Pearson Edexcel Level 3 NVQ Diploma in Event Management (QCF)

Specification

NVQ/Competence-based qualification

First registration August 2014

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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 NVQ Diploma in Event Management (QCF)
QCF Qualification Number (QN)	601/1129/X
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	29/08/2013
Operational start date	01/08/2014
Approved age ranges	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 strategy in *Annexe A.*
Credit value	78
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	568
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 Pearson *Access and Recruitment Policy* (see *Section 9, Access and Recruitment*).
Funding	For details on funding availability, please check the Learning Aim 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 NVQ Diploma in Event Management (QCF) is for learners whose job involves managing and planning the setup and breakdown of, running and evaluating events. The qualification incorporates the knowledge and understanding elements of the Pearson BTEC Level 3 Certificate in the Principles of Event Management (QCF) and the practical competence that staff employed in the area of event venues, event organising and events exhibitions need.

The Diploma gives learners the opportunity to:

- have their existing skills recognised

- achieve a nationally-recognised Level 3 qualification.

Relationship with previous qualifications

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

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson Edexcel Level 3 NVQ Diploma in Event Management (QCF) can progress to the Pearson BTEC Level 3 Certificate in the Principles of Event Management (QCF) or towards professional and higher level qualifications.

Industry support and recognition

This qualification is supported by People 1st, the Sector Skills Council for hospitality, passenger transport, travel and tourism in the UK.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Event Management and Temporary Structures, which were designed and set designed by People 1st, the Sector Skills Council for hospitality, passenger transport, travel and tourism.

3   Qualification structure

Pearson Edexcel Level 3 NVQ Diploma in Event 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	78

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	L/600/8549	Understanding the Events Industry	3	3	19
2	F/600/8550	Understanding How to Research and Report Information to Plan and Organise an Event	3	4	24
3	J/600/8551	Understanding Operational Event Planning	3	4	25
4	L/600/8552	Understanding Health, Safety and Security at Events Sites	4	5	40
5	R/600/8553	Understanding Event Setup and Breakdown	3	3	17
6	Y/600/8554	Understanding How to Manage the Running of an Event	4	4	25
7	D/600/8555	Understanding Event Evaluation and Reporting	3	3	18
8	H/600/8556	Understanding Working Relationships in the Events Industry	3	4	24
9	K/600/8557	Researching and Reporting Information to Plan and Organise an Event	3	7	57
10	M/600/8558	Operational Event Planning	3	8	60
11	T/600/8559	Managing the Setup and Breakdown of an Event	3	8	60
12	K/600/8560	Managing the Running of an Event	3	10	80
13	T/600/8562	Overseeing Health, Safety and Security at Events Sites	4	4	24
14	A/600/8563	Evaluating and Reporting Events	3	4	31
15	F/600/8564	Establishing and Developing Working Relationships in the Events Industry	4	7	64

Centres should be aware that within the Level 3 qualification in this specification, learners will be required to meet the demands of unit(s) at level 4. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

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. 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

- a **combination** of these.

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

Assessment strategy

The assessment 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 People 1st in partnership with employers, training providers, awarding organisations and the regulatory authorities.

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 People 1st assessment strategy. As stated in the assessment 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)

- 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 consists of the following knowledge-based units:

- L/600/8549 Understanding the Events Industry (Unit 1)
- F/600/8549 Understanding the How to Research and Report Information to Plan and Organise an Event (Unit 2)
- J/600/8551 Understanding Operational Event Planning (Unit 3)
- L/600/8552 Understanding Health, Safety and Security at Events Sites (Unit 4)
- R/600/8553 Understanding Event Setup and Breakdown (Unit 5)
- Y/600/8554 Understanding How to Manage the Running of an Event (Unit 6)
- D/600/8555 Understanding Event Evaluation and Reporting (Unit 7)
- H/600/8556 Understanding Working Relationships in the Events Industry (Unit 8).

These units must be assessed in line with the People 1st assessment strategy. Any specific assessment requirements for these units 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 the 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 units.

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 People 1st assessment 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 www.legislation.gov.uk

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/Our-support/Pages/qualifications-approval.aspx

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.edexcel.com/quals/NVQ-competence-based-qcf/delivering-NVQs/Pages/Quality-assurance.aspx

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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 on 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.*

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units.*

Both documents are 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: Understanding the Events Industry

Unit reference number: **L/600/8549**

QCF level: **3**

Credit value: **3**

Guided learning hours: **19**

Unit aim

The aim of this unit is to cover the knowledge and understanding that employees in the events industry require, concerning:

- the events industry
- the sectors that make up the events industry
- detailed information about two sectors in the events industry
- career opportunities.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall People 1st assessment 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 key features of the events industry	1.1	Evaluate different concepts of what is meant by 'event'			
		1.2	Describe scope of the events industry			
		1.3	Explain the contribution that the events industry makes to the UK economy and society			
		1.4	Explain the links between the events industry and other industries in the UK			
		1.5	Explain the international nature of the events industry			
		1.6	Define the five main sectors within the events industry			
		1.7	Describe the key features of the main sectors within the events industry			
2	Understand the main functions within the events industry	2.1	Define the four main functions within the events industry			
		2.2	Describe the planning and implementation cycle for events			
		2.3	Evaluate the importance of each phase in the event planning and management cycle			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the legal, social and ethical framework for events	3.1	Identify the main areas of legislation that cover the planning and organisation of events, including health and safety and contract law			
		3.2	Explain the implications of four different areas of legislation for the planning and organisation of events			
		3.3	Describe the main ethical and social issues that affect the events industry			
		3.4	Explain the implications of four different types of ethical and social concerns for the planning and organisation of events			
4	Understand the key features of two contrasting sectors of the events industry	4.1	Compare the purpose of two contrasting sectors of the events industry			
		4.2	Describe the diversity of the different types of organisations that make up the events industry			
		4.3	Compare the economic and social value of two contrasting sectors of the events industry			
		4.4	Explain factors driving change in two contrasting sectors			
		45	Describe the typical range of events that take place in two contrasting sectors			
		4.6	Explain the roles of key organisations in two contrasting sectors, including any representative and regulatory bodies and trade associations			
		4.7	Explain the links that two contrasting sectors in the industry have with other industries			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand employment and career opportunities in the events industry	5.1	Evaluate three sources of reliable and relevant information on career progression, training and education in the events industry			
		5.2	Describe potential career pathways in the five different sectors within the events industry			
		5.3	Identify the qualities, expertise and experience required to progress in the events industry			
		5.4	Explain how skills and knowledge acquired in their sector could relate to job opportunities elsewhere			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 2: Understanding How to Research and Report Information to Plan and Organise an Event

Unit reference number: F/600/8550

QCF level: 3

Credit value: 4

Guided learning hours: 24

Unit aim

This unit aims to cover the knowledge and understanding that event organisers require to research and report information to help them to plan and organise an event.

Unit assessment requirements/evidence requirements

Evidence of this knowledge and understanding must come from looking at event evaluations in two contrasting sectors.

Please refer to the overall People 1st assessment 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 research information for an event	1.1	Explain the importance of research to planning and organising events			
		1.2	Describe the types of information that need to be researched to plan and organise an event			
		1.3	Critically compare different information sources that may be used to obtain information relevant to planning and organising an event			
		1.4	Critically compare the research methods that may be used to plan and organise an event			
		1.5	Explain how to select the most appropriate and reliable information sources and research methods			
		1.6	Explain why it is important to maintain a record of sources to be used			
2	Understand how to report information to assist the planning and organisation of an event	2.1	Explain who will need to see the outcomes of research			
		2.2	Explain why it is important to systematically analyse information when planning and organising an event			
		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			
		2.6	Explain how to draw conclusions and make recommendations			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 3: Understanding Operational Event Planning

Unit reference number: J/600/8551

QCF level: 3

Credit value: 4

Guided learning hours: 25

Unit aim

This unit covers the knowledge and understanding that event managers require to develop detailed plans for an event.

Unit assessment requirements/evidence requirements

Evidence of knowledge and understanding must come from looking at detailed event planning in two contrasting sectors.

Please refer to the overall People 1st assessment 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 research events	1.1	Explain the importance of researching the overall strategic plan for the event prior to detailed planning			
		1.2	Explain the importance of researching and building on the successes of other similar events			
		1.3	Identify useful sources of information on similar events			
		1.4	Explain the importance of keeping up to date with current practice in event planning			
		1.5	Explain the importance of seeking innovation in event planning			
2	Understand the process of developing detailed plans for an event	2.1	Describe the principles and methods of developing detailed plans for events			
		2.2	Describe what a detailed plan should cover			
		2.3	Explain the importance of making the plan consistent with the overall goals, objectives, critical success factors and other requirements for an event			
		2.4	Describe typical requirements for events, including legal and regulatory requirements			
		2.5	Give 10 examples of the types of contingencies that may occur with events			
		2.6	Explain how to plan for possible contingencies			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Understand how to allocate people and resources to planned event activities	3.1	Describe methods of allocating personnel and other resources to plan components			
	3.2	Describe methods of allocating physical resources to plan components			
	3.3	Describe methods of allocating financial resources to plan components			
4 Understand the process of finalising detailed plans for events	4.1	Describe different methods of presenting plans so that they can be easily implemented			
	4.2	Explain the importance of having the agreement and support for all key stakeholders for your programme plans			
	4.3	Identify planning information that needs to be disseminated to stakeholders			
	4.4	Describe the different methods that can be used to disseminate event plans to stakeholders			
5 Understand the organisational context for developing detailed event plans	5.1	Describe the typical responsibilities of an event organiser at the planning stage			
	5.2	Describe how the event organiser's role relates to the roles of others in relation to planning an event			
	5.3	Describe the main responsibilities of colleagues with whom the event planner will work when developing detailed plans			
	5.4	Describe an organisation's procedures in relation to developing detailed plans			
	5.5	Describe an organisation's style and methods for distributing planning information			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 4: Understanding Health, Safety and Security at Events Sites

Unit reference number: L/600/8552

QCF level: 4

Credit value: 5

Guided learning hours: 40

Unit aim

The aim of this unit is to cover the knowledge and understanding that event organisers and temporary structures supervisors need to ensure health, safety and security at events sites.

Unit assessment requirements/evidence requirements

Evidence of knowledge and understanding must come from looking at health safety and security in two contrasting sectors.

Please refer to the overall People 1st assessment 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 health and safety in the events industry	1.1	Explain the three main reasons why health and safety at work is important			
		1.2	Explain the importance of health and safety in the events/temporary structures' industry			
		1.3	Explain what may happen if health and safety procedures are not properly implemented			
		1.4	Identify industry guidelines and good practice on health and safety			
		1.5	Identify the meaning of safety signs and symbols used in the industry			
		1.6	Explain site rules, welfare facilities, muster points, fire points, first aid facilities, emergency contact numbers, access and egress and general job briefing on a typical events site			
2	Understand responsibilities and liabilities for health and safety at events sites	2.1	Explain the employers' responsibilities and liabilities for health and safety at work			
		2.2	Explain every employee's responsibility and liabilities for health and safety at work			
		2.3	Explain a site supervisor's additional on-site responsibilities and liabilities for health and safety			
		2.4	Explain the health and safety responsibilities and liabilities of other people working on site			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand risk assessment and control on events sites	3.1	Describe the steps in risk assessment			
		3.2	Explain the difference between 'generic' and 'dynamic' risk assessment and the importance of each			
		3.3	Describe the typical hazards that may occur when working on site, e.g. severe weather, underground and overhead services, trip and fall hazards, etc			
		3.4	Explain the risks associated with each of these hazards			
		3.5	Explain how these risks can be eliminated or controlled			
		3.6	Explain what a method statement is and why it is important			
4	Understand health and safety inspection procedures at events sites	4.1	Describe the different types of people who may carry out on-site health and safety inspections and the powers of each			
		4.2	Explain the effects of each of the following: • A Prohibition Notice • An Improvement Notice			
5	Understand security procedures at events sites	5.1	Explain the importance of on-site security			
		5.2	Explain what can happen if on-site security procedures are not properly implemented			
		5.3	Describe typical on-site security problems and ways of dealing with these			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
6 Understand emergency procedures at events sites	6.1	Describe the typical emergencies that may occur on events/temporary structures sites			
	6.2	Explain the procedures to follow in response to the typical emergencies on events sites			
	6.3	Describe the procedures for reporting accidents and incidents			
	6.4	Explain why reporting procedures for accidents and emergencies are important			
7 Understand how to maintain health, safety and security on events sites	7.1	Explain how to encourage staff to make health, safety and security priorities in their work			
	7.2	Explain how to behave on site to reinforce messages about health, safety and security			
	7.3	Describe how to monitor a site and the work taking place to make sure health, safety and security procedures are being followed			
	7.4	Explain how to communicate information about health, safety and security to your staff and other relevant people			
8 Understand how to improve health, safety and security on events sites	8.1	Explain the importance of continuous improvement in relation to on-site health, safety and security			
	8.2	Identify the people you can work with to help improve on-site health, safety and security			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 5: Understanding Event Setup and Breakdown

Unit reference number: R/600/8553

QCF level: 3

Credit value: 3

Guided learning hours: 17

Unit aim

The aim of this unit is to cover the knowledge and understanding event organisers need to be able to oversee the setup and breakdown of an event.

Unit assessment requirements/evidence requirements

Evidence of this knowledge and understanding must come from looking at event setup and breakdown in two contrasting sectors.

Please refer to the overall People 1st assessment 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 oversee the setup and breakdown of an event	1.1	Explain the importance of managing setup and breakdown effectively			
		1.2	Explain the main stages involved in setup and breakdown			
		1.3	Explain the importance of having clear plans for setup and breakdown			
		1.4	Explain why it is important to follow plans for setup and breakdown as agreed			
		1.5	Describe the information needed about event plans and resources to manage setup and breakdown			
		1.6	Describe the main contractual obligations relevant to setup and breakdown			
		1.7	Describe the main health and safety requirements relevant to setup and breakdown			
		1.8	Describe five typical problems that may occur during setup and breakdown			
		1.9	Explain how to respond to five typical problems that may occur during setup and breakdown			
		1.10	Explain the importance of checking resources during setup and breakdown			
		1.11	Explain how to ensure the proper checking of resources during setup and breakdown			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to work effectively with others during the setup and breakdown of an event	2.1	Describe the roles of people who will be involved in setup and breakdown			
		2.2	Explain the importance of presenting a positive image of oneself and one's organisation during setup and breakdown			
		2.3	Describe a range of ways of presenting a positive image of oneself and one's organisation during setup and breakdown			
		2.4	Define what is meant by 'customer' in the context of setting up and breaking down an event			
		2.5	Explain how to provide optimum levels of customer service during setup and breakdown			
		2.6	Explain the typical range of internal and external customers in the context of setup and breakdown			
		2.7	Identify who needs to be communicated with during setup and breakdown			
		2.8	Explain the importance of briefing and debriefing personnel during setup and breakdown			
		2.9	Describe how to brief and debrief personnel effectively			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 6: Understanding How to Manage the Running of an Event

Unit reference number: Y/600/8554

QCF level: 4

Credit value: 4

Guided learning hours: 25

Unit aim

The aim of this unit is to cover the knowledge and understanding that event organisers need to manage the running of an event.

Unit assessment requirements/evidence requirements

Evidence of this knowledge and understanding must come from looking at event evaluations in two contrasting sectors.

Please refer to the overall People 1st assessment 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 manage the running of an event	1.1	Explain the importance of following agreed plans for an event			
		1.2	Describe the processes used to monitor the running of an event			
		1.3	Explain why it is important to provide authorisation for each stage of an event			
		1.4	Describe the processes they should follow to provide authorisation for different stages of an event to go ahead			
2	Understand how to work with others when managing an event	2.1	Describe the typical management arrangements for an event			
		2.2	Describe the roles and responsibilities of people involved in the management arrangements for an event, including external organisations			
		2.3	Explain the importance of effective communication during an event			
		2.4	Explain the processes to use to communicate during an event			
		2.5	Describe the principles of effective leadership during an event			
		2.6	Explain the importance of effective leadership during an event			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to deal with problems and manage change during an event	3.1	Identify the typical types of problems that may occur during an event			
		3.2	Explain how to respond effectively to problems that may occur during the running of an event			
		3.3	Explain why it's important to manage change during an event			
		3.4	Explain the processes involved in change management			
		3.5	Explain why it is important to communicate any changes and developments during an event			
		3.6	Explain the processes to follow to communicate changes and developments during an event			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 7: Understanding Event Evaluation and Reporting

Unit reference number: D/600/8555

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit aim

The aim of this unit is to cover the knowledge and understanding that event managers need to be able to evaluate the success of an event and provide a report for colleagues and other stakeholders.

Unit assessment requirements/evidence requirements

Evidence of this knowledge and understanding must come from looking at event evaluations in two contrasting sectors.

Please refer to the overall People 1st assessment 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 evaluating an event	1.1	Explain the importance of evaluating and reporting on an event			
		1.2	Explain the role that evaluation plays in continuous performance improvement for their own organisation and for other stakeholders			
		1.3	Describe the principles and methods involved in evaluation			
		1.4	Explain why it is important to identify and use critical success factors when evaluating events			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to evaluate an event	2.1	Describe the specific processes involved in evaluating events in their sector			
		2.2	Identify the main relevant legal and regulatory requirements that apply to the evaluation of events in their sector			
		2.3	Explain how to choose financial and non-financial critical success factors			
		2.4	Describe the main information sources that can be used to evaluate an event			
		2.5	Explain how to access relevant information sources			
		2.6	Explain why it is important to verify information used for evaluation			
		2.7	Describe how to verify information sources			
		2.8	Describe the different types of information that can be used and their relative value to an evaluation			
		2.9	Explain the processes for collating and analysing event information			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to report on the evaluation of an event	3.1	Describe the key components that should appear in an evaluation report			
		3.2	Explain who evaluation reports should be disseminated to			
		3.3	Explain how to disseminate evaluation reports			
		3.4	Explain the importance of confidentiality			
		3.5	Identify what types of information might be confidential			
		3.6	Describe how to treat confidential information			
4	Understand the organisational context for evaluating and reporting on the success of an event	4.1	Describe the extent of their own responsibilities for evaluation			
		4.2	Describe how their role relates to the roles of others in your organisation			
		4.3	Describe the main responsibilities of colleagues when evaluating an event and other organisations with whom they can liaise			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 8: Understanding Working Relationships in the Events Industry

Unit reference number: H/600/8556

QCF level: 3

Credit value: 4

Guided learning hours: 24

Unit aim

The aim of this unit is to cover the knowledge and understanding that event managers need to be able to develop working relationships with colleagues and stakeholders.

Unit assessment requirements/evidence requirements

Evidence of knowledge and understanding must come from looking at events in two contrasting sectors.

Please refer to the overall People 1st assessment 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 value of working relationships with colleagues and stakeholders during the planning and co-ordination of an event	1.1	Describe the types of colleagues with whom an events co-ordinator works			
		1.2	Explain the different roles and responsibilities that different colleagues have			
		1.3	Explain the concept of 'stakeholder' in the context of an event			
		1.4	Describe the different types of stakeholders that might be relevant to an event			
		1.5	Evaluate the interests that different stakeholders may have in an event			
		1.6	Explain the importance of maintaining effective working relationships with colleagues			
		1.7	Explain the importance of maintaining effective working relationships with stakeholders			
2	Understand how to establish working relationships with colleagues and stakeholders during the planning and co-ordination of an event	2.1	Explain how to identify which colleagues and stakeholders an event organiser may need to work with			
		2.2	Describe how to make contact with relevant colleagues and stakeholders			
		2.3	Describe how to agree working arrangements and communication methods with colleagues and stakeholders			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Understand how to maintain effective working relationships with colleagues and stakeholders	3.1	Explain the importance of effective communication with colleagues and stakeholders			
	3.2	Explain the importance of respecting the roles and responsibilities of different colleagues and stakeholders			
	3.3	Explain the importance of understanding the expectations of colleagues and stakeholders			
	3.4	Explain the importance of fulfilling own commitments to colleagues and stakeholders			
	3.5	Describe situations in which conflicts of interest may occur with colleagues and stakeholders			
	3.6	Explain how to resolve conflicts of interest with colleagues and stakeholders			
	3.7	Explain the importance of consultation with colleagues and stakeholders prior to making decisions that affect them			
	3.8	Describe how to consult with colleagues and stakeholders on relevant decisions			
4 Understand how to review working relationships with colleagues and stakeholders	4.1	Explain the importance of reviewing working relationships with colleagues and stakeholders			
	4.2	Describe how to monitor and review the effectiveness of working relationships with colleagues and stakeholders			
	4.3	Explain how to seek feedback from, and provide feedback to, relevant colleagues and stakeholders to identify areas for improvement			
	4.4	Describe the types of wider developments that may occur which might be of potential interest or concern to stakeholders in the future			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 9: Researching and Reporting Information to Plan and Organise an Event

Unit reference number: K/600/8557

QCF level: 3

Credit value: 7

Guided learning hours: 57

Unit aim

The aim of this unit is to cover the competence and skills that event organisers need to be able to research and report information to plan and organise an event.

Unit assessment requirements/evidence requirements

This unit assesses occupational competence. Evidence for this unit must come from the learner's consistent achievement in the workplace, involving the running of at least three events.

Please refer to the overall People 1st assessment 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 information to assist the planning and organisation of an event	1.1	Identify the aims and objectives of the research			
		1.2	Agree deadlines for the research			
		1.3	Identify relevant sources of information			
		1.4	Research and obtain the required information			
		1.5	Check the validity and reliability of the information			
		1.6	Meet the aims, objectives and deadlines for the research			
		1.7	Record the information obtained			
		1.8	Maintain a record of the information sources used			
2	Be able to analyse and report information to assist the planning and organisation of an event	2.1	Organise researched information in a way that will assist analysis			
		2.2	Examine, interpret and extract the information required			
		2.3	Present information in the format required			
		2.4	Seek feedback on the report and make adjustments as necessary			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: Operational Event Planning

Unit reference number: M/600/8558

QCF level: 3

Credit value: 8

Guided learning hours: 60

Unit aim

The aim of this unit is to cover the competence that event organisers need to be able to develop detailed plans for events.

Unit assessment requirements/evidence requirements

This unit assesses occupational competence. Evidence for this unit must come from the learner's consistent achievement in the workplace, involving the running of at least three events.

Please refer to the overall People 1st assessment 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 information to prepare plans for an event	1.1	Analyse the scope, business plan and critical path for the event			
		1.2	Research plans for similar events			
		1.3	Identify opportunities for innovation, as appropriate to the nature of the event			
2	Be able to prepare draft detailed plans for an event	2.1	Develop detailed plans that meet the agreed goals and objectives and build on successful events			
		2.2	Ensure the plans are developed well in advance of the event			
		2.3	Present the plans in ways that can easily be implemented by staff and interpreted by contributors and customers			
		2.4	Plan for possible contingencies			
		2.5	Communicate relevant information about the plans to contributors and personnel			
3	Be able to allocate people and resources to event plans	3.1	Allocate roles to event personnel as appropriate to their responsibilities and skills			
		3.2	Allocate physical resources to the plans that make best use of what is available			
		3.3	Allocate appropriate financial resources to the plans			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to finalise plans for events	4.1	Ensure that all contributor and customer needs and expectations are met			
		4.2	Ensure the plans meet legal and regulatory requirements			
		4.3	Obtain the support of key colleagues and stakeholders for the plans			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 11: Managing the Setup and Breakdown of an Event

Unit reference number: T/600/8559

QCF level: 3

Credit value: 8

Guided learning hours: 60

Unit aim

The aim of this unit is to cover the competence that event organisers need to be able to oversee the setup and breakdown of an event.

Unit assessment requirements/evidence requirements

This unit assesses occupational competence. Evidence for this unit must come from the learner's consistent achievement in the workplace, involving the setup and breakdown of at least three events.

Please refer to the overall People 1st assessment 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 manage the setup and breakdown of an event	1.1	Keep to the agreed plans for setup and breakdown			
		1.2	Adapt plans to changing circumstances, where necessary			
		1.3	Ensure all resources used during setup and breakdown are checked			
		1.4	Respond correctly to any problems with resources			
		1.5	Seek advice and guidance from appropriate people, when unable to respond to problems personally			
		1.6	Maintain the health, safety and security of personnel and resources			
		1.7	Complete all relevant documents and records			
		1.8	Deal with records according to the organisation's procedures			
2	Be able to work effectively with others during the setup and breakdown of an event	2.1	Ensure personnel receive the information, instruction, training and supervision they need to carry out their function			
		2.2	Communicate clearly with all those involved following agreed communications protocols			
		2.3	Present a positive image of yourself and your organisation to internal and external customers			
		2.4	Provide internal and external customers with optimum levels of customer service			
		2.5	Debrief personnel and identify relevant points for event evaluation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 12: Managing the Running of an Event

Unit reference number: K/600/8560

QCF level: 3

Credit value: 10

Guided learning hours: 80

Unit aim

The aim of this unit is to cover the competence and skills that event organisers need to be able to manage the running of an event.

Unit assessment requirements/evidence requirements

This unit assesses occupational competence. Evidence for this unit must come from the learner's consistent achievement in the workplace, involving the running of at least three events.

Please refer to the overall People 1st assessment 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 manage the running of an event	1.1	Follow agreed plans for the event			
		1.2	Make sure that all resources, personnel and support are in place and ready			
		1.3	Make sure that all personnel and participants are fully briefed			
		1.4	Provide authorisation for each stage of the event to take place			
		1.5	Oversee the work of key personnel and other stakeholders throughout the event, using effective communication			
		1.6	Monitor the running of the event			
		1.7	Deal effectively with any problems that arise using your risk management plans			
		1.8	Control change during the event to minimise disruption to participants			
		1.9	Keep all those involved in the event informed of relevant developments			
		1.10	Maintain required records during the event			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 13: Overseeing Health, Safety and Security at Events Sites

Unit reference number: T/600/8562

QCF level: 4

Credit value: 4

Guided learning hours: 24

Unit aim

This unit covers the competence that event organisers and temporary structures supervisors need to ensure health, safety and security at events sites.

Unit assessment requirements/evidence requirements

This unit assesses occupational competence. Evidence for this unit must come from the learner's consistent achievement in the workplace, involving overseeing health and safety at least three events.

Please refer to the overall People 1st assessment 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 establish health, safety and security at events sites	1.1	Make sure they have clear information on their own responsibilities and liabilities for health and safety			
		1.2	Make sure staff, and other relevant people, have clear information on health, safety and security requirements and procedures			
		1.3	Make sure there is a risk assessment for the site and for the work to be done			
		1.4	Make sure relevant risk assessments and method statements are available on site			
2	Be able to promote health, safety and security to other people at events sites	2.1	Carry out an initial on-site health and safety induction for staff in own area of control			
		2.2	Encourage all staff to make health, safety and security a priority			
		2.3	Make sure that own personal behaviour reinforces messages about health, safety and security			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to maintain health, safety and security at events sites	3.1	Make sure all persons who operate equipment or use tools on site under control have been properly trained, are deemed competent and, where appropriate, have been certificated to use the equipment or tools			
		3.2	Ask for information and support from a more competent person when unsure about health, safety and security risks and how to control them			
		3.3	Monitor all areas of the site and the job			
		3.4	Make sure health, safety and security procedures and are implemented as required			
		3.5	Take effective action when procedures are not being implemented			
		3.6	Identify, assess and control new risks when they occur			
		3.7	Liaise with other people in the organisation to improve health, safety and security			
4	Be able to respond to emergencies on events sites	4.1	Co-ordinate emergency procedures when necessary			
		4.2	Follow the correct procedures for reporting accidents and incidents			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 14: Evaluating and Reporting Events

Unit reference number: A/600/8563

QCF level: 3

Credit value: 4

Guided learning hours: 31

Unit aim

The aim of this unit is to cover the competence that event managers need to be able to evaluate the success of an event and provide a report for colleagues and other stakeholders.

Unit assessment requirements/evidence requirements

This unit assesses occupational competence. Evidence for this unit must come from the learner's consistent achievement in the workplace, involving the evaluation of at least three events.

Please refer to the overall People 1st assessment 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 to evaluate and report on the success of an event	1.1	Review the requirements and critical success factors for the event			
		1.2	Identify, collect and analyse relevant information against these requirements and critical success factors			
		1.3	Identify and report any difficulties in accessing required information			
2	Be able to evaluate the success of an event	2.1	Evaluate all aspects of event planning and implementation using the information they have collected and analysed			
		2.2	Identify reasons for success and failure			
		2.3	Draw out key lessons for future work			
3	Be able to report on the evaluation of an event	3.1	Provide a report which: • details the information that has been used and the information sources • explains how the information has been analysed • draws conclusions and makes recommendations that are evidence-based • is presented in a format that meets the needs of colleagues and other stakeholders			
		3.2	Follow agreed procedures for disseminating the report, maintaining agreements on confidentiality			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 15: Establishing and Developing Working Relationships in the Events Industry

Unit reference number: F/600/8564

QCF level: 4

Credit value: 7

Guided learning hours: 64

Unit aim

The aim of this unit is to cover the competence that event organisers need to be able to develop working relationships with colleagues and stakeholders.

Unit assessment requirements/evidence requirements

This unit assesses occupational competence. Evidence for this unit must come from the learner's consistent achievement in the workplace, involving the running of at least three events.

Please refer to the overall People 1st assessment 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 establish working relationships with colleagues and stakeholders	1.1	Identify the relevant colleagues and stakeholders with whom to work			
		1.2	Evaluate colleagues' and stakeholders' interest in own organisation and area of responsibility			
		1.3	Identify the role that colleagues and stakeholders can make to own area of responsibility			
		1.4	Establish working arrangements and communication methods with relevant colleagues and stakeholders			
2	Be able to maintain effective working relationships with colleagues and stakeholders	2.1	Recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders			
		2.2	Provide colleagues and stakeholders with information to enable them to perform effectively			
		2.3	Consult colleagues and stakeholders in relation to key decisions and activities			
		2.4	Take account of colleagues' and stakeholders' views, including their priorities, expectations and attitudes to potential risks when making key decisions and activities			
		2.5	Fulfil agreements made with colleagues and stakeholders or keep them informed of difficulties			
		2.6	Identify and sort out conflicts of interest and disagreements with colleagues and stakeholders in ways that minimise damage to work and activities and to the individuals and organisations involved			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to review working relationships with colleagues and stakeholders	3.1	Monitor and review the effectiveness of working relationships with relevant colleagues and stakeholders			
		3.2	Seek feedback from, and provide feedback to relevant colleagues and stakeholders to identify areas for improvement			
		3.3	Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

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.edexcel.com/btec/Pages/Contactus**

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

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

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available on our website, at www.edexcel.com/quals/NVQ-competence-based-qcf/delivering-NVQs/Pages/Quality-assurance.aspx

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/Pages

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/Our-support/training-events/Pages/default.aspx. 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/Pages/default.aspx.

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/Pages/default.aspx.

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 strategy

1 Introduction

The sector assessment strategy applies to all competence based units and qualifications that sit within the industries represented by People 1st. Competence based units and qualifications are those that are accredited to the Qualifications and Credit Framework, for England, Wales and Northern Ireland, which include National Vocational Qualifications (NVQs). In Scotland it applies to all sector Scottish Vocational Qualifications (SVQs). The sector assessment strategy comes into force on the 1st August 2009 and will apply to any new competence based units and qualifications. It will also replace other assessment strategies, currently used for existing NVQs and SVQs, as and when they are updated and re-accredited. See www.people1st.co.uk for a list of all competence based units and qualification that are covered by the sector assessment strategy.

There are four components to the sector assessment strategy which set out requirements and guidance relating to:

- external quality control

- assessment principles

- occupational expertise of assessors and verifiers

- continuous professional development

The purpose of the sector assessment strategy is for People 1st and awarding organisations to work in partnership to:

- maximise the quality assurance arrangements for the sector's competence based units and qualifications and maintain standardisation across assessment practice

- assure employers and candidates that the sector's competence based units and qualification are consistently assessed to the national occupational standards, and

- promote continuous professional development amongst assessors and verifiers.

The content of the assessment strategy has been reviewed in close consultation with employers, awarding organisations, training providers and other sector stakeholders. While many of these stakeholders have an interest in the assessment strategy, its primary audience are awarding organisations that offer competence based units and qualifications in the hospitality, leisure, travel and tourism industries. Prospective or approved centres should not need to work directly with this document as its requirements will be incorporated within the procedures of their chosen awarding organisation.

The strategy should be used alongside the assessment and quality assurance guidance published by the regulatory authorities. Further information about competence based units and qualifications can be found at www.people1st.co.uk. Feedback or comments on the sector assessment strategy can be emailed to qualifications@people1st.co.uk.

2 External Quality Control

2.1   Risk Assessment and Management of Centres

External quality control is achieved through rigorous monitoring and standardisation of assessment decisions. Awarding organisations achieve this by operating their existing systems for quality monitoring, risk assessment and management of their approved centres following guidance issued by the regulatory authorities.

As part of this process People 1st requires awarding organisations to:

* ensure that external verification, monitoring and support provided to centres takes into account their level of risk. For example new assessment centres, and those that are experiencing difficulty in meeting the assessment requirements, should be given additional support by their awarding organisation

* supply People 1st with standardised information on their statistical monitoring, including registration and certification figures, on a quarterly basis. This data will remain confidential and no individual awarding organisation's data will be published

* report annually on the outcomes of, and any issues arising from, external verification and quality control arrangements

* highlight specific issues relating to the assessment of the sector's competence based units and qualifications that require immediate attention, as and when they arise

* contribute to the awarding organisations' forums to review and discuss matters relating to the assessment of the sector's competence based units and qualifications. The forum will meet at least biannually, or during key stages of projects and reviews

* resolve issues relating to the assessment and verification of the sector's competence based units and qualifications with the action(s), and in the timeframe, agreed.

3 Assessment

People 1st advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market. As such assessment of the sector's competence based units and qualifications will, ideally, take place within the workplace and assessment should, where possible, be conducted by the candidate's supervisors and/or line managers. People 1st recognise, however, that it is not always feasible for candidates to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process.

Within these parameters, People 1st expects that:

- the majority of assessment of the sector's competence based units and qualifications will be based on **performance evidence**, i.e. direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation, (see section 3.4).

- opportunities to ascertain candidate's **accreditation of prior learning** is maximised by early contact between the assessor and candidate and during initial assessment/induction period.

Please note: External tests do not form part of People 1st' s assessment strategy, other than linkage to IATA approved tests in Unit TT27, Sell Multi-Sector Air Travel, part of the Travel S/NVQ (where it may be a specific requirement and therefore applicable in that instance).

3.1   Witness Testimony

People 1st recognise the use of *witness testimony* and *expert witness testimony* as appropriate methods for assessors to collect evidence on candidates' performance.

Witness testimonies can be obtained from people that are occupationally competent and whom may be familiar with the national occupational standards, such as the candidate's line manager. They may also be obtained from people who are not occupationally competent, and do not have a knowledge of the national occupational standards, such as other people within the candidate's workplace, customers and suppliers. The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, the awarding organisation's minimum observations requirements must be met.

Expert witnesses may be used where additional support relating to the assessment of technical competence is required. Expert witnesses may be:

- other approved assessors that are recognised to assess the relevant national occupational standards, or

- line managers, other managers or experienced colleagues that are not approved assessors, but whom the awarding organisation agrees has current occupational competence, knowledge and expertise to make a judgement on a candidate's competence.

Expert witnesses must be able to demonstrate through relevant qualifications, practical experience and knowledge that they are qualified to provide an expert opinion on a candidate's performance in relation to the unit being assessed. People 1st believe that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than twelve months to two years. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding organisation's requirements.

3.2 Professional Discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a candidate's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the candidate has a firm understanding of the standard being assessed.

3.3 Simulation

Simulation can only be used to assess candidates for the sector's competence based units and qualifications where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People 1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

See *Annexe B* for competence based units which permit the use of simulation.

Awarding organisations must issue adequate guidance which informs centres how simulation should be planned and organised, ensuring that demands on candidates are neither more nor less than they would encounter in a real work situation. In particular:

- a centre's overall strategy for simulation must be examined and approved by the external verifier

- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess

- ideally, there should be a range of simulations to cover the same aspect of the standard

- the physical environment for the simulation, and the nature of the contingency, must be realistic

- candidates should carry out the simulation in a professional manner

- the candidate should be given no indication as to what the simulation will present.

3.4 Realistic Working Environment

Assessment of the sector's competence based units and qualifications should ideally be carried out within the workplace, however, where this is not possible candidates can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE currently operated in the sector can be found at *Annexe C.*

4 Occupational expertise of assessors and verifiers

The requirements relating to the occupational expertise of assessors and verifiers is set out in *Annexe D.* Guidance on additional qualifications and/or training relevant to assessors and verifiers can be found in *Annexe E.*

4.1 Using employers' in-house training programmes to assess competence based units and qualifications (please note this section is not applicable for centres which are either colleges or training providers)

(a) People 1st recognises that employers within the Sector provide robust in-house training, development and assessment programmes which meet the standards for Assessors and Verifiers. Where an employer maps its in-house training, development and assessment programme to the Assessor and Verifier standards and has this approved by their awarding body, People 1st fully supports the removal of the need to achieve the Assessor and Verifier Units. The individual assessing and verifying the qualifications must still meet the other mandatory requirements for occupational competence as specified in *Annexe D*.

(b) It should also be noted that People 1st encourages employers and awarding bodies to examine in-house employer training, development and assessment programmes to see whether these provide robust evidence against the relevant competence based units and/or qualifications (England, Wales and Northern Ireland) or the SVQs (Scotland). Where a direct mapping of the in-house training, development and assessment programme can be made to the:

- relevant Units (based on the National Occupational Standards), and assessment meets the requirements of the assessment strategy and awarding body evidence requirement

then awarding bodies should recognise this training for the purposes of achievement of the specified qualification or Unit.

In both instances specified in (a) and (b) above the awarding body will be required to ensure that a copy of the mapping is available to the Qualification Regulators.

5 Continuous Professional Development

To maintain high standards of quality and standardisation within assessment, and achieve best practice People1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at *Annexe F*.

Annexe B: Units that permit simulation

Unit Number	Unit Title	Competence based qualifications that the unit is used in
1GEN1	Maintain a safe, hygienic and secure working environment	Level 1 and 2 NVQ/SVQ Hospitality and Catering
HSL4	Maintain the health, hygiene, safety and security of the working environment	Level 1 and 2 NVQ/SVQ Hospitality and Catering
GS3009	Maintain the health, hygiene, safety and security of the working environment (adapted from HS4)	Level 3 SVQ Gambling Operations
People 1st have a special dispensation for the imported Customer Service units listed below to be assessed in a Realistic Working Environment (RWE) conforming to People 1st's criteria specified in *Annexe C*. This would only apply to these units when delivered as part of the Level 3 Diploma in Hospitality Supervision and Leadership (NVQ) and Level 3 Hospitality Supervision and Leadership SVQ.		
ICS Unit 26	Improve the customer relationship	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
ICS Unit 32	Monitor and solve customer service problems	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
ICS Unit 42	Lead a team to improve customer service	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership

People 1st have a special dispensation for the imported Customer Service units listed below to be assessed in a Realistic Working Environment (RWE) conforming to People 1st's criteria specified in *Annexe C*. This would only apply to these units when delivered as part of the Level 3 Diploma in Hospitality Supervision and Leadership (NVQ) and Level 3 Hospitality Supervision and Leadership SVQ.

Unit Number	Unit Title	Competence based qualifications that the unit is used in
ICS Unit 26	Improve the customer relationship	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
ICS Unit 32	Monitor and solve customer service problems	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
ICS Unit 42	Lead a team to improve customer service	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership

People 1st does not permit the use of simulation, other than as listed below

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where

- there is a high risk to the security or safety of the candidate, individuals, key people in their lives and others

- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating candidates

- there would otherwise be a breach of confidentiality or privacy.

Unit Number	Unit Title	Competence based qualifications that the unit is used in
TT09	Assist with travel and tourism problems and emergencies	Level 2 S/NVQ in Travel Services and Level 2 S/NVQ in Tourism Services
TT37	Deal with travel and tourism problems and emergencies	Level 3 S/NVQ in Travel Services and Level 3 S/NVQ in Tourism Services

Annexe C: Criteria for Realistic Working Environments (RWE)

It is essential for organisations operating a Realistic Working Environment (RWE) to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment.

The number of hours candidates work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the awarding organisation's criteria for this purpose. E.V.s are expected to ensure RWEs meet the criteria set out below on at least one visit.

<table>
<tr><td colspan="3">Hospitality</td></tr>
<tr>
<td>1</td>
<td>The work situation being represented is relevant to the competence based units and qualifications being assessed</td>
<td>
• The type of work situation being represented mirrors the relevant setting e.g. quick service takeaway, restaurant, brassiere, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations.

• Appropriate industrial equipment, furnishings and resources (e.g. ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered.

• Industry trends are considered in the product and service offer
</td>
</tr>
<tr>
<td>2</td>
<td>The candidate's work activities reflect those found in the situation being represented</td>
<td>
• Candidates operate in a professional capacity with corresponding job schedules and/or descriptions.

• Candidates are clear on their work activities and responsibilities
</td>
</tr>
<tr>
<td>3</td>
<td>The RWE is operated in the same manner to as a real work situation</td>
<td>
• Customers are not prompted to behave in a particular manner.

• Customer feedback is maintained and acted upon
</td>
</tr>
</table>

4	The RWE is underpinned by commercial principles and responsibilities	• Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements.
		• There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions.
		• Candidates are encouraged to carry out their function in line with business expectations, e.g. within timescales and budget, minimising wastage.
		• Legislative regulations are adhered to e.g. food safety, health and safety, equal opportunities, trade description.
		• Consumer information is provided on products and services e.g. allergy advice on food products

Gambling		
1	The work situation being represented is relevant to the competence based units and qualifications being assessed	• The type of work situation being represented mirrors the relevant setting e.g. betting shop, bingo hall, casino. • Appropriate industrial equipment, furnishings and resources that replicate the work situation are used, ensuring that assessment requirements can be covered. • Industry trends are considered in the work situation represented
2	The candidate's work activities reflect those found in the situation being represented	• Candidates operate in a professional capacity with corresponding job schedules and/or descriptions. • Candidates are clear on their work activities and responsibilities
3	The RWE is operated in the same manner to as a real work situation	• Customers are not prompted to behave in a particular manner. • Customer feedback is maintained and acted upon
4	The RWE is underpinned by commercial principles and responsibilities	• Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements. • There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions. • Candidates are encouraged to carry out their function in line with business expectations, e.g. within timescales and budget, minimizing wastage. • Legislative regulations are adhered to e.g. health and safety, equal opportunities, trade description

Annexe D: Occupational expertise of Assessors and Verifiers

The requirements set out below relates to all assessors and verifiers. The only exception may relate to in-house employees and managers that are not required to achieve the regulatory approved assessor and verified units based on the arrangement referred to in section 4.1 of this assessment strategy.

✓ **= mandatory**

Assessors, Internal Verifiers and External Verifiers must:	A	IV	EV
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that is being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence based units and qualifications assessment. These should be achieved within eighteen months of commencing their role. These are as follows:			
D35 or V2			✓
D34 or V1 — In the case that the IV is working towards their V1 unit, a representative sample of verification decisions, as agreed with the awarding organisation, must be counter-signed by a colleague who has achieved either the D34 or V1 unit. This colleague must have the same occupational expertise.		✓	
D32/D33 or A1/A2 — In the case that the assessor is working towards the A1/A2 units, a representative sample of assessment decisions, as agreed with the awarding organisation, must be counter-signed by a colleague who has achieved either the D32/D33 or A1/A2 units. This colleague must have the same occupational expertise.	✓		
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry.	✓	✓	✓

Assessors, Internal Verifiers and External Verifiers must:	A	IV	EV
Adhere to the awarding organisation's assessment requirements and practice standardised assessment principles	✓	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget	✓	✓	
Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		✓	✓
Hold qualifications, or have undertaken training, that has legislative relevance to the competence based units and qualifications being assessed (See *Annexe D*).	✓	Good practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see *Annexe E*).	✓	✓	✓

Annexe E: Qualifications and training relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either received training or achieve qualifications. People 1st is **not** stipulating that assessors, verifiers or external verifiers must achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

✓ = mandatory

Qualification/ Training	Competence based unit/qualification	A	IV	EV
Health and Safety	All sector units and qualifications	✓	Good Practice	Good Practice
Food Safety	Food Processing and Cooking	✓	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	✓		
	Professional Cookery	✓		
	Food and Drink Service	✓		
	Hospitality Supervision and Leadership *(with food and drink units)*	✓		
Licensing	Food and Drink Service Hospitality Supervision *(with food and drink units)*	✓	Good Practice	

Annexe F: Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

Updating occupational expertise	- Internal and external work placements - Work experience and shadowing (e.g. within associated departments) - External visits to other organisations - Updated and new training and qualifications (www.uksp.co.uk) - Training sessions to update skills - Visits to educational establishments - Trade fairs
Keeping up to date with sector developments and new legislation	- Relevant sector websites - Membership of professional bodies - Papers and documents on legislative change - Networking events - Seminars, conferences, workshops, membership of committees/working parties (e.g. People 1st events) - Staff development days
Standardising and best practice in assessment	- Regular standardisation meetings with colleagues - Sharing best practice through internal meetings, news letters, email circulars - Comparison of assessment and verification in other sectors - Attending awarding organisation meetings/ seminars

Downloadable guidance on CPD can be found at www.ifl.ac.uk