

Background

A new suite of NOS for Management and Leadership was launched in 2008. These Standards are statements of best practice which outline the performance criteria, related skills, and knowledge and understanding required to effectively carry out various management and leadership functions.

However, the importance of literacy and numeracy in the workplace cannot be ignored. Many reports from the CBI, Government and Sector Skills Councils have emphasised the key role these skills have to play in an efficient and productive workplace.

It has been recognised that good levels of literacy and numeracy skills are often assumed, but evidence shows that a lack of skills in these areas can lead to poor overall performance.

About this document

This document is the output of a collaborative project involving input from Asset Skills, the Management Standards Centre and Skills for Health. The aim of the project has been to highlight the literacy and numeracy skills required to function as an effective manager.

What this document seeks to do is to map the Adult Core Curricula for Literacy and Numeracy against the Management and Leadership NOS, to identify the specific maths and English skills a manager requires to work competently to the standard.

Audience

The document will be useful to:

- managers needing to identify what level of skills to expect when developing job descriptions and person specifications
- managers analysing workplace performance for an appraisal and seeking to understand areas of poor performance and identify possible training solutions
- managers/supervisors who are trying to identify which skills are needed, and which skills might need to be brushed up, when studying for new qualifications
- training providers who are seeking to ensure that their delivery programmes develop the right range of skills to meet the occupational competences identified.

Finding your way around the document

To make best use of this document you will need to use it in conjunction with the National Occupational Standards for Management and Leadership, which can be viewed electronically at the Management Standards Centre website. Alternatively, if you would prefer a printed copy, then please refer to the website for guidance on how to purchase.

In addition, you may also wish to refer to the full version of the Adult Core Curricula for Literacy and Numeracy, which have been newly revised and are now available online via the Excellence Gateway. To view and to download the new Adult Core Curricula please visit www.excellencegateway.org.uk/sflcurriculum - there is a simple registration process to follow and access to the information is free.

The document includes hyperlinks to the relevant elements within the NOS and the Adult Core Curricula to facilitate navigation.

The Management and Leadership NOS units are presented in six areas:

- A:** Managing self and personal skills
- B:** Providing direction
- C:** Facilitating change
- D:** Working with people
- E:** Using resources
- F:** Achieving results



Acknowledgements

This document is the output of a collaborative project involving:

Asset Skills: Sector Skills Council for facilities management, housing, property, planning, cleaning and parking (www.assetskills.org).

Management Standards Centre: The Standards Setting Body for Leadership and Management www.management-standards.org).

Skills for Health: Sector Skills Council (SSC) for the UK health sector (www.skillsforhealth.org.uk).

B 1	Providing direction Develop and implement operational plans for your area of responsibility	
	Literacy Skills (with adult curriculum references and links)	Numeracy Skills (with adult curriculum references and links)
Unit summary	Developing an overall strategic business plan, and subsequent operational plans for each identified area of responsibility, will require good Level 2 reading and writing skills. Implementing and communicating these plans with colleagues will require good Level 2 speaking and listening skills. Higher order skills of evaluation and analysis are also implicit in this unit.	Developing strategic and operational plans will require good Level 2 skills in working with numbers of any size, working with common measures and handling and interpreting data.
Outcomes of effective performance	Introducing new ideas, developing support and linking these to objectives, may require you to: present logical sequences of complex information (SLc/L2.4) use strategies to reassure (SLd/L2) read critically and compare information and opinions (Rt/L2.5) summarise information from longer documents (Rt/L2.8) use formal and informal language for a purpose (Wt/L2.5)	Developing objectives and monitoring ,evaluating and implementing plans, may require you to: calculate any numbers using written/mental methods (N1/L2.2) extract and interpret discrete and continuous data (HD1/L2.1) identify/record possible outcomes of combined events (HD2/L2.1)
Behaviours which underpin effective performance	Presenting information and prioritising and setting objectives, may require you to: express complex information appropriately (SLc/L2.3) read critically and compare ideas and opinions (Rt/L2.5) write in a logical, persuasive sequence of paragraphs (Wt/L2.3) use format and structure to write for different purposes (Wt/L2.4)	Prioritising, setting and planning objectives, and measuring their impact, may require you to: solve problems using whole numbers/fractions, decimals / percentages (N2/L2.10) calculate using conversion tables, graphs and scales, (MSS1/L2.6) identify and record possible outcomes (HD2/L2.1)
Knowledge and understanding	Developing SMART objectives, analysing risks, consulting with and delegating to stakeholders / colleagues, may require you to: speak clearly and confidently to suit the situation (SLc/L2.1) support opinions and arguments with evidence (SLd/L2.4) identify the purpose of a text and infer meaning (Rt/L2.2) use different styles of writing for different purposes (Wt/L2.6)	Developing SMART objectives, using resources effectively and developing an evaluation framework, may require you to: find and check appropriate solutions to problems (N1/L2.6) extract and interpret discrete and continuous data (HD1/L2.1) identify/record possible outcomes of combined events (HD2/L2.1) calculate using conversion tables, graphs and scales, (MSS1/L2.6)

B 2	Providing direction Map the environment in which your organisation operates	
	Literacy Skills (with adult curriculum references and links)	Numeracy Skills (with adult curriculum references and links)
Unit summary	To have an up-to-date grasp of the area and a full awareness of customers' needs, market trends, new technologies, legislation, partners and competitors, good Level 2 reading and speaking and listening skills will be required. Skills of evaluation and analysis are also implicit in this unit.	When mapping an operational environment, good Level 2 skills in handling data will be required. Being able to assess, extract and interpret mathematical information and work with numbers of any size, are implicit skills in this unit.
Outcomes of effective performance	Obtaining information, undertaking consultations, monitoring trends and benchmarking performance, may require you to: identify information from explanations/presentations (SLIr/L2.1) understand lengthy instructions and narratives (SLIr/L2.2) adapt to suit context, purpose and situation (SLd/L2.2) summarise information from longer documents (Rt/L2.8) use and organise writing for different purposes (Wt/L2.4)	Monitoring trends and benchmarking performance may require you to: identify and record possible outcomes of events (HD2/L2.1) find and check appropriate solutions to problems (N1/L2.6) extract and interpret discrete and continuous data (HD1/L2.1)
Behaviours which underpin effective performance	Analysing, structuring, managing and sharing information and articulating any risks or opportunities, may require you to: express complex information appropriately (SLc/L2.3) identify main points and specific detail (Rt/L2.3) write in a logical, persuasive sequence of paragraphs (Wt/L2.3) structure and organise writing for different purposes (Wt/L2.4)	Adjusting to change, analysing and sharing information on trends and anticipating future scenarios, may require you to: extract and interpret discrete and continuous data (HD1/L2.1) organise and represent data in various formats (HD1/L2.2) calculate and convert systems/tables/graphs/scales (MSS1/L2.6) identify and record possible outcomes of events (HD2/L2.1)
Knowledge and understanding	Analysing organisational culture, benchmarking good practice and undertaking PESTLE analysis, may require you to: read critically different information, ideas and opinions (Rt/L2.5) read and understand technical vocabulary (Rw/L2.1) use and organise writing for different purposes (Wt/L2.4) use different styles of writing for different purposes (Wt/L2.6)	Measuring, reviewing and interpreting different sources of information, and benchmarking performance, may require you to: compare numbers of any size in a practical context (N1/L2.1) extract and interpret discrete and continuous data (HD1/L2.1) calculate between systems, tables, graphs and scales, (MSS1/L2.6) collect, organise and represent discrete/continuous data (HD1/L2.2)

B 3	Providing direction Develop a strategic business plan for your organisation	
	Literacy Skills (with adult curriculum references and links)	Numeracy Skills (with adult curriculum references and links)
Unit summary	To provide a clear sense of direction; a long term plan; and a vision of the future, will require strong Level 2 speaking and listening skills as well as the higher order skills of analysis and innovation.	To provide a clear sense of direction, long term plans and a vision of the future, will require Level 2 numeracy skills in extracting and interpreting mathematical information, measuring and predicting data and working with numbers of any size.
Outcomes of effective performance	Identifying, developing and achieving objectives and plans, whilst balancing needs and expectations, may require you to: respond to detailed questions on a range of topics (SLlr/2.3) present logical sequences of complex information (SLc/L2.4) identify main points and specific detail (Rt/L2.3) write in a logical, persuasive sequence (Wt/L2.3)	Balancing risk against outcome, and identifying measures and methods to evaluate your plan, may require you to: extract and interpret discrete and continuous data (HD1/L2.1) identify and record possible outcomes of combined events (HD2/L2.1)
Behaviours which underpin effective performance	Generating and reflecting on innovative solutions, and empathising with others' needs and interests, may require you to: interrupt and change topic appropriately (SLd/L2.3) identify the purpose of a text and infer meaning (Rt/L2.2) use strategies to reassure (SLd/L2.5) structure and organise writing for different purposes (Wt/L2.4)	Constantly seeking to improve performance, and balancing risk against any benefits that might arise, may require you to: calculate between systems, using conversion tables, graphs and scales, (MSS1/L2.6) identify and record possible outcomes of events (HD2/L2.1)
Knowledge and understanding	Identifying resources, monitoring performance, consulting colleagues and writing a strategic plan, may require you to: read critically different information, ideas and opinions (Rt/L2.5) use strategies to reassure (SLd/L2.5) use different strategies to find and obtain information (Rt/L2.7) use different styles of writing for different purposes (Wt/L2.6)	Identifying risk, developing SMART objectives, monitoring performance and dealing with overseas companies, may require you to: calculate with money and convert between currencies (MSS1/L2.1) extract and interpret discrete and continuous data (HD1/L2.1) calculate between systems, tables, graphs and scales, (MSS1/L2.6) collect, organise and represent discrete/continuous data (HD1/L2.2)

B 4	Providing direction Put the strategic business plan into action	
	Literacy Skills (with adult curriculum references and links)	Numeracy Skills (with adult curriculum references and links)
Unit summary	To “sell” a plan to colleagues, and agree to standards of measuring success will require good Level 2 speaking and listening skills. To monitor, adapt and re-write the plan as required will require flexibility and good Level 2 reading and writing skills.	When putting a plan into action, good Level 2 numeracy skills will be needed, especially when interpreting and presenting data in order to justify risk against potential benefit for example, when “selling” a plan to colleagues.
Outcomes of effective performance	Ensuring colleagues understand your plan and that you record and communicate good practice, may require you to: make relevant and constructive contributions (SLd/L2.1) support opinions and arguments with evidence (SLd/L2.4) identify main points and specific detail (Rt/L2.3) use different styles of writing for different purposes (Wt/L2.6) write in a logical, persuasive sequence of paragraphs (Wt/L2.3)	Finding and using agreed methods to monitor the plan and identify variations from a standard, may require you to: find and check appropriate solutions to problems (N1/L2.6) extract and interpret discrete and continuous data (HD1/L2.1) calculate and convert systems/tables/graphs/scales (MSS1/L2.6)
Behaviours which underpin effective performance	Quickly recognising changes in circumstances and responding to setbacks, may require you : comprehend the main events of a wide range of texts (RtL2.1) support opinions and arguments with evidence (SLd/L2.4) write in a logical, persuasive sequence of paragraphs (Wt/L2.3) structure and organise writing for different purposes (Wt/L2.4)	Seeking to improve performance against agreed standards may require you to: extract and interpret discrete and continuous data (HD1/L2.1) calculate and convert systems/tables/graphs/scales (MSS1/L2.6)
Knowledge and understanding	Communicating a plan, and monitoring and reviewing current/future performance with others, may require you to: express complex information appropriately (SLc/L2.3) identify main points and specific detail (Rt/L2.3) read critically different information, ideas and opinions (Rt/L2.5) use and organise writing for different purposes (Wt/L2.4)	Assessing and managing risk may require you to: compare numbers of any size in a practical context (N1/L2.1) extract and interpret discrete and continuous data (HD1/L2.1) collect, organise and represent discrete/continuous data (HD1/L2.2)

B 5	Providing direction Provide leadership for your team	
	Literacy Skills (with adult curriculum references and links)	Numeracy Skills (with adult curriculum references and links)
Unit summary	To provide direction and leadership to a team and motivate and support them to achieve their objectives will require good Level 2 speaking and listening skills. Skills of evaluation and analysis are also implicit in this unit.	To motivate and support a team in achieving objectives will require good Level 2 numeracy skills, especially when interpreting and presenting data in order to monitor and advise progress.
Outcomes of effective performance	To communicate objectives, support manage and advise progress and involve the team in planning, may require you to: adapt to suit audience, purpose and situation (SLd/L2.2) use strategies to reassure (SLd/L2.5) comprehend the main events of a wide range of texts (RtL2.1) write in a logical, persuasive sequence of paragraphs (Wt/L2.3) structure and organise writing for different purposes (Wt/L2.4)	To communicate objectives, and support, monitor and advise progress across the team, may require you to: calculate and convert systems/tables/graphs/scales (MSS1/L2.6) identify and record possible outcomes of events (HD2/L2.1) find and check appropriate solutions to problems (N1/L2.6)
Behaviours which underpin effective performance	To create a sense of common purpose, budget time available to support the team, may require you to: express complex information appropriately (SLc/L2.3) present logical sequences of complex information (SLc/L2.4)	To make time and resources available to help your team, may require you to: organise and represent data in various formats (HD1/L2.2) calculate, measure and record time in complex contexts (MSS1/L2.2)
Knowledge and understanding	To apply different methods of support, deal with conflict, encourage innovation and creativity, may require you to: comprehend the main events of a wide range of texts (RtL2.1) identify main points and specific detail (Rt/L2.3) use different styles of writing for different purposes (Wt/L2.6)	To demonstrate how objectives complement each other and how to set SMART objectives, may require you to: compare numbers of any size in a practical context (N1/L2.1) extract and interpret discrete and continuous data (HD1/L2.1) calculate between systems, tables, graphs and scales, (MSS1/L2.6) collect, organise and represent discrete/continuous data (HD1/L2.2)

B 6	Providing direction Provide leadership in your area of responsibility	
	Literacy Skills (with adult curriculum references and links)	Numeracy Skills (with adult curriculum references and links)
Unit summary	To provide leadership and direction, and to motivate and support people in an area of responsibility, will require good Level 2 speaking and listening skills. Reading and writing skills will also be important when exploring different ways to communicate	To provide leadership and communicate a vision of where an area is going will require good Level 2 numeracy skills, especially when interpreting and presenting mathematical data in order to demonstrate objectives.
Outcomes of effective performance	Creating and communicating a strong sense of direction, using a range of communication skills, may require you to: use strategies to reassure (SLd/L2.5) express complex information appropriately (SLc/L2.3) read critically and compare ideas and opinions (Rt/L2.5) structure and organise writing for different purposes (Wt/L2.4)	Creating and communicating a vision of where you are going, and explaining and supporting operational plans, may require you to: calculate and convert systems/tables/graphs/scales (MSS1/L2.6) identify and record possible outcomes of events (HD2/L2.1)
Behaviours which underpin effective performance	Generating enthusiasm , explaining the complex simply, and bringing out the best in your team, may require you to: express complex information appropriately (SLc/L2.3) present logical sequences of complex information (SLc/L2.4) identify information from explanations (SLlr/L2.1) use different styles of writing for different purposes (Wt/L2.6)	Generating enthusiasm , explaining the complex simply, and bringing out the best in your team, may require you to: organise and represent data in various formats (HD1/L2.2) explain the mean, median and mode as appropriate (HD1/L2.3) find the range and describe the spread within data sets (HD1/L2.4)
Knowledge and understanding	Applying different methods of communication, and dealing with conflict and challenges, may require you to: respond to detailed questions on a range of topics (SLlr/2.3) respond to criticism and criticise constructively (SLlr/L2.4) comprehend the main events of a wide range of texts (RtL2.1) identify main points and specific detail (Rt/L2.3) use different styles of writing for different purposes (Wt/L2.6)	Applying different methods of communication, making the best use of feedback, and recognising achievement, may require you to: compare numbers of any size in a practical context (N1/L2.1) extract and interpret discrete and continuous data (HD1/L2.1) calculate between systems, tables, graphs and scales, (MSS1/L2.6) collect, organise and represent discrete/continuous data (HD1/L2.2)

B 7	Providing direction Provide leadership for your organisation	
	Literacy Skills (with adult curriculum references and links)	Numeracy Skills (with adult curriculum references and links)
Unit summary	To provide direction to people, and enable, inspire and motivate will require good Level 2 speaking and listening skills. Reading and writing skills will also be important when exploring different ways to communicate with and support a team.	To provide direction to people, and enable, inspire and motivate will require good Level 2 numeracy skills, especially when interpreting and presenting mathematical data in order to demonstrate objectives.
Outcomes of effective performance	Communicating a clear message to stakeholders, and monitoring progress across different areas, may require you to: speak clearly and confidently to suit the situation (SLc/L2.1) express complex information appropriately (SLc/L2.3) present logical sequences of complex information (SLc/L2.4) read critically and compare ideas and opinions (Rt/L2.5) structure and organise writing for different purposes (Wt/L2.4)	Communicating a clear message to stakeholders, and monitoring progress across different areas, may require you to: calculate and convert systems/tables/graphs/scales (MSS1/L2.6) organise and represent data in various formats (HD1/L2.2) identify and record possible outcomes of events (HD2/L2.1)
Behaviours which underpin effective performance	Articulating vision, explaining the complex simply, and bringing out the best in your team, may require you to: express complex information appropriately (SLc/L2.3) present logical sequences of complex information (SLc/L2.4) identify information from explanations (SLlr/L2.1) use different styles of writing for different purposes (Wt/L2.6)	Explaining your vision, explaining the complex simply, and bringing out the best in your team, may require you to: compare numbers of any size in a practical context (N1/L2.1) extract and interpret discrete and continuous data (HD1/L2.1) calculate between systems, tables, graphs and scales, (MSS1/L2.6)
Knowledge and understanding	Using different methods of communication (motivation, reward, influence, persuasion, feedback etc.) may require you to: adapt to suit audience, purpose and situation (SLd/L2.2) interrupt and change topic appropriately (SLd/L2.3) support opinions and arguments with evidence (SLd/L2.4) use strategies to reassure (SLd/L2.5) respond to criticism and criticise constructively (SLlr/L2.4) identify main points and specific detail (Rt/L2.3) write in a logical, persuasive sequence of paragraphs (Wt/L2.3)	Using different methods of communication, (motivation, reward, influence, persuasion, feedback etc.) may require you to: compare numbers of any size in a practical context (N1/L2.1) extract and interpret discrete and continuous data (HD1/L2.1) calculate between systems, tables, graphs and scales, (MSS1/L2.6) collect, organise and represent discrete/continuous data (HD1/L2.2)

B 8	Providing direction Ensure compliance with legal, regulatory, ethical and social requirements	
	Literacy Skills (with adult curriculum references and links)	Numeracy Skills (with adult curriculum references and links)
Unit summary	To be able to comprehend and act responsibly within the H&S, employment, finance and company laws, and to maintain credibility on such issues as an organisation's impact on the environment, will require a good range of Level 2 speaking and listening, reading and writing skills.	To be able to comply with the H&S, employment, finance and company laws, and to maintain credibility on such issues as an organisation's impact on the environment, will require the ability to interpret analyse and present mathematical data
Outcomes of effective performance	Monitoring, ensuring other's understanding of, and providing reports on, complex issues, may require you to: express complex information appropriately (SLc/L2.3) comprehend the main events of a wide range of texts (RtL2.1) read an argument and identify the points of view (Rt/L2.4) use different styles of writing for different purposes (Wt/L2.6)	Monitoring the application of laws, policies and procedures, and identifying the risks of non-compliance , may require you to: calculate numbers using written and mental methods (N1/L2.2) calculate and convert systems/tables/graphs/scales (MSS1/L2.6) extract and interpret discrete and continuous data (HD1/L2.1) identify possible outcomes of combined events (HD2/L2.1)
Behaviours which underpin effective performance	Quickly recognising change and communicating information to others via performance enhancing feedback, may require you to: express complex information appropriately (SLc/L2.3) present logical sequences of complex information (SLc/L2.4) comprehend the main events of a wide range of texts (RtL2.1) summarise information from longer documents (Rt/L2.8)	Recognising changing circumstances, and providing succinct feedback on such issues to stakeholders, may require you to: extract and interpret discrete and continuous data (HD1/L2.1) identify possible outcomes of combined events (HD2/L2.1)
Knowledge and understanding	Understanding current legal requirements and being sensitive to emerging attitudes to organisations, may require you to: understand higher levels of vocabulary (Rw/L2.3) identify main points and specific detail (Rt/L2.3) read an argument and identify the points of view (Rt/L2.4) identify the purpose of a text and infer meaning (Rt/L2.2) read critically different information, ideas and opinions (Rt/L2.5)	Understanding current legal requirements and being sensitive to emerging attitudes to organisations, may require you to: calculate and convert systems/tables/graphs/scales (MSS1/L2.6) identify possible outcomes of combined events (HD2/L2.1)

B 9	Providing direction Develop the culture of your organisation	
	Literacy Skills (with adult curriculum references and links)	Numeracy Skills (with adult curriculum references and links)
Unit summary	To understand the term ‘culture’ and apply and develop this within an organisation will require good Level 2 speaking and listening skills. Reading and writing skills will also be important as will the higher order skills of analysis and evaluation when considering overall vision and strategy	To understand the term ‘culture’ and apply and develop this within an organisation will require Level 2 numeracy skills, especially when interpreting and presenting mathematical data in order to evaluate cultures, policies, procedures and strategies
Outcomes of effective performance	Agreeing values, policies, and strategies, and countering conflicting messages, may require you to: make relevant and constructive contributions (SLd/L2.1) adapt to audience, context, purpose and situation (SLd/L2.2) support opinions and arguments with evidence (SLd/L2.4) read an argument and identify the points of view (Rt/L2.4)	Agreeing values, policies, and strategies, and countering conflicting messages, may require you to: calculate and convert systems/tables/graphs/scales (MSS1/L2.6) organise and represent data in various formats (HD1/L2.2) compare numbers of any size in a practical context (N1/L2.1)
Behaviours which underpin effective performance	Seeking alternatives, showing empathy, and trying to influence others, may require you to: make relevant and constructive contributions (SLd/L2.1) use strategies to reassure (SLd/L2.5) use format to organise writing for different purposes (Wt/L2.4)	Seeking alternatives, showing empathy, and trying to influence others, may require you to: extract and interpret discrete and continuous data (HD1/L2.1) calculate using systems, tables, graphs and scales, (MSS1/L2.6) find the mean, median and mode, and use them to compare data (HD1/L2.3)
Knowledge and understanding	Understanding the differing concepts of culture, may require you to: comprehend the main events of a range of texts (RtL2.1) identify main points and specific detail (Rt/L2.3) read an argument and identify the points of view (Rt/L2.4) read critically different information, ideas and opinions (Rt/L2.5)	Understanding the differing concepts of culture, may require you to: extract and interpret discrete and continuous data (HD1/L2.1) calculate using systems, tables, graphs and scales, (MSS1/L2.6)

B 10	Providing direction Manage Risk	
	Literacy Skills (with adult curriculum references and links)	Numeracy Skills (with adult curriculum references and links)
Unit summary	Establishing and operating an effective risk management process will require good Level 2 reading skills. Speaking and listening and writing skills will also be important when communicating the 'why and how' of risk management.	Establishing and operating an effective risk management process will require good Level 2 numeracy skills in handling data. Underpinning skills in ratio and proportion will also be important.
Outcomes of effective performance	Ensuring a relevant risk policy is produced, in place and reviewed, may require you to: comprehend the main events of a wide range of texts (RtL2.1) use different styles of writing for different purposes (Wt/L2.6) use formats to write for different purposes (Wt/L2.4) understand lengthy instructions and narratives (SLlr/L2.2)	Establishing risk criteria, identifying probability of risk and prioritising risk factors, may require you to: extract and interpret discrete and continuous data (HD1/L2.1) organise and represent data in various formats (HD1/L2.2) identify and record possible outcomes of events (HD2/L2.1) calculate between systems, tables, graphs and scales, (MSS1/L2.6)
Behaviours which underpin effective performance	Showing sensitivity to stakeholders and identifying implications in situations concerning risk, may require you to: use strategies to reassure (SLd/L2.5) adapt to audience, context, purpose and situation (SLd/L2.2) identify the purpose of a text and infer meaning (Rt/L2.2)	Predicting consequence and assessing performance data may require you to: calculate between systems, tables, graphs and scales, (MSS1/L2.6) identify and record possible outcomes of events (HD2/L2.1)
Knowledge and understanding	Understanding why and how to communicate risk factors and risk monitoring may require you to: comprehend the main events of a wide range of texts (RtL2.1) write in a logical, persuasive sequence of paragraphs (Wt/L2.3) use different styles of writing for different purposes (Wt/L2.6) express complex information appropriately (SLc/L2.3)	Identifying, comparing, collecting and evaluating data about risk factors may require you to: calculate ratio and direct proportion (N1/L2.3) extract and interpret discrete and continuous data (HD1/L2.1) calculate between systems, tables, graphs and scales, (MSS1/L2.6) collect, organise and represent discrete/continuous data (HD1/L2.2)

B 11	Providing direction Promote equality of opportunity, diversity and inclusion in your area of responsibility	
	Literacy Skills (with adult curriculum references and links)	Numeracy Skills (with adult curriculum references and links)
Unit summary	Actively promoting equality of opportunity, diversity and inclusion will require good Level 2 speaking and listening skills, especially when engaging in discussion. Reading and writing skills will also be important.	Actively promoting equality of opportunity, diversity and inclusion will require Level 2 numeracy skills.
Outcomes of effective performance	Ensuring commitment to, confidence in, and monitoring of policies in this area, may require you to: understand lengthy instructions and narratives (SLlr/L2.2) use strategies to reassure (SLd/L2.5) comprehend the main events of a wide range of texts (RtL2.1) use format and structure writing for different purposes (Wt/L2.4)	Ensuring commitment to, and adequate resourcing of, policies in this area, may require you to: extract and interpret discrete and continuous data (HD1/L2.1) calculate with numbers of any size using written and mental methods (N1/L2.2) calculate with sums of money (MSS1/L2.1)
Behaviours which underpin effective performance	Understanding individual's needs, and ensuring compliance with legal obligations, may require you to: use strategies to reassure (SLd/L2.5) understand higher levels of vocabulary in complex texts (Rw/L2.3)	Understanding individual's needs, ensuring compliance with legal obligations and ensuring time to provide support, may require you to: compare numbers of any size in a practical context (N1/L2.1) extract and interpret discrete and continuous data (HD1/L2.1) calculate, measure and record time in complex contexts (MSS1/L2.2)
Knowledge and understanding	Recognising inequality and exclusion, and defining and clarifying equality, especially in discussion, may require you to: identify information from explanations/presentations (SLlr/L2.1) identify the purpose of a text and infer meaning (Rt/L2.2) identify main points and specific detail (Rt/L2.3)	Ensuring equality, and calculating the probable effects of inequality, may require you to: calculate between systems, tables, graphs and scales, (MSS1/L2.6) collect, organise and represent discrete/continuous data (HD1/L2.2) identify and record possible outcomes of combined events (HD2/L2.1)

B 12	Providing direction Promote equality of opportunity, diversity and inclusion in your organisation	
	Literacy Skills (with adult curriculum references and links)	Numeracy Skills (with adult curriculum references and links)
Unit summary	Actively promoting equality and monitoring and reviewing progress, including working with senior management, will require good Level 2 speaking and listening, reading and writing skills.	Actively promoting equality and monitoring and reviewing progress, including working with senior management, will require good Level 2 numeracy skills, especially when interpreting and presenting mathematical data in order to demonstrate objectives.
Outcomes of effective performance	Ensuring senior management commitment and legal obligations are met, and specialist expertise is sought, may require you to: understand lengthy instructions and narratives (SLlr/L2.2) understand levels of vocabulary in complex texts (Rw/L2.3) read and understand technical vocabulary (Rw/L2.1) use format organise writing for different purposes (Wt/L2.4)	Reviewing diversity, benchmarking, examining data and findings, may require you to: compare numbers of any size in a practical context (N1/L2.1) calculate using conversion tables, graphs and scales, (MSS1/L2.6) extract and interpret discrete and continuous data (HD1/L2.1)
Behaviours which underpin effective performance	Seeking alternatives, using appropriate communication styles, encouraging others and meeting obligations, may require you to: make relevant and constructive contributions (SLd/L2.1) use strategies to reassure (SLd/L2.5) understand higher levels of vocabulary in texts (Rw/L2.3) use format and structure writing for different purposes (Wt/L2.4)	Ensuring compliance with legislation, organisational targets, policies and codes, may require you to: compare numbers of any size in a practical context (N1/L2.1) calculate ratio and direct proportion (N1/L2.3)
Knowledge and understanding	Understanding terminology, ensuring management commitment, and developing written policy, may require you to: understand higher levels of vocabulary/complex text (Rw/L2.3) speak clearly and confidently to suit the situation (SLc/L2.1) identify information in explanations or presentations (SLlr/L2.1) use different styles of writing for different purposes (Wt/L2.6)	Presenting the business case for equality, the need for resources and monitoring and reviewing progress, may require you to: compare numbers of any size in a practical context (N1/L2.1) extract and interpret discrete and continuous data (HD1/L2.1) calculate with sums of money (MSS1/L2.1) calculate with, tables, graphs and scales, (MSS1/L2.6) collect, organise and represent discrete/continuous data (HD1/L2.2)