

**Performance Management**

- 1 linking business objectives to team and individual objectives
- 2 setting standards for achievement
- 3 planning and implementing changes in people's roles and performance
- 4 monitoring the outcomes of people's performance
- 5 assessing the added value that people's performance contributes to the business
- 6 reviewing and rewarding performance
- 7 giving structured and constructive feedback to people on their performance
- 8 benchmarking to identify the nature and level of future standards

**Assurance of Product and Service Delivery**

- 9 a quality specification for work processes and outcomes
- 10 structuring and 'loading' production systems
- 11 monitoring work processes
- 12 guaranteeing customer service standards by licensing job holders
- 13 specifications for contract tendering
- 14 judging potential suppliers'/contractors' competence
- 15 monitoring contract delivery/compliance
- 16 evidence of competence for compliance with international standards

**Organisation Development**

- 17 specifying the competence needs of an organisation
- 18 auditing the competence of an organisation
- 19 comparing the organisation's skills profile to the level of competitors' competence
- 20 benchmarking key areas of competence with the best in that area
- 21 assessing the consequences of change for the organisation's competence
- 22 assessing the organisation's capacity to cope with change
- 23 determining the structures and systems needed to enable people to exercise their full competence
- 24 reviewing and assessing the distribution of authority and autonomy
- 25 linking training and development policy and strategy to business objectives

**Recruitment and Selection**

- 26 identifying the performance requirement of a role/job
- 27 identifying the performance requirement of an anticipated/future role/job
- 28 preparing recruitment specifications

- 29 preparing job advertisements
- 30 a format for collecting information from referees
- 31 a format for giving advance information to job candidates
- 32 an interview checklist for selectors
- 33 specifying induction and initial training

**Job Design and Evaluation**

- 34 developing job specifications
- 35 regular updating of job/role descriptions
- 36 monitoring the pattern of role/job responsibilities in parts or the whole of an organisation
- 37 job design and redesign
- 38 criteria for job evaluation
- 39 criteria for job grading
- 40 criteria for payment and reward systems

**Labour Market Analysis & Planning**

- 41 identifying trends in skill requirements
- 42 analysing and quantifying skills availability within labour markets
- 43 monitoring national and local skill supply shortages and gaps
- 44 providing training/learning guarantees
- 45 highlighting links and routes between current and emerging jobs/occupations
- 46 identifying transition points between declining and emerging occupations/ roles
- 47 identifying factors which promote unfair exclusion in occupational and career structures
- 48 developing strategies for changing occupational and career structures

**Identifying Training Needs**

- 49 developing a strategic view of future learning requirements
- 50 identifying individual learning needs
- 51 a format for planning individual learning and development
- 52 identifying group/organisational learning needs
- 53 identifying previously acquired competence
- 54 co-ordinating different HRD processes

**Structuring Learning Programmes**

- 55 linking training to strategic economic needs
- 56 increasing the relevance and credibility of training/learning programmes
- 57 allowing new learners to see the 'whole picture' in a simple format
- 58 broadening the scope and relevance of traditional skills training
- 59 identifying learning opportunities in the work environment

- 60 integrating on and off-the- job training provision
- 61 sequencing training activities
- 62 developing learning contracts
- 63 developing specific learning objectives
- 64 developing knowledge content
- 65 specifying learning processes to meet needs
- 66 specifying the outcomes and targets required from external training providers

**Delivering and Evaluating Learning Programmes**

- 67 evaluating & selecting learning resources against organisational requirements
- 68 integrating different kinds of training and development
- 69 a format for structured learning in the work environment
- 70 identifying progression routes for learners
- 71 providing clear goals for learners
- 72 evaluating individual/group training programmes
- 73 monitoring external training providers

**Assessing Achievement**

- 74 identifying assessment opportunities
- 75 specifying assessment methods and processes
- 76 a specification for formative assessment
- 77 a specification for internal assessment and appraisal
- 78 a format for joint review of learner progress
- 79 a format for individual review of progress/ achievement
- 80 criteria for the recording achievement
- 81 a basis for self-assessment
- 82 a basis for peer/group assessment
- 83 a format for the collection of evidence for NVQs/SVQs

**Industry Regulation**

- 84 assessing compliance with regulators' competence requirements
- 85 assessing the relevance of qualifications to regulators' requirements

**Careers Guidance and Counselling**

- 86 a basis for information/advice for people entering a first career/job
- 87 a basis for information and advice for people changing to new careers/jobs
- 88 assessing aptitude and potential for careers/occupational areas
- 89 identifying common and potentially transferable skills in different careers/ occupations
- 90 analysing local and national career opportunities in outcome terms
- 91 a framework for career planning and review

- 92 a framework for monitoring and evaluating the career progress of groups of people (e.g. school leavers)

**Development of Publicly Funded Training Regimes**

- 93 assessing requirements for national and local training provision
- 94 developing assessable outcomes for national targets
- 95 assessing funding requirements for national training programmes
- 96 allocating funding for national training programmes
- 97 monitoring the success of publicly funded programmes

**Public Recognition/ Certification of Competence**

- 98 a coherent system for publicly recognising competence
- 99 providing coherence for national provision of qualifications
- 100 development of formal assessment systems
- 101 a specification for summative assessment for public certification
- 102 monitoring and assessing priorities for the development of new qualifications
- 103 development of NVQs/SVQs
- 104 updating NVQs/SVQs
- 105 providing criteria for equivalence between national and international qualifications

**Management Information**

- 106 a database of the competence of employees (local/national)
- 107 evaluating the cost effectiveness of the organisation's training budget
- 108 tracking the progress of individuals towards qualifications
- 109 evaluating the effectiveness of the organisation's employment policies and strategies

**Regulating Professional & Occupational Qualifications and Institutions**

- 110 profiling the membership requirements of a professional body
- 111 defining the institutions requirements for CPU
- 112 relating and harmonising professional requirements with other professional bodies'
- 113 mutual recognition of vocational qualifications
- 114 identifying and describing new and emerging occupations and professional groups
- 115 assessing the relevance of professional qualifications to the demands of industry standards.