them

3 The values and principles relevant to community learning and development

4 The importance of building trust with individuals and communities in order to have conversations about values, and how to do this

5 The relationship between values and behaviour

6 Activities and techniques which encourage others to become more self-aware

7 The importance to others and their development of having a positive image of themselves

8 The potential effects and consequences of negative self-image

9 The importance of respecting the view of the world and themselves as seen from the perspective of the individual and community

10 Techniques and activities for enabling individuals and communities to identify their strengths and to build a positive self-image

11 Activities and techniques that can provide individuals and communities with a sense of success

12 The principles of equity, diversity and interdependence, and their importance in underpinning community learning and development

1.3.3   Engage with the local community using community learning and development processes

What this standard is about

This standard is about engaging with the local community and supporting others to become involved in community learning and development.

Who this standard is for

This standard is for those working within the community learning and development constituency and who are involved in building and maintaining effective relationships within the local community.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

1.3.3   Engage with the local community

Outcomes

To meet the standard, you must be able to:

1   Identify key contacts and agencies within the local community who are appropriate towards developing and promoting awareness of your organisation's community learning and development activities

2   Develop and maintain a network of contacts within the local community, ensuring that they have an accurate idea of your knowledge, skills and experience relating to community learning and development activities, and the services that your organisation provides

3   Promote the benefits of learning and development opportunities within the community, and of working in partnership with your organisation, to the mutual advantage of their and also your own objectives

4   Identify and respect the aims and objectives of others in the community, recognising when their priorities may not always coincide with your own

5   Create opportunities to be involved positively with the local community

Behaviours

You demonstrate that you:

1   Work to develop an atmosphere of professionalism and mutual support

2   Make time available to support others

3   Keep promises and honour commitments

4   State your own position and views clearly and confidently, even when these may conflict with those of others

5   Consider the impact of your own actions upon others

1.3.3 Engage with the local community

Knowledge and understanding

To meet the standard, you must know and understand:

1 Legal, regulatory and ethical requirements relevant to community learning and development, and their impact for your area of operations

2 The values and principles underpinning community learning and development work

3 The history of the local community and the culture(s) within it, and the impact of these in relation to engaging with the community

4 The benefits for individuals and organisations of networking

5 Principles of effective communication and how to apply them in engaging with the local community

6 The range of different communication styles and how people prefer to communicate

7 The range of methods for developing effective relationships with others and, where necessary, how to end relationships which are no longer of use

8 How to make active use of the information and resources gained through personal networks

9 The rights and responsibilities of individuals and groups, and of the contributions that individuals make to the community

10 How local, national and global issues and activities can impact upon each other, including how local activities relate to the wider context and vice versa

11 The importance of ensuring that activities undertaken by one area of a community do not impact adversely upon another

12 The principles of confidentiality, and how to develop guidelines for exchanging information between individuals and organisations

13 Your own values, motivations and emotions, and the effect of these on your own actions

14 Your own interests and how these may conflict with the interests of others

15 Your own objectives in developing your personal networks

16 Your current and likely future needs for information and resources

17 People and organisations that can support your work, and vice versa

18 The range of information and resources people may need

19 The principles of equity, diversity and interdependence, and their importance in underpinning community learning and development

2.1.1 Promote equality of opportunity and diversity in your area of responsibility (MSC B11)

What this standard is about

This standard is about actively promoting equality of opportunity and diversity in your area of responsibility. It is intended to go beyond compliance with equality legislation and move towards a situation where there is awareness in your area of and active commitment to the need to ensure equality of opportunity and the benefits of diversity.

This standard is imported from the Management Standards Centre (MSC) suite of standards.

Within this standard, 'customers' can refer to the individuals and/or community(ies) being served, or other agencies or bodies with which you work, and/or internal customers.

Who this standard is for

The standard is recommended for first line managers and middle managers.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

2.1.1   Promote equality of opportunity and diversity in your area of responsibility

Outcomes

To meet the standard, you must be able to:

1   Ensure commitment within your area of responsibility to promoting equality of opportunity and diversity, including making it a priority area in terms of informing the vision and objectives for your area and planning and decision-making

2   Ensure that your behaviour, words and actions and those of people working in your area of responsibility support a commitment to equality of opportunity and diversity

3   Identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice

4   Identify the diversity and needs of your area's current customers and potential customers and identify areas where needs could be better satisfied and where the diversity of customers could be improved

5   Ensure that the organisation's written equality and diversity policy is clearly communicated to all people in your area of responsibility and other relevant parties

6   Implement the organisation's written equality and diversity policy in your area, including relevant parts of any accompanying organisation-wide action plan, seeking and making the required resources available

7   Ensure regular consultation with people in your area of responsibility or their representatives on equality and diversity issues

8   Seek and make use of specialist expertise in relation to equality and diversity issues

9   Ensure that working arrangements, resources and business processes in your area of responsibility respond to different needs, abilities, values and ways of working

10   Monitor, review and report to the relevant people on progress in relation to equality of opportunity and diversity within your area of responsibility, identifying required actions and changes to practice

2.1.1 Promote equality of opportunity and diversity in your area of responsibility

Behaviours

You demonstrate that you:

1 Use communication styles that are appropriate to different people and situations

2 Understand individuals' needs, feelings and motivations and take an active interest in their concerns

3 Encourage and support others to make the best use of their abilities

4 Use a range of leadership styles appropriate to different people and situations

5 Show a clear understanding of different customers and their needs

6 Treat individuals with respect and act to uphold their rights

7 Show integrity, fairness and consistency in decision making

8 Make time available to support others

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

2.1.1 Promote equality of opportunity and diversity in your area of responsibility

Knowledge and understanding

To meet the standard, you must know and understand:

General knowledge and understanding

1 Different definitions of diversity

2 The different forms which discrimination and harassment might take

3 The business case for ensuring equality of opportunity and promoting diversity

4 The probable effects of not promoting equality of opportunity and diversity within your area of responsibility

5 How commitment within your area of responsibility to promoting equality of opportunity and diversity might be demonstrated

6 Why it is important to make equality and diversity a priority area and how to do so effectively

7 Why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality of opportunity and diversity

8 How to recognise when the behaviour, words and actions of others does and does not support a commitment to equality of opportunity and diversity

9 How and where to identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice

10 The importance of identifying the diversity and needs of your area's current and potential customers in order to identify areas for improvement and how to do so effectively

11 How to communicate the organisation's written equality and diversity policy to people who work in your area of responsibility and other relevant parties

12 The importance of implementing an organisation's written equality and diversity policy and any supporting action plan

13 The type of resources which might be required to support implementation of an equality and diversity policy and any supporting action plan

14 How and when to consult with people in your area of responsibility or their representatives on equality and diversity issues

15 Sources of specialist expertise in relation to equality and diversity

16 How to provide working arrangements, resources and businesses processes in your area of responsibility that respond to different needs, abilities, values and ways of working

17 How to monitor, review and report on progress in relation to equality of opportunity and diversity within your area of responsibility

2.1.1 Promote equality of opportunity and diversity in your area of responsibility

Knowledge and understanding (continued)

Community learning and development specific knowledge and understanding

1   Legislation, regulations, guidelines and codes of practice relating to equality and diversity specific to your area of community learning and development

2   Equality and diversity issues and developments that are particular to your area of community learning and development

3   Information sources on equality and diversity in your area of community learning and development

Context specific knowledge and understanding

1   The vision, objectives and operational plans for your area of responsibility

2   The planning and decision-making processes within your area of responsibility

3   The overall vision, values, objectives, plans and culture of the organisation

4   The diversity of the people working in your area of responsibility

5   Your area's current and potential customers and their needs

6   Other relevant parties with an interest in diversity in your area of responsibility

7   The organisation's written equality and diversity policy and any accompanying action plan and how they are communicated to people who work for the organisation, people in your area and to other relevant parties

8   Sources of specialist expertise in relation to equality and diversity used in your area of responsibility

9   The support and resources allocated to and across your area of responsibility to promote equality of opportunity and diversity

10   Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions

11   Working arrangements, resources and operational processes in your area of responsibility

12   Systems in place in your area of responsibility for monitoring, reviewing and reporting on progress in relation to equality of opportunity and diversity

13   Allocated responsibilities for promoting equality of opportunity and diversity in your area of responsibility and the organisation in general

2.1.2 Develop a culture and systems that promote equality and value diversity through community learning and development processes

What this standard is about

This standard is about developing a culture and systems within your organisation that promotes inclusion, equality of opportunity and values diversity.

Who this standard is for

This standard is for those with responsibility for managing attitudes towards inclusion, equality of opportunity and the valuing of diversity.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

2.1.2 Develop a culture and systems that promote equality and value diversity

Outcomes

To meet the standard, you must be able to:

1   Interpret relevant legal, regulatory and code of practice requirements to inform how inclusion, equality of opportunity and diversity should be promoted in your organisation

2   Work in partnership with colleagues and community members to identify their views and any concerns regarding inclusion, equality of opportunity and the valuing of diversity

3   Involve colleagues and community members in consultations regarding relevant policies, procedures and practices towards developing and enhancing a culture that promotes inclusion, equality and diversity

4   Agree relevant policies, procedures and practices

5   Motivate colleagues and community members to put the policies and procedures into practice

6   Source and provide access to relevant support for colleagues and community members towards enhancing the culture required

7   Monitor the policies and procedures, and their application, agreeing enhancements where required

8   Identify and address promptly and correctly, any instances of oppressive or discriminatory behaviour

9   Support individuals whose rights have been compromised by having their complaints addressed correctly and promptly

Behaviours

You demonstrate that you:

1   Model behaviour which demonstrates a commitment to inclusion, equality of opportunity and the valuing of diversity

2   Challenge constructively the status quo and seek better alternatives

3   Treat others with respect and act to uphold their rights

4   Demonstrate a clear understanding of different groups and their needs

5   Make time available to support others

6   Demonstrate integrity, fairness and consistency in decision making

2.1.2 Develop a culture and systems that promote equality and value diversity

Knowledge and understanding

To meet the standard, you must know and understand:

1 Legal, regulatory and ethical requirements impacting upon promoting inclusion, equality of opportunity and the valuing of diversity

2 The importance and benefits of promoting and developing a culture which promotes inclusion, equality of opportunity and values diversity, and principles and methods for achieving this

3 Effective methods, policies and procedures for promoting inclusion, equality of opportunity and the valuing of diversity

4 Effective methods of communicating and monitoring the policies and procedures, and of supporting the way in which they are applied in your area of responsibility

5 The importance of involving community members in the development and working of the policies and procedures, and methods of achieving this

6 Local socio-economic issues and other factors impacting upon inclusion, equality of opportunity and diversity

7 How you can use complaints and grievance processes as a way of tackling oppression and discrimination

8 The actions that you may need to take, and the support that might help others to promote equality and to value diversity, and how to do this effectively

9 Agencies which can support in promoting inclusion, equality and diversity

10 Your own role and responsibilities and from whom assistance and advice should be sought when necessary

2.2.1   Work with people through community learning and development processes in safeguarding their own welfare

What this standard is about

This standard is about working with individuals, groups and/or communities towards safeguarding their own welfare. It includes working with them to assist them in understanding, assessing and addressing hazards and risks associated with their lifestyle and/or environment. It includes supporting and enabling others to recognise risks and to take responsibility for addressing them.

Who this standard is for

This standard is for those working within the community learning and development constituency and who are working directly with individuals and communities and involved in working with them towards safeguarding their own welfare.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

2.2.1 Work with people in safeguarding their own welfare

Outcomes

To meet the standard, you must be able to:

1 Work with individuals to identify hazards associated with their lifestyle and within their community environment, and establish the associated risks to their own welfare

2 Work with individuals to identify sources of support, and actions which they can take, to address the risks identified

3 Assist individuals and communities to develop practices designed to safeguard their own welfare and which are in line with their abilities and with relevant procedures

4 Agree with individuals clear and concise ground rules within community learning and development activities designed to maintain their physical and emotional safety, in line with your organisation's procedures and your own responsibilities

5 Encourage individuals to be responsible for their own safety and also that of others

6 Identify signs of distress in individuals, and respond to these promptly, sensitively and correctly, in line with your organisation's procedures

7 Ensure that your personal conduct promotes the physical and emotional safety of yourself and other people

8 Report promptly any hazards and practices that present a high risk to the relevant person

9 Work in accordance with legal and organisational requirements and procedures

Behaviours

You demonstrate that you:

1 Treat others with respect

2 Use appropriate forms and styles of communication, suited to the needs and abilities of individuals

3 Listen actively and respond constructively, and sensitively, to any concerns

4 Promote openness and trust

5 Encourage questions, and answer these fully and honestly

6 Respect the need for confidentiality

7 Provide individuals with a safe environment in which to explore their beliefs, ideas and issues

2.2.1   Work with people in safeguarding their own welfare

Knowledge and understanding

To meet the standard, you must know and understand:

1   Your legal and organisation's requirements and practices relating to health, safety and protection of individuals and communities

2   Definition of a hazard to individual welfare, and the typical types of hazards affecting individuals and communities, including those associated with the environment, activities, practices and behaviour

3   The principal types of risks affecting individuals' physical health and safety, and their emotional welfare within your community

4   Your scope and responsibility for identifying and managing risks to the welfare of others, and to whom to refer any risks outside your area of responsibility

5   The importance of self-worth and self-esteem to individuals in managing risks within their lives

6   The importance of encouraging individuals to take responsibility for their own safety

7   How to negotiate and agree safety ground rules for community learning and development work with individuals and communities

8   Sources of advice and guidance upon risks to individuals and communities

9   Signs that indicate distress in individuals

10   Active listening techniques, including the use of summarising and clarifying understanding

11   Your organisation's procedures regarding confidentiality and reportable disclosures

12   The principles of equity, diversity and interdependence, and their importance in underpinning community learning and development

3.1.1 Communicate effectively and develop rapport with people through community learning and development processes

What this standard is about

This standard is about communicating effectively with individuals, groups and/or communities and about building and maintaining a level of rapport.

Who this standard is for

This standard is for all those working within the community learning and development constituency and who are involved in liaising directly with those within the community.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

3.1.1 Communicate effectively and develop rapport with people

Outcomes

To meet the standard, you must be able to:

1 Identify and utilise suitable locations and environments for establishing contact with individuals

2 Hold conversations at the appropriate time and place

3 Provide ongoing support and encouragement to individuals

4 Facilitate the proposals and plans of individuals

5 Maintain appropriate ethical, legal and contractual requirements in all your dealings with individuals

Behaviours

You demonstrate that you:

1 Use appropriate forms and styles of communication suited to the needs and abilities of a variety of people

2 Use language understood by, and in terms familiar to people

3 Encourage questions and check for understanding

4 Listen actively and respond constructively to any concerns

5 Treat others with respect

6 Make time available to support others

7 Show integrity, fairness and consistency in your dealings with others

8 Model behaviour which shows respect, helpfulness and cooperation

9 Take a positive interest in other's concerns and areas of activity

10 Seek to understand the needs and motivations of others

11 Respond enthusiastically and constructively to the ideas of others

3.1.1 Communicate effectively and develop rapport with people

Knowledge and understanding

To meet the standard, you must know and understand:

1   Legal, organisational and codes of practice relevant to your area of community learning and development, and their impact for communicating and dealing with others

2   Locations in the community where people meet, relevant to your area of responsibility

3   The importance of building trust and rapport with others, and methods for achieving this for a range of people

4   Different styles and forms of communication that may be appropriate for communicating with others, including electronic channels

5   The importance of non-verbal communication, such as body language, and how different cultures use and interpret body language in different ways

6   Possible barriers to communication, their causes, and ways to overcome them

7   The importance of ensuring understanding and of avoiding assumptions

8   Typical issues, concerns and activities of relevance to people

9   The potential risks to your personal safety, and ways of addressing these

10   Requirements regarding confidentiality, and the importance of meeting these

11   The boundaries of your own personal competence and responsibility, when to involve others, and how to obtain advice and support

12   The principles of equity, diversity and interdependence, and their importance in underpinning community learning and development

3.1.2 Assist people to express and realise their goals through community learning and development processes

What this standard is about

This standard is about enabling individuals, groups and/or communities to express their aspirations, concerns and development goals. It includes assisting them to prioritise their goals and to agree and realise the support that might be needed.

Who this standard is for

This standard is for those working within the community learning and development constituency, and who are involved in helping others to express and to realise their aims.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

3.1.2 Assist people to express and realise their goals

Outcomes

To meet the standard, you must be able to:

1 Encourage others to express their views, aspirations, needs and concerns

2 Agree and prioritise with individuals and communities their goals, and options towards realising these goals

3 Explore and identify with individuals and communities the factors affecting the realisation of their needs and aspirations

4 Identify and explore with individuals and communities any constraints to progressing agreed options

5 Identify any individual or group needs that might need to be addressed in achieving agreed goals, including any emotional, spiritual and skills requirements

6 Identify and assess possible learning opportunities for others from their ongoing activities, and which might assist in addressing their needs

7 Agree with others the type and amount of support required towards achieving their goals

8 Assist in realising the support agreed, in line with your level of authority and organisational requirements

9 Behave in accordance with the legal, ethical and contractual requirements of community learning and development

Behaviours

You demonstrate that you:

1 Treat others with respect

2 Acknowledge the insights and input of others

3 Use appropriate forms and styles of communication, suited to the needs and abilities of others

4 Hold conversations at the appropriate time and place

5 Listen actively and respond constructively to any concerns

6 Encourage questions, and answer these fully and honestly

7 Involve individuals and communities in decision making

8 Demonstrate concern for how others feel

3.1.2   Assist people to express and realise their goals

Knowledge and understanding

To meet the standard, you must know and understand:

1   The values and principles which underpin your area within the community learning and development constituency

2   Methods for establishing rapport with others

3   Why it is important to make contact with individuals and communities on their terms

4   Typical issues and aspirations expressed by individuals and communities

5   Sources of assistance relevant to addressing the issues and needs of individuals and communities

6   Why it is important to enable others to identify and to set their own goals, and to develop their own solutions, and methods for facilitating this process

7   The importance of using individuals and communities' current activities as the starting point for developing learning opportunities

8   Informal learning opportunities, and associated resources available

9   How individuals and communities are motivated

10   Basic group dynamics

11   Communication styles and listening techniques effective in developing dialogue with others

12   Your organisation's guidelines relating to child protection, health and safety, and confidentiality

13   Issues of risk and personal safety, and how to address these

14   Your role and levels of responsibility, and how to address situations where these might be exceeded

15   The principles of equity, diversity and interdependence, and their importance in underpinning community learning and development

3.2.1   Develop your personal networks (MSC A3)

What this standard is about

This unit is about developing your personal networks to support both your current and future work.

Your personal networks may include people in your own community and/or organisation, people you meet from other organisations and people you are in contact with over the phone or internet. Your networks can therefore include your contacts within other agencies, and stakeholder bodies.

Developing personal networks is based on the principles of reciprocity (exchanging things with others for mutual benefit) and confidentiality. People only want to network if there are mutual benefits from exchanging information and other resources. There must also be clearly agreed boundaries of confidentiality – certain information and resources may not be exchanged because they are confidential.

This standard is imported from the Management Standards Centre (MSC) suite of standards.

Who this standard is for

The standard is recommended for middle managers and senior managers.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

3.2.1 Develop your personal networks

Outcomes

To meet the standard, you must be able to:

1   Develop and maintain personal networks of contacts, which are appropriate to meet your current and future needs for information and resources

2   Ensure that key members of your personal networks have an accurate idea of your knowledge, understanding, skills, abilities and experience and are aware of the benefits of networking with you

3   Establish boundaries of confidentiality between yourself and members of your personal networks and where appropriate, develop guidelines for exchanging information and resources

4   Develop your personal networks to reflect your changing interests and needs

5   Make active use of the information and resources gained through your personal networks

6   Introduce people and organisations with common interests to each other

Behaviours

You demonstrate that you:

1   Acknowledge when your own interests are in conflict with common goals

2   State your own position and views clearly and confidently in conflict situations

3   Encourage others to share information and knowledge within the constraints of confidentiality

4   Identify and work with people and organisations that can provide support for your work

5   Work to develop an atmosphere of professionalism and mutual support

6   Clarify your own and other's expectations of relationships

7   Model behaviour that shows respect, helpfulness and co-operation

8   Keep promises and honour commitments

9   Consider the impact of your own actions on others

10   Reflect regularly on your own experiences and use these to inform future actions

3.2.1   Develop your personal networks

Knowledge and understanding

To meet the standard, you must know and understand:

General knowledge and understanding

1   The benefits for individuals and organisations of networking

2   Principles of effective communication and how to apply them in developing personal networks

3   The range of different types of questions, and how and when to use them

4   The range of different communication styles and how people prefer to communicate

5   The range of methods for developing effective relationships with others in the work context and, where necessary, how to end relationships which are no longer of use

6   How to make active use of the information and resources gained through personal networks

7   The principles of confidentiality, and how to develop guidelines for exchanging information between individuals and organisations

Community learning and development specific knowledge and understanding

1   Legislation, requirements, regulations, policies and professional codes that are relevant to networking and confidentiality of information within your area of community learning and development

Context specific knowledge and understanding

1   Your own values, motivations and emotions, and the effect of these on your own actions

2   Your own interests and how these may conflict with the interests of others

3   Your own objectives in developing your personal networks

4   Your current and likely future needs for information and resources

5   Your knowledge, understanding, skills, abilities and experience

6   People and organisations that can support your work, and vice versa

7   The range of information and resources people may need

8   People and organisations in your current personal networks

3.2.2 Develop productive working relationships with colleagues (MSC D1)

What this standard is about

This standard is about developing working relationships with colleagues, within your own organisation, community and within other organisations that are productive in terms of supporting and delivering your work and that of the overall organisation and community.

'Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions.

This standard is imported from the Management Standards Centre (MSC) suite of standards.

Who this standard is for

This standard is recommended for team leaders and first line managers.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

3.2.2 Develop productive working relationships with colleagues

Outcomes

To meet the standard, you must be able to:

1 Establish working relationships with all colleagues who are relevant to the work being carried out

2 Recognise, agree and respect the roles and responsibilities of colleagues

3 Understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions

4 Fulfil agreements made with colleagues and let them know

5 Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements

6 Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out

7 Exchange information and resources with colleagues to make sure that all parties can work effectively

8 Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement

Behaviours

You demonstrate that you:

1 Present information clearly, concisely, accurately and in ways that promote understanding

2 Seek to understand people's needs and motivations

3 Make time available to support others

4 Agree clearly what is expected of others and hold them to account

5 Work to develop an atmosphere of professionalism and mutual support

6 Model behaviour that shows respect, helpfulness and co-operation

7 Keep promises and honour commitments

8 Consider the impact of your own actions on others

9 Say no to unreasonable requests

10 Show respect for the views and actions of others

3.2.2   Develop productive working relationships with colleagues

Knowledge and understanding

To meet the standard, you must know and understand:

General knowledge and understanding

1   The benefits of developing productive working relationships with colleagues

2   Principles of effective communication and how to apply them in order to communicate effectively with colleagues

3   How to identify disagreements with colleagues and the techniques for sorting them out

4   How to identify disagreements with colleagues and the measures that can be used to manage or remove them

5   How to take account of diversity issues when developing working relationships with colleagues

6   The importance of exchanging information and resources with colleagues

7   How to get and make use of feedback on your performance from colleagues

8   How to provide colleagues with useful feedback on their performance

Community learning and development specific knowledge and understanding

1   Regulations and codes of practice that apply in your area of community learning and development

2   Standards of behaviour and performance in your area of community learning and development

3   The working culture in your area of community learning and development

Context specific knowledge and understanding

1   Current and future work being carried out

2   Colleagues who are relevant to the work being carried out, their work roles and responsibilities

3   Processes within the organisation for making decisions

4   Line management responsibilities and relationships within the organisation

5   The organisation's values and culture

6   Power, influence and politics within the organisation

7   Standards of behaviour and performance expected in the organisation

8   Information and resources that different colleagues might need

9   Agreements with colleagues

3.2.3 Develop productive working relationships with colleagues and stakeholders (MSC D2)

What this standard is about

This standard is about developing productive working relationships with colleagues, within your own organisation, the community and within other organisations with which your organisation works, and with identified stakeholders.

It involves being aware of the roles, responsibilities, interests and concerns of colleagues and stakeholders and working with and supporting them in various ways. The need to monitor and review the effectiveness of working relationships with colleagues and stakeholders is also a key requirement of this unit.

'Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions in terms of level of responsibility.

For the purpose of this unit, 'Stakeholders' refers to individuals or organisations that have a material, legal or political interest in or who may be affected by the activities and performance of your organisation. Such stakeholders can include members of your community and agencies which work with them.

This standard is imported from the Management Standards Centre (MSC) suite of standards.

Who this standard is for

This standard is recommended for middle mangers and senior managers.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

3.2.3 Develop productive working relationships with colleagues and stakeholders

Outcomes

To meet the standard, you must be able to:

1   Identify stakeholders and the background to and nature of their interest in the activities and performance of the organisation

2   Establish working relationships with relevant colleagues and stakeholders

3   Recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders

4   Provide colleagues and stakeholders with appropriate information to enable them to perform effectively

5   Consult colleagues and stakeholders in relation to key decisions and activities and take account of their views, including their priorities, expectations and attitudes to potential risks

6   Fulfil agreements made with colleagues and stakeholders and let them know

7   Advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements

8   Identify and sort out conflicts of interest and disagreements with colleagues and stakeholders in ways that minimise damage to work and activities and to the individuals and organisations involved

9   Monitor and review the effectiveness of working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement

10 Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders

3.2.3 Develop productive working relationships with colleagues and stakeholders

Knowledge and understanding

To meet the standard, you must know and understand:

General knowledge and understanding

1   The benefits of developing productive working relationships with colleagues and stakeholders

2   Different types of stakeholders and key principles which underpin the 'stakeholder' concept

3   How to identify your organisation's stakeholders, including background information and the nature of their interest in your organisation

4   Principles of effective communication and how to apply them in order to communicate effectively with colleagues and stakeholders

5   Why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders

6   How to identify and meet the information needs of colleagues and stakeholders

7   What information it is appropriate to provide to colleagues and stakeholders and the factors that need to be taken into consideration

8   How to consult with colleagues and stakeholders in relation to key decisions and activities

9   The importance of taking account, and being seen to take account, of the views of colleagues and stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks

10   Why communication with colleagues and stakeholders on fulfilment of agreements or any problems affecting or preventing fulfilment is important

11   How to identify conflicts of interest with colleagues and stakeholders and the techniques that can be used to manage or remove them

12   How to identify disagreements with colleagues and stakeholders and the techniques for sorting them out

13   The damage with conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and organisations

14   How to take account of diversity issues when developing working relationships with colleagues and stakeholders

15   How to recognise and take account of political issues when dealing with colleagues and stakeholders

16   How to manage the expectations of colleagues and stakeholders

17   How to monitor and review the effectiveness of working relationships with colleagues and stakeholders

3.2.3 Develop productive working relationships with colleagues and stakeholders

General knowledge and understanding (continued)

18   How to get and make effective use of feedback on the effectiveness of working relationships from colleagues and stakeholders

19   How to provide colleagues and stakeholders with useful feedback on the effectiveness of working relationships

20   The importance of monitoring wider developments in relation to stakeholders and how to do so effectively

Community learning and development specific knowledge and understanding

1   Current and emerging political, economic, social, technological, environmental and legal developments in your area within community learning and development

2   Legislation, regulations, guidelines and codes of practice relevant to your area of community learning and development

3   Standards of behaviour and performance in your area of community learning and development

4   The culture of your area of community learning and development

5   Developments, issues and concerns of importance to stakeholders in your area of community learning and development

Context specific knowledge and understanding

1   The vision, values, objectives, plans, structure and culture of your organisation

2   Relevant colleagues, their work roles and responsibilities

3   Identified stakeholders, their background and interest in the activities and performance of the organisation

4   Agreements with colleagues and stakeholders

5   The identified information needs of colleagues and stakeholders

6   Mechanisms for consulting with colleagues and stakeholders on key decisions and activities

7   The organisation's planning and decision making processes

8   Mechanisms for communicating with colleagues and stakeholders

9   Power, influence and politics within the organisation

10   Standards of behaviour and performance that are expected in the organisation

11   Mechanisms in place for monitoring and reviewing the effectiveness of working relationships with colleagues and stakeholders

4.1.1 Evaluate and prioritise requirements for relevant community learning and development opportunities from your organisation

What this standard is about

This standard is about identifying and prioritising the requirements for relevant community learning and development opportunities which your organisation can provide. Such opportunities would be those relevant to your area of operations within the community learning and development constituency. It includes evaluating the opportunities and potential benefits arising, based upon a realistic review of the needs of the community.

Who this standard is for

This standard is for those working within the learning and development constituency and who are involved in prioritising the requirements for relevant opportunities and activities, which your organisation might provide.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

4.1.1 Evaluate and prioritise requirements for relevant community learning and development opportunities

Outcomes

To meet the standard, you must be able to:

1 Establish the needs of individuals and your community relating to those community learning and development activities provided by your organisation

2 Monitor and evaluate relevant trends and developments regarding the provision of relevant community learning and development activities

3 Determine the level and nature of the relevant activity provision in your community

4 Identify and prioritise the strengths and weaknesses of your organisation, and the associated potential opportunities and constraints towards fulfilling requirements for community learning and development activities in your community

5 Identify any gaps in the information available for analysis and assess their impact in terms of the potential risk for conclusions that may be drawn, and address such gaps accordingly

6 Draw justified conclusions regarding the requirements for relevant community learning and development activities from your organisation

7 Discuss and evaluate your findings and conclusions with relevant individuals and communities and associated agencies and stakeholders

8 Evaluate and prioritise the requirements for relevant community learning and development activities from your organisation, taking account of the likely demand, resources necessary and factors influencing the take up of such activities by the community

9 Make reasoned recommendations regarding actions appropriate to meeting requirements identified as a priority

Behaviours

You demonstrate that you:

1 Have a clear understanding of the needs of your community and individuals within it

2 Make the best use of existing sources of information

3 Anticipate likely scenarios based upon a realistic analysis of requirements and trends

4 Articulate the assumptions made, and risks involved, in understanding a situation

5 Present information and arguments clearly and convincingly

6 Treat individuals with respect

4.1.1 Evaluate and prioritise requirements for relevant community learning and development opportunities

Knowledge and understanding

To meet the standard, you must know and understand:

1   Legal, regulatory and ethical requirements impacting upon the provision of community learning and development activities relevant to your area of operations, and their impact for your area of work

2   The values and principles which underpin your area of community learning and development

3   The importance of exploring and identifying trends and developments affecting the demand for community learning and development activities within your area of operations in your community, and methods for doing this

4   Methods of obtaining feedback from individuals and communities, relevant agencies and stakeholders, and their relative advantages and disadvantages

5   Issues that might be relevant to establishing the requirements for community learning and development activities in your community, relevant to your area of operations

6   How to evaluate and prioritise opportunities for community learning and development activities, and to develop future scenarios

7   The importance of making a financial assessment of the opportunities identified, and how to do this

8   The range of community learning and development activities within your area of operations provided within your community

9   Those agencies and stakeholders involved with community learning and development work in your area of operations within your community, their roles and responsibilities, and methods for involving them

10   The importance of long and medium-term planning to the success of an organisation

11   The principles of strategic management and planning

12   The principles of equity, diversity and interdependence, and their importance in underpinning community learning and development

4.2.1   Influence and support the development of strategies for community learning and development

What this standard is about

This standard is about presenting information to support the formulation of policies, plans and activities, relating to the provision of activities within the community learning and development constituency. It includes monitoring your operations within community learning and development in relation to overall objectives, and making suggestions regarding improvements.

Who this standard is for

This standard is for those working within the community learning and development constituency and who are involved in influencing the development of community learning and development policy.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

4.2.1 Influence and support the development of strategies for community learning and development

Outcomes

To meet the standard, you must be able to:

1 Identify trends and developments in the interests, needs and involvement of people in your community, and their impact upon the nature of the provision for community learning and development activities relevant to your organisation

2 Monitor the effectiveness of your organisation's community learning and development work strategy and procedures in achieving their intended purpose

3 Identify and recommend any requirements to carry out further evaluation and research into specific aspects, seeking to put the necessary arrangements in place to achieve this

4 Determine relevant changes needed in policies, plans and activities, and prioritise these according to their beneficial effect in addressing the needs of your organisation's community learning and development work

5 Bring issues about the implementation of the strategy and procedures for community learning and development work to the attention of relevant stakeholders in an appropriate way

6 Develop clear recommendations for improving strategy and procedures that strike the best balance between the achievements made and any noted shortfalls

7 Present justified recommendations for relevant enhancements to community learning and development strategies and provision, setting out clearly and accurately the benefits that these will bring

8 Justify your identified need for changes to policies, plans and activities, using appropriate evidence regarding developments affecting community learning and development work, and the needs for relevant individuals

9 Disseminate information to relevant people towards influencing the development of community learning and development strategies and provision in time for it to be of use

10 Present information and offer arguments that are justifiable in terms of the policy makers' interests, situation and resources, and which recognise the complexity of the decisions which policy makers face

4.2.1 Influence and support the development of strategies for community learning and development

Behaviours

You demonstrate that you:

1 Show empathy for other people's feelings, needs and motivations

2 Challenge constructively the status quo and seek better alternatives

3 Provide accurate, relevant and concise information, encouraging questions and checking for understanding

4 Make time available to support others

5 Recognise the input and insights of others

4.2.1 Influence and support the development of strategies for community learning and development

Knowledge and understanding

To meet the standard, you must know and understand:

1   Legal, regulatory and ethical requirements for effective practice which relate to the community learning and development work being undertaken, and the impact for your own activity

2   The role of your own organisation and its activities, and how to relate to those of other agencies and activities involved with your area of community learning and development

3   The roles and functions of the principal agencies within your area of community learning and development work

4   Your organisation's existing policies, strategies and procedures relating to its provision of community learning and development

5   The principles which underpin policy and strategy development and how these can be built into policy formulation, including the process and purpose of policy development, and the factors and priorities which may influence the development of policies and their acceptance

6   The range of aspects which needs to be developed in policies and associated strategies

7   Methods for supporting individuals and communities who have previously found opportunities in community learning and development hard to access

8   Methods of forecasting trends and developments and identifying factors which may affect policies and strategies in your area of community learning and development, including methods of analysing relevant information and assessing implications for future direction

9   Those individuals and groups in your community who have a stake in the development of your area of community learning and development policy and strategy, and the different views each may have

10   The purpose of involving, and ways to involve, the community in your area of community learning and development work

11   The range of formats which can be used to present information and recommendations, and how to use these formats effectively

12   The range of issues which people and agencies are likely to experience when they are seeking to implement new strategies, and the ways in which issues can be turned round to develop solutions and move practice forward

13   Factors which influence the behaviour of individuals, including their physical, social, psychological, emotional and intellectual development

14   The impact of the broader social environment on individuals and communities, including areas of material deprivation, crime and the fear of crime, poor housing and poverty

4.2.1 Influence and support the development of strategies for community learning and development

General knowledge and understanding (continued)

15 How culture, gender and beliefs can affect attitudes and behaviour

16 Your own role and responsibilities and from whom assistance and advice should be sought where necessary

17 The principles of effective equality, diversity and anti-discriminatory practice and the positive benefits of culture, religious and ethnic diversity

4.3.1   Support communities to secure resources for community learning and development services

What this standard is about

This standard is about working with communities to determine sources of funding and other resources for work within the community learning and development constituency and establishing good working relationships with actual and potential fund holders. It includes supporting individuals and communities in submitting proposals for funding, or other forms of support, and negotiating the terms of your proposal to a successful conclusion.

Who this standard is for

This standard is for workers who have responsibility for supporting others in securing substantial levels of finance to develop community learning and development.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

4.3.1 Support communities to secure resources for community learning and development services

Outcomes

To meet the standard, you must be able to:

1 Support individuals and communities to identify the finances and other resources required to deliver the proposed community learning and development services

2 Establish an up to date and accurate list of individuals and organisations which provide resources currently, and which might provide resources for future services

3 Support individuals and communities to develop fully costed proposals and recommendations for obtaining the finances and other resources required to deliver proposed community learning and development services

4 Support individuals and communities to prepare proposals that provide all of the information required, including the objectives, rationale and demonstrating that the relevant capabilities are available

5 Enable individuals and communities to identify potential sources of the finance and other resources required, taking account of their objectives, interests and any costs and risks

6 Support individuals and communities to agree their proposals and recommendations with relevant stakeholders

7 Ensure the timely submission of clear proposals, bids or applications to potential providers of finance and other resources

8 Address requests for further information and clarification promptly and correctly

9 Support individuals and communities to develop contingency plans to address potential problems regarding the finances and resources required

10 Support individuals and communities in agreeing contractual arrangements with agreed providers which set out clearly and correctly the services to be provided and a schedule for their provision

11 Inform promptly all relevant parties regarding the outcome of their bid, ensuring that any conditions applying are understood

12 Enable individuals and communities to monitor the effectiveness of the sourcing process, and identify changes, where necessary, towards enhancing the process in the future

4.3.1   Support communities to secure resources for community learning and development services

Behaviours

You demonstrate that you:

1   Comply with, and ensure others involved comply with, relevant legal requirements and organisational policies

2   Show sensitivity to stakeholders needs and interests, and manage these effectively

3   Present information clearly, concisely and accurately

4   Show integrity, fairness and consistency in decision making

5   Act within the limits of your authority

4.3.1 Support communities to secure resources for community learning and development services

Knowledge and understanding

To meet the standard, you must know and understand:

1 Guidelines and codes of practice and any legislative, regulatory and ethical requirements in relation to types and providers of funding for your area of community learning and development

2 The objectives and plans of individuals and communities relating to the community learning and development services sought, and associated finance and resources

3 The current types and providers of finance and other resources used by your community, and other potential types and providers of finance and their associated benefits and risks

4 Organisational policies and procedures on acquisition of resources, including the criteria for selecting types and providers of finance and other resources

5 Sources of information on resourcing opportunities, including those within the statutory and charitable sectors

6 How to make a business case and promote the benefits of your proposed community learning and development project/s, and which builds upon the track record of community and learning development

7 The scope, available resources and purpose of the funding body(ies) being approached, and any constraints under which they operate

8 What information is required by the funding organisation(s) and the correct format for the presentation of the proposal

9 Relevant people within the community learning and development constituency, and any key stakeholders who should be consulted on proposals and recommendations for obtaining finance and resources

10 The importance of consulting with relevant people in your organisation and key stakeholders on proposals and recommendations for obtaining finance and resources

11 The importance of submitting clear proposals of bids or applications to potential providers of finance and other resources, and of allowing sufficient time for their submission and consideration

12 The type of agreements that should be put in place with providers of finance and what they should cover

13 The type of actions that might need to be taken in the event of a shortfall in funding

14 Why it is necessary to put contingency plans in place in relation to obtaining finance and the type of contingencies that might occur

15 The principles of equity, diversity and interdependence, and their importance in underpinning community learning and development

4.3.2 Manage a budget (MSC E1)

What this standard is about

This standard is about having ownership of, and being responsible for, a budget for a defined area of activity or work. It initially involves preparing, submitting and agreeing a budget for a set operating period. It also involves monitoring actual performance against the agreed budget, and taking necessary action in response to identified variances and any unforeseen developments.

This unit is imported from the Management Standards Centre (MSC) suite of standards.

Who this standard is for

This standard is recommended for those in operational and managerial roles with responsibility for managing a budget.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

4.3.2 Manage a budget

Outcomes

To meet the standard, you must be able to:

1 Evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work

2 Submit the proposed budget to the relevant people in the organisation for approval, and assist with the overall financial planning process

3 Discuss and, if appropriate, negotiate the proposed budget, with the relevant people in the organisation and agree the final budget

4 Use the agreed budget to actively monitor and control performance for the respective area of activity or work

5 Identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required

6 Propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments, and discuss and agree the revisions with the relevant people in the organisation

7 Provide ongoing information on performance against the budget to relevant people in the organisation

8 Advise relevant people as soon as possible if you have identified evidence of potentially fraudulent activities

9 Gather information from implementation of the budget to assist in the preparation of future budgets

Behaviours

You demonstrate that you:

1 Present information clearly, concisely, accurately and in ways that promote understanding

2 Act within the limits of your authority

3 Show integrity, fairness and consistency in decision-making

4 Say no to unreasonable requests

5 Use communication styles that are appropriate to different people and situations

6 Take and implement difficult and/or unpopular decisions, if necessary

7 Respond quickly to crises and problems with a proposed course of action

4.3.2 Manage a budget

Knowledge and understanding

To meet the standard, you must know and understand:

General knowledge and understanding

1. The purposes of budgetary systems

2. From where to obtain, and how to evaluate, the available information necessary to prepare a realistic budget

3. The importance of spending time on and consulting with others in preparing a budget

4. How to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered

5. How to use a budget to actively monitor and control performance for a defined area or activity of work

6. The main causes of variances and how to identify them

7. What different types of corrective action which could be taken to address identified variances

8. How unforeseen developments can affect a budget and how to deal with them

9. The importance of agreeing revisions to the budget and communicating the changes

10. The importance of providing regular information on performance against the budget to other people

11. Types of fraudulent activities and how to identify them

12. The importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets

Community learning and development specific knowledge and understanding

1. Factors, processes and trends that are likely to affect the setting of budgets in your area within the community learning and development constituency

Context specific knowledge and understanding

1. The area or activity for which the budget is for

2. The vision, objectives and operational plans for your area of responsibility

3. The budgeting period(s) used in the organisation

4. Organisational guidelines and procedures for the preparation and approval of budgets, and for monitoring and reporting of performance against budgets and revising budgets

5. The agreed budget, how it can be used and how much it can be changed without approval

6. The limits of your authority

7. Who needs information in the organisation about performance against the budget, what information they need, when they need it and in what format

8. What to do and who to contact if you suspect fraud has been committed

4.3.3   Manage finance for your area of responsibility (MSC E2)

What this standard is about

This unit is about managing finance in order to achieve the stated objectives for your area of responsibility. It involves developing and agreeing a master budget for your area and using this to monitor evaluate and control performance and take action to deal with identified variances. Delegating responsibility for budgets for clearly defined activities is a key aspect of this unit.

The 'area of responsibility' may be, for example, a branch or department, or functional area within an organisation.

This unit is imported from the Management Standards Centre (MSC) suite of standards.

Who this standard is for

The standard is recommended for middle managers.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

4.3.3   Manage finance for your area of responsibility

Outcomes

To meet the standard, you must be able to:

1   Confirm your financial responsibilities, including the limits of your authority, with those to whom you report

2   Gather and evaluate available financial information and the objectives and associated plans for your area and consult with colleagues to identify priorities, potential problems and risks

3   Identify and make use of opportunities to delegate responsibility for budgets for clearly defined activities to colleagues in your area, providing them with the required ongoing support and resources

4   Discuss and, if appropriate, negotiate delegated budgets with colleagues and agree provisional budgets

5   Consult on and develop a realistic master budget for your area and submit it to the relevant people in the organisation for approval and to assist the overall financial planning process

6   Discuss and, if appropriate, negotiate the proposed master budget for your area with the relevant people in the organisation and communicate the final budget to colleagues in your area

7   Establish systems to monitor and evaluate performance against delegated budgets and the master budget and put contingency plans in place

8   Identify the causes of any significant variances between what was budgeted for and what actually happened and discuss and ensure prompt corrective action is taken, obtaining agreement from the relevant people if required

9   Propose revisions to the master budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people

10   Provide ongoing information on the financial performance of your area to relevant people in your organisation

11   Advise the relevant people as soon as possible if you have identified evidence of any potentially fraudulent activities

12   Encourage colleagues in your area to think about and identify ways of reducing expenditure and increasing income, selecting and pursuing those ideas which have potential for implementation

13   Review the financial performance of your area, particularly in relation to achievement of the stated objectives, and identify improvements for the future

4.3.3   Manage finance for your area of responsibility

Behaviours

You demonstrate that you:

1   Act within the limits of your authority

2   Are vigilant for potential risks

3   Develop systems to gather and manage information and knowledge effectively, efficiently and ethically

4   Clearly agree what is expected of others and hold them to account

5   Respond quickly to crises and problems with a proposed course of action

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

7   Prioritise objectives and plan work to make best use of time and resources

8   Use communication styles that are appropriate to different people and situations

9   Take and implement difficult and/or unpopular decisions, if necessary

4.3.3　　Manage finance for your area of responsibility

Knowledge and understanding

To meet the standard, you must know and understand:

General knowledge and understanding

1　　The purposes of budgetary systems

2　　The importance of agreeing financial responsibilities, including the limits of your authority, for your area with those to whom you report

3　　Where to get and how to evaluate the available financial information in order to be able to prepare a realistic master budget for your area

4　　The importance of taking account of the objectives and associated plans of your area in developing and operating the master budget

5　　How to identify opportunities and delegate responsibility for budgets

6　　The importance of consulting with colleagues in identifying priorities, potential problems and risks and generally preparing the budget for your area

7　　How to discuss, negotiate and confirm budgets with colleagues in your area and with people who control the finance and the key factors that should be covered

8　　How to establish systems to monitor and evaluate performance against budgets

9　　The importance of contingency plans and the type of contingencies that may occur

10　　The main causes of variances and how to identify them

11　　What different types of corrective action could be taken to address identified variances

12　　The importance of agreeing revisions to the budget and communicating the changes

13　　The importance of providing regular information on the financial performance of your area to relevant people and what they might want to know

14　　Types of fraudulent activities and how to identify them

15　　How to encourage colleagues to think about ways of reducing expenditure and increasing income

4.3.3　Manage finance for your area of responsibility

Knowledge and understanding (continued)

To meet the standard, you must know and understand:

Community learning and development specific knowledge and understanding

1　Factors, processes and trends that are likely to affect financial management in your area within the community learning and development constituency

2　Legal, regulatory and ethical requirements in your area of the community learning and development constituency

Context specific knowledge and understanding

1　The scope and nature of your area of responsibility including the vision, objectives and operational plans

2　Your financial responsibilities, including the limits of your authority

3　The people you report to in your organisation

4　Financial information available in your organisation

5　Activities for which budgets have been delegated

6　The budgeting period(s) used in your organisation

7　Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets

8　The agreed master budget for your area, including delegated budgets

9　Systems established for managing and evaluating performance against budgets

10　Contingency plans put in place

11　What to do and who to contact if suspect fraud has been committed

12　Who needs information on the financial performance of your area, what information they need, when they need it and in what format

4.4.1 Monitor and evaluate the quality of community learning and development activities

What this standard is about

This standard is about monitoring and evaluating the quality of relevant community learning and development activities, according to your area of operations within the community learning and development constituency. It includes involving participants fully in the process, together with any further colleagues and agencies involved in the community learning and development services being monitored.

Who this standard is for

This standard is for those working within the community learning and development constituency, and who are working with participants to monitor and evaluate the quality of particular community learning and development services being provided.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

4.4.1 Monitor and evaluate the quality of community learning and development activities

Outcomes

To meet the standard, you must be able to:

1   Identify with participants the objectives established for the community learning and development activities and determine criteria for evaluating the outcomes and the methods for monitoring progress

2   Work with participants in monitoring the community learning and development activities and the support provided for participants by your organisation, identifying any issues arising and addressing these promptly and correctly

3   Explore the perceptions of participants regarding the quality of the community learning and development work being provided

4   Encourage colleagues and other stakeholders involved with the community learning and development work and the delivery of activities and programmes, to provide feedback upon the progress being made against the objectives agreed

5   Review the outcomes achieved by the community learning and development activities with the participants involved, with colleagues and other relevant stakeholders involved in delivering the activities

6   Explore the outcomes achieved with participants, comparing these against the objectives for the programmes and the agreed evaluation criteria, identifying the successes and lessons learnt

7   Identify any obstacles which hindered the success of the community learning and development activities, and determine how these might be addressed constructively

8   Use this information to agree how future community learning and development activities might be enhanced

9   Provide information regarding those community learning and development activities which were effective to appropriate parties, setting out and promoting clearly the nature of the activities and why they achieved their objectives

10   Maintain accurate and up to date records of the findings, conclusions and recommendations agreed

11   Make relevant information available readily to appropriate parties, whilst ensuring that confidentiality is maintained in line with organisational and statutory requirements

4.4.1 Monitor and evaluate the quality of community learning and development activities

Behaviours

You demonstrate that you:

1   Communicate with others in a positive and constructive manner, recognising their inputs, their areas of expertise, and their role as partners in the process

2   Seek to understand other people's needs and motivations

3   Present information clearly, concisely and accurately

4   Treat others with respect

Knowledge and understanding

To meet the standard, you must know and understand:

1   Legal, regulatory and ethical requirements relevant to your area of the community learning and development constituency and their impact for your area of operations

2   The importance of monitoring and evaluating the impact of community learning and development activities, and how to do this, including the factors to consider

3   The importance of involving participants, colleagues and those agencies involved in the activities, and methods for achieving their involvement

4   Indicators and criteria effective in evaluating the outcomes and success of community learning and development activities within your area of operations

5   How to set objectives and criteria towards evaluating the success of community learning and development activities

6   Sources of relevant information appropriate to monitoring community learning and development activities within your area of operations, how to access these and methods of verifying and corroborating the information required

7   How to distinguish between directly observed evidence, evidence from reliable sources and hearsay

8   How to distinguish between prejudice and opinions that are backed by evidence

9   Your organisation's objectives relating to community learning and development provision and the related activities and programmes

10   The importance of promoting the success within your area of community learning and development, and methods of achieving this, including the dissemination of effective community learning and development practice

11   Your own role and responsibilities, and from whom assistance and advice can be sought where necessary

12   The principles of equity, diversity and interdependence, and their importance in underpinning community learning and development

5.1.1   Work as an effective and reflective practitioner

What this standard is about

This standard is about reflecting upon your own effectiveness, identifying how you might improve your practice, and taking the appropriate actions to maintain continuous professional development.

Who this standard is for

This standard is for all those working within the community learning and development constituency.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

5.1.1   Work as an effective and reflective practitioner

Outcomes

To meet the standard, you must be able to:

1   Evaluate, at regular intervals, the current and future requirements of your role, taking account of the values, objectives and priorities of your organisation, including the values and principles relevant to your area within the community learning and development constituency

2   Consider your own values, interests and priorities, and identify information relevant to your own work role and personal development

3   Evaluate and identify your own relative areas of strength and areas for development

4   Monitor the outcomes of your work, and identify areas of your work which can be enhanced

5   Seek regular and useful feedback on your performance from appropriate people

6   Identify any gaps in your own knowledge and skills, and agree a development plan towards addressing such gaps

7   Review and update your objectives and priorities, taking account of your development activities and any wider changes

8   Apply the results of your reflection and development to your own practice, including how you fulfil the values and principles of community learning and development

9   Ensure that your performance meets consistently, or goes beyond agreed requirements

Behaviours

You demonstrate that you:

1   Show an awareness of your own values and motivations

2   Agree achievable objectives for yourself and give a consistent and reliable performance

3   Reflect regularly on your own experiences and use these outcomes to inform future actions

4   Act as a role model for others, such that your behaviour encourages others to develop positive attitudes and behaviour towards others and society

5   Play to your strengths, and use appropriate strategies to minimise the impact of any limitations

5.1.1   Work as an effective and reflective practitioner

Knowledge and understanding

To meet the standard, you must know and understand:

1   The values and principles which are at the core of your area of community learning and development

2   The values, objectives and priorities of your organisation

3   Your own personal beliefs and preferences, interests and priorities, and how these relate to your role within community learning and development

4   The requirements of your work role, including the limits of your responsibilities

5   How to evaluate the effect of your own values and practices, strengths and areas for development on your work

6   The importance of monitoring and reviewing your practice regularly

7   Areas for your own personal development, relevant to enhancing your effectiveness within community learning and development

8   The range of learning styles and your own preferred learning style(s)

9   Techniques for giving and receiving feedback

10   Types of development activities which can be undertaken to address identified gaps in your knowledge and skills

11   What an effective development plan should contain, and the length of time that it should cover

12   Available support networks and systems, and how to access these

13   The principles of equity, diversity and interdependence, and their importance in underpinning community learning and development

5.1.2   Manage your own resources and professional development (MSC A2)

What this standard is about

This standard is about managing your personal resources (particularly knowledge, understanding, skills, experience and time) and your professional development in order to achieve your work objectives and your career and personal goals.

You need to understand your work role and how it fits into the overall vision and objectives of the organisation whilst also understanding what is driving you in terms of your values and your career and wider personal aspirations.

Identifying and addressing gaps in your skills and knowledge and understanding is an essential aspect of this standard.

This standard is imported from the Management Standards Centre (MSC) suite of standards.

Who this standard is for

The standard is recommended for first line managers, middle managers and senior managers.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

5.1.2 Manage your own resources and professional development

Outcomes

To meet the standard, you must be able to:

1   Evaluate, at appropriate intervals, the current and future requirements of your work-role taking account of the vision and objectives of your organisation

2   Consider your values and your career and personal goals and identify information which is relevant to your work role and professional development

3   Discuss and agree personal work objectives with those you report to and how you will measure progress

4   Identify the learning styles which work best for you and ensure that you take these into account in identifying and undertaking development activities

5   Identify any gaps between the current and future requirements of your work-role and your current knowledge, understanding and skills

6   Discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills and support your own career and personal goals

7   Undertake the activities identified in your development plan and evaluate their contribution to your performance

8   Review and update your personal work objectives and development plan in the light of performance, any development activities undertaken and any wider changes

9   Get regular and useful feedback on your performance from those who are in a good position to judge it and provide objective and valid feedback

10 Ensure that your performance consistently meets or goes beyond agreed requirements

5.1.2 Manage your own resources and professional development

Behaviours

You demonstrate that you:

1 Address multiple demands without losing focus or energy

2 Recognise changes in circumstances promptly and adjust plans and activities accordingly

3 Prioritise objectives and plan work to make best use of time and resources

4 Take personal responsibility for making things happen

5 Take pride in delivering high quality work

6 Show an awareness of your own values, motivations and emotions

7 Agree achievable objectives for yourself and give a consistent and reliable performance

8 Recognise your own strengths and limitations, play to your strengths and use alternative strategies to minimise the impact of your limitations

9 Make best use of available resources and proactively seek new sources of support when necessary

10 Reflect regularly on your own experiences and use these to inform future action

5.1.2 Manage your own resources and professional development

Knowledge and understanding

To meet the standard, you must know and understand:

General knowledge and understanding

1 The principles which underpin professional development

2 The importance of considering your values and career and personal goals and how to relate them to your job role and professional development

3 How to evaluate the current requirements of a work role and how the requirements may evolve in the future

4 How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)

5 How to identify development needs to address any identified gaps between the requirements of your work-role and your current knowledge, understanding and skills

6 What an effective development plan should contain and the length of time that it should cover

7 The range of different learning style(s) and how to identify the style(s) which work(s) best for you

8 The type of development activities which cab be undertaken to address identified gaps in your knowledge, understanding and skills

9 How to identify whether/how development activities have contributed to your performance

10 How to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes

11 Monitoring the quality of your work and your progress against requirements and plans

12 How to evaluate your performance against the requirements of your work-role

13 How to identify and use good sources of feedback on your performance

Community learning and development specific knowledge and understanding

1 Requirements for the development or maintenance of knowledge, skills and understanding and continuing professional development, within your area of community learning and development

5.1.2   Manage your own resources and professional development

Knowledge and understanding (continued)

Context specific knowledge and understanding

1   The requirements of your work-role including the limits of your responsibilities

2   The vision and objectives of your organisation

3   Your own values and career and personal goals

4   Your personal work objectives

5   Your preferred learning style(s)

6   Your current knowledge, understanding and skills

7   Identified gaps in your current knowledge, understanding and skills

8   Your personal development plan

9   Available development opportunities and resources in your organisation

10   Your organisation's policy and procedures in terms of personal development

11   Reporting lines in your organisation

12   Possible sources of feedback in your organisation

5.2.1 Provide leadership in your area of responsibility (MSC B6)

What this standard is about

This unit is about providing direction to people in an area, or part of an organisation, which is clearly and formally defined, and motivating and supporting them to achieve the vision and objectives for the area. The 'area of responsibility' may be, for example, a branch or department or functional area, or an operating site within an agency or organisation.

This standard is imported from the Management Standards Centre (MSC) suite of standards.

Who this standard is for

The standard is recommended for middle managers.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

5.2.1   Provide leadership in your area of responsibility

Outcomes

To meet the standard, you must be able to:

1   Create a vision of where your area is going and communicate it clearly and enthusiastically, together with supportive objectives and operational plans, to the people working within your area

2   Ensure that people working within your area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the overall organisation

3   Steer your area successfully through difficulties and challenges, including conflict within the area

4   Create and maintain a culture within your area which encourages and recognises creativity and innovation

5   Develop a range of leadership styles and select and apply them to appropriate situations and people

6   Communicate regularly, making effective use of a range of different communication methods, with all the people working within your area and show that you listen to what they say

7   Give people in your area support and advice when they need it, especially during periods of setback and change

8   Motivate and support people in your area to achieve their work and development objectives, and provide recognition when they are successful

9   Empower people in your area to develop their own ways of working and take their own decisions within agreed boundaries

10 Encourage people to give a lead in their own areas of expertise and show willingness to follow this lead

11 Win, through your performance, the trust and support of people within your area for your leadership and obtain regular feedback on your performance

5.2.1 Provide leadership in your area of responsibility

Behaviours

You demonstrate that you:

1   Articulate a vision that generates excitement, enthusiasm and commitment

2   Create a sense of common purpose

3   Take personal responsibility for making things happen

4   Make complex things simple for the benefit of others

5   Encourage and support others to take decisions autonomously

6   Act within the limits of your authority

7   Make time available to support others

8   Show integrity, fairness and consistency in decision-making

9   Seek to understand people's needs and motivations

10 You model behaviour that shows respect, helpfulness and co-operation

11 You encourage and support others to make the best use of their abilities

5.2.1 Provide leadership in your area of responsibility

Knowledge and understanding

To meet the standard, you must know and understand:

General knowledge and understanding

1 The fundamental differences between management and leadership

2 How to create a compelling vision for an area of responsibility

3 How to select and apply successfully different methods for communicating with people across an area of responsibility

4 A range of different leadership styles and how to select and apply these to different situations and people

5 How to obtain and make use of feedback from people on your leadership performance

6 Types of difficulties and challenges that may arise, including conflict within the area, and ways of identifying and overcoming them

7 The benefits of, and how to create and maintain, a culture which encourages and recognises creativity and innovation

8 The importance of encouraging others to take the lead and ways in which this can be achieved

9 How to empower people effectively

10 How to select and apply successfully different methods for encouraging, motivating and supporting people and for recognising achievement

Community learning and development specific knowledge and understanding

1 Leadership styles common in your area of community learning and development

2 Legal, regulatory and ethical requirements in your area of community learning and development

5.2.1 Provide leadership in your area of responsibility

Knowledge and understanding (continued)

Context specific knowledge and understanding

1 Your own values, motivations and emotions

2 Your own strengths and limitations in the leadership role

3 The strengths, limitations and potential of people that you lead

4 Your own role, responsibilities and level of power

5 The vision and objectives of the overall organisation

6 The vision, objectives, culture and operational plans for your area of responsibility

7 Types of support and advice that people are likely to need and how to respond to these

8 Leadership styles used across the organisation

5.2.2   Allocate and check work in your team (MSC D5)

What this standard is about

This standard is about ensuring that the work required of your team is allocated effectively and fairly amongst team members. It also involves checking on the progress and quality of the work of team members to ensure that the required level or standard or performance is being met.

This standard is imported from the Management Standards Centre (MSC) suite of standards.

Who this standard is for

This standard is recommended for team leaders.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

5.2.2   Allocate and check work in your team

Outcomes

To meet the standard, you must be able to:

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

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

3   Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development

4   Brief team members on the work that they have been allocated and the standards or level of expected performance

5   Encourage team members to ask questions, make suggestions and seek clarification in relation to the work that they have been allocated

6   Check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback

7   Support team members in identifying and dealing with problems and unforeseen events

8   Motivate team members to complete the work that they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion

9   Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively

10   Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members

11   Recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager

12   Use information collected on the performance of team members in any formal appraisal of performance

5.2.2   Allocate and check work in your team

Behaviours

You demonstrate that you:

1   Make time available to support others
2   Agree clearly what is expected of others and hold them to account
3   Prioritise objectives and plan work to make best use of team and resources
4   State your own position and views clearly and confidently in conflict situations
5   Show integrity, fairness and consistency in decision-making
6   Seek to understand people's needs and motivations
7   Take pride in delivering high quality work
8   Take personal responsibility for making things happen
9   Encourage and support others to make the best use of their abilities
10 Are vigilant for possible risks and hazards

5.2.2 Allocate and check work in your team

Knowledge and understanding

To meet the standard, you must know and understand:

General knowledge and understanding

1   Different ways of communicating effectively with members of a team

2   The importance of confirming/clarifying the work required of the team with your manager and how to do this effectively

3   How to plan the work of a team, including how to identify any priorities or critical activities and the available resources

4   How to identify and take due account of health and safety issues in the planning, allocation and checking of work

5   Why it is important to allocate work across the team on a fair basis and how to do so

6   Why it is important to brief team members on the work that they have been allocated and the standard or level of expected performance and how to do so

7   Ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated

8   Effective ways of regularly and fairly checking the progress and quality of the work of team members

9   How to provide prompt and constructive feedback to team members

10 How to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated, improve their performance and for recognising their achievements

11 The additional support and/or resources which team members might require to help them complete their work and how to assist in providing this

12 Why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively

13 Why it is important to identify unacceptable or poor performance by members of the team, and how to discuss the cause(s) and agree ways of improving performance with team members

14 The type of problems and unforeseen events that may occur and how to support team members in dealing with them

15 How to log information on the ongoing performance of team members and use this information for performance appraisal purposes

Community learning and development specific knowledge and understanding

1   Specific legislation, regulations, guidelines, codes of practice relating to carrying out work within your area of community learning and development

2   Requirements for the development or maintenance of knowledge, understanding and skills within your area of community learning and development

5.2.2   Allocate and check work in your team

Knowledge and understanding (continued)

Context specific knowledge and understanding

1   The members, purpose and objectives of your team

2   The work required of your team

3   The available resources for undertaking the required work

4   Your organisation's written health and safety policy statement and associated information and requirements

5   Your team's plan for undertaking the required work

6   The skills, knowledge and understanding, experience and workloads of team members

7   Your organisation's policy and procedures in terms of personal development

8   Reporting lines in the organisation and the limits of your authority

9   Organisational standards or levels of expected performance

10   Organisational policies and procedures for dealing with poor performance

11   Organisational grievance and disciplinary policies and procedures

12   Organisational performance appraisal systems

5.3.1 Provide support to other workers in community learning and development activities

What this standard is about

This standard is about providing support to others working with you, including those for whom you have no managerial responsibility.

Who this standard is for

This standard is for those working within the community learning and development constituency and who work with others to provide community services, and are involved in providing them with support and advice without having line management responsibilities.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

5.3.1   Provide support to other workers

Outcomes

To meet the standard, you must be able to:

1   Give people in your area support and advice when they need it, especially during periods of setback and change

2   Motivate and support people in your area to achieve their work and development objectives and provide recognition when they are successful

3   Empower people in your area to develop their own ways of working and take their own decisions within agreed boundaries

4   Encourage people to give a lead in their own areas of expertise and show willingness to follow this lead

5   Win, through your performance, the trust and support of people within your working area

Behaviours

You demonstrate that you:

1   Encourage and support others to make the best use of their abilities

2   Model behaviour that shows respect, helpfulness and co-operation

3   Make time available to support others

4   Communicate regularly, making effective use of a range of different communication methods, with all the people working within your area and show that you listen to what they say

5   Encourage and support others to take decisions autonomously

6   Seek to understand people's needs and motivations

7   Show integrity, fairness and consistency in decision-making

8   Act within the limits of your authority

5.3.1 Provide support to other workers

Knowledge and understanding

To meet the standard, you must know and understand:

1 Legal, regulatory and ethical requirements relating to your area of community learning and development work, and their impact for your area of operations

2 The values and principles which underpin your area of community learning and development work

3 The fundamental differences between management and providing support in a non-managerial capacity

4 Types of support and advice that people are likely to need and how to respond to these

5 How to select and successfully apply different methods for communicating with people

6 Types of difficulties and challenges that may arise, including conflict within the area, and ways of identifying and overcoming them

7 The importance of encouraging others to take the lead and ways in which this can be achieved

8 How to empower people effectively

9 How to select and successfully apply different methods for encouraging, motivating and supporting people and recognising achievement

10 Your own values, motivations and emotions

11 Your own role, responsibilities and level of power

12 The overall objectives of your organisation

13 The principles of equity, diversity and interdependence, and their importance in underpinning community learning and development

5.3.2   Provide learning opportunities for colleagues (MSC D7)

What this standard is about

This standard is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs.

Encouraging colleagues to take responsibility for their own learning is an aspect of this unit as is your role in providing an 'environment', for example, in your team or area of responsibility, in which learning is valued.

For the purpose of this unit 'colleagues' means those people for whom you have line management responsibility.

This standard is imported from the Management Standards Centre (MSC) suite of standards.

Who this standard is for

This standard is recommended for team leaders, first line managers, middle managers and senior managers.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

5.3.2   Provide learning opportunities for colleagues

Outcomes

To meet the standard, you must be able to:

1   Promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised

2   Give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve

3   Work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work-roles and their current knowledge, understanding and skills

4   Help colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities

5   Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs

6   Discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales

7   Work with colleagues to recognise and make use of un-planned learning opportunities

8   Seek and make use of specialist expertise in relation to identifying and providing learning for colleagues

9   Support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning

10   Evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience

11   Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes

12   Encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned

5.3.2 Provide learning opportunities for colleagues

Behaviours

You demonstrate that you:

1   Recognise the opportunities presented by the diversity of people

2   Find practical ways to overcome barriers

3   Make time available to support others

4   Seek to understand individuals' needs, feelings and motivations and take an active interest in their concerns

5   Encourage and support others to make the best use of their abilities

6   Recognise the achievements and the success of others

7   Inspire others with the excitement of learning

8   Confront performance issues and sort them out directly with the people involved

9   Say no to unreasonable requests

10 Show integrity, fairness and consistency in decision making

5.3.2 Provide learning opportunities for colleagues

Knowledge and understanding

To meet the standard, you must know and understand:

General knowledge and understanding

1   The benefits of learning for individuals and organisations and how to promote these to colleagues

2   Ways in which you can develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised

3   Why it is important to encourage colleagues to take responsibility for their own learning

4   How to provide fair, regular and useful feedback to colleagues on their work performance

5   How to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills

6   How to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues

7   The range of different learning styles and how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them

8   Different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees substitute staff)

9   How/where to identify and obtain information on different learning activities

10   Why it is important for colleagues to have a written development pan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources)

11   How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound)

12   Sources of specialist expertise in relation to identifying and providing learning for colleagues

13   What type of support colleagues might need to undertaken learning activities, the resources needed and the types of obstacles they may face and how they can be resolved

14   How to evaluate whether a learning activity has achieved the desired learning objectives

15   The importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes

16   How to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues

5.3.2 Provide learning opportunities for colleagues

Knowledge and understanding (continued)

Community learning and development specific knowledge and understanding

1   Requirements for the development or maintenance of knowledge, skills and understanding and professional development within your area of community learning and development

2   Learning issues and specific initiatives and arrangements that apply within your area of community learning and development

3   Working culture and practices of your area of community learning and development

Context specific knowledge and understanding

1   Relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation

2   The work roles of colleagues, including the limits of their responsibilities and their personal work objectives

3   The current knowledge, understanding and skills of colleagues

4   Identified gaps in the knowledge, understanding and skills of colleagues

5   Identified learning needs of colleagues

6   Learning style(s) or combinations of styles preferred by colleagues

7   The written development plans of colleagues

8   Sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues

9   Learning activities and resources available in/to your organisation

10 Your organisation's policies in relation to equality and diversity

11 Your organisation's policies and procedures in relation to learning

12 Your organisation's performance appraisal systems

5.4.1 Make sure your own actions reduce risks to health and safety (ENTO HSS 1)

What this standard is about

This standard addresses the health and safety responsibilities for everyone in your workplace. It describes the competences required to make sure that:
your own actions do not create any health and safety hazards,
you do not ignore significant risks in your workplace, and
you take sensible action to put things right, including: reporting situations which pose a danger to people in the workplace and seeking advice.

Fundamental to this unit is an understanding of the terms "hazard", "risk" and "control".

Who this standard is for

This standard is for everyone at work (whether paid, unpaid, full or part-time). It is about having an appreciation of significant risks in your workplace, knowing how to identify and deal with them.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

5.4.1 Make sure your own actions reduce risks to health and safety

Outcomes

To meet the standard, you must be able to:

Identify the hazards and evaluate the risks in your workplace

1   Identify which workplace instructions are relevant to your job

2   Identify those working practices in your job which could harm you or others

3   Identify those aspects of your workplace which could harm you or others

4   Check which of the potentially harmful working practices and aspects of your workplace present the highest risks to you or to others

5   Deal with hazards in accordance with workplace instructions and legal requirements

6   Correctly name and locate the people responsible for health and safety in your workplace

7   Report to the people responsible for health and safety in your workplace those hazards which present the highest risks

Reduce the risks to health and safety in your workplace

8   Carry out your work in accordance with your level of competence, workplace instructions, suppliers or manufacturers instructions and legal requirements

9   Control those health and safety risks within your capability and job responsibilities

10   Pass on suggestions for reducing risks to health and safety to the responsible people

11   Make sure your behaviour does not endanger the health and safety of you or others in your workplace

12   Follow the workplace instructions and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products

13   Report any differences between workplace instructions and suppliers' or manufacturers' instructions

14   Make sure that your personal presentation and behaviour at work:
   ▪   protects the health and safety of you and others,
   ▪   meets any legal responsibilities, and
   ▪   is in accordance with workplace instructions

15   Make sure you follow environmentally-friendly working practices

5.4.1   Make sure your own actions reduce risks to health and safety

Knowledge and understanding

To meet the standard, you must know and understand:

1. What "hazards" and "risks" are

2. Your responsibilities and legal duties for health and safety in the workplace

3. Your responsibilities for health and safety as required by the law covering your job role

4. The hazards which exist in your workplace and the safe working practices which you must follow

5. The particular health and safety hazards which may be present in your own job and the precautions you must take

6. The importance of remaining alert to the presence of hazards in the whole workplace

7. The importance of dealing with, or promptly reporting, risks

8. The responsibilities for health and safety in your job description

9. The safe working practices for your own job

10. The responsible people you should report health and safety matters to.

11. Where and when to get additional health and safety assistance

12. Your scope and responsibility for controlling risks

13. Workplace instructions for managing risks which you are unable to deal with

14. Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow

15. The importance of personal presentation in maintaining health and safety in your workplace

16. The importance of personal behaviour in maintaining the health and safety of you and others

17. The risks to the environment which may be present in your workplace and/or in your own job

5.4.2 Ensure health and safety requirements are met in your area of responsibility (MSC E6)

What this standard is about

This standard is concerned with managing the overall health and safety process in your area of responsibility. It is intended to go beyond meeting health and safety legislation and move towards a situation where health and safety considerations are firmly embedded in the planning and decision making processes and the 'culture' of your area of responsibility.

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

This standard is imported from the Management Standards Centre (MSC) suite of standards.

Who this standard is for

This standard is recommended for first-line managers and middle managers.

Values and principles

Those working within the community learning and development constituency often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

5.4.2 Ensure health and safety requirements are met in your area of responsibility

Outcomes

To meet the standard, you must be able to:

1 Identify your personal responsibilities and liabilities under health and safety legislation

2 Ensure that the organisation's written health and safety policy statement is clearly communicated to all people in your area of responsibility and other relevant parties

3 Ensure that the health and safety policy statement is put into practice in your area of responsibility and is subject to review as situations change and at regular intervals and the findings passed to the appropriate people for consideration

4 Ensure regular consultation with people in your area of responsibility or their representatives on health and safety issues

5 Seek and make use of specialist expertise in relation to health and safety issues

6 Ensure that a system is in place for identifying hazards and assessing risks in your area of responsibility and that prompt and effective action is taken to eliminate or control identified hazards and risks

7 Ensure that systems are in place for effective monitoring, measuring and reporting of health and safety performance in your area of responsibility

8 Show continuous improvement in your area of responsibility in relation to health and safety performance

9 Make health and safety a priority area in terms of informing planning and decision-making in your area of responsibility

10 Demonstrate that your own actions reinforce the messages in the organisation's health and safety policy statement

11 Ensure that sufficient resources are allocated across your area of responsibility to deal with health and safety issues

12 Develop a culture within your area of responsibility which puts 'health and safety' first

5.4.2 Ensure health and safety requirements are met in your area of responsibility

Behaviours

You demonstrate that you:

1 Respond quickly to crises and problems with a proposed course of action

2 Identify people's information needs

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

4 Are vigilant for possible risks and hazards

5 Take personal responsibility for making things happen

6 Identify the implications or consequences of a situation

7 Act within the limits of your authority

8 Seek constantly to improve performance

9 Treat individuals with respect and act to uphold their rights

5.4.2   Ensure health and safety requirements are met in your area of responsibility

Knowledge and understanding

To meet the standard, you must know and understand:

General knowledge and understanding

1   Why health and safety in the workplace is important

2   How and where to identify your personal responsibilities and liabilities under health and safety legislation

3   How to keep up with legislative and other developments relating to health and safety

4   The requirement for organisations to have a written health and safety policy statement

5   How to communicate the written health and safety policy statement to people who work in your area of responsibility and other relevant parties

6   How and when to review the application of the written health and safety policy statement in your area of responsibility and produce/provide findings to inform development

7   How and when to consult with people in your area of responsibility or their representatives on health and safety issues

8   Sources of specialist expertise in relation to health and safety

9   Ways of developing a culture in your area of responsibility which puts 'health and safety' first

10   The types of hazards and risks that may arise in relation to health and safety – how to establish and use systems for identifying hazards and assessing risks and the type of actions that should be taken to control or eliminate them

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

12   Why and how health and safety should inform planning and decision-making

13   The importance of setting a good example to others in relation to health and safety

14   The type of resources required to deal with health and safety issues

5.4.2 Ensure health and safety requirements are met in your area of responsibility

Knowledge and understanding (continued)

Community learning and development specific knowledge and understanding

1   Specific legislation, regulations, guidelines and codes of practice relating to health and safety within your area of community learning and development

2   Health and safety risks, issues and developments which are particular to your area within community learning and development

Context specific knowledge and understanding

1   Other relevant parties with an interest in health and safety in your area of responsibility

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

3   Sources of specialist health and safety expertise used in your area of responsibility

4   The operational plans for your area of responsibility

5   The resources allocated to and across your area of responsibility for health and safety

6   Allocated responsibilities for health and safety in your area and the organisation in general

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

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

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