Pearson Edexcel Level 3 Diploma in Community Arts Management (QCF)

Specification

NVQ/Competence-based qualification

First registration August 2014

Pearson Education Limited is one of the largest awarding organisations in the United Kingdom. Pearson is recognised and regulated by Ofqual and the Scottish Qualifications Authority (SQA) to offer accredited qualifications to employers, private training providers, colleges, schools and other places of learning both in the United Kingdom and internationally.

The qualifications offered include National Vocational Qualifications/Competency-based qualifications, Scottish Vocational Qualifications, and other qualifications that attest to competence in the workplace, the suite of BTEC vocationally related qualifications, ranging from Entry Level to Higher National Diplomas, GCSE, GCE AS and GCE A levels. Working in partnership with universities, Pearson Education Limited has Degree awarding powers.

Pearson Education Limited is committed to supporting work-based learning through its BTEC Apprenticeship and Employability Frameworks and our suite of vocational qualifications.

Contents

Purpose of this specification

This specification sets out:

- the objectives of the qualification

- any other qualification that a learner must have completed before taking the qualification

- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification

- the combination of units that a learner must have completed before the qualification will be awarded and any pathways

- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded

- the knowledge, skills and understanding that will be assessed as part of the qualification

- the method of any assessment and any associated requirements relating to it

- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)

- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body

- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body

- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs) or Competence-based qualifications reflect the skills and knowledge needed to do a job effectively. They are work-based qualifications that give learners the opportunity to demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, allowing flexibility in their delivery to meet the individual learner's needs. The qualifications are based on the National Occupational Standards (NOS) for the sector, which define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

Most NVQ/Competence-based qualifications form the competence component of Apprenticeship Frameworks. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

There are three sizes of NVQ/Competence-based qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has met the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 Diploma in Community Arts Management (QCF)
QCF Qualification Number (QN)	600/9597/0
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	06/06/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	39
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	233 - 315
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see *Section 9, Access and Recruitment*)
Funding	For details on funding availability, please check the Learning Aims Reference Service (LARS), which replaces the Learning Aim Reference Application (LARA).

QCF qualification number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in the *Edexcel Information Manual,* available on our website: www.edexcel.com

Qualification objectives

The Pearson Edexcel Level 3 Diploma in Community Arts Management (QCF) is for learners who work in, or want to work in the management of community arts activities in any context, such as art, dancing or music.

It gives learners the opportunity to:

- demonstrate competence in the following related job role within community arts: Community Arts Administrator

- develop general skills and knowledge required in all aspects of managing community arts

- have existing skills recognised

- achieve a nationally-recognised Level 3 qualification.

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 3 Diploma in Community Arts Management (QCF).

Apprenticeships

Creative and Cultural Skills include the Pearson Edexcel Level 3 Diploma in Community Arts Management (QCF) as the competence component for the Advanced Apprenticeship in Community Arts Management (England).

Progression opportunities

Learners who have achieved the Pearson Edexcel Level 3 Diploma in Community Arts Management (QCF) can progress to the Pearson Edexcel Level 5 Diploma in Cultural Heritage (QCF), other relevant level 3 qualifications, Higher Education and/or into management and specialist occupational routes within the industry. This qualification presents an opportunity for individuals to progress within their present and future roles.

Industry support and recognition

This qualification is supported by Creative and Cultural Skills, the Sector Skills Council for the creative and cultural industries including; craft, cultural heritage, design, literature, music, performing arts and visual arts.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in community arts, which were set and designed by Creative and Cultural Skills, the Sector Skills Council for the sector.

3 Qualification structure

Pearson Edexcel Level 3 Diploma in Community Arts Management (QCF)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	39
Minimum number of credits that must be achieved at level 3 or above	26
Number of mandatory credits that must be achieved	22
Minimum number of optional credits that must be achieved from Group B	11
Number of remaining credits that must be achieved from Group B or Group C	6
If Group C is chosen, number of credits that must be chosen from each of Group C1 and Group C2	3

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	L/601/2519	Manage own performance in a business environment	3	3	12
2	L/601/6912	Work effectively with other people in a creative and cultural context	3	4	24
3	K/601/5833	Assist in developing, delivering and evaluating projects	2	3	27
4	Y/601/5908	Generating ideas for community arts projects	3	6	48
5	R/601/7771	Keep up to date with developments in the arts	3	6	48
Unit	Unit reference number	Optional units Group B	Level	Credit	Guided learning hours
6	M/601/2528	Develop a presentation	3	3	15
7	T/601/2529	Deliver a presentation	3	3	15
8	D/601/2539	Order products and services	3	5	35
9	H/601/2526	Supervise a team in a business environment	3	6	52
10	M/601/5834	Assist in securing funding for community arts projects	2	3	27
11	T/601/5835	Assist in pitching for community arts work	2	3	27

Unit	Unit reference number	Optional units Group B	Level	Credit	Guided learning hours
12	M/601/5932	Understand how to meet and satisfy customer needs	3	3	24
13	A/601/5853	Assist with a cross art form collaborative project	3	4	32
14	F/601/5918	Supporting public relation activities	3	6	48
15	J/601/5922	Understand how copyright law applies to own organisation	3	6	48
16	L/601/7509	Contribute to safeguarding children, young people and vulnerable adults	3	3	18
17	M/601/5963	Assist with incidents and emergency procedures	3	3	24
18	H/601/6897	Support the organisation of creative or cultural events or exhibitions	3	6	36
19	K/601/5850	Assisting with daily financial issues	2	3	27
20	H/601/6687	Conduct a health and safety risk assessment of the workplace	3	6	32
21	F/601/6499	Support marketing activities	3	4	24
22	J/502/5761	Giving and receiving feedback	3	2	15
23	F/502/3569	Dealing with conflict	2	1	6
24	T/600/8948	Manage and market own freelance services	3	6	60
25	T/502/7537	Understanding the core knowledge needed by those who work with children and young people	2	3	26
26	D/505/3355	Understanding the core knowledge needed by those who work with children and young people, and its impact	3	4	28
27	L/601/5856	Complying with relevant legal and ethical frameworks	3	6	48
28	A/503/9611	Undertaking mentoring in the workplace	3	4	6

Unit	Unit reference number	Optional units Group C1	Level	Credit	Guided learning hours
29	F/505/1159	Keeping up to date with current legislation in a business	3	3	24
30	M/505/1156	Define the product or service of a business	3	3	24
31	A/505/1158	Keep financial records	3	3	24
Unit	Unit reference number	Optional units Group C2	Level	Credit	Guided learning hours
32	A/505/1161	Obtain support for a business idea	3	3	24
33	Y/505/1149	Balance business needs and personal life	3	3	24
34	Y/505/1152	Carry out plans for a business	3	3	24
35	F/505/1162	Plan how to let customers know about products or services	3	3	24
36	L/505/1164	Seek advice and help for a business	3	3	24
37	T/505/1160	Manage own time and work effectiveness	3	3	24
38	K/505/1155	Decide on a business location	3	3	24
39	R/505/1151	Carry out banking for a business	3	3	24
40	J/505/1163	Review the skills a business needs	3	3	24
41	D/505/1153	Check what customers need from a business	3	3	24

4 Assessment

This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes

- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion

- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role

- a **programme of development** where evidence comes from assessment opportunities built into a learning programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.

- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.

- Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, available on the Edexcel website.

- a **combination** of these.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable. It has been developed by Creative and Cultural Skills in partnership with employers, training providers, awarding organisations and the regulatory authorities.

The Skills for Justice assessment strategy is also included in *Annexe A* as it sets out the assessment requirements for some of the units in the qualification. The units are identified in *Section 11*.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria as well as the requirements of the Creative and Cultural Skills assessment requirements/strategy. As stated in the assessment requirements/strategy, the evidence for this qualification can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)

- outcomes from oral or written questioning (Q&A)

- products of the learner's work (P)

- personal statements and/or reflective accounts (RA)

- outcomes from simulation, in line with the requirements outlined in the Assessment Strategy in *Annexe A* (S)

- professional discussion (PD)

- assignment, project/case studies (A)

- authentic statements/witness testimony (WT)

- expert witness testimony (EWT)

- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introduction for the units in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

Assessment of knowledge

This qualification includes the following knowledge-based units:

- M/601/5932 Understand how to meet and satisfy customer needs
- J/601/5922 Understand how copyright law applies to own organisation

The two units above must be assessed in line with the wider Creative and Cultural Skills assessment strategy and any specific unit assessment requirements, which are stated in the units in *Section 11.*

- T/502/7537 Understanding the core knowledge needed by those who work with children and young people
- D/505/3355 Understanding the core knowledge needed by those who work with children and young people, and its impact

The two units above must be assessed in line with the Skills for Justice assessment strategy (please see *Annexe A*) and any specific unit assessment requirements, which are stated in the units in *Section 11.*

Other units within this qualification include knowledge-based learning outcomes and assessment criteria. The evidence provided to meet these learning outcomes and assessment criteria must be in line with Creative and Cultural Skills assessment strategy/requirements. Any specific assessment requirements are stated in the unit introduction for the units in *Section 11.*

Centres need to look closely at the verbs used for each assessment criterion in these units when devising the assessment to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements. Any assignment brief should indicate clearly, which assessment criteria are being targeted.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment. To avoid over-assessment, centres are encouraged to link delivery and assessment across the knowledge-based learning outcomes.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

5   Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment requirements/strategy for the sector, equipment, IT, learning materials, teaching rooms.

- Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

- Centres must meet any specific human and physical resource requirements outlined in the assessment requirements/strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.

- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.

- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.

- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9 Access and recruitment* and *Section 10 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

6 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson Edexcel accredited vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson Edexcel vocational qualifications is available at www.pearsonwbl.edexcel.com/qualifications-approval.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, Conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson Edexcel NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites

- and throughput of learners

- and turnover of assessors

- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the Pearson BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the UK NVQ Quality Assurance Centre Handbook and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at www.pearsonwbl.edexcel.com/NVQ-competence-based.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning,) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities

- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification

- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors

- taking advantage of suitable digital methods to capture evidence.

9 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10 Access to qualifications for learners with disabilities or specific needs*.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

• learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

• all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information regarding Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications.* Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units.*

These documents are available on our website, at www.edexcel.com/Policies

11 Unit format

Each unit has the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition includes workplace guidance to support the development of practical job-related skills, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes the time spent by staff assessing learners' achievements, for example in the assessment of competence for NVQs/Competence qualifications.

Unit aim

This gives a summary of what the unit aims to do.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

Unit 1: Manage own performance in a business environment

Unit reference number: L/601/2519

QCF level: 3

Credit value: 3

Guided learning hours: 12

Unit aim

This unit is about taking responsibility for managing, prioritising and being accountable for own work in a business environment.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to plan and prioritise work and be accountable to others	1.1	Explain the purpose and benefits of planning work, and being accountable to others for own work			
		1.2	Explain the purpose and benefits of negotiating realistic targets for work and ways of doing so			
		1.3	Describe ways of prioritising targets and setting timescales for own work			
		1.4	Describe the types of problems that may occur during work, and ways of dealing with them			
		1.5	Explain the purpose and benefits of keeping other people informed about progress			
		1.6	Explain the purpose and benefits of letting other people know in good time if work plans need to be changed			
		1.7	Explain the purpose and benefits of recognising and learning from mistakes			
		1.8	Explain the purpose of guidelines, procedures and codes of practice that are relevant to own work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to behave in a way that supports effective working	2.1	Explain the purpose and benefits of setting high standards for own work			
		2.2	Describe ways of setting high standards for own work			
		2.3	Describe ways of dealing with pressure arising from work tasks			
		2.4	Explain the purpose and benefits of accepting setbacks and dealing with them			
		2.5	Explain the purpose and benefits of being assertive and its meaning in work tasks			
		2.6	Give examples of work situations where it is necessary to be assertive			
		2.7	Explain the purpose and benefits of being ready to take on new challenges and adapt to change			
		2.8	Explain the purpose and benefits of treating others with honesty, respect and consideration			
		2.9	Describe types of behaviour at work that show honesty, respect and consideration and those that do not			
		2.10	Explain the purpose of helping and supporting others at work, and the purpose and benefits of doing so			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to plan, prioritise and be accountable for own work	3.1	Negotiate and agree realistic targets and achievable timescales for own work			
		3.2	Prioritise targets for own work			
		3.3	Plan work tasks to make best use of own time, effective working methods and available resources			
		3.4	Identify and deal with problems occurring in own work, using the support of other people if necessary			
		3.5	Keep other people informed of progress			
		3.6	Complete work tasks to agreed deadlines or re-negotiate timescales and plans in good time			
		3.7	Take responsibility for own work and accept responsibility for any mistakes made			
		3.8	Evaluate results of mistakes made and make changes to work and methods, as required			
		3.9	Follow agreed work guidelines, procedures and, where needed, codes of practice			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Behave in a way that supports effective working	4.1	Set high standards for own work and demonstrate drive and commitment in achieving these standards			
	4.2	Adapt work and working methods to deal with setbacks and difficulties			
	4.3	Use own needs and rights when necessary to achieve work tasks and priorities			
	4.4	Look to engage with opportunities, and agree to take on new challenge(s)			
	4.5	Look for opportunities, and change ways of working, to meet new requirements			
	4.6	Treat other people with honesty, respect and consideration			
	4.7	Help and support other people in work tasks			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 2: Work effectively with other people in a creative and cultural context

Unit reference number: L/601/6912

QCF level: 3

Credit value: 4

Guided learning hours: 24

Unit aim

This unit is about developing and maintaining effective working relationships with immediate colleagues as well as those in the wider organisation or from other organisations. This unit is important because collaboration is central to the way in which many cultural heritage organisations work.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to develop effective working relationships with others	1.1	Respond positively to opportunities to work with other people			
		1.2	Identify the roles and responsibilities of others in relation to the work in hand			
		1.3	Explain his or her personal role and work activities clearly			
		1.4	Clarify issues proposed by others			
		1.5	Identify his or her strengths and limitations and those of others s/he is working with in order to make effective use of his or her and others' abilities			
2	Be able to work effectively with others	2.1	Identify and communicate his or her intentions and expectations clearly			
		2.2	Identify the intentions and expectations of others			
		2.3	Identify and avert potential problems when working with others, seeking advice from the relevant manager or colleagues if needed			
		2.4	Perform a progress briefing session for those with whom s/he is working up-to-date			
		2.5	Perform work activities on time and to budget or within resource allocations where possible			
		2.6	Identify where advice can be sought where necessary			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to seek, give and respond to feedback	3.1	Summarise feedback from others regarding their own work performance			
		3.2	Review and revise actions in response to feedback to improve performance			
		3.3	Identify potential future learning needed			
		3.4	Give feedback to others on their work when requested			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 3: Assist in developing, delivering and evaluating projects

Unit reference number: K/601/5833

QCF level: 2

Credit value: 3

Guided learning hours: 27

Unit aim

This unit is about assisting with the development, delivery and evaluation of project work. Learners will need to understand the key aims and objectives of the project as well as their role within the team. It is important that they understand about timescales and budgets. Learners will also provide support to the post project evaluation.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to the development of aims and objectives for a project	1.1	Give comments and suggestions which contribute towards developing the key aims and objectives for a project			
		1.2	Define their own role in the project team			
2	Be able to contribute to the tracking and monitoring of a project	2.1	Apply organisational process for tracking and monitoring of projects to include: • timescales • budgets			
3	Be able to evaluate the success of a project	3.1	Define the financial and non-financial critical success factors for the project			
		3.2	Select relevant information which assists the evaluation of the project			
		3.3	Analyse collected information			
		3.4	Give positive and negative points regarding the project that can be used within an evaluation report			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 4: Generating ideas for community arts projects

Unit reference number: Y/601/5908

QCF level: 3

Credit value: 6

Guided learning hours: 48

Unit aim

This unit involves originating, developing and presenting ideas, drawing on learners' knowledge and understanding of industry requirements. It is about initiating ideas and developing existing ones by suggesting improvements, and understanding how ideas are realised within different media and formats.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to originate ideas for community arts projects	1.1	Apply appropriate basic market research techniques to identify trends and developments in community arts			
		1.2	Summarise ideas for a range of projects to include: • format • style • budget • potential participants			
		1.3	Justify the 'originality' of ideas in comparison to other projects			
2	Be able to develop ideas for community arts projects	2.1	Evaluate how ideas contribute to organisational objectives			
		2.2	Assess the viability of the ideas including: copyright implications potential regulatory and legal implications the requirements of funders and stakeholders implications for cost, technical and logistical factors on the organisation			
		2.3	Prepare outline project proposals which are clear and persuasive			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to pitch ideas for community arts projects to funders and stakeholders	3.1	Use a range of different media and format to explain project ideas and justify why they believe it will succeed			
	3.2	Logically substantiate project idea by providing important and relevant facts and figures			
	3.3	Use appropriate handouts to improve understanding of the project idea and/or any information contained within the organisation's plan			
	3.4	Answer questions about and be able to justify aspects of the project idea			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) _____ Date: _____

Unit 5: Keep up to date with developments in the arts

Unit reference number: R/601/7771

QCF level: 3

Credit value: 6

Guided learning hours: 48

Unit aim

This unit involves keeping up to date with developments in the arts. Learners will understand how to keep up to date with developments in their own organisation and sector and be able to develop networks and personal contacts to help provide them with a wide range of information, support and resources.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to carry out research to keep up to date with developments in the arts	1.1	Explain the importance of keeping up to date with development in the arts			
		1.2	Describe the types of information that need to be researched			
		1.3	Critically compare different information sources that may be used to obtain information			
		1.4	Explain how to select the most appropriate and reliable information sources and research methods			
2	Understand how to present clear and accurate information	2.1	Explain who will need to see the outcomes of research			
		2.2	Explain why it is important to systematically analyse information			
		2.3	Describe different methods that can be used to collate and analyse both quantitative and qualitative information			
		2.4	Describe different formats for reporting information			
		2.5	Explain how to select the most appropriate format for reporting information			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to develop networks	3.1	Explain the importance of building networks			
		3.2	Evaluate opportunities to build personal contacts and form networks that provide information, support and resources			
		3.3	Explain the importance of maintaining confidentiality			
		3.4	Evaluate the ways own organisation networks with other organisations and how these could be improved			
4	Be able to keep up to date with developments in own organisation and sector	4.1	Summarise trends and opportunities that affect demand and impact on particular projects			
		4.2	Develop and use networks and contacts to gather information and identify opportunities that add value to own organisation in line with organisational guidelines			
		4.3	Present outcomes of research to own organisation in an appropriate format			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*) Date: _____

Unit 6: Develop a presentation

Unit reference number: M/601/2528

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit aim

This unit covers the skills and understanding learners need in order to develop a presentation.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the purpose of preparing for and evaluating a presentation	1.1	Explain the purpose of using different types of presentation and equipment to provide information			
		1.2	Explain the procedures to be followed when preparing a presentation, including planning, preparation of content, materials, and contingencies			
		1.3	Explain the benefits of preparing for giving a presentation			
		1.4	Explain and illustrate how presentations may be enhanced by materials and equipment			
		1.5	Explain the purpose and benefits of reflecting on the feedback obtained of the written presentation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to develop a presentation	2.1	Agree and confirm audience, purpose, content, style and timing of a presentation			
		2.2	Research and plan a presentation			
		2.3	Select any equipment needed for the presentation			
		2.4	Prepare content, shape and structure of a presentation to achieve its purpose and suit needs of audience			
		2.5	Obtain feedback on planned presentation and make adjustments, if required			
		2.6	Produce presentation handouts			
		2.7	Collect feedback on the written presentation			
		2.8	Reflect on the feedback obtained of the written presentation and identify learning points			
		2.9	Identify changes that will improve future written presentations			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) _____ Date: _____

Unit 7: Deliver a presentation

Unit reference number: T/601/2529

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit aim

This unit covers the skills, knowledge and understanding learners need to prepare for, deliver and evaluate a presentation for an audience.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the purpose of preparing for and evaluating a presentation	1.1	Explain the purpose of using different types of presentation and equipment			
		1.2	Explain different ways of delivering presentations and their features			
		1.3	Explain the procedures to be followed when preparing a presentation			
		1.4	Explain the benefits of preparing for giving a presentation			
		1.5	Describe the types of problems that may occur with equipment and how to deal with them			
		1.6	Explain the purpose and benefits of contingency planning			
		1.7	Explain the purpose and benefits of collecting feedback from the audience on the presentation			
		1.8	Explain the purpose and benefits of evaluating presentations and own performance			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Understand the techniques used in enhancing a presentation	2.1	Explain and illustrate how presentations may be enhanced by materials and equipment			
	2.2	Explain and illustrate how presentations may be enhanced by use of communication and interpersonal skills			
	2.3	Describe how to gauge audience reaction to the presentation			
	2.4	Explain the purpose and benefits of summarising important features of the presentation			
	2.5	Describe the purpose and benefits of giving the audience opportunities to ask questions			
3 Be able to prepare for delivery of a presentation	3.1	Select any equipment needed and plan how to use it to best effect			
	3.2	Make contingency plans in case of equipment failure or other problems, if required			
	3.3	Practise the presentation and its timing			
	3.4	Obtain feedback on planned presentation and make adjustments, if required			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to deliver a presentation	4.1	Check equipment and resources			
	4.2	Circulate presentation materials			
	4.3	Introduce self to audience and state aims of the presentation			
	4.4	Address the audience, speaking clearly and confidently, using language to suit the topic and audience			
	4.5	Vary tone, pace and volume to emphasise key points			
	4.6	Gauge audience reaction during the presentation and adapt if required			
	4.7	Summarise throughout the presentation to emphasise key points and help to maintain audience interest			
	4.8	Use body language in a way that reinforces presented information			
	4.9	Use equipment, where appropriate, to enhance the presentation, and deal with any problems that may occur			
	4.10	Provide the audience with opportunities to ask questions			
	4.11	Listen carefully to questions and respond in a way that meets the audience's needs			
5 Be able to evaluate a presentation	5.1	Collect feedback on the presentation			
	5.2	Reflect on own performance and identify learning points			
	5.3	Evaluate the presentation and own performance and identify changes that will improve future presentations			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(if sampled)

Unit 8: Order products and services

Unit reference number: D/601/2539

QCF level: 3

Credit value: 5

Guided learning hours: 35

Unit aim

This unit is about the ordering and supply of products and services for an organisation, ensuring that the products and services supplied meet the needs of the organisation and represent the best value for money.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to identify, select and negotiate the supply of products and services	1.1	Identify different sources of information on products and services for an organisation			
		1.2	Explain how to use different sources of information on products and services			
		1.3	Describe how to write a specification for a product or service			
		1.4	Identify sources of products and services that meet the quality expectations of an organisation			
		1.5	Explain the purpose of selecting products and services that represent best value for money			
		1.6	Describe how to negotiate best value for money			
		1.7	Explain the purpose of developing and maintaining good relationships with suppliers, and ways of doing so			
		1.8	Describe a supply chain and how it works			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand organisational requirements and policies for the ordering and supply of products and services	2.1	Describe the procedures for the ordering and supply of products and services for an organisation			
		2.2	Describe the needs and priorities for the ordering and supply of products and services for an organisation			
		2.3	Explain the purpose of having organisational policies for the acceptance of gifts and hospitality			
3	Understand how to monitor, evaluate and improve procedures for the ordering and supply of products and services	3.1	Explain the purpose of monitoring and evaluating procedures for the ordering and supply of products and services, and ways of doing so			
		3.2	Describe actions that may be taken to improve efficiency in the ordering and supply of products and services			
		3.3	Describe ways of getting better value for money for products and services provided			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to follow organisational procedures for the ordering and supply of products and services	4.1	Use available information to keep up to date with products and services in own area of work			
		4.2	Agree a budget and specification for products or services to be ordered			
		4.3	Identify sources of products and services that meet the quality specification(s) of the organisation			
		4.4	Select the product or service which represents best value for money			
		4.5	Procure product(s) or service(s) following organisational procedures			
		4.6	Negotiate with selected supplier(s) to reach an agreement which offers good value for money and which is acceptable to both parties, within limits of own authority			
		4.7	Agree a contact for the supply of product(s) or service(s), within limits of own authority			
5	Be able to maintain relationships with suppliers of products and services and deal with problems	5.1	Take actions to create and maintain partnerships with suppliers to improve quality and cut costs, within limits of own authority			
		5.2	Monitor the performance of suppliers in line with the terms of the contract			
		5.3	Deal with problems as they occur, seeking support from others, where necessary			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to monitor, evaluate and make recommendations to improve the ordering and supply of products and services	6.1	Monitor the ordering and supply of products and services for effectiveness and efficiency			
		6.2	Evaluate the ordering and supply of products and services and identify areas for improvement			
		6.3	Suggest ways to improve effectiveness and efficiency and obtain better value for money for the supply of products and services			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 9: Supervise a team in a business environment

Unit reference number: H/601/2526

QCF level: 3

Credit value: 6

Guided learning hours: 52

Unit aim

This unit is about supervising the work of a team in a business environment to make sure that work is planned, carried out, supervised, monitored, and evaluated for possible improvements in ways of working individually and as a team.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the purpose and benefits of team work	1.1	Explain the purpose and benefits of working with other people to achieve agreed goals and objectives			
		1.2	Describe situations in which supervision of others can achieve positive outcomes			
2	Understand the purpose of communication in teams, and how to do so	2.1	Explain the purpose and benefits of different methods of communication with and within teams, and when to use them			
		2.2	Explain when it is essential to communicate with others in a team			
3	Understand the purpose of planning work with teams, and how to do so	3.1	Describe the purpose and benefits of agreeing work goals and plans with a team, and how to do so			
		3.2	Explain how to schedule activities and resources for a team			
		3.3	Explain the purpose and benefits of agreeing quality measures and timescales with a team, and how to do so			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the value of people in a team and how to respect and support them	4.1	Explain the purpose and benefits of recognising the strengths of individuals in a team and of balancing abilities in a team			
		4.2	Describe ways of giving work to teams so the best use is made of strengths and abilities			
		4.3	Explain the benefits of diversity in teams			
		4.4	Explain the purpose and benefits of respecting others			
		4.5	Describe situations in which team members might need support and how to provide this			
		4.6	Describe the types of problems and disagreements that may occur when working with a team and how to resolve them			
5	Understand the purpose and benefits of assessing and evaluating the work of a team and how to do so	5.1	Describe the purpose of work assessment			
		5.2	Explain how to assess the work of teams and team members			
		5.3	Explain the purpose and benefits of giving opportunities to team members to assess their own work			
		5.4	Explain the purpose and benefits of giving and receiving constructive feedback, and how to do so			
		5.5	Explain how to make use of feedback to improve the work of others and the work of the team as a whole			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to supervise a team	6.1	Communicate with people in a team during work activities			
		6.2	Supervise work goals and plan work objectives, priorities and responsibilities for a team and individuals			
		6.3	Identify, agree and supervise opportunities for others to work to achieve agreed outcomes			
		6.4	Schedule activities and resources			
		6.5	Allocate work tasks and supervise best use of abilities within a team			
		6.6	Agree quality measures and timescales for a team			
		6.7	Provide support to members of a team, as required			
		6.8	Show respect for individuals in a team			
		6.9	Supervise production of work to agreed quality standards and timescales			
		6.10	Identify and solve problems and disagreements, or refer if necessary			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
7 Be able to assess, evaluate and improve the work of a team	7.1	Assess and evaluate the work of a team and individuals to identify strengths and areas for improvement			
	7.2	Make sure team members have opportunities to assess their own work for strengths and areas for improvement			
	7.3	Share feedback, and outcomes of assessing work with individuals and a team			
	7.4	Make and agree suggestions for improving the work of individuals and a team			
	7.5	Make sure individuals and a team are encouraged to improve work as an outcome of assessing work			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*) Date: _____

Unit 10: Assist in securing funding for community arts projects

Unit reference number: M/601/5834

QCF level: 2

Credit value: 3

Guided learning hours: 27

Unit aim

This unit is about providing support to those in the organisation who are responsible for securing funding. Learners will be required to undertake research and evaluate potential sources of income. Learners will also assist in the preparation of income/expenditure budgets.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know potential sources of funding/income streams for the organisation	1.1	Identify the aims, objectives and core values for a project			
		1.2	Identify possible sources of funding/income streams and evaluate the suitability of these sources for the project to include: • public • private • lottery • trust Foundations			
2	Assist in the completion of funding applications	2.1	Examine information about the organisation			
		2.2	Select the most relevant material for a given funding application			
		2.3	Demonstrate the use of clear, concise and accurate facts and figures in the funding application			
3	Assist in the construction of an income and expenditure budget	3.1	Gather information and contribute to the construction of a budget			
		3.2	Explain the process for monitoring the budget			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 11: Assist in pitching for community arts work

Unit reference number: T/601/5835

QCF level: 2

Credit value: 3

Guided learning hours: 27

Unit aim

This unit is about putting together an organisational summary and helping to present examples of completed work for a pitch. Learners will need good IT skills to upload media files and prepare documents, and will require excellent oral and written communication skills.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to assist with the preparation of a pitch	1.1	Give suggestions and comments which contribute to the preparation of an organisational summary			
		1.2	Give suggestions and comments which contribute to the preparation of briefs			
		1.3	Perform activities which contribute to the preparation of examples of completed work			
		1.4	Prepare and upload media files			
2	Understand the importance of meeting the criteria and needs of funding bodies or commissioners	2.1	Explain the importance of meeting the criteria or needs of funding bodies or commissioners when making a pitch			
		2.2	Give examples of criteria or needs and explain how the pitch might address them			
3	Be able to contribute to a pitch for community arts work	3.1	Present their own role in the pitch			
		3.2	Present information clearly and accurately			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 12: Understand how to meet and satisfy customer needs

Unit reference number: M/601/5932

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit enables learners to develop a basic understanding of how to identify new projects or services and ways to market and assess their success.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural assessment requirements/strategy in *Annexe A.*

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to determine future projects or services	1.1	Work with colleagues to research and assess market needs that could be met by organisation			
2	Understand the approaches used to market and promote new projects or services	2.1	Evaluate the marketing process and the methods that are commonly used to market new activities or services			
		2.2	Evaluate promotional techniques that are most commonly used in community arts			
		2.3	Describe the different types of press and the different media that could be used to promote community arts projects and services			
		2.4	Assess previous similar projects and services to guide the planning process			
3	Understand how to gain feedback on customer satisfaction	3.1	Explain the importance of focusing on customer needs and expectations			
		3.2	Assess methods which could be used to evaluate customer satisfaction			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 13: Assist with a cross art form collaborative project

Unit reference number: A/601/5853

QCF level: 3

Credit value: 4

Guided learning hours: 32

Unit aim

This unit is about providing support to those undertaking a cross art form project. It is important that learners have a good understanding of the different fields within the arts and how they interact. Learners will need good IT skills to undertake research, to maintain a database of regional practitioners and need excellent communication skills to liaise with practitioners and colleagues.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how different fields within the arts sector can meet the needs and interests of communities	1.1	Describe the different fields within the arts sector			
		1.2	Explain how different art fields interact			
		1.3	Evaluate how different cross art forms can be effective in engaging specific and hard to reach communities			
2	Be able to work collaboratively with others in a research programme to create a cross art form project	2.1	Carry out designated activities that contribute to a research programme to identify a cross art project to deliver in community settings			
		2.2	Apply procedures for updating and maintaining a database of regional practitioners and organisations			
		2.3	Implement designated activities that support practitioners and colleagues in the setting up of the project			
3	Be able to work collaboratively with others to support the project delivery and evaluation	3.1	Contribute to activities with relevant partners			
		3.2	Evaluate participation, including that of hard to reach communities, in a cross arts project			
		3.3	Implement evaluation activities as agreed with others			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 14: Supporting public relation activities

Unit reference number: F/601/5918

QCF level: 3

Credit value: 6

Guided learning hours: 48

Unit aim

This unit covers the principles and practice of maintaining public relations. Within Community Arts organisations, 'customers' are all those people who use the organisation's services: audiences, participants, artists and practitioners, and other stakeholders.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of maintaining public relations	1.1	Explain the importance of maintaining public relations to support organisational activities			
		1.2	Describe the principles of maintaining public relations			
2	Be able to work with others to maintain public relations	2.1	Assist in the development of a public relations policy for own organisation			
		2.2	Contribute to the development of public relations materials			
		2.3	Communicate with others in a manner which maintains public relations			
		2.4	Use a range of methods to deal with disputes that may impact on public relations			
		2.5	Provide constructive feedback that develops public relations			
3	Understand how to develop good working relationships with customers and stakeholders	3.1	Explain the importance of developing good working relationships with communities			
		3.2	Describe the principles of developing and maintaining customer service standards			
		3.3	Evaluate methods for consulting with customers and stakeholders			
		3.4	Evaluate methods which could be used to resolve disputes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to work with customers and stakeholders to maintain public relations	4.1	Implement customer service standards			
		4.2	Consult with customers and stakeholders to gain feedback on activities and identify needs and expectations			
		4.3	Review and revise customer service standards in response to feedback			
		4.4	Deal with customer complaints in line with organisational procedures			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 15: Understand how copyright law applies to own organisation

Unit reference number: J/601/5922

QCF level: 3

Credit value: 6

Guided learning hours: 48

Unit aim

This unit enables learners to develop an understanding of copyright law and how it applies to their organisation. Learners will need to research and understand how copyright affects the use of material and protects work and intellectual property.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how copyright law affects the use of materials	1.1	Describe sources of information on the use of material that has copyright protection			
		1.2	Summarise the different types of copyright			
		1.3	Analyse the affect copyright has on the use of a range of materials			
		1.4	Explain the importance of protecting work and how copyright encourages creativity			
2	Understand how copyright law applies to own organisation	2.1	Describe organisational procedures in relation to copyright to include: • obtaining and recording clearances and permissions • rates for copyright fees • negotiating the terms and conditions of use of copyright materials			
		2.2	Evaluate own organisation procedures for protecting own work and intellectual property			
		2.3	Explain the importance of protecting the organisation's work and intellectual property			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 16: Contribute to safeguarding children, young people and vulnerable adults

Unit reference number: L/601/7509

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit aim

This unit provides the knowledge and understanding required to enable workers in cultural venues to contribute to safeguarding children, young people and vulnerable adults.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand their organisation's policies, procedures and practices for safe working with children, young people and vulnerable adults	1.1	Explain their organisation's policies and practice for safe working that protect children, young people and vulnerable adults and adults who work with them			
		1.2	Describe their own role at work in contributing to safeguarding children, young people and vulnerable adults			
		1.3	Describe how their organisation's safe working practices comply with legislation that covers data protection, information handling and sharing			
2	Understand the importance of working in partnership with other organisations to safeguard children, young people and vulnerable adults	2.1	Explain the importance of safeguarding children, young people and vulnerable adults			
		2.2	Explain child protection within the wider concept of safeguarding			
		2.3	Explain the importance of a person centred approach			
		2.4	Explain what is meant by partnership working in the context of safeguarding			
		2.5	Describe the roles and responsibilities of the different organisations that may be involved when a child, young person or vulnerable adult has been abused or harmed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	3.1	Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding			
		3.2	Describe the actions their organisation expects them to take if a child or young person or vulnerable adult alleges harm or abuse			
		3.3	Explain the rights that children, young people, vulnerable adults and their families have in situations where harm or abuse is suspected or alleged			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 17: Assist with incidents and emergency procedures

Unit reference number: M/601/5963

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit is about following the correct procedures when assisting those dealing with incidents or emergency procedures.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand organisational procedures for dealing with incidents and emergencies	1.1	Summarise organisational procedures that should be followed for a range of incidents and emergencies that may occur			
		1.2	Analyse ways to identify signs of potential incidents or emergencies			
		1.3	Evaluate organisational procedures for monitoring and controlling risks			
		1.4	Explain organisational procedures for reporting and recording information on incidents and emergencies			
		1.5	Evaluate contingency plans for a range of incidents and emergencies			
2	Understand roles and responsibilities in dealing with an incident or emergency	2.1	Describe own role and responsibilities			
		2.2	Describe the roles and responsibilities of others			
		2.3	Explain the importance of handing over control at an appropriate point			
		2.4	Explain the importance of communicating clearly and accurately with colleagues and customers			
		2.5	Explain the importance of working as a team when dealing with an incident or emergency			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to assist in dealing with incidents or emergency	3.1	Analyse available information about an incident or emergency and make an initial response			
		3.2	Assess own role and the role of others in dealing with an incident or emergency			
		3.3	Take appropriate and prompt action to prevent a situation escalating following organisational procedures			
		3.4	Give instructions to other staff and individuals in line with organisational procedures			
		3.5	Maintain the rights of individuals involved at all times			
		3.6	Implement contingency plans correctly			
		3.7	Report and record information relevant to the incident or emergency			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 18: Support the organisation of creative or cultural events or exhibitions

Unit reference number: H/601/6897

QCF level: 3

Credit value: 6

Guided learning hours: 36

Unit aim

This unit is about providing support before, during and after an event or exhibition including planning the event or exhibition, helping on the day, and being involved in the evaluation. Events could include for instance open days, fundraising dinners, exhibition private views, or educational events.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to support the planning and preparation of events and exhibitions	1.1	Identify clearly the requirements of the exhibition or event and confirm them with all the relevant people before commencement			
		1.2	Work with the appropriate people or stakeholders to plan an event or exhibition			
		1.3	Collate the information for an event or exhibition diary			
		1.4	Clarify the roles and responsibilities of those involved in the event or exhibition			
		1.5	Provide information and support to market and promote the event or exhibition			
2	Be able to support the operation of events and exhibitions	2.1	Work collaboratively with others to support the physical preparation for an event or exhibition			
		2.2	Provide information and assistance to support the opening and closing down of an event or exhibition			
		2.3	Provide information and assistance to support the running of an event or exhibition			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to provide information to support the evaluation of events and exhibitions	3.1	Record ongoing information and feedback on the event or exhibition			
	3.2	Provide information to support the evaluation of the event or exhibition and aid improvements to future activities			
	3.3	Record the evaluation of the event or exhibition			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 19: Assisting with daily financial issues

Unit reference number: K/601/5850

QCF level: 2

Credit value: 3

Guided learning hours: 27

Unit aim

This unit involves assisting with daily financial issues and monitoring progress against the allocated budget, and ensuring that the budget figures are not exceeded. It involves reporting any variations from agreed expenditure, producing both routine and exception reports, and recording any agreements about action on expenditure. This unit also covers the issuing of petty cash, floats and per diems.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to maintain accurate and up to date financial records	1.1	Identify budget costs using valid, reliable and accurate sources of information			
		1.2	Maintain accurate and up-to-date financial records in the correct format, using appropriate computer software or manual format			
		1.3	Provide reports on expenditure against the budgets, in the correct format			
		1.4	Liaise with others to inform of any financial variances or discrepancies when these occur			
		1.5	Produce and maintain spreadsheets setting out: • costs • expenses			
		1.6	Set up and maintain supporting balance sheets, ensuring information is: • accurate • up to date • set out in the correct format			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to follow company policy in relation to purchase orders, petty cash, floats and per diems	2.1	Process purchase orders for payments			
		2.2	Monitor petty cash			
		2.3	Assemble and monitor floats			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 20: Conduct a health and safety risk assessment of the workplace

Unit reference number: H/601/6687

QCF level: 3

Credit value: 6

Guided learning hours: 32

Unit aim

The aim of this unit is to provide learners with the knowledge, understanding and skills to conduct a health and safety risk assessment of the workplace.

This unit is about the competences needed to identify hazards in the workplace, conduct a risk assessment and to make recommendations to control the risks and to review the results.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare for a workplace risk assessment	1.1	Evaluate the workplace to decide areas for risk assessment			
		1.2	Select the method of hazard identification appropriate to the workplace being assessed and in line with legal requirements			
		1.3	List the hazards in a way which meets legal, good practice and workplace requirements			
		1.4	Recognise own limitations and seek expert advice and guidance on operational controls when appropriate			
2	Be able to identify hazards in the workplace	2.1	Make sure the hazard investigation fully identifies those areas in the workplace where hazards with a potential for serious harm to health and safety are most likely to occur with impact on: ● people in the workplace and, ● other people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to conduct a risk assessment of the workplace	3.1	Carry out risk assessment of the hazards identified using appropriate documentation			
		3.2	Assess the level of risk and how risks can be controlled to minimise harm			
		3.3	Assess the level of risk, identifying those that could not be eliminated			
		3.4	Prioritise hazards which could result in serious harm to people at work and other people			
		3.5	Identify control measures and implement and record them, include actions with expected completion dates			
		3.6	Identify changes to policies and practices resulting from the risk assessment			
		3.7	Deliver findings of the risk assessment with actions identified			
4	Be able to review risk assessment	4.1	Instigate a review that compares the latest risk assessment to current workplace and working practices and identify any significant differences between previous and new working practices			
		4.2	Plan action to be taken resulting from the findings and: • identify new hazards arising from change • make changes to the risk assessment to include them • promptly inform everyone affected by the changes			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
5 Know the employers responsibility for risk assessments as required by current legislation	5.1	Explain own responsibilities for health and safety as defined by current legislation and: • specific legislation covering own job role • particular health and safety risks which may affect own job role and precautions required			
	5.2	Identify resources for the risk assessment to take place and: • how and where to find expert advice and guidance • the work areas and people for whom the learner is carrying out the risk assessment • the work activities of the people in the workplace where the learner is carrying out the risk assessment			
	5.3	Describe the purpose, legal implications and importance of carrying out risk assessments and: • the methods of identifying hazards including direct observation, examining records and conducting interviews • the workplace hazards most likely to cause harm • the importance of remaining alert to the presence of hazards in the workplace • the importance of dealing with or promptly reporting risks			
	5.4	Apply effective communication methods			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 21: Support marketing activities

Unit reference number: F/601/6499

QCF level: 3

Credit value: 4

Guided learning hours: 24

Unit aim

This unit is for those involved in supporting or contributing to the planning, implementation and evaluation of marketing activities, and developing appropriate material. Learners will liaise with others in their own company to identify the objectives for the marketing in the context of the client's or own company's policies and procedures, participate in the selection of appropriate marketing activities, assist with the preparation of a plan and budget and support the delivery and evaluation of the marketing activity.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A.*

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand marketing principles and the importance of branding and corporate identify in marketing	1.1	Identify the key principles of marketing			
		1.2	Explain the importance of branding and corporate identity in marketing			
2	Be able to identify the target audience and desired outcomes of marketing activity	2.1	Identify, through discussion with others the: • target audience for marketing activities and materials • desired outcome of marketing activities and materials			
3	Be able to support the preparation, costing and implementation of an ongoing marketing plan	3.1	Support the preparation, costing and implementation of an ongoing marketing plan, taking into consideration: • relevant legislation • codes of conduct • internal and external policies and guidelines			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support the production of marketing materials	4.1	Ensure that marketing and advertising branding is accurate, up to date and conforms to client's or own company brand guidelines			
		4.2	Ensure marketing materials are appropriate for the target audience and intended purpose			
		4.3	Ensure collateral is delivered on time and through the appropriate distribution channel			
5	Be able to collect and analyse data to inform future actions	5.1	Identify strategies for collecting data to measure the effectiveness of marketing activities, working with others			
		5.2	Produce and analyse data against success indicators			
		5.3	Use the results of the analysis to inform future actions			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 22: Giving and receiving feedback

Unit reference number: J/502/5761

QCF level: 3

Credit value: 2

Guided learning hours: 15

Unit aim

This unit aims to enable learners to understand the value of constructive feedback in creating a productive and secure working environment and its contribution to their own personal and professional development.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know about constructive feedback	1.1	Describe feedback			
		1.2	Outline reasons for avoiding giving and receiving feedback			
		1.3	Outline the benefits of constructive feedback			
2	Understand skills required to give and receive feedback	2.1	Describe techniques for giving feedback			
		2.2	Identify skills required to give feedback			
		2.3	Identify skills for receiving feedback			
3	Be able to give and receive feedback	3.1	Demonstrate skills required to give feedback			
		3.2	Demonstrate skills required to receive feedback			
4	Be able to analyse own skills in giving and receiving feedback	4.1	Analyse own skills in giving and receiving feedback			
		4.2	Recommend, with reasons, improvements to own skills when giving and receiving feedback			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 23: Dealing with conflict

Unit reference number: F/502/3569

QCF level: 2

Credit value: 1

Guided learning hours: 6

Unit aim

This unit introduces conflict in the place of work. It covers why conflict occurs and what can be done to prevent it. The unit also covers the rights of the employee and how they are protected.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how conflicts can arise and how they are commonly resolved	1.1	Describe some of the common causes of conflict in the place of work			
		1.2	Describe 3 different approaches used to prevent conflict arising or escalating			
2	Understand what attitudes and behaviours help when dealing with conflict	2.1	Demonstrate behaviour and techniques that would help prevent or de-escalate conflict should it arise			
		2.2	Describe how language can play an important role in starting or resolving conflict. Look at the role of language in: • emails • conversation • giving instructions			
		2.3	Describe some of the types of language an employee might encounter in the work place			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Understand employee rights in the place of work and recognise unacceptable behaviour	3.1	Describe what would constitute unacceptable behaviour and unacceptable language			
	3.2	Work with one employer's code of conduct manual or similar document to create a summary of the behaviour and conduct expected			
	3.3	Collect appropriate information about the rights employees have in the place of work and summarise their findings			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 24: Manage and market own freelance services

Unit reference number: T/600/8948

QCF level: 3

Credit value: 6

Guided learning hours: 60

Unit aim

The aim of this unit is to enable learners to market their own services, manage their own performance, contracts and systems, and accounts and records.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to market own services	1.1	Identify relevant business contacts within the industry			
		1.2	Maintain established business contacts within the industry			
		1.3	Participate within relevant networks and expert organisations to support own freelance activity			
		1.4	Use appropriate strategies and tools to enhance own professional reputation and promote own services			
		1.5	Implement systems to enable early identifications of work opportunities			
		1.6	Identify potential agents or other representatives			
2	Be able to manage own performance	2.1	Identify own development needs drawing on a range of relevant sources			
		2.2	Seek constructive feedback from relevant parties about own performance			
		2.3	Set, monitor and review realistic objectives for own training and development needs, performance and business targets			
		2.4	Work flexibly, adapting to the requirements of others as appropriate whilst maintaining own personal work ethic and reputation			
		2.5	Make appropriate business decisions			

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to manage own systems, accounts and records	3.1	Implement effective systems for managing budgets, finance and documentation			
		3.2	Maintain appropriate, accurate and up-to date accounts and records			
		3.3	Implement effective support services			
		3.4	Plan ahead to maintain a viable work and cash flow			
4	Be able to manage own contracts	4.1	Negotiate contracts that meet legal and industry requirements			
		4.2	Agree realistic fee rates, schedule and other expenses			
		4.3	Establish clear performance outcomes			
		4.4	Ensure that contracts include all relevant details, checking that these match agreements			
		4.5	Communicate the obligations of all parties clearly			
		4.6	Store a written copy of the final signed contract securely			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*) _____ Date: _____

Unit 25: Understanding the core knowledge needed by those who work with children and young people

Unit reference number:	**T/502/7537**
QCF level:	**2**
Credit value:	**3**
Guided learning hours:	**26**

Unit aim

The aim of this unit is to enable the learner to understand the core knowledge required by those who work with children and young people.

Unit assessment requirements/evidence requirements

Learning outcome 1: Communication can include verbal, written and technological methods. Potential barriers can include language, poverty, cultural or faith background/requirements, disability, disadvantage or anxiety.

Learning outcome 2: Changes can include emotional, intellectual, linguistic, mental, moral, physical, sexual and social development. Their world can include their environment and online experience.

Learning outcome 3: Abuse of children or young people can take the form of one or more of the following: emotional, physical, sexual, bullying, neglect and self-harm.

Learning outcome 4: Refers to changes between services or life changes such as moving schools, leaving a custodial setting, experiencing puberty or family issues.

Learning outcome 5: Multi-agency working brings together practitioners from different sectors and professions within the workforce to provide integrated support.

It is accepted that the assessment of some knowledge and understanding may take place in a different environment e.g. in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence. Please refer to the Skills for Justice assessment strategy in *Annexe A* for more details.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of effective communication and engagement with children, young people and their families/carers	1.1	Explain the different ways of communicating with children, young people and their families/carers			
		1.2	Describe how to address potential barriers to communication and engagement with children and young people			
		1.3	Explain the importance of non-verbal communication, including body language			
		1.4	Explain the importance of demonstrating respect when communicating with children and young people			
		1.5	Explain how their attitude and behaviour can affect the development of rapport with children, young people and the child/young persons' families/carers			
		1.6	Describe the effects of involving children/young people, families, parents and carers in decisions affecting children/young people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the development of children and young people	2.1	Outline the key development changes that are expected to occur in children and young people			
		2.2	Explain why children and young people can perceive and experience their world in different ways			
		2.3	Describe how families, parents and carers have an impact in shaping the development of children			
		2.4	Explain ways of motivating and encouraging children and young people to realise the child/young person's full potential, within the context of their role			
		2.5	Describe how to access support in circumstances where they are affected emotionally by their work with children, young people, families and carers			
3	Understand the importance of safeguarding children and young people	3.1	Describe what is meant by the safeguarding of children and young people			
		3.2	Explain their own role and responsibilities for safeguarding the children and young people with whom they come into contact			
		3.3	Describe the indicators of potential abuse affecting children and young people			
		3.4	Describe the actions to take where abuse is suspected, identified or disclosed, within the context of their role			
		3.5	Explain the circumstances when a child or young person might be referred for help and support			
		3.6	Describe the procedures for progressing referrals of children/young people for help and support			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the types of transitions affecting children and young people	4.1	Describe what is meant by the term transition in relation to children and young people			
		4.2	Describe key types of transition between services affecting children and young people			
		4.3	Describe key types of life changes affecting children and young people			
		4.4	Describe the importance of supporting children and young people through transitions in a way that is appropriate to their age and stage of development			
5	Understand the nature and importance of their role in multi-agency and integrated working in meeting the needs of children and young people	5.1	Explain what is meant by multi-agency and integrated working and the impact for working with children and young people			
		5.2	Explain their role in multi-agency and integrated working and the circumstances when another agency or individual might be involved in supporting a child or young person			
		5.3	Describe the role of families, parents and carers as partners when working with children and young people			
		5.4	Describe when and how it might be appropriate to challenge situations which are beyond the immediate responsibilities of their role			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand the importance of information sharing	6.1	Describe the importance of sharing relevant information with other appropriate agencies, and in a timely and accurate way			
		6.2	Outline legislation and organisation requirements regarding the maintenance of confidentiality			
		6.3	Describe the boundaries of confidentiality when dealing with children and young people, and when it is appropriate to share information without the consent of the child or young person			
		6.4	Describe why it is important to explain to children and young people the limits of confidentiality			
		6.5	Describe what is meant by data security, both in and outside the working environment			
		6.6	Describe their organisation's procedures for maintaining accurate and up to date records			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)

Unit 26: Understanding the core knowledge needed by those who work with children and young people, and its impact

Unit reference number: D/505/3355

QCF level: 3

Credit value: 4

Guided learning hours: 28

Unit aim

The aim of this unit is to enable learners to understand the core knowledge required by those who work with children and young people, and its impact.

Unit assessment requirements/evidence requirements

Learning outcome 1: Communication can include verbal, written and technological methods. Potential barriers can include language, poverty, cultural or faith background/requirements, disability, disadvantage or anxiety.

Learning outcome 2: Changes can include emotional, intellectual, linguistic, mental, moral, physical, sexual and social development. Their world can include their environment and online experience.

Learning outcome 3: Abuse of children or young people can take the form of one or more of the following: emotional, physical, sexual, bullying, neglect and self-harm.

Learning outcome 4: Refers to changes between services or life changes such as moving from schools, leaving a custodial setting, experiencing puberty or family issues.

Learning outcome 5: Multi-agency working brings together practitioners from different sectors and professions within the workforce to provide integrated support.

It is accepted that the assessment of some knowledge and understanding may take place in a different environment e.g. in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence. Please refer to the Skills for Justice assessment strategy in *Annexe A* for more details.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to promote effective communication and engagement with children, young people and their families/carers	1.1	Explain the relative strengths and weaknesses of different ways of communicating with children, young people and their families/carers			
		1.2	Describe how to address potential barriers to communication and engagement with children and young people			
		1.3	Explain the importance of checking understanding when communicating with children, young people and their families/carers			
		1.4	Explain the importance of non-verbal communication, including body language			
		1.5	Explain the importance of demonstrating respect when communicating with children and young people			
		1.6	Explain how their attitude and behaviour can affect the development of rapport with children, young people and the child/young persons' families/carers			
		1.7	Describe the effects of involving children/young people, families, parents and carers in decisions affecting children/young people			
		1.8	Describe the circumstances, and associated considerations, when it might be appropriate to go against a child, young person or family/carer's expressed wishes			
		1.9	Explain the importance of reflecting upon the impact of their actions when communicating and engaging with children and young people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the development of, and the impact of this upon, children and young people	2.1	Outline the key development changes that are expected to occur in children and young people			
		2.2	Explain why children and young people can perceive and experience their world in different ways			
		2.3	Describe how families, parents and carers have an impact in shaping the development of children			
		2.4	Describe how the balance of influence from parents/carers, peers, authority figures and others alters as the child or young person develops			
		2.5	Describe the impact of technology on the development of children and young people			
		2.6	Explain ways of motivating and encouraging children and young people to realise the child/young person's full potential, within the context of their role			
		2.7	Describe how to access support in circumstances where they are affected emotionally by their work with children, young people, families and carers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the importance of safeguarding children and young people, and associated responsibilities and procedures	3.1	Describe what is meant by the safeguarding of children and young people			
		3.2	Outline national and local guidance and procedures regarding safeguarding and promoting the welfare of children and young people			
		3.3	Explain the key safeguarding responsibilities of all of those in contact with children and young people			
		3.4	Outline inter-agency arrangements for safeguarding children and young people			
		3.5	Describe the indicators of potential abuse affecting children and young people			
		3.6	Describe the actions to take where abuse is suspected, identified or disclosed, within the context of their role			
		3.7	Explain the circumstances when a child or young person might be referred for help and support			
		3.8	Describe the procedures for progressing referrals of children/young people for help and support			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to support children and young people through transitions, and circumstances requiring specialist support	4.1	Describe what is meant by the term transition in relation to children and young people			
		4.2	Describe the impact of key types of transition between services affecting children and young people			
		4.3	Describe the impact of key types of life changes affecting children and young people			
		4.4	Describe how to support children and young people through transitions in a way that is appropriate to their age and stage of development			
		4.5	Describe the circumstances when specialist advice and support is appropriate in supporting children and young people to manage transitions			
		4.6	Describe the action to take when specialist advice and support is needed to manage transitions			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
5 Understand sources of information regarding individual children, young people and families/carers, and the importance of effective information sharing	5.1	Explain what is meant by multi-agency and integrated working when working with children and young people			
	5.2	Describe the impact of multi-agency and integrated working in meeting the needs of children and young people			
	5.3	Explain their role in multi-agency and integrated working and the circumstances when another agency or individual might be involved in supporting a child or young person			
	5.4	Describe the role of families, parents and carers as partners when working with children and young people			
	5.5	Describe when and how it might be appropriate to challenge situations which are beyond the immediate responsibilities of their role			
	5.6	Explain the triggers and procedures for reporting and referring incidents or unexpected behaviour involving children and young people			
	5.7	Outline the procedures for multi-agency working			
	5.8	Describe sources of information, advice and support services for children and young people			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
6 Understand the importance of effective information sharing	6.1	Describe the importance of sharing relevant information with other appropriate agencies in a timely and accurate manner			
	6.2	Outline legal and their organisation's requirements regarding the sharing of information and maintenance of confidentiality			
	6.3	Describe the boundaries of confidentiality when dealing with children and young people, and when it is appropriate to share information without the consent of the child or young person			
	6.4	Describe why it is important to explain to children and young people the limits of confidentiality			
	6.5	Explain the sources of information regarding individual children, young people and families/carers, and the circumstances when each might be the most appropriate			
	6.6	Describe what is meant by data security, both in and outside the working environment			
	6.7	Describe their organisation's procedures for maintaining accurate and up to date records			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 27: Complying with relevant legal and ethical frameworks

Unit reference number: L/601/5856

QCF level: 3

Credit value: 6

Guided learning hours: 48

Unit aim

This unit is about learners demonstrating that they act responsibly in relation to staff, customers, investors and the communities in which and with whom they work, by compliance with legal and ethical frameworks.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the legal and regulatory, requirements that impact on community organisations	1.1	Identify what laws and regulations are relevant to community organisations			
		1.2	Evaluate the consequences of not complying with these laws and regulations			
2	Understand own organisation's culture	2.1	Define values within the context of own organisation			
		2.2	Evaluate how an ethical and value – based approach to governance is put into practice in own organisation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to develop and maintain policies and procedures that will ensure compliance to own organisation's legal and ethical framework	3.1	Describe the principles and methods of developing policies and procedures			
		3.2	Give examples of what a detailed policy should cover			
		3.3	Explain the importance of making policies consistent with own organisation's legal and ethical framework			
		3.4	Describe the processes for maintaining and reviewing the relevant policies and procedures			
		3.5	Monitor the implementation of policies and procedures			
		3.6	Assess reasons for not meeting requirements and report to relevant stakeholders			
		3.7	Review and revise policies as appropriate			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 28: Undertaking mentoring in the workplace

Unit reference number: A/503/9611

QCF level: 3

Credit value: 4

Guided learning hours: 6

Unit aim

This unit aims to provide learners with the knowledge, understanding and skills to organise and undertake supervised mentoring in the workplace.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to plan and organise formal workplace mentoring sessions	1.1	Prepare and plan the mentoring sessions			
		1.2	Contract the scope and content of the mentoring sessions			
		1.3	Agree goals for the workplace mentoring sessions			
2	Be able to undertake at least six hours of formal workplace mentoring	2.1	Use diagnostic and assessment tools to effectively mentor in the workplace			
		2.2	Demonstrate mentoring techniques of questioning and listening to effectively mentor in the workplace			
		2.3	Mentor one or more individuals in the workplace for at least six hours			
		2.4	Keep appropriate records of the mentee(s) including progress towards goals and impact on role			
3	Be able to summarise and analyse a period of formal mentoring within the workplace using feedback	3.1	Collect feedback from mentee(s) and show evidence within the mentoring diary			
		3.2	Summarise the workplace mentoring relationships			
		3.3	Identify where you could have approached an issue or area more effectively			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 29: Keeping up to date with current legislation in a business

Unit reference number: F/505/1159

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit enables learners to keep up to date with current legislation affecting business and to develop appropriate systems to comply and to set terms and conditions in contracts or agreements to meet legal requirements.

Unit assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to comply with current legal requirements in running a business	1.1	Review current legislation and regulations that influence trading environment of own business			
		1.2	Assess who has the power to inspect the activities of own business			
		1.3	Assess who has the power to enforce laws and regulations related to the products and services of own business			
		1.4	Develop a plan to outline the ways in which to comply with current laws and regulations in own business			
2	Be able to set terms and conditions in business agreements and contracts that meet legal requirements	2.1	Review the costs and benefits of protecting the trading name and activities of own business			
		2.2	Assess how to protect the trading name and activities of own business			
		2.3	Identify how to agree terms and conditions in business agreements and contracts with external stakeholders customers of own business			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(if sampled)

Unit 30: Define the product or service of a business

Unit reference number: M/505/1156

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit enables learners to set appropriate charges and meet timetables for sales.

Unit assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to define the product or service of a business	1.1	Review the place of the product or service of own business in its market			
		1.2	Identify the customer base, the market and the competition or the product or service of own business			
2	Be able to charge the right price for the product or service of a business	2.1	Identify the costs associated with providing a product or service for own business			
		2.2	Assess different ways of pricing a product or service for own business			
		2.3	Produce a financial analysis of the prices to be charged for a product or service for own business			
3	Be able to set targets for sales and distribution of the product or service of a business	3.1	Produce a plan showing how the product or service of own business could be provided			
		3.2	Specify the financial goals for own business and the sales needed to achieve these goals			
		3.3	Create targets to achieve the level of financial sales required for own business			
		3.4	Produce a timetable for sales and distribution of the product or service for own business			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 31: Keep financial records

Unit reference number: A/505/1158

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit enables learners to understand the importance of financial records to running a business and how financial information is recorded. Learners will be able to select an appropriate accounts management system and assess its effectiveness for their business.

Unit assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of financial records in running a business	1.1	Describe how maintaining financial records supports monitoring the performance of the business			
		1.2	Explain why financial measures and forecasts are important in business planning and development			
2	Understand how financial information is recorded in a business	2.1	Explain the systems used to record financial transactions in own business			
		2.2	Describe the information that needs to be recorded to maintain credit control, cash flow and bank monitoring			
		2.3	Analyse how to ensure that people internal and external to own business are informed about accounting information			
3	Be able to select an accounts management system to support running a business	3.1	Assess the principles and procedures underpinning accounts management systems			
		3.2	Justify the choice of an accounting system that fits with the management of own business			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to review the effectiveness of an accounts management system for a business	4.1	Review the extent to which financial transactions are recorded in own business			
	4.2	Specify the extent to which financial systems in own business are producing invoicing and purchasing records			
	4.3	Review the extent to which the financial records kept are in line with the legal requirements for own business			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 32: Obtain support for a business idea

Unit reference number: A/505/1161

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit enables learners to obtain support for a creative business idea.

Unit assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the types of support available for the development of a business idea	1.1	Describe the types of business support needed to support the development of the idea			
		1.2	Assess the availability, accessibility and appropriateness of financial business support			
2	Be able to plan how to obtain support for a business idea	2.1	Communicate the value of own business idea to others internally and externally to the business			
		2.2	Assess the feasibility of using different methods to protect own business idea			
		2.3	Justify the choice of a method to protect own business idea			
3	Be able to present a business idea to internal and external stakeholders of a business	3.1	Develop a presentation of own business idea for internal and external stakeholders			
		3.2	Review the types of questions that may arise from a presentation of own business idea			
		3.3	Develop responses to the types of questions that may arise from a presentation of own business idea			
		3.4	Communicate the benefits that would follow if own business idea is successful			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 33: Balance business needs and personal life

Unit reference number: Y/505/1149

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit enables learners to review their business and personal priorities and take positive steps to achieve a better work-life balance. It includes managing other people's expectations and using networking support and advice to meet own needs.

Unit assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to review business and private life priorities	1.1	Specify the priorities that are important in own business and own personal life			
		1.2	Assess short-term and long-term challenges in achieving a balance between own business and own private life			
		1.3	Specify responses to address short-term and long-term challenges in achieving a balance between own business and own private life			
2	Be able to achieve a work-life balance	2.1	Create boundaries to achieve a work-life balance			
		2.2	Review own success in maintaining the boundaries to achieve a work-life balance			
		2.3	Identify ways to delegate work and domestic tasks			
		2.4	Assess how ways to delegate work and domestic tasks helps to achieve a work-life balance			
3	Be able to manage expectations and obtain positive support in balancing business needs and personal life	3.1	Communicate own expectations for balancing business needs and personal life to key stakeholders			
		3.2	Communicate own capacity and limitations to meet expectations for balancing business needs and personal life to key stakeholders			
		3.3	Use sources of advice and help in balancing business needs and personal life			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 34: Carry out plans for a business

Unit reference number: Y/505/1152

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit enables learners to carry out a plan of action for their business, including the monitoring, controlling and evaluation of progress; developing contingency plans; and setting and meeting aims, targets and deadlines.

Unit assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to implement plans in a business	1.1	Develop a schedule to implement business plans for own business			
		1.2	Review the resources that are available to carry out business plans for own business			
		1.3	Identify ways to encourage people involved in own business to support putting plans into practice			
		1.4	Develop a contingency plan to address any uncertainties in business plans for own business			
2	Be able to monitor business plans	2.1	Develop a process for achieving goals and targets in business plan for own business			
		2.2	Develop monitoring arrangements for reviewing progress against business plans with stakeholders internal and external to own business			
		2.3	Identify problems with putting the plans into practice in own business			
		2.4	Specify actions required to address any changes needed to business plans in own business			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to evaluate and revise business plans	3.1	Identify performance indicators which can be used to review success of business plans in own business			
		3.2	Assess the costs and benefits associated with success of business plans for own business			
		3.3	Analyse new opportunities for business plans for own business			
		3.4	Review the implications of new opportunities for business plans for own business			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 35: Plan how to let customers know about products or services

Unit reference number: F/505/1162

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit enables learners to develop marketing targets, forecasts, budgets, and timetables based on research.

Unit assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to review the market for the products or services of a business	1.1	Review the methods for researching the market for the products or services of own business			
		1.2	Develop a plan for researching the market for the products or services of own business			
		1.3	Identify how to make sense of the outcomes from researching the market for the products or services of own business			
2	Be able to produce a plan for marketing the products or services of a business	2.1	Research marketing and promotional methods which could be used to market products or services of own business			
		2.2	Justify how goals set for marketing and promotion of products or services match business targets for own business			
		2.3	Develop forecasts for marketing and promotional activity			
		2.4	Create a budget for marketing activities			
		2.5	Develop an outline for a marketing plan for products or services own business			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to plan regular monitoring and reviewing of marketing performance of a business	3.1	Review how marketing information will be obtained on a regular basis in own business			
	3.2	Develop criteria for monitoring success in reaching marketing targets			
	3.3	Develop a timetable to review marketing performance against targets			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 36: Seek advice and help for a business

Unit reference number: L/505/1164

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit enables learners to obtain good advice and help for the business and review how well it continues to support the business needs.

Unit assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify sources of advice and help available for a business	1.1	Identify the issues that a business needs help with			
		1.2	Review sources of advice and help which support the development of a business			
		1.3	Produce an analysis of the costs for using different sources of advice and help for own business			
		1.4	Justify the decisions made about the use of advice and help for own business			
2	Be able to obtain advice and help for a business	2.1	Decide how to make use of external for development of own business			
		2.2	Identify the questions to obtain a service from sources of advice and help that works for own business			
		2.3	Use the questions to obtain advice and help that works for own business			
3	Be able to review the effectiveness of advice and help obtained for a business	3.1	Develop criteria to understand the effectiveness of advice and help sought from external sources			
		3.2	Use the criteria to review whether or not additional advice and help is needed to meet the needs of own business			
		3.3	Specify how records of type and effectiveness of advice and help used will be maintained			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 37: Manage own time and work effectiveness

Unit reference number: T/505/1160

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit enables learners to evaluate their effectiveness and efficiency at work and make continual improvements to their own time management skills.

Unit assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to evaluate own work effectiveness	1.1	Identify own tasks undertaken and the time spent on them during a work day			
		1.2	Review own aspirations on what work needs to be undertaken for business success			
		1.3	Compare own aspirations against tasks undertaken and time spent on them during a work day			
		1.4	Use the comparison to analyse own work effectiveness			
2	Be able to set targets to improve own time management skills	2.1	Review how own time management skills are affecting ability to work effectively			
		2.2	Develop short and long term measurable targets to improve own time management skills			
		2.3	Produce a set of priorities for improving own time management skills			
3	Be able to monitor time management skills and own work effectiveness	3.1	Review progress on achievement targets for own work effectiveness			
		3.2	Assess to what extent improvements have been made in own work effectiveness			
		3.3	Identify any further time management improvements that need be made			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 38: Decide on a business location

Unit reference number: K/505/1155

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit enables learners to evaluate information and financial considerations when deciding between a range of business locations when choosing which location will best meet the business needs.

Unit assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to evaluate the factors affecting the location of a business	1.1	Assess the impact of different business locations on the relationships with internal and external stakeholders of own business			
		1.2	Identify the impact of different business locations on future staffing needs of own			
		1.3	Review the impact of different business locations on the ability to access the skills needed to meet goals for own business			
2	Be able to evaluate different business location for a business	2.1	Specify the critical requirements for a business location for own business			
		2.2	Identify the benefits of the available incentive schemes and conditions with different business locations for own business			
		2.3	Identify the benefits of the local and regional infrastructure and services at different business locations for own business			
3	Be able to identify a location which will meet the needs of a business	3.1	Specify the financial impact of different locations on own business			
		3.2	Assess the impact of legal requirements in deciding on the location of own business			
		3.3	Communicate a rationale for why a specific business location will meet the needs of own business			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 39: Carry out banking for a business

Unit reference number: R/505/1151

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit enables learners to understand how to set up a business bank account, choose a bank based on researching and comparing the banking services available, and keep track of the operation of the business bank account.

Unit assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the types of banking facilities available for a business	1.1	Describe the banking products and services available to a business			
		1.2	Evaluate the banking products and services offered by the major banks			
		1.3	Explain the advantages and disadvantages of the banking products and services offered by the major banks			
2	Be able to open and operate a bank account for a business	2.1	Choose a bank and type of bank account that meet the needs of own business			
		2.2	Identify the relevant documents and information that a bank needs to open and operate a business bank account			
		2.3	Identify who will be responsible for dealing with bank account administration in own business			
		2.4	Justify who will have access to the bank account in own business			
		2.5	Assess the effectiveness of the steps needed to ensure that access to the bank account is kept secure in own business			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to monitor the operation of a business bank account	3.1	Develop a systematic process for recording income received and payments made into the bank account in own business			
		3.2	Review the operation of the bank account against own records			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 40: Review the skills a business needs

Unit reference number: J/505/1163

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit enables learners to analyse and review the skills and abilities needed for the business, identify potential skills gaps and make informed decisions about current and future staffing needs.

Unit assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to assess what skills are needed in a business	1.1	Review the skills which are needed to successfully run a business on a day-to-day basis			
		1.2	Map the skills needed against the activities undertaken in own business			
		1.3	Identify how often each type of skill is needed to sustain development of own business			
		1.4	Identify whose skills contributions need to be reviewed in own business			
		1.5	Assess the skills that people have in own business			
		1.6	Identify gaps between the skills of people and activities of own business			
2	Be able to address skills gaps in order to meet the needs of a business	2.1	Identify whether own business has the people and skills to meet business needs			
		2.2	Assess the benefits and costs of the options for employing people to gain the skills needed by own business			
		2.3	Identify options for training current and/or new staff in own business			
		2.4	Produce a costing for training current and/or new staff in own business			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 41: Check what customers need from a business

Unit reference number: D/505/1153

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit enables learners to undertake market research to identify customers for the business, analyse markets and customer needs and match these to their business targets.

Unit assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment. Please refer to the overall Creative and Cultural Skills assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to research a market to identify the customers for the business	1.1	Use different methods to analyse which segments of the market need the products or services of own business			
		1.2	Compare different methods of collecting information from customers about what they need			
		1.3	Select methods of collecting and communicating the information to customers of own business			
2	Be able to analyse markets and customer needs	2.1	Analyse markets for products and services of own business			
		2.2	Analyse customer needs for products and services of own business			
		2.3	Justify where additional information is required to analyse markets and customer needs			
3	Be able to align customer needs to business targets	3.1	Communicate how to keep a focus in own business on customer needs			
		3.2	Communicate how customer needs can influence the future of own business			
		3.3	Review the analysis of customer needs to assist in shaping decisions about targets for own business			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: **www.edexcel.com/contactus**

- Pearson BTEC: **www.btec.co.uk/contactus**

- Pearson Work Based Learning: **www.pearsonwbl.com/contactus**

- Books, software and online resources for UK schools and colleges: **www.pearsonschools.co.uk/contactus**

Other sources of information and publications available on our website include:

- *Pearson Equality Policy*

- *Pearson Work Based Learning Centre Guide*

- *Edexcel UK Information Manual – Chapter 9* (updated annually)

- *Recognition of Prior Learning Policy and Process*

- *BTEC Centre Guide to Assessment.*

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications is available on our website, at www.pearsonwbl.edexcel.com/NVQ-competence-based.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications.

13 Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options and sector events, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme

- planning for assessment

- building your team and teamwork skills

- developing learner-centred learning and teaching approaches

- building functional skills into your programme

- building in effective and efficient quality assurance systems.

For more information on training options and upcoming events, please visit our website, www.pearsonwbl.edexcel.com//training-events. You can request customised training by completing the enquiry form on our website and we will contact you to discuss your training needs.

Support services

Face-to-face support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required. A UK map showing the Regional Quality Managers' contact details can be found at www.btec.co.uk/support.

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available at www.pearsonwbl.edexcel.com/Our-support.

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers are able to seek advice and clarification about any aspect of our qualifications and services, as well as share knowledge and information with others. The forums are sector specific and cover Business Administration, Customer Service, Health and Social Care, Hospitality and Catering and Retail. The online forum is available at www.pearsonwbl.edexcel.com/Our-support.

14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

Email: wblcustomerservices@pearson.com
Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

Email: wbl@pearson.com
Telephone: 0844 576 0045

Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Assessment requirements/strategy

Creative and Cultural Skills Assessment Strategy

1. Introduction

This Assessment Strategy is applicable to all QCF occupational qualifications at all levels within the Creative and Cultural footprint unless otherwise specified.

These Assessment Principles are designed to supplement the guidance issued by the Regulatory Authorities, including the Additional Regulatory Requirements for Qualifications of the Type NVQ within the QCF, and guidance issued by Awarding Organisations.

2. Simulation

Any simulation allowed must:

- provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed.

Unless otherwise indicated, it is a general principle that evidence from simulations should only be employed under the following circumstances:

- where for the candidate to be assessed performing this task in a real working environment could be deemed to pose risks to the themselves or others .

- where the situation or task to be assessed arises so infrequently that it would be impractical to wait for an opportunity to assess it solely when it occurred for real

- at the discretion of the Awarding Organisation where it is considered the environment provided fully reflects a commercial working environment and that the demands on the candidate during simulation are neither more or less than they would be in a real work environment/situation.

Any simulation must be approved in advance by the External Verifier, and clear reasons must be given for its intended use. If approval is given, all Awarding Organisation guidance and requirements must be observed.

3. Evidence

Workplace performance evidence should form the greatest proportion of each candidate's evidence, attesting to the fact that for an occupational qualification the candidate has demonstrated competence across the full range of performance requirements and that they are able to apply relevant knowledge and skills.

Other types of acceptable evidence include, but are not limited to:

- Witness Testimony (Details of acceptable witnesses are found in 'Section 4: Expertise of assessors, verifiers and witnesses')

- Logs/Diaries kept by Candidates

- Recorded answers to questions posed by the Assessor

- Recorded/Transcribed Interviews with the Candidate

- Recorded use of up-to-date commercial/industrial equipment

- E-portfolios and other forms of digital media

- Works documentation attributable to the candidate

- Both interim and final internal verification.

4. Expertise of assessors, verifiers and expert witnesses

Assessors must:

- Be competent to make qualitative judgements about the QCF units they are assessing. Illustrations of competence could include the assessor:

  o Having achieved the award/units themselves

  o Having substantial demonstrable experience in the job roles they are assessing

- Hold appropriate assessor qualifications, as currently required by the regulatory authorities.

- Carry out their duties in accordance with current guidance on assessment practice issued by the regulatory authorities and the appropriate Awarding Organisation.

- Maintain appropriate evidence of development activities to ensure their assessment skills and occupational understanding are current (CPD)

- Have a working knowledge of the NOS and the awards and a full understanding of that part of the award for which they have responsibility. The Awarding Organisation will confirm this through examination of relevant CVs supported by relevant references.

- Meet any additional requirements as specified by the Awarding Organisation.

Internal verifiers must:

- Hold appropriate verifier qualifications, as currently required by the regulatory authorities.

- Carry out their duties in accordance with current guidance on verification practice issued by the regulatory authorities and the appropriate Awarding Organisation.

- Maintain appropriate evidence of development activities to ensure their assessment skills and occupational understanding are current (CPD)

- Have relevant experience within the sector, a working knowledge of the QCF units/award and a full understanding of that part of the units/award for which they have responsibility. The Awarding Organisation will confirm this through examination of relevant CVs supported by relevant references.

- Meet any additional requirements as specified by the Awarding Organisation

External verifiers must:

- Be familiar with and/or experienced in the relevant sector and/or context to be able to verify that candidate evidence has met the requirements of the award and the requirements of the appropriate Awarding Organisation

- Be in possession of or be working towards the V2 or hold the D35 External Verifier Award. To be achieved within 12 months of registration in England, Wales and Northern Ireland.

- Carry out their duties in accordance with the current guidance on verification practice issued by the regulatory authorities and appropriate Awarding Organisation.

- Maintain appropriate evidence of development activities to ensure their verification skills and occupational awareness are current (CPD)

- Not work with any centre in which they have a personal or financial interest

- Meet any additional requirements as specified by the Awarding Organisation

- Take part in continuing professional development activities offered by the Awarding Organisation or other relevant providers in the sector to keep up-to-date with developments relating to the award and changes taking place in the industry

Expert Witnesses must:

Be competent to make judgements about the activity for which they are providing the testimony. As the assessment decision lies with the Assessor, it is their responsibility to verify this and, where challenged, to justify their acceptance of third party 'witness testimony' to the Internal Verifier.

Skills for Justice Assessment Strategy

This strategy sets out the specifications of Skills for Justice for the assessment and quality assurance for competence-based qualifications on the QCF and CQFW that sit within the Skills for Justice footprint.

The following sections outline Skills for Justice's specific principles concerning:

1. external quality control of assessment

2. workplace assessment

3. the use and characteristics of simulation

4. the required occupational expertise of assessors and verifiers

These principles are in addition to the generic criteria that Awarding Organisations must meet for the delivery of qualifications as required by the regulators, for example Ofqual's 'Regulatory arrangements for the Qualifications and Credit Framework'.

This Assessment Strategy does not describe these systems in detail. It only provides the overarching principles. These systems may vary from one Awarding Organisation to another and Skills for Justice accepts this, providing the overarching principles of this document are consistently put into practice.

Skills for Justice sees itself as working in partnership with Awarding Organisations in order to deliver quality assessment and will be happy to provide them with appropriate support in implementing its requirements.

This Assessment Strategy is applicable to competency-based qualifications within the Justice/Community Safety/Legal Services sector. For qualifications other than NVQs, there is no requirement for assessors or those carrying out internal quality assurance activities to achieve the qualifications as specified and approved by the regulators. However, they must have been trained to the same criteria and level of what would be the appropriate qualification. For qualifications that use NVQ in the title, Skills for Justice is working in compliance with the 'Additional Requirements for Qualifications that use the title NVQ within the QCF', which is an agreement between the Alliance of Sector Skills Councils, the Joint Council for Qualifications and the Federation of Awarding Bodies (see Appendix A), therefore, assessors and those carrying out internal quality assurance must be qualified or working towards the appropriate qualification.

1. External Quality Assurance – A rigorous and robust system of Internal and External Verification

The monitoring and standardisation of assessment decisions will be achieved by a robust and strong external quality assurance process. The mechanisms required to achieve this are outlined by the regulators.

In addition to the Regulators' requirements Skills for Justice will require all external quality assurance reports and other data relating to a centre to be evaluated by the Awarding Organisation and any risks relating to quality control to be addressed. External quality assurance, monitoring, support and control should be put in place as appropriate to each centre's level of risk.

2. Workplace Assessment

Skills for Justice believe that direct observation by a competent or testimony from an Expert Witness is always preferred.

Expert Witness testimony has parity with assessor observation unless otherwise stated in unit evidence requirements. The Expert Witness testimony may be used as an alternative assessment method to assessor observation but should not entirely replace this. The Assessor is responsible for making the final judgement in terms of the candidate meeting the evidence requirements for the unit.

Skills for Justice recognise that there are alternative evidence sources which may be used where direct observation is not possible or practical e.g. work products, records, reflective accounts, professional discussion etc.

In order to ensure that the evidence used to assess candidates is valid, all centres must demonstrate that the candidates have access to the types of resources commonly in use in the sector and that the pressures and constraints of the workplace are reflected.

It is accepted that the assessment of some knowledge and understanding may take place in a different environment e.g. in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

3. Simulation

Assessment in a simulated environment should only be used in the following circumstances:

- Where the nature of the work activity presents high risk/danger to the candidate and others e.g. personal safety

- Where evidence in the workplace will not be demonstrated within an acceptable time frame.

The Awarding Organisations should issue adequate guidance to their centres as to how these simulations should be planned and organised. In general this guidance must ensure that the demands on the candidate during simulation are neither more nor less than they would be in a real work situation. This guidance should clearly state the strategy for simulations. Simulations must be agreed between the representative from the Awarding Organisation who is responsible for external quality assurance and with the person who is responsible for internal quality assurance in the assessment centre, prior to use.

All Simulations should follow these basic principles:

- A centre's overall strategy for simulation must be examined and approved by the person from the Awarding Organisation who is responsible for external quality assurance.

- The nature of the contingency and the physical environment for the simulation must be realistic and candidates should be given no indication as to exactly what contingencies they may come across.

- Where simulations are used they must reflect the requirements of the qualification units.

- The location and environment of simulation must be agreed with the person responsible for internal quality assurance, prior to taking place and be checked by the Awarding Organisations representative responsible for external quality assurance.

- All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans.
- There should be a range of simulations to cover the same aspect of a unit so that the risk of candidates successfully colluding is reduced.

4. Requirements of Approved Centres, Assessors, Expert Witnesses and Verifiers

Skills for Justice believes that the occupational expertise of assessors, expert witnesses and those responsible for external/internal quality assurance is one of the key factors underpinning valid, fair and reliable assessment. The integrity and professionalism of assessors, expert witnesses and those responsible for quality assurance are of paramount importance.

Approved Centres

Approved Centres must ensure that staff whose role is assessment or quality assurance are given sufficient time to carry out their role effectively.

Approved centres will be required to provide the Awarding Organisation with current evidence of how each assessor meets the requirements; for example, certificates of achievement, testimonials, references or any other relevant records. Where an assessor is working towards the qualification for assessing NVQs, Awarding Organisations must require that assessment decisions are counter-signed by another assessor who holds the qualification for assessing NVQs. The assessor holding the qualification for assessing NVQs must meet the criteria laid out below. Where a new qualification is being introduced and there are not sufficient occupationally competent assessors to meet the counter signatory requirements as above, centres may use assessors who are not occupationally competent for up to 18 months from introduction of the qualification. Any such arrangements should be agreed with the Awarding Organisation and be monitored through the external quality assurance process.

Where those responsible for internal quality assurance are working towards the appropriate qualification as approved, and specified by, the regulatory authorities, achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Where the person responsible for internal quality assurance is working towards a qualification, Awarding Organisations must require that their quality assurance decisions are counter-signed by another person who holds the qualification for internally quality assurance of NVQs. The person holding the qualification for internal quality assurance of NVQs may or may not meet the criteria laid down below. Such arrangements should be agreed with the Awarding Organisation and be monitored through the external quality assurance process.

Assessors

All assessors must:

- be occupationally competent. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the Justice/Community Safety/Legal Services sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate

- they are assessing. However, centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal quality assurance process to minimise the possibility of collusion between candidates and assessors.

- be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager.

- be familiar with the qualification units; and must be able to interpret and make judgements on current working practices and technologies within the area of work.

- maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice/Community Safety/Legal Services sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.

- hold or be working towards the appropriate assessor qualification as approved, and specified by the Regulatory Authorities, when assessing NVQs. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Please refer to appendix 1 for additional requirements for QCF qualifications that use NVQ in the title.

- be trained to the requirements of the appropriate assessor qualification, for qualifications other than NVQs. However, the decision on whether the assessor goes on to achieve a qualification lies with the assessment centre and their Awarding Organisation.

Expert Witnesses

The use of expert witnesses is encouraged as a contribution to the provision of performance evidence presented for assessment. The role of the expert witness is to submit evidence to the assessor as to the competence of the candidate in any given unit. This evidence must directly relate to candidate's performance in the work place which has been seen by the expert witness.

All Expert Witnesses must:

- be occupationally competent in the area being assessed. This means that each expert witness must, according to current sector practice, be competent in the functions covered by the units to which they are contributing. They will have gained their occupational competence working within the Justice/Community Safety/Legal Services sector or within an appropriate occupational sector.

- maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice, Community Safety and Legal sectors. These may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.

- provide current records of their skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.

- be familiar with the qualification unit; and must be able to interpret current working practices and technologies within the area of work

- be inducted by the centre so that they are familiar with the standards for those units for which they are to provide expert witness evidence. They must also understand the centre's recording requirements and will need guidance on the skills required to provide evidence for the units.

Internal Quality Assurance

Those responsible for the internal quality assurance must:

- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their candidates. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the standards. Those conducting internal quality assurance must also sample the assessment process and resolve differences and conflicts on assessment decisions.

- understand the content, structure and assessment requirements for the qualification they are verifying.

- maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice/Community Safety/Legal Services sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.

- hold or be working towards the appropriate qualification as approved, and specified by, the Regulatory Authorities, for NVQs. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Please refer to appendix 1 for additional requirements for QCF qualifications that use NVQ in the title.

- be trained to the requirements of the appropriate qualification for qualifications other than NVQs. However, the decision on whether the candidate goes on to achieve a qualification lies with the assessment centre and their Awarding Organisation.

- occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of internal quality assurance.

- have an appropriate induction to Justice/Community Safety/Legal Services qualifications that they are quality assuring, provided to them by the Centre, and have access to ongoing training and updates on current issues relevant to these qualifications. Information on the induction and continuing professional development of carrying out internal quality assurance must be made available to the Awarding Organisation through its external verification process.

External Quality Assurance

Those persons conducting external quality assurance must:

- be occupationally knowledgeable and have gained their knowledge working within the sector or associated professional/occupational area.

- have a thorough understanding of the qualifications they will be quality assuring.

- have a detailed knowledge of the Awarding Organisation's systems and documentation.

- have a thorough understanding of the qualification system and national policy and guidance documents produced by the regulatory authorities and Awarding Organisations describing assessment and quality assurance practice.

- maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice/Community Safety/Legal Services sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.

- hold, or be working towards, the appropriate qualification as approved, and specified by, the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities.

APPENDIX 1 Assessment Strategy for the Justice, Community Safety and Legal Services Sectors

Additional Requirements for Qualifications that use the title NVQ within the QCF (February 2013)

This document has been produced by the Joint Awarding Body/SSC Working Practices Group which has been formed by the respective representative bodies to support and encourage effective working relationships between SSCs, submitting organisations and Awarding Organisations. The Group will update the document as necessary to make sure it is kept and to date and relevant and will consider developing additional guidance. Assessment Strategy for the Justice, Community Safety and Legal Services Sectors

Purpose of document

The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ within the QCF.

When an SSC/SSB and Awarding Organisation wants to use the title NVQ in the naming of a qualification within the QCF, the Awarding Organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.

The aims of these additional requirements are to

- ensure that all competence based qualifications that use the title NVQ within the QCF are assessed and quality assured consistently.

- maintain the integrity of qualifications that use the title NVQ within the QCF

- establish the NVQ brand within the QCF

- keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ within the QCF to a minimum.

Background

'At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence'. (NCVQ's NVQ Criteria and Guidance 1995).

NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.

Qualifications that use the title NVQ within the QCF must comply with the rules of combination determined by the SSC/SSB. Awarding Organisations are not allowed to develop another qualification that does not use the title NVQ within the QCF, if it uses the same rules of combination as a qualification that does use the title NVQ within the QCF.

The QCF offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title within the QCF are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their Awarding Organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ within the QCF, are not a preferred method for assessing occupational competence and all qualifications accredited through the QCF have equal status.

When developing a qualification for the QCF, including qualifications that use the title NVQ within the QCF, an Awarding Organisation must be a recognised Awarding Organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications and Credit Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.

The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ within the QCF will be assessed and quality assured. For those recognised Awarding Organisations that want to assess occupational competence through the use of qualifications that use the title NVQ within the QCF, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

Additional requirements for qualifications that use the title NVQ within the QCF

Introduction

Qualifications that use the title NVQ within the QCF must be assessed and quality assured in accordance with the following additional requirements.

Assessment requirements

When a qualification uses the title NVQ within the QCF, Awarding Organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.

Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and Awarding Organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ within the QCF. The assessment criteria for each unit will be part of the units that make up the qualification.

Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.

When a learner cannot complete a real work activity, simulation is allowed.

Simulation is allowed when

- a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
- a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
- the safety of a learner, other individuals and/or resources will be put at risk.

When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.

Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.

Learners must be assessed by assessors

- who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification
- who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners (SSCs will identify suitable qualifications).
- must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.

All assessors must carry out assessment to the standards specified in the relevant assessor qualification.

All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an Awarding Organisation.

Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

Quality assurance requirements

When a qualification uses the title NVQ within the QCF, Awarding Organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.

Qualifications that use the title NVQ within the QCF, must be verified

- internally by an Internal Verifier, who is accountable to the assessment centre
- externally by a Standards Verifier, who is accountable to the Awarding Organisation or an agent of the Awarding Organisation.

With reference to internal verification, Internal Verifiers must

- hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
- have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
- be fully conversant with the standards and assessment criteria in the units to be assessed
- understand the Awarding Organisation's quality assurance systems and requirements for this qualification.

Trainee Internal Verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.

Assessment Strategy for the Justice, Community Safety and Legal Services Sectors

With reference to external verification, Standards Verifiers must

- hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification (SSCs will help identify all suitable qualifications.)

- have no connections with the assessment centre, in order to maintain objectivity

- have sufficient and relevant technical/occupational understanding in the unit(s) being verified

- be fully conversant with the standards and performance criteria in the units to be assessed

- understand the Awarding Organisation's quality assurance systems for this qualification.

Trainee Standards Verifiers must have a plan, which is overseen by the Awarding Organisation, to achieve the Standards Verifier qualification within an agreed timescale.

Awarding Organisations must decide the frequency of external monitoring activities. Any decision must be based on

- the risks associated with a qualification that is designed to help a learner demonstrate occupational competence

- an evaluation of the centre's performance and past record.

Awarding Organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.

Annexe B: Personal, Learning and Thinking Skills (PLTS) Mapping

PLTS	Units	1 L3	2 L3	3 L2	4 L3	5 L3
Independent Enquirers						
1	identify questions to answer and problems to resolve		●	●	●	●
2	plan and carry out research, appreciating the consequences of decisions		●			●
3	explore issues, events or problems from different perspectives		●			●
4	analyse and evaluate information, judging its relevance and value		●	●		●
5	consider the influence of circumstances, beliefs and feelings on decisions and events		●	●		●
6	support conclusions, using reasoned arguments and evidence		●	●		●
Creative Thinkers						
1	generate ideas and explore possibilities		●			
2	ask questions to extend their thinking		●			
3	connect their own and others' ideas and experiences in inventive ways					
4	question their own and others' assumptions		●			
5	try out alternatives or new solutions and follow ideas through		●			
6	adapt ideas as circumstances change					
Reflective Learners						
1	assess themselves and others, identifying opportunities and achievements	●			●	
2	set goals with success criteria for their development and work	●			●	
3	review progress, acting on the outcomes	●			●	●
4	invite feedback and deal positively with praise, setbacks and criticism	●			●	
5	evaluate experiences and learning to inform future progress	●		●	●	●
6	communicate their learning in relevant ways for different audiences		●		●	●
Team Workers						
1	collaborate with others to work towards common goals	●		●	●	●
2	reach agreements, managing discussions to achieve results	●		●	●	●
3	adapt behaviour to suit different roles and situations, including leadership roles	●		●	●	●
4	show fairness and consideration to others	●			●	
5	take responsibility, showing confidence in themselves and their contribution	●			●	
6	provide constructive support and feedback to others	●	●	●	●	

PLTS		Units	1 L3	2 L3	3 L2	4 L3	5 L3
Self-Managers							
1	seek out challenges or new responsibilities and show flexibility when priorities change		●		●	●	
2	work towards goals, showing initiative, commitment and perseverance		●	●	●	●	
3	organise time and resources, prioritising actions		●	●		●	
4	anticipate, take and manage risks		●				
5	deal with competing pressures, including personal and work-related demands		●			●	
6	respond positively to change, seeking advice and support when needed		●			●	
7	manage their emotions, and build and maintain relationships		●			●	
Effective Participators							
1	discuss issues of concern, seeking resolution where needed		●		●	●	●
2	present a persuasive case for action		●	●		●	●
3	propose practical ways forward, breaking these down into manageable steps		●	●	●	●	●
4	identify improvements that would benefit others as well as themselves		●				
5	try to influence others, negotiating and balancing diverse views to reach workable solutions		●	●			
6	act as an advocate for views and beliefs that may differ from their own						