

# **Pearson Edexcel Level 3 Diploma in Sports Development**

## **Specification**

NVQ/competence-based qualifications

For first registration April 2011

Issue 3

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification was previously known as:

Edexcel Level 3 NVQ Diploma in Sports Development (QCF)

The QN remains the same.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of going to publication.*

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## Summary of Pearson Edexcel Level 3 Diploma in Sports Development specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Page 1
Definition of sizes of qualifications aligned to TQT	Page 2
TQT value added	Page 6
Guided learning definition updated	Page 14
QCF references removed from unit titles and unit levels in all units	Pages 17-163

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).



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# Introducing Pearson Edexcel NVQ qualifications

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## What are NVQ qualifications?

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National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner's needs. 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 so that they are able to demonstrate the competencies that are required for work.

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.

## Sizes of NVQ/Competence-based qualifications

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For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions. In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research. As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## Qualification title covered by this specification

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This specification gives you the information you need to offer the Pearson Edexcel Level 3 Diploma in Sports Development:

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Regulation start date</b>	<b>Operational start date</b>
Pearson Edexcel Level 3 NVQ Diploma in Sports Development	600/1420/9	25/03/2011	01/04/2011

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique unit reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

For further information on the funding of 14-19 qualifications offered in England, please refer to the DfE Section 96 website.

For further information on the funding of 19+ qualifications offered in England, please refer to the SFA website.

For further information on funding in Wales, visit the DAQW website.

For further information on funding in Northern Ireland, visit the DELNI and DENI website.





# Key features of the Pearson Edexcel Level 3 NVQ Diploma in Sports Development

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This qualification:

- is nationally recognised
- is based on the Level 3 Sports Development National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure are owned by SkillsActive.

The Pearson Edexcel Level 3 Diploma in Sports Development has been approved as a component for the Sports Development Advanced Apprenticeship Framework.

## What is the purpose of this qualification?

The primary target group for this qualification is those working in, or aspiring to work in, roles in sports development, working to provide opportunities for participation in sport for all sections of the community.

## Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification(s).

## What are the benefits of this qualification to the learner and employer?

This qualification requires individuals to demonstrate competence against National Occupational Standards, which are based on the needs of the sector, as defined by SkillsActive, the Sector Skills Council. As such it contributes to the development of skilled labour in the sector.

## What are the potential job roles for those working towards this qualification?

Roles in sports development, such as Sports Development Officer, in a wide range of settings, ranging from local levels to national and international competition.

# What is the qualification structure for the Pearson Edexcel Level 3 NVQ Diploma in Sports Development?

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Individual units can be found in the *Units* section. The level and credit value are given on the first page of each unit.

The Total Qualification Time (TQT) for this qualification is 640.

The Guided Learning Hours for this qualification are 281.

The learner must achieve a total of 64 credits: 40 credits from the five mandatory units, plus a minimum of four optional units, at least one of which must come from Optional Unit Group A and two units from Optional Unit Group B. The remaining unit can be taken from Optional Unit Groups A or B.

Unit reference	Mandatory units	Level	Credit
M/502/8458	Unit 1: Manage own resources and professional development	4	5
M/503/0534	Unit 2: Contribute to strategic development in sport and active leisure	3	7
K/502/9690	Unit 3: Provide leadership in sport and active leisure	5	9
T/503/0535	Unit 4: Promote equality and diversity in sport and physical activity	3	15
A/503/0651	Unit 5: Ensure the health, safety, welfare and security of customers and staff	3	4
Unit reference	Optional Unit Group A	Level	Credit
F/503/0652	Unit 6: Facilitate community-based sport and physical activity	3	16
J/503/0653	Unit 7: Support the development of sport and physical activity in education	4	13
Unit reference	Optional Unit Group B	Level	Credit
K/503/0645	Unit 8: Lead and motivate volunteers	3	10
H/602/1842	Unit 9: Recruit, select and keep colleagues	5	12
Y/503/0656	Unit 10: Involve, motivate and retain volunteers	3	10
A/502/9287	Unit 11: Develop productive working relationships with colleagues and stakeholders	3	4
M/602/1844	Unit 12: Allocate and monitor the progress and quality of work in own area of responsibility	4	14

<b>Unit reference</b>	<b>Optional Unit Group B</b>	<b>Level</b>	<b>Credit</b>
K/602/1843	Unit 13: Provide learning opportunities for colleagues	4	11
T/601/1168	Unit 14: Contribute to the prevention and management of abusive and aggressive behaviour	3	4

<b>Unit Reference</b>	<b>Unit title</b>	<b>Level</b>	<b>Credit</b>
M/601/0648	Unit 15: Recognise indications of substance misuse and refer individuals to specialists	3	4
H/502/8456	Unit 16: Support the efficient use of resources	4	5
R/503/0655	Unit 17: Apply for external funding for sport and physical activity	3	11
K/502/8457	Unit 18: Manage information for action	3	6
H/602/1839	Unit 19: Contribute to evaluating, developing and promoting services	4	11
D/502/9685	Unit 20: Plan and organise services	3	3
J/502/9678	Unit 21: Manage a project	4	6
D/601/1553	Unit 22: Work with others to improve customer service	3	8

# How is the qualification graded and assessed?

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The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

## Assessment requirements/strategy

The assessment requirements/strategy for these qualifications have/has been included in *Annexe C*. They have been developed by SkillsActive in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come 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/training programme whether at or away from the workplace
- 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 learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

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

### **Types of evidence (to be read in conjunction with the assessment strategy in *Annexe C*)**

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, centres may develop their own.

# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

## Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes 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.

## Quality assurance

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Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

## What resources are required?

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Each qualification is designed to support learners working in the sport and active leisure sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.



# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					This is the formal title of the unit that will appear on the learners certificate
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>Level:</b>					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

# Units



## **Unit 1: Manage own resources and professional development**

**Unit reference number:** M/502/8458

**Level:** 4

**Credit value:** 5

**Guided learning hours:** 20

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### **Unit summary**

This unit assesses the knowledge and competence a manager or someone in a similar position of responsibility needs to plan and engage in continuing professional development.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the relationship between the management of personal resources and performance in own work role	1.1 Explain the significance of personal resource management 1.2 Summarise active leisure and learning industry requirements for the development or maintenance of knowledge, understanding and skills			
2	Understand how to identify the requirements of a work role	2.1 Describe methods to identify work role requirements 2.2 Summarise own work role requirements 2.3 Describe the limits of own work role responsibility 2.4 Describe the reporting lines in own organisation			
3	Know how to set work objectives to meet the requirements of a work role	3.1 Explain how to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound) 3.2 Summarise work objectives for own work role			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to evaluate personal resources against work role requirements and agreed work objectives	4.1 Explain the importance of performance feedback			
		4.2 Describe sources through which feedback can be obtained and indicate those sources that are available in own organisation			
		4.3 Describe methods which can be used to identify development needs/gaps between work role requirements and current knowledge, understanding and skills			
		4.4 Explain how to record use of own time and identify possible improvements to time management			
		4.5 Outline and identify gaps in current knowledge, understanding and skills in relation to own work role			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Understand how to develop personal resources to meet work role requirements and improve performance	<p>5.1 Describe the main components of an effective development plan</p> <p>5.2 Describe the contents of own personal development plan</p> <p>5.3 Explain how to update work objectives and development plans in the light of performance, feedback, development activities or wider change</p> <p>5.4 Outline own organisation's policy and procedures in terms of personal development</p> <p>5.5 Describe the main types of development activities which can be undertaken to address gaps in knowledge, understanding and skills and indicate those that are available via own organisation</p> <p>5.6 Describe the type of information that could be used to make a personal assessment of whether development activities have contributed to improving own work performance</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to identify learning needs in the context of own work role	6.1 Evaluate the current and future requirements of own work role, taking account of the vision and objectives of the organisation			
		6.2 Evaluate own values, career and personal goals			
		6.3 Identify information which is relevant to own work role and professional development			
		6.4 Agree personal work objectives with relevant people			
		6.5 Agree how to measure personal progress towards work objectives with relevant people			
		6.6 Identify gaps between the current and future requirements of own work role and own current knowledge, understanding and skills			
7	Be able to plan own continuing professional development	7.1 Agree with relevant people in the organisation a development plan to address identified gaps in current knowledge, understanding and skills and support own career and personal goals			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
8	Be able to engage in continuing professional development	8.1 Undertake the activities identified in own development plan			
		8.2 Evaluate the contribution that development activities make to own performance			
		8.3 Review own personal work objectives in the light of performance, development activities undertaken and any wider changes			
		8.4 Seek regular feedback on own performance from colleagues			
		8.5 Ensure own performance consistently meets or goes beyond agreed requirements			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## **Unit 2:** **Contribute to strategic development in sport and active leisure**

**Unit reference number:** M/503/0534

**Level:** 3

**Credit value:** 7

**Guided learning hours:** 23

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to contribute to strategic development in sport and active leisure.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

### **Learning Outcome 1**

This can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning Outcome 2**

This must be assessed using workplace evidence generated when the learner is contributing to strategic development in sport and active leisure.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to contribute to strategic development in sport and active leisure	1.1 Explain the meaning and significance of strategic management			
		1.2 Differentiate between strategy and policy			
		1.3 Explain the principles of good practice in strategic management including environmental scanning techniques, monitoring and evaluation			
		1.4 Explain how to clearly structure strategy documents			
		1.5 Identify modern approaches to strategic management, including bottom-up decision-making and flexibility in strategy			
		1.6 Explain the importance of continuing professional development of self and others in relation to strategic management.			
		1.7 Explain the strategic dimensions to sports development and leisure management			
		1.8 Explain the role of strategy in achieving organisational outcomes in sport and active leisure			
		1.9 Explain the importance of strategic planning in the development of staff and volunteers			
		1.10 Describe the political dimensions to sports development and leisure management			
		1.11 Explain the role of organisational strategy in implementing wider strategy and policy			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>1.12 Explain the dynamic nature of the sports development and leisure management environment</p> <p>1.13 Explain the multi-stakeholder nature of sports development and leisure management and the prevalence of strategic partnerships</p> <p>1.14 Explain the nature of strategic relationships between influential organisations</p> <p>1.15 Describe the structure, vision and culture of own organisation and partner organisations</p>			
2	Be able to contribute to strategic development in sport and active leisure	<p>2.1 Achieve planned outcomes with available resources</p> <p>2.2 Monitor the internal environment to assess organisational capability and identify key issues relevant to own area of responsibility and those of colleagues</p> <p>2.3 Monitor the external environment to identify potential opportunities and threats relevant to strategic management in own organisation</p> <p>2.4 Contribute to strategic planning and decision making relevant to own area of responsibility and, where appropriate, to wider settings</p> <p>2.5 Engage relevant partners to ensure multiple ownership of the strategy</p> <p>2.6 Coordinate implementation of strategy in own area of responsibility through clear, well-communicated action plans and work programmes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.7 Work with colleagues and stakeholders to design SMART targets and key performance indicators for the effective evaluation of the strategy and its implementation</p> <p>2.8 Design and implement data collection techniques appropriate to the agreed targets and performance indicators</p> <p>2.9 Provide stakeholders with timely and accurate progress reports appropriate to their needs</p> <p>2.10 Evaluate changes in the internal and external environments and make strategic changes accordingly within own area of responsibility</p> <p>2.11 Report outcomes to colleagues and contribute to ongoing strategic review processes</p>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## **Unit 3: Provide leadership in sport and active leisure**

**Unit reference number:** K/502/9690

**Level:** 5

**Credit value:** 9

**Guided learning hours:** 60

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### **Unit summary**

This unit assesses the competence required to lead other people in a sport and active leisure context.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ in Sports Development.

This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand own personal context for leadership	<p>1.1 Explore how own values, motivations and emotions impact on own leadership skills</p> <p>1.2 Evaluate own strengths and limitations in the leadership role</p> <p>1.3 Explain own role, responsibilities and level of power</p> <p>1.4 Explain the vision and objectives of the overall organisation and how these translate into the vision, objectives, culture and operational plans for own area of responsibility</p> <p>1.5 Evaluate different leadership styles used across the organisation</p>			
2	Be able to establish the conditions for effective leadership in a sport and active leisure context	<p>2.1 Enable colleagues and stakeholders to contribute towards setting a clear direction</p> <p>2.2 Encourage a commitment to shared aims and objectives, within existing constraints</p> <p>2.3 Reinforce the agreed direction with colleagues and stakeholders to ensure shared aims and objectives are achieved</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to lead other people	3.1 Explain the complementary aspects of leadership, management, coaching and mentoring in sport and active leisure			
		3.2 Summarise different techniques for setting direction and establishing objectives for other people			
		3.3 Describe different methods of communicating with colleagues and stakeholders in a sport and active leisure context			
		3.4 Summarise a range of different leadership styles and when to apply them			
		3.5 Describe different techniques for improving own leadership performance			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to lead people in a sport and active leisure context	4.1	Lead own area of responsibility to achieve agreed aims and objectives while overcoming challenges, developing solutions and capitalising on opportunities		
		4.2	Encourage and celebrate creative conflict, diversity and inclusion within own area of responsibility		
		4.3	Apply leadership styles that are appropriate to people and situations		
		4.4	Use of a range of appropriate methods to communicate with colleagues and stakeholders		
		4.5	Give colleagues and stakeholders in own area of responsibility support and advice when they need it especially during periods of setback and change		
		4.6	Contribute to a culture of continuous improvement		
		4.7	Celebrate success in a way that encourages and recognises creativity and innovation		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Understand how to empower other people through leadership	5.1 Summarise different methodologies for improvement planning			
		5.2 Describe different techniques for facilitating creativity and innovation			
		5.3 Summarise the requirements for equality, diversity and inclusion and how to meet these when leading a team in sport and active leisure			
		5.4 Describe different techniques for encouraging others to take the lead and ways in which this can be achieved			
		5.5 Describe different approaches to developing teams and individuals			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to empower other people through effective leadership in sport and active leisure	6.1 Empower colleagues to develop their own ways of working and take their own decisions within agreed boundaries in an environment of trust and respect.			
		6.2 Encourage and provide opportunities for colleagues and stakeholders to take the lead in their own areas of expertise and show willingness to follow this lead.			

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## **Unit 4: Promote equality and diversity in sport and physical activity**

**Unit reference number:** T/503/0535

**Level:** 3

**Credit value:** 15

**Guided learning hours:** 51

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to promote equality and diversity in sport and physical activity.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

### **Learning Outcomes 1, 2 and 4**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning Outcomes 3 and 5**

These must be assessed using workplace evidence generated when the learner is promoting equality and diversity in sport and physical activity.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to promote equality and diversity in sport and physical activity	1.1 Identify sources of information on current legal, professional and organisational requirements for equality and diversity in sport and physical activity			
		1.2 Explain the current legal, professional and organisational requirements for equality and diversity in sport and physical activity that are relevant to own work			
		1.3 Explain the effects of not promoting opportunities for equality and diversity			
		1.4 Explain government policies in relation to widening participation			
		1.5 Identify who are the more isolated groups in the community			
		1.6 Explain why it is important to address the needs of isolated groups in the community			
		1.7 Describe the diversity of people in the community and in own organisation			
		1.8 Explain why it is important to have accurate and up-to-date information on the community in which work is carried out			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to identify issues of equality and diversity that impact on communities	2.1 Explain how to collect and analyse information on the community and draw conclusions based on this analysis			
		2.2 Explain the importance of exploring and challenging own and others' assumptions about the community			
		2.3 Describe the most common barriers to participation in the community in which work is carried out			
		2.4 Identify appropriate people in own organisation with whom to work on issues relating to equality and diversity			
		2.5 Identify other organisations and people in the community who should be worked with on issues relating to equality and diversity and their responsibilities			
		2.6 Explain the importance of collaborative working and trying, wherever possible, to align agendas			
		2.7 Identify sources of information on case studies and models of good practice in addressing issues of equality and diversity that are relevant to own work			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to identify issues of equality and diversity that impact on communities	3.1 Keep up-to-date with legal, professional and organisational requirements for equality and diversity in sport and physical activity			
		3.2 Collect, organise and analyse relevant information about the community in which work is carried out from appropriate people			
		3.3 Identify issues within the community that are relevant to equality and diversity			
		3.4 Identify and compare community needs for sport and physical activity with current provision and participation rates			
		3.5 Identify and consult on inequalities and barriers to participation with appropriate people			
		3.6 Prioritise the inequalities and barriers to participation which can be addressed through own provision			
		3.7 Report and communicate issues not able to be addressed to the appropriate people			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to ensure that equality and diversity are integrated into the delivery of sport and physical activity	4.1	Explain the importance of being innovative and trying new approaches to overcoming barriers to participation		
		4.2	Explain the importance of consulting directly and regularly communicating with people in the community		
		4.3	Explain the importance of making sure that the methods used to overcome barriers to participation, support and 'join up with' other initiatives for the community		
		4.4	Explain the key aspects of service delivery that are important in overcoming barriers to participation that are relevant to own work		
		4.5	Identify the key indicators which show that own organisation values equality and diversity		
		4.6	Identify the types of words and behaviour from staff and customers that are inconsistent with valuing equality and diversity		
		4.7	Explain how to make sure words and behaviour from staff and customers that are inconsistent with valuing equality and diversity are challenged		
		4.8	Explain the importance of monitoring and evaluating own methods for overcoming barriers to participation		
		4.9	Explain how to monitor and evaluate the effectiveness of own methods for overcoming barriers to participation		



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		4.10 Explain how to use the outcomes of evaluation to improve own methods for overcoming barriers to participation			
		4.11 Explain the importance of embedding and sustaining own methods of improving service delivery			
5	Be able to ensure that equality and diversity are integrated into the delivery of sport and physical activity	5.1 Keep up-to-date with current best practice in addressing equality and diversity in sport and physical activity 5.2 Work with appropriate people to develop methods of overcoming barriers to participation, and integrate these into service delivery 5.3 Where possible, ensure own methods for overcoming barriers to participation complement similar initiatives for the community 5.4 Make sure that own and other staff's interactions with customers show that own organisation values diversity and equality 5.5 Make sure that any words and behaviour from staff and customers which are inconsistent with equality and diversity are challenged 5.6 Work with appropriate people to monitor and evaluate own methods of addressing barriers to participation 5.7 Work with appropriate people to improve and sustain own methods of addressing barriers to participation			

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## **Unit 5:**                                      **Ensure the health, safety, welfare and security of customers and staff**

**Unit reference number:**              A/503/0651

**Level:**                                      3

**Credit value:**                              4

**Guided learning hours:**              23

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to ensure the health, safety, welfare and security of customers and staff.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

### **Learning Outcomes 1, 2, 4 and 6**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning Outcomes 3, 5 and 7**

These must be assessed using workplace evidence generated when the learner is ensuring the health, safety, welfare and security of customers and staff.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to ensure the health, safety, welfare and security of customers and staff	1.1 Summarise the key requirements of health and safety legislation that affect own area of work			
		1.2 Explain own organisation's health, safety and security procedures and policies			
		1.3 Explain the principles of the duty of care			
		1.4 Define 'health' including the meaning of emotional/psychological health			
		1.5 Summarise equipment manufacturers' guidelines, as appropriate to own work			
		1.6 Explain National Governing Body guidance relating to activities, where appropriate to own work			
		1.7 Explain relevant operating procedures regarding health and safety			
		1.8 Summarise the possible impact of weather on health and safety in own area of responsibility			
		1.9 Explain how to exercise authority and leadership in potentially hazardous situations			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.10 Explain how to identify types of untoward incidents (including 'near misses') which may occur and why they should be reported, in relation to the following: <ul style="list-style-type: none"> <li>– activities</li> <li>– participant and staff behaviour</li> <li>– environmental damage</li> </ul>			
2	Know how to identify hazards and assess risks to health, safety and security	2.1 Explain the importance of identifying hazards and assessing risks 2.2 Explain the importance of involving as many relevant people as possible in identifying hazards and assessing risks 2.3 Explain how to involve others in identifying hazards 2.4 Explain how to identify the information which needs to be collected to make an effective risk assessment and how to collect, evaluate and record such information 2.5 Classify the types of hazards which are likely to be present in own area of responsibility 2.6 Explain how to identify existing hazards and controls 2.7 Define risk acceptance criteria and how to determine these 2.8 Explain how to assess risks			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>2.9 Explain how to determine when risks are unacceptable according to organisational, local and national requirements</p> <p>2.10 Explain how to identify own technical limitations when assessing risks and who are the competent specialists who need to be consulted when a risk or hazard is beyond own limitations</p> <p>2.11 Summarise the importance of continuing to monitor for new hazards and assessing the risks presented by these</p>			
3	Be able to identify hazards and assess risks to health, safety and security	<p>3.1 Check facilities, equipment and activities for health, safety and security issues</p> <p>3.2 Gather information from all relevant people about possible hazards</p> <p>3.3 Record all significant hazards, who is exposed and any existing safety procedures</p> <p>3.4 Assess the risks associated with these hazards and whether these risks are acceptable according to legal and organisational requirements</p> <p>3.5 Consult an appropriate person when assessing the risks is beyond own level of competence</p> <p>3.6 Report any unacceptable risks following legal and organisational requirements</p> <p>3.7 Continue to monitor for new hazards and assess their risks on an ongoing basis</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to contribute to developing and maintaining normal and emergency operating procedures	4.1 Explain the importance of safety procedures to manage risks in own area of responsibility			
		4.2 Explain why it is important to involve as many people as possible in developing such safety procedures and how to do so			
		4.3 Explain how to develop safety procedures which are consistent with a risk assessment			
		4.4 Explain how to identify the circumstances in which appropriate authorities would have to be informed about lack of effective risk management			
		4.5 Summarise who are the appropriate authorities and how to inform them about lack of effective risk management			
		4.6 Evaluate effective methods of promoting safety to participants and staff			
		4.7 Explain how to make sure participants and staff know and adhere to the relevant safety requirements			
		4.8 Explain why participants and colleagues should be encouraged to take responsibility for their own safety			
		4.9 Summarise the importance of reviewing and adapting procedures on an ongoing basis			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.10 Explain the importance of monitoring the implementation of safety procedures and of intervening promptly when these are not being followed</p> <p>4.11 Explain why participants and staff should be actively encouraged to provide feedback on risks, hazards and ground rules</p> <p>4.12 Explain how to encourage such feedback effectively</p> <p>4.13 Explain how to use participant and staff feedback to improve ground rules</p> <p>4.14 Classify the types of incidents and emergencies which are likely to occur and how to deal with these</p> <p>4.15 Explain how to ensure that other team members respond effectively to incidents and emergencies</p> <p>4.16 Explain how to decide what type of assistance is appropriate to the incident and emergency and how to summon such assistance</p> <p>4.17 Summarise the information which the people providing assistance will need to know</p> <p>4.18 Evaluate own level of competence and responsibility in relation to an emergency or incident</p> <p>4.19 Explain how to record and report incidents and emergencies</p> <p>4.20 Summarise how to recommend new approaches which might prevent emergencies and incidents being repeated</p>			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to contribute to developing and maintaining normal and emergency operating procedures	5.1 Put in place the procedures to keep risks to an acceptable level			
		5.2 Make sure these procedures are consistent with legal and organisational requirements			
		5.3 Give relevant people the information they need about procedures and encourage and motivate them to follow these procedures			
		5.4 Intervene effectively when procedures are not being followed			
		5.5 Continue to review and adapt procedures when necessary			
		5.6 Gather feedback from relevant people on how well procedures are working			
		5.7 Use feedback on how well procedures are working to improve those procedures			
6	Know how to contribute to maintaining and improving procedures for the protection of vulnerable participants	6.1 Explain the importance of effective protection for vulnerable participants			
		6.2 Summarise who are vulnerable participants			
		6.3 Interpret key requirements of legislation for child protection			
		6.4 Explain how to identify other types of vulnerable people who may need similar protection and legal requirements in relation to these			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.5 Summarise own organisation's policies and procedures for the protection of vulnerable participants and own responsibilities in this</p> <p>6.6 Explain the main risks to children and other vulnerable people and procedures – for example Criminal Record Bureau checks – that must be used to ensure protection</p> <p>6.7 Explain the importance of checking that protection procedures are being followed and how to do so</p> <p>6.8 Explain how to respond when there are suspicions of abuse according to organisational and legal requirements</p> <p>6.9 Explain why it is important to collect, assess and share information about possible abuse</p> <p>6.10 Explain how to identify reporting procedures relating to abuse</p> <p>6.11 Summarise types of support that may be needed by self or colleagues, and how to access such support</p> <p>6.12 Summarise the rules and guidelines covering the confidentiality of information relating to abuse</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Be able to contribute to maintaining and improving procedures for the protection of vulnerable participants	7.1	Carry out own responsibilities for the protection of vulnerable participants according to organisational and legal requirements		
		7.2	Give relevant people the information they need about policies and procedures and encourage and motivate them to follow these		
		7.3	Intervene when policies and procedures are not being followed		
		7.4	Encourage relevant people to report any suspicions they have about possible abuse		
		7.5	Follow the correct procedures when there are suspicions of possible abuse		
		7.6	Protect, and encourage others to protect, confidential information		
		7.7	Make sure staff involved in cases of suspected abuse receive any support they may need		
		7.8	Gather feedback from relevant people on how well procedures are working		
		7.9	Use feedback on how well procedures are working to improve these procedures		

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## **Unit 6: Facilitate community-based sport and physical activity**

**Unit reference number:** F/503/0652

**Level:** 3

**Credit value:** 16

**Guided learning hours:** 73

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to facilitate community-based sport and physical activity.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

### **Learning Outcomes 1, 2, 4 and 6**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning Outcomes 3, 5 and 7**

These must be assessed using workplace evidence generated when the learner is facilitating community-based sport and physical activity.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to facilitate community-based sport and physical activity	1.1 Explain the potential which sport and physical activity have for community development			
		1.2 Explain government policies in relation to sport and physical activity in the community			
		1.3 Explain the potential which widening community participation has for the development of sport and physical activity			
		1.4 Explain the relationship between levels of physical activity and health in the community			
		1.5 Compare and contrast community sports approaches with conventional sports approaches			
		1.6 Identify and explain key concepts and principles of a community empowerment approach			
		1.7 Identify own organisation's strategies and policies for community-based sport and physical activity			
		1.8 Interpret the policies and practices of other organisations which are relevant to own work in community-based sport and physical activity			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to research the community and establish working relationships	2.1 Identify models and case studies of effective practice in community-based sport and physical activity			
		2.2 Compare and contrast different types of communities – for example, urban and rural – and how their different features and needs will influence working practices			
		2.3 Explain why it is important to develop an accurate understanding of the community in which work is carried out			
		2.4 Evaluate the advantages and disadvantages of different sources of information and research methods which should be used to develop an understanding of the community			
		2.5 Identify the broad types of community issues that may impact on new programmes of activity			
		2.6 Explain how to analyse the information collected and how to draw conclusions based on this analysis			
		2.7 Explain the importance of exploring and challenging assumptions of self or others about the community			
		2.8 Identify partnerships which may already exist in or with the community			
		2.9 Explain why it is important to understand relationships and hierarchies in communities and partnerships			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.10 Explain how to identify, establish contact and network with the people most relevant to own work in the community</p> <p>2.11 Explain why it is important to approach people and establish a relationship with them in a way that is appropriate to them and their expectations</p> <p>2.12 Explain how to approach people and establish a relationship with them in a way that is appropriate to them and their expectations</p> <p>2.13 Explain how to build lasting and respectful relationships with people in the community</p> <p>2.14 Explain why it is important to explain own role, aims and objectives and clarify any information about responsibilities</p> <p>2.15 Explain the importance of collaborative working and trying, wherever possible, to align agendas</p> <p>2.16 Explain how to identify and bring together people in the community who could contribute to and benefit from possible sport and physical activity programmes</p> <p>2.17 Explain how to identify community needs and ways in which sport and active recreation might address these needs while working closely with target communities</p> <p>2.18 Describe the typical target groups in the community</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.19 Explain the likely 'hooks' that will involve target groups in sport and active recreation			
		2.20 Explain how to make programmes accessible to target groups			
		2.21 Explain how to promote programmes to target groups			
3	Be able to research the community and establish working relationships	3.1 Collect, organise and analyse as much relevant information about the community as possible 3.2 Explore and challenge assumptions where necessary 3.3 Develop an evidence-based community profile and consult to ensure conclusions are valid 3.4 Make contact with the people most relevant to own work in a way that is appropriate to them 3.5 Explain own role, aims and objectives in a way that is consistent with own organisation's strategy 3.6 Where possible, negotiate how to bring own objectives and those of others into alignment 3.7 Identify and agree ways of working collaboratively and building own relationship 3.8 Record what has been learned, for future reference			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to plan and deliver sport and physical activity programmes in the community	4.1 Explain how to develop programmes that address issues such as inclusion, personal development, social development, as well as physical and skills-based development			
		4.2 Explain how to consult effectively in a community and why it is important to make use of community feedback			
		4.3 Describe why it may be necessary to make use of unconventional facilities for programmes, what types of facilities could be used, and how to adapt them			
		4.4 Explain how to select staff for community-based programmes and the types of skills, qualities and experience to be looked for			
		4.5 Describe why it is important that staff understand the specific aims and objectives of programme, projects and the organisation as a whole			
		4.6 Describe why it is important to monitor programmes and respond to new opportunities, interests and needs			
		4.7 Explain how to encourage and empower people to express community needs			
		4.8 Explain how to influence people and use evidence-based research to demonstrate how sport and physical activity can benefit communities and stimulate their development			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>4.9 Explain how to enable people to identify opportunities for participation in sport and physical activity that could address community needs</p> <p>4.10 Evaluate the advantages and disadvantages of different types of opportunities for participation in sport and physical activity that could address community needs</p> <p>4.11 Explain why people in the community need to understand their own strengths and weaknesses in relation to planning and providing opportunities</p> <p>4.12 Explain how to support people in the community to understand their own strengths and weaknesses in relation to planning and providing opportunities</p>			
5	Be able to plan and deliver sport and physical activity programmes in the community	<p>5.1 Bring together people in the community who could contribute to and benefit from possible programmes</p> <p>5.2 Enable people to identify community needs and possible target groups</p> <p>5.3 Enable people to see how sport and physical activity programmes could help to meet these needs</p> <p>5.4 Develop aims, objectives and plans for programmes which will meet community needs and be attractive and accessible to the target groups</p> <p>5.5 Carry out effective community consultation on plans with relevant people, using feedback to improve plans</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>5.6 Organise the programmes, using resources most appropriate to the aims and objectives and ensuring inclusivity for the target group</p> <p>5.7 Promote the programmes in a way that will be attractive to the target groups, and deal with referrals from other agencies when they occur</p> <p>5.8 Make sure all staff understand the aims and objectives of the programmes and work in a way which will achieve these</p> <p>5.9 Monitor the programmes and make adjustments taking account of new and emerging interests, needs and opportunities</p> <p>5.10 Work with people in the community to evaluate the programmes and identify potential improvements and further developments</p>			
6	Know how to enable communities to organise and sustain opportunities for participation and progression	<p>6.1 Explain why it is important to encourage people to use their own community resources, for example volunteers, facilities, etc, rather than relying completely on support from other people</p> <p>6.2 Explain how to identify and address weaknesses in the target community in relation to planning and organising opportunities</p> <p>6.3 Identify types of conflict that may occur between different sections of the community and how to negotiate conflict resolution</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>6.4 Explain how to empower people to evaluate and promote the benefits that arise from opportunities for sport and physical activity</p> <p>6.5 Explain why sustainable development and capacity building are important when developing sport and physical activity within communities</p> <p>6.6 Explain how to promote the longer-term benefits that can arise from target groups having the opportunity to participate in and develop within sport and physical activity</p> <p>6.7 Explain how to empower people to establish more permanent legacy strategies and structures for sport and physical activity in their community</p>			
7	Be able to enable communities to organise and sustain opportunities for participation and progression	<p>7.1 Empower people to identify longer-term community needs and explore possible opportunities for participation and progression</p> <p>7.2 Empower people to identify how they can integrate possible opportunities with existing projects and initiatives</p> <p>7.3 Empower people to identify and assess their own strengths and weaknesses in relation to these possible opportunities</p> <p>7.4 Encourage people to make best use of community strengths and resources while providing them with the professional support they need to address weaknesses</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 Empower people to deal with conflict and negotiate effective ways of working together</p> <p>7.6 Empower people to evaluate opportunities when they have occurred and to identify the benefits</p> <p>7.7 Support people to plan and develop a legacy of more permanent structures, skills and resources for participation and progression</p> <p>7.8 Plan, agree and follow through a strategy for the community to sustain participation and progression without own personal involvement</p> <p>7.9 Maintain contact with people to evaluate progress and identify any other types of support they may need</p>			

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## **Unit 7: Support the development of sport and physical activity in education**

**Unit reference number:** J/503/0653

**Level:** 4

**Credit value:** 13

**Guided learning hours:** 43

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to support the development of sport and physical activity in education.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

### **Learning Outcomes 1, 2 and 3**

These can be assessed through:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning Outcomes 4 and 5**

These must be assessed using workplace evidence generated when the learner is contributing to strategic development in sport and active leisure.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to support the development of sport and physical activity in education</p>	<p>1.1 Explain effective strategies for equality, diversity and inclusion when developing sport and physical activity in education</p> <p>1.2 Summarise ways of gathering, recording, analysing and using information to improve sport and physical activity provision</p> <p>1.3 Evaluate the range of local sport, physical education and physical activity provision for children and young people</p> <p>1.4 Describe the range of local resources relevant to own work and how to access these</p> <p>1.5 Explain the relationship between levels of physical activity and the health and wellbeing of children</p> <p>1.6 Evaluate the potential which sport, physical education and physical activity has for raising children and young people's educational achievement and attainment</p> <p>1.7 Explain what creates sustainable sports provision including the contribution of continuing professional development</p> <p>1.8 Summarise how to organise sport and physical activity events in order to ensure legacy</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand the policies and strategies around the development of sport and physical activity in education	2.1 Summarise relevant legislation, government education policy, and national strategies in relation to PE and sport and physical activity in education			
		2.2 Summarise own organisation's policies in relation to working with young people and vulnerable adults, including those for safeguarding			
		2.3 Summarise own aims, objectives and priorities in relation to the educational community			
3	Know how to work with key stakeholders to develop sport and physical activity in education	3.1 Explain the structures of the educational community and the various establishments within it			
		3.2 Explain the educational establishments' aims, objectives and priorities			
		3.3 Explain how to align own aims, objectives and priorities with those of the educational establishments			
		3.4 Summarise the educational community's policies and practices relating to sport and physical activity and working with children and young people			
		3.5 Summarise the roles and responsibilities of the people in the educational community and its establishments, relevant to developing sport and physical activity in education			
		3.6 Explain how to identify and build relationships with the people most relevant to own work			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.7 Explain the importance of consulting with key people in the educational community about the development of sport and physical activity</p> <p>3.8 Evaluate the potential that engaging with education has for the development of sport and physical activity</p> <p>3.9 Describe the educational establishments' planning processes and cycles and how to integrate own work with these</p> <p>3.10 Evaluate the main implications of the educational establishments' planning processes and cycles upon programme feasibility</p> <p>3.11 Evaluate effective practice and models of effective links between sport and physical activity and education</p> <p>3.12 Explain how to create progressive pathways between education and sport for children and young people</p> <p>3.13 Evaluate different models of delivery of PE and sport in the educational establishment and how they influence own way of working</p> <p>3.14 Summarise relevant inspection agencies and their expectations and standards</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to work with key stakeholders to develop sport and physical activity in education	4.1 Identify and work with key stakeholders to agree community needs and priorities in relation to developing sport and physical activity			
		4.2 Influence key stakeholders in education to use sport and physical activity to address their own needs and priorities			
		4.3 Negotiate common objectives and ways of working to mutual benefit			
		4.4 Maintain contact with key stakeholders to evaluate ongoing impact and progress			
		4.5 Identify and access any further types of support which key stakeholders may need			
5	Be able to support the educational community to develop sport and physical activity	5.1 Research, develop and maintain an accurate profile of the educational community in relation to developing sport and physical activity			
		5.2 Support the educational community in planning and implementing opportunities for participation and progression that address needs and priorities			
		5.3 Support the educational community in developing a longer term strategy to sustain sport and physical activity			
		5.4 Support the educational community in developing more permanent legacy structures for participation and progression			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.5 Support the educational community in building capacity to enable sustainability and further development			
	5.6 Support the educational community in monitoring and evaluating the impact of joint work			

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*(if sampled)*

## **Unit 8: Lead and motivate volunteers**

**Unit reference number:** K/503/0645

**Level:** 3

**Credit value:** 10

**Guided learning hours:** 59

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### **Unit summary**

This unit assesses the competence required to lead and motivate volunteers in a sport and active leisure context.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand good practice and legal requirements when working with volunteers	1.1 Explain the importance of taking account of people's diverse abilities, styles and motivations			
		1.2 Explain the importance of making sure that working methods and roles are consistent with volunteers' diverse needs, abilities and potential, and how to do so			
		1.3 Summarise the legal requirements to consider when agreeing volunteers' working methods and roles			
2	Understand communication with volunteers when leading and motivating them	2.1 Explain the principles of effective communication and how to apply them when working with volunteers			
		2.2 Explain the importance of briefing volunteers and the different ways in which this can be done			
		2.3 Summarise the information that should be given during briefings for volunteers			
		2.4 Explain the importance of effective methods of communication with and between volunteers			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to brief volunteers on work requirements and responsibilities	3.1 Choose a place and a time for the briefing that is appropriate to volunteers and their work			
		3.2 Explain the purpose and value of the work planned for volunteers and motivate them to achieve high standards			
		3.3 Encourage and support volunteers to take ownership of their work			
		3.4 Suggest ways in which plans could be improved or adapted to meet volunteers' diverse needs, abilities and potential			
		3.5 Agree individual responsibilities and working methods with each volunteer			
		3.6 Make sure volunteers understand what is expected of them and are confident about taking on these responsibilities			
		3.7 Agree with volunteers how they should communicate			
		3.8 Communicate with volunteers at all times in ways that meet their diverse needs and show respect for their volunteer role			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand the principles of involving and motivating volunteers	4.1 Explain the importance of seeking new and innovative roles and working methods			
		4.2 Explain the importance of involving volunteers in selecting and planning their roles and responsibilities			
		4.3 Explain the importance of giving volunteers the opportunity to evaluate their own work			
		4.4 Explain the importance of providing feedback to volunteers			
		4.5 Describe the main points to consider when giving feedback to volunteers			
		4.6 Explain the importance of basing feedback on an objective evaluation of performance			
		4.7 Explain the importance of celebrating the achievement of volunteers			
		4.8 Describe different ways of rewarding volunteers for their efforts			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Understand the principles of evaluating the work of volunteers	5.1 Explain how to monitor and evaluate the work of volunteers			
		5.2 Explain the importance of using fair and objective criteria for evaluation and what types of criteria might be appropriate in a volunteer context			
		5.3 Explain the importance of using evidence for evaluations and the types of evidence that can be used			
		5.4 Describe the types of factors that might affect volunteers' performance and how to take account of these when evaluating their work			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to provide volunteers with feedback on their work	6.1 Evaluate volunteers' work against agreed work requirements, using fair and objective criteria			
		6.2 Choose an appropriate time and place to debrief and provide feedback to volunteers			
		6.3 Explain the purpose of debriefing and feedback and encourage an open and honest approach			
		6.4 Encourage and support volunteers to reflect on the work they have done and to provide objective feedback			
		6.5 Give volunteers feedback that is based on own evaluation of their work and takes account of their views and opinions			
		6.6 Acknowledge volunteers' achievements in ways that reinforce their motivation			
		6.7 Provide constructive suggestions to improve volunteers' future performance and agree these with volunteers			
		6.8 Identify where volunteers may need additional support			
		6.9 Show respect for volunteers' individual needs and preferences and the nature of their volunteering work			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Understand the principles of supporting and supervising volunteers	7.1 Explain how to determine and agree the requirements for the work of volunteers			
		7.2 Summarise the types of support that volunteers have a right to expect from their supervisor and how to provide these			
8	Be able to support volunteers in solving problems during volunteering activities	8.1 Monitor volunteering activities and identify problems when they occur			
		8.2 Collect and analyse available information about the nature of the problem			
		8.3 Identify the implications of the problem and communicate these to those involved			
		8.4 Provide support to help volunteers overcome problems			
		8.5 Promote an atmosphere in which individuals are not blamed for the problem and problems are seen as an opportunity for learning			
		8.6 Encourage an approach in which volunteers take responsibility for the problem and feel motivated to work towards an acceptable solution			
		8.7 Work with those involved to identify a solution that is acceptable to them and in line with the organisation's policies and procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.8 Communicate clearly and effectively with those involved in ways that recognise their diverse needs			
	8.9 Treat confidential information appropriately, while being open and transparent about non-confidential issues			

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*(if sampled)*

## **Unit 9: Recruit, select and keep colleagues**

<b>Unit reference number:</b>	H/602/1842
<b>Level:</b>	5
<b>Credit value:</b>	12
<b>Guided learning hours:</b>	85

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### **Unit summary**

This unit assesses the competence a manager needs to recruit, select and retain colleagues.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to identify recruitment and selection needs	<p>1.1 Review on a regular basis the work required in own area of responsibility</p> <p>1.2 Identify any shortfall in own area of responsibility, including:</p> <ul style="list-style-type: none"> <li>– the number of colleagues</li> <li>– the pool of knowledge, skills and experience</li> </ul> <p>1.3 Select the most effective options for addressing any shortfall in colleagues or the pool of knowledge, skills and experience</p> <p>1.4 Develop job descriptions and person specifications for required roles in consultation with others</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to plan a recruitment and selection process	<p>2.1 Plan the following aspects of the recruitment process in consultation with others:</p> <ul style="list-style-type: none"> <li>– main stages in the recruitment and selection process</li> <li>– the recruitment and selection methods to be used</li> <li>– timings for the recruitment and selection process</li> <li>– who will be involved in the recruitment and selection process</li> </ul> <p>2.2 Ensure that information on vacancies is fair, clear and accurate before it goes to potential applicants</p> <p>2.3 Seek and make use of specialist expertise in the recruitment and selection process</p> <p>2.4 Ensure the criteria for selection are consistent with the requirements of the vacancy</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to contribute to a recruitment and selection of people for identified vacancies	3.1 Take part in the recruitment and selection process as planned 3.2 Ensure the recruitment and selection process is fair, consistent and effective 3.3 Ensure applicants who are offered positions are able to perform effectively and work with their new colleagues 3.4 Evaluate whether the recruitment and selection process has been successful in relation to appointments 3.5 Identify any areas for improvement in the recruitment and selection process			
4	Be able to contribute to the retention of colleagues	4.1 Evaluate reasons for colleagues leaving own area of responsibility 4.2 Identify ways of addressing staff turnover problems 4.3 Implement methods of addressing staff turnover problems that are consistent with own level of authority 4.4 Suggest methods of addressing staff turnover problems that are outside own level of authority to the relevant colleagues			
5	Understand own sector context for recruitment, selection and retention	5.1 Explain recruitment, selection and retention issues in own sector, including working practices and culture 5.2 Explain specific initiatives relating to recruitment, selection and retention in own sector			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand own organisational context for recruitment, selection and retention	6.1 Describe the current people resources available in own area of responsibility, including their skills, knowledge and experience			
		6.2 Summarise the work requirements in own area of responsibility			
		6.3 Summarise the operational plans and changes in own area of responsibility			
		6.4 Describe the turnover rate in own area of responsibility			
		6.5 Evaluate local employment market conditions in relation to recruitment, selection and retention			
		6.6 Explain own organisation's culture, values and structure			
		6.7 Summarise the policies and practices of own organisation in relation to: <ul style="list-style-type: none"> <li>- recruitment</li> <li>- selection</li> <li>- induction</li> <li>- dismissal</li> <li>- pay</li> <li>- other terms and condition of employment</li> </ul>			
		6.8 Describe sources of specialist expertise in relation to recruitment, selection and retention used by own organisation			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Understand how to identify recruitment and selection needs	7.1 Explain how to avoid stereotyping with regard to skills levels and work ethics			
		7.2 Compare the advantages and disadvantages of different options for addressing identified shortfalls in the number of colleagues and the pool of skills, knowledge and experience			
		7.3 Explain what job descriptions and person specifications should contain			
		7.4 Explain why it is important to consult with other relevant people when producing job descriptions and person specifications			
8	Understand how to plan recruitment and selection processes	8.1 Explain the different stages in the recruitment and selection process			
		8.2 Clarify why it is important to consult with others when planning recruitment and selection, the methods to be used and the people to involve			
		8.3 Compare different recruitment and selection methods and their advantages and disadvantages			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
9	Understand how to contribute to the recruitment and selection of people for identified vacancies	9.1 Clarify why it is important to give people fair, clear and accurate information on vacancies to potential applicants			
		9.2 Explain how to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice when recruiting and selecting people			
		9.3 Explain how to judge whether applicants meet the stated requirements of a vacancy			
10	Understand how to contribute to the retention of colleagues	10.1 Explain why it is important to identify and evaluate why colleagues are leaving an area of work			
		10.2 Explain how to explore constructively and sensitively the reasons for colleagues leaving an area of work			
		10.3 Identify the types of reasons colleagues might have for leaving an area of work			
		10.4 Explain the causes and effects of high and low staff turnover			
		10.5 Explain measures that can be taken to address staff turnover problems			

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## Unit 10: Involve, motivate and retain volunteers

<b>Unit reference number:</b>	Y/503/0656
<b>Level:</b>	3
<b>Credit value:</b>	10
<b>Guided learning hours:</b>	60

## Unit summary

This unit assesses the competence required to involve, motivate and retain volunteers in a sport and active leisure organisation.

### Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

## Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the value and role of volunteering	1.1 Explain the importance of volunteering to organisations and the wider sector			
		1.2 Describe the variety of roles volunteers can fulfil and the different ways they can contribute to organisational and sector goals			
		1.3 Summarise the range of abilities, styles and motivations volunteers have and how these affect the types of roles and activities they carry out			
		1.4 Summarise the benefits volunteers can derive from volunteering			
		1.5 Explain the type of commitment volunteers need to make in the sector			
		1.6 Identify other volunteering opportunities to which it may be appropriate to refer volunteers			
		1.7 Summarise the details about particular volunteer roles that potential volunteers need to know			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to promote volunteering to potential volunteers	2.1 Summarise own organisation's goals and policies in relation to volunteering			
		2.2 Describe different methods of identifying the types of people who may wish to volunteer their services and their motivations			
		2.3 Summarise different methods of communicating with potential volunteers, and how to select and use appropriate methods			
		2.4 Explain the value of diversity of abilities, styles and motivations among volunteers, and how to foster such diversity			
		2.5 Summarise legislation relating to the recruitment of volunteers			
		2.6 Explain the importance of concluding agreements with volunteers in ways that leave the opportunity for future volunteering open, and how to do so.			
3	Be able to promote volunteering to potential volunteers	3.1 Involve relevant people and use creative methods to identify <ul style="list-style-type: none"> <li>– the types of people who may wish to volunteer</li> <li>– ways of accessing potential volunteers</li> <li>– the key motivations people may have for wishing to volunteer</li> </ul>			
		3.2 Use appropriate cost- and time-effective communication methods to access groups of potential volunteers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.3 Support potential volunteers to understand</p> <ul style="list-style-type: none"> <li>– the importance of volunteering in meeting the organisation's goals</li> <li>– how people with diverse abilities, styles and motivations can make valuable contributions as volunteers</li> <li>– the volunteering opportunities available and what is involved</li> <li>– the commitment they need to make as volunteers</li> <li>– the potential benefits of volunteering and how volunteering can meet their needs and expectations</li> </ul> <p>3.4 Provide factual evidence to illustrate how volunteers have contributed in the past and how they have benefited personally from doing so</p> <p>3.5 Provide opportunities for people to investigate volunteering opportunities further and make a commitment to becoming a volunteer</p> <p>3.6 Refer people to other volunteering organisations, where appropriate</p> <p>3.7 Evaluate the response to promotional activities and use this information to improve future activities</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand the principles of involving and motivating volunteers in an organisation	4.1 Summarise the basic principles of motivation and how they apply to managing volunteers			
		4.2 Explain how to help people articulate their motivations and understand how volunteering can meet their evolving needs and expectations			
		4.3 Explain the importance of encouraging volunteers to extend their volunteer roles, and how to do so			
		4.4 Explain the importance of getting informed feedback from people, and how to do so			
5	Be able to involve volunteers in the organisation	5.1 Monitor volunteering activities and identify problems when they occur			
		5.2 Support volunteers to articulate their motivations and understand how volunteering can meet their evolving needs and expectations			
		5.3 Help volunteers find placements that <ul style="list-style-type: none"> <li>– meet their evolving needs and expectations</li> <li>– allow them to contribute their experience, knowledge, skills and competence in tangible ways to achieving the organisation's goals</li> </ul>			
		5.4 Provide support and supervision to allow volunteers to fulfil their roles and carry out their tasks effectively, safely and securely			
		5.5 Provide opportunities for volunteers to reflect on and articulate their experience of volunteering			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		5.6 Provide feedback to volunteers on their individual and collective contributions and their value to the organisation			
		5.7 Encourage volunteers to extend their volunteer roles within the limits of their knowledge, skills and competence			
		5.8 Provide opportunities for volunteers to be involved in the organisation's wider activities			
6	Understand how to respond to volunteers wishing to change or conclude their volunteering role	6.1 Describe a range of indications that a volunteer's current role is no longer appropriate, and how to identify these 6.2 Describe other wider volunteering roles that volunteers could take on in the organisation 6.3 Describe the types of relationship volunteers may have with the organisation after their agreement is concluded 6.4 Identify members of the organisation who need to be informed about the reasons why volunteers wish to conclude their agreements and how the experience of volunteering with own organisation could be improved			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Be able to support volunteers in changing or concluding their volunteering role	7.1 Ensure volunteers understand what they need to do if they wish to change their role and contribution to the organisation			
		7.2 Involve volunteers in discussing their contribution to the organisation, whenever there are indications that their current role is no longer appropriate			
		7.3 Find appropriate alternative placements for volunteers whose current role is no longer appropriate			
		7.4 Enable volunteers who are concluding their volunteering agreement to provide feedback on their experience of volunteering			
		7.5 Acknowledge volunteers' contribution to the organisation and agree the nature of the relationship they wish to have with the organisation after their agreement is concluded			
		7.6 Ensure volunteers return all the organisation's property on conclusion of their agreement			
		7.7 Report reasons why volunteers conclude their agreements and how the experience of volunteering with the organisation could be improved			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
8	Understand the principles of supporting and supervising volunteers in order to retain their contribution	8.1 Explain the different levels of support and supervision volunteers need, how to assess these levels and provide appropriate support			
		8.2 Describe the support that volunteers can provide to other volunteers/staff and how to encourage them to give this support			
		8.3 Explain the importance of regularly reviewing volunteers' contribution with them and how to do so			

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**Unit 11:** Develop productive working relationships with colleagues and stakeholders

<b>Unit reference number:</b>	A/502/9287
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	22

## Unit summary

This unit assesses the knowledge and competence required to develop productive working relationships with colleagues.

### Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

## Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to establish and maintain working relationships with colleagues	1.1 Describe the benefits of developing productive working relationships with colleagues 1.2 Explain how to identify disagreements with colleagues 1.3 Describe techniques for resolving conflicts with colleagues 1.4 Explain how to identify conflicts of interest with colleagues 1.5 Describe the measures that can be used to manage or remove conflicts of interest with colleagues 1.6 Explain how to take account of diversity issues when developing working relationships with colleagues			
2	Be able to establish and maintain working relationships with colleagues	2.1 Establish working relationships with all colleagues who are relevant to own area of responsibility 2.2 Recognise, agree and respect the roles and responsibilities of colleagues 2.3 Take account of the priorities, expectations and authority of colleagues in decisions and actions			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to improve performance with colleagues	3.1 Describe how to get and make use of feedback on own performance from colleagues			
		3.2 Describe how to provide colleagues with useful feedback on their performance			
4	Be able to improve performance with colleagues	4.1 Provide feedback to colleagues on their performance			
		4.2 Seek feedback from colleagues on own performance in order to identify areas for improvement			
5	Understand how to communicate with colleagues	5.1 Outline the principles of effective communication			
		5.2 Describe how to apply the principles of effective communication when working with colleagues			
		5.3 Outline the importance of exchanging information and resources with colleagues			
6	Understand the sector in which they work with colleagues	6.1 Identify the relevant regulations and codes of practice that apply in the industry or sector			
		6.2 Describe standards of behaviour and performance in the industry or sector			
		6.3 Describe the working culture of the industry or sector			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Understand the context in which they work with colleagues	7.1 Identify the current and future work being carried out with colleagues			
		7.2 Identify the colleagues who are relevant to the work being carried out, their work roles and responsibilities			
		7.3 Describe the processes within the organisation for making decisions			
		7.4 Describe line management responsibilities and relationships within the organisation			
		7.5 Describe the organisation's values and culture			
		7.6 Explain how power, influence and politics works within the organisation			
		7.7 Identify the standards of behaviour and performance expected in the organisation			
		7.8 Describe the information and resources that different colleagues might need			
		7.9 Explain work agreements with colleagues			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
8	Be able to work with colleagues	8.1 Fulfil agreements made with colleagues and keep them informed of progress			
		8.2 Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements			
		8.3 Resolve any conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out			
		8.4 Exchange information and resources with colleagues to make sure that all parties can work effectively			

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## **Unit 12: Allocate and monitor the progress and quality of work in own area of responsibility**

**Unit reference number:** M/602/1844

**Level:** 4

**Credit value:** 14

**Guided learning hours:** 95

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### **Unit summary**

This unit assesses the competence a manager needs to plan and allocate work to colleagues and monitor and improve and their performance.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to plan work for colleagues	<p>1.1 Confirm the work required in own area of responsibility with the relevant people</p> <p>1.2 Plan how work will be carried out, taking account of:</p> <ul style="list-style-type: none"> <li>– the views of people in own area of responsibility</li> <li>– any priorities or critical activities</li> <li>– best use of resources</li> </ul> <p>1.3 Ensure the work is allocated to colleagues on a fair basis, taking account of their skills, knowledge, experience, workloads and opportunities for personal development</p> <p>1.4 Review and update work plans for own area of responsibility</p> <p>1.5 Communicate changes to those who will be affected</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to brief colleagues on planned work	<p>2.1 Ensure that colleagues are briefed on allocated work with reference to:</p> <ul style="list-style-type: none"> <li>– how the work fits with the vision and objectives for the area of work and organisation</li> <li>– the standard of expected performance</li> </ul> <p>2.2 Promote ways of working which maximise the opportunities offered by diversity</p> <p>2.3 Enable colleagues to ask questions, make suggestions and seek clarification in relation to planned work</p>			
3	Be able to monitor colleagues' work	<p>3.1 Monitor the progress and quality of work of colleagues on a regular and fair basis</p> <p>3.2 Measure the progress and quality of colleagues work against the standard of expected performance</p> <p>3.3 Provide colleagues with prompt and constructive feedback on their performance</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to support colleagues in their work	4.1 Support colleagues in identifying and dealing with problems and unforeseen events			
		4.2 Motivate colleagues to complete allocated work, providing additional support to help completion			
		4.3 Address any conflict that arises in a way that supports effective working			
		4.4 Agree ways of improving colleagues' performance when necessary			
		4.5 Acknowledge the successful completion of significant pieces of work			
		4.6 Use information collected on colleagues' performance in formal appraisals of their performance			
5	Understand own sector context for allocating and monitoring work in own area of responsibility	5.1 Summarise own sector's requirements for the development and maintenance of knowledge, understanding and skills			
		5.2 Summarise specific legislation, regulations, guidelines and codes of practice for work in own area of responsibility			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand own organisational context for allocating and monitoring work in own area of responsibility	<p>6.1 Describe the people and other resources available in own area of responsibility</p> <p>6.2 Summarise the work requirements in own area of responsibility</p> <p>6.3 Summarise the operational plans in own area of responsibility</p> <p>6.4 Explain the vision and objectives of own area of work and those of own organisation</p> <p>6.5 Summarise own organisation's policy and procedures in relation to:</p> <ul style="list-style-type: none"> <li>- health and safety</li> <li>- people development</li> <li>- standards of performance</li> <li>- dealing with poor performance</li> <li>- grievance and disciplinary issues</li> <li>- performance appraisal</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Understand how to plan work for colleagues	7.1 Clarify the importance of confirming work required in own area of responsibility			
		7.2 Explain how to take account of health and safety issues when planning and allocating work			
		7.3 Clarify the importance of seeking views on planned work from people across own area of responsibility			
		7.4 Explain how to maximise the opportunities offered by diversity in own area of responsibility			
		7.5 Clarify the importance of reviewing and updating plans of work in the light of developments			
		7.6 Explain how to reallocate work and resources and communicate changes to those affected			
8	Understand how to brief colleagues on planned work	8.1 Explain the importance of briefing colleagues on planned work			
		8.2 Clarify the importance of showing colleagues how their work fits into the overall vision and objectives of own area of responsibility and those of the organisation			
		8.3 Compare different ways of enabling colleagues to ask questions and seek clarification when being briefed on planned work			
9	Understand how to monitor work carried out by colleagues	9.1 Evaluate the advantages and disadvantages of different ways of monitoring colleagues' work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
10 Understand how to support colleagues in their work	10.1 Explain how to provide constructive and prompt feedback to colleagues about their work 10.2 Explain how to take account of diversity and inclusion issues when supporting colleagues to complete allocated work 10.3 Clarify the importance of identifying and addressing poor performance by colleagues 10.4 Describe the types of problems and unforeseen events in own area of responsibility for which colleagues may need support 10.5 Describe the types of support and additional resources colleagues may need to complete planned work 10.6 Compare different methods of motivating and supporting colleagues to complete their work and improve their performance 10.7 Explain how to log and make use of information on colleagues' performance when carrying out formal appraisals			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## **Unit 13: Provide learning opportunities for colleagues**

**Unit reference number:** K/602/1843

**Level:** 4

**Credit value:** 11

**Guided learning hours:** 85

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### **Unit summary**

This unit covers the competence that supervisors/team leaders require to help colleagues engage with and benefit from learning and development.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to encourage learning and development	1.1 Promote the benefits of learning to staff members 1.2 Make sure that staff members' willingness and efforts to learn are recognised 1.3 Encourage staff members to take responsibility for their own learning, including practising and reflecting on what they have learned			
2	Be able to help colleagues identify their learning needs and styles	2.1 Give staff members fair, regular and useful feedback on their work performance 2.2 Discuss and agree with staff members how they can improve their work 2.3 Work with staff members to identify and prioritise learning needs based on any gaps between the requirements of their work roles and their current knowledge, understanding and skills 2.4 Help staff members to identify the learning style(s) or combination of styles which work best for them 2.5 Ensure that individual learning styles are taken into account in identifying and undertaking learning activities			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to help colleagues to plan and implement learning and development	3.1 Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs			
		3.2 Discuss and agree with staff members a plan for development which includes: <ul style="list-style-type: none"> <li>– learning activities to be undertaken</li> <li>– the learning objectives to be achieved</li> <li>– the required resources and timescales</li> </ul>			
4	Be able to help colleagues to implement learning opportunities	4.1 Work with staff members to recognise and make use of unplanned learning opportunities			
		4.2 Seek and make use of specialist expertise in relation to identifying and providing learning for staff members			
		4.3 Support staff members in undertaking learning activities			
		4.4 Make sure any required resources are made available			
		4.5 Make efforts to remove any obstacles to learning			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to help colleagues to review and update learning and development plans	5.1 Evaluate, in discussion with each staff member, whether the learning activities they have undertaken have achieved the desired outcomes			
		5.2 Provide positive feedback on the learning experience			
		5.3 Work with staff members to update their development plan in the light of performance, any learning activities undertaken and any wider changes			
6	Understand how to encourage learning and development	6.1 Identify the benefits of learning for individuals and organisations			
		6.2 Describe how to promote the benefits of learning to colleagues			
		6.3 Identify ways to develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised			
		6.4 Explain why it is important to encourage colleagues to take responsibility for their own learning			
		6.5 Describe how to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Understand how to help colleagues identify their learning needs and styles	7.1 Describe how to provide fair, regular and useful feedback to colleagues on their work performance			
		7.2 Describe how to identify learning needs based on identified gaps between the requirements of colleagues' work roles and their current knowledge, understanding and skills			
		7.3 Describe how to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues			
		7.4 Identify the range of different learning styles			
		7.5 Describe how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
8	Understand how to help colleagues to plan learning and development	8.1 Identify different types of learning activities that may be appropriate for colleagues			
		8.2 Compare the advantages and disadvantages of different types of appropriate learning activities			
		8.3 Identify the required resources (for example, time, fees, substitute staff) for different types of learning activities			
		8.4 Identify how/where to identify and obtain information on different learning activities			
		8.5 Explain why it is important for colleagues to have a written development plan			
		8.6 Identify what a learning plan should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources)			
		8.7 Describe how to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
9	Understand how to help colleagues to implement learning and development	9.1 Identify sources of specialist expertise in relation to identifying and providing learning for colleagues			
		9.2 Identify the types of support colleagues might need to undertake learning activities			
		9.3 Identify the resources needed for colleagues to undertake learning and development			
		9.4 Identify the types of obstacles colleagues may face when undertaking learning and development			
		9.5 Describe how obstacles to learning and development can be resolved			
10	Understand how to help colleagues review and update learning and development plans	10.1 Describe how to evaluate whether a learning activity has achieved the desired learning objectives			
		10.2 Explain the importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes			
11	Understand the sector in which they provide learning opportunities to colleagues	11.1 Identify the regulations and codes of practice that apply in the industry or sector			
		11.2 Identify standards of behaviour and performance in the industry or sector			
		11.3 Describe the working culture of the industry or sector			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
12	Understand the context in which they provide learning opportunities to colleagues	12.1 Identify relevant information on the purpose, objectives and plans of the team or area of responsibility or the wider organisation			
		12.2 Identify the work roles of colleagues, including the limits of their responsibilities and their personal work objectives			
		12.3 Outline the current knowledge, understanding and skills of colleagues			
		12.4 Outline any identified gaps in the knowledge, understanding and skills of colleagues			
		12.5 Outline any identified learning needs of colleagues			
		12.6 Identify learning style(s) or combinations of styles preferred by colleagues			
		12.7 Identify the written development plans of colleagues			
		12.8 Identify learning activities and resources available in/to the organisation			
		12.9 Outline the organisation's policies in relation to equality and diversity			
		12.10 Outline the organisation's policies and procedures in relation to learning			
		12.11 Outline the organisation's performance appraisal systems			

Learner name: \_\_\_\_\_

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(if sampled)

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## **Unit 14: Contribute to the prevention and management of abusive and aggressive behaviour**

**Unit reference number:** T/601/1168

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 20

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### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know and understand how to prevent and manage abusive and aggressive behaviour	1.1 Identify legislation, policy and procedures relating to the prevention and management of abusive and aggressive behaviour			
		1.2 Explain the importance of reviewing incidents of abusive and aggressive behaviour			
		1.3 Identify sources of specialist support for dealing with abusive and aggressive behaviour			
2	Know and understand the forms, causes and effects of abusive and aggressive behaviour	2.1 Identify the factors which indicate the potential for abusive or aggressive behaviour to develop			
		2.2 Identify the forms that abusive and aggressive behaviour can take			
		2.3 Describe the effects of abusive and aggressive behaviour on those involved and those witnessing			
3	Be able to deal with incidents of abusive and aggressive behaviour	3.1 Take action which minimises abusive and aggressive behaviour			
		3.2 Communicate with individuals displaying abusive and aggressive behaviour in a manner which restores a calmer atmosphere			
		3.3 Respond to physically aggressive behaviour in accordance with statutory and organisational requirements			
		3.4 Record and report incidents of abusive and aggressive behaviour in accordance with organisational procedure			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to contribute to minimising the risk of abusive and aggressive behaviour	4.1 Identify environmental factors which affect behaviour			
		4.2 Review incidents of abusive and aggressive behaviour and suggest options for reducing the risk of reoccurrence			
		4.3 In consultation with others, refer those at risk of displaying abusive and aggressive behaviour to appropriate people and agencies			

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(if sampled)

## **Unit 15:**

### **Recognise indications of substance misuse and refer individuals to specialists**

<b>Unit reference number:</b>	M/601/0648
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	24

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#### **Unit summary**

This unit covers recognising signs which may indicate that someone may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances. It also includes referring individuals with indications of substance misuse to service providers where this is the appropriate action.

#### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence.

#### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Recognise indications of substance misuse	1.1 Identify the range of substances which may be misused and their effects (eg illegal drugs, prescription drugs, over-the-counter drugs, alcohol, solvents)			
		1.2 Identify possible indications of substance misuse (eg physical, behavioural, social, emotional)			
		1.3 Identify other factors which produce indications that may be interpreted as caused by substance misuse			
		1.4 Show how to obtain specialist assistance where required			
		1.5 Show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date.			
2	Asses and monitor risk	2.1 Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures			
		2.2 Review the assessment of risk and explain why this is important			
		2.3 Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Handle information and maintain records	3.1 Identify situations and actions taken in line with organisational requirements and explain the importance of doing so			
		3.2 Identify the rights of individuals and the principle of confidentiality			
4	Refer individuals to appropriate services	4.1 Identify the range of services relevant to substance misuse available locally and nationally			
		4.2 Demonstrate how to refer individuals to services in line with organisational requirements			
		4.3 Provide appropriate services with complete and accurate information about the situation in line with organisational requirements			

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(if sampled)

## Unit 16: Support the efficient use of resources

<b>Unit reference number:</b>	H/502/8456
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	19

## Unit summary

This unit covers the knowledge and competence that the learner needs, to support the efficient use of resources.

### Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

### Learning Outcomes 3 and 5

These must be assessed using workplace evidence generated when the learner is supporting the efficient use of resources.

## Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to support the efficient use of resources	1.1 Explain how to communicate effectively with team members, colleagues and line managers			
		1.2 Identify team objectives and organisational policies regarding the use of resources			
		1.3 Describe the organisational procedures for making recommendations on the use of resources			
		1.4 Explain the importance of effective management of resources to organisational performance			
		1.5 Describe the principles underpinning the effective and efficient management of resources			
2	Know how to make recommendations for the use of resources	2.1 Explain how to develop and argue an effective case for changes in the management of resources			
		2.2 Explain how to enable people to identify and communicate the resources they need			
		2.3 Describe the trends and developments which may influence the future use of resources and how to plan for these			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to make recommendations for the use of resources	3.1	Give relevant people the opportunity to provide information on the resources the team needs		
		3.2	Make recommendations for the use of resources that take account of relevant past experience		
		3.3	Make recommendations that take account of trends and developments which are likely to affect the use of resources		
		3.4	Make recommendations that are consistent with team objectives, organisational policies and environmental concerns		
		3.5	Make recommendations that clearly indicate the potential benefits expected from the planned use of resources		
		3.6	Present the recommendations to relevant people in an appropriate and timely manner		



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to contribute to the control of resources	4.1 Explain how to encourage others to take responsibility for the control of resources in own area of work			
		4.2 Describe the potential environmental impact of the resources being used			
		4.3 Describe the problems which may occur with resources and how these can be dealt with			
		4.4 Describe the importance of keeping accurate records on the use of resources			
		4.5 Explain how to monitor and control the use of resources to maximise efficiency, while maintaining the quality of products and services			
		4.6 Explain how to analyse the past use of resources			
		4.7 Explain how to use results of analysis to make recommendations on more effective use of resources in the future			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to contribute to the control of resources	5.1 Give relevant people opportunities to take individual responsibility for the efficient use of resources			
		5.2 Monitor the use of resources under own control at appropriate intervals			
		5.3 Make sure the use of resources by the team is efficient and takes into account the potential impact on the environment			
		5.4 Monitor the quality of resources continuously and ensure consistency in product and service delivery			
		5.5 Identify problems with resources promptly			
		5.6 Make recommendations for corrective action to the relevant people as soon as possible			
		5.7 Make recommendations for improving the use of resources to relevant people in an appropriate and timely manner			
		5.8 Make sure that records relating to the use of resources are complete, accurate and available to authorised people only			

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(if sampled)

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## **Unit 17: Apply for external funding for sport and physical activity**

**Unit reference number:** R/503/0655

**Level:** 3

**Credit value:** 11

**Guided learning hours:** 58

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to apply for external funding for sport and physical activity

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development [www.skillsactive.com/common-unit-qualifications](http://www.skillsactive.com/common-unit-qualifications).

### **Learning Outcomes 1, 2, 4 and 6**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning Outcomes 3 and 5**

These must be assessed using workplace evidence generated when the learner is facilitating community-based sport and physical activity.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to identify sources of funding for sport and physical activity	1.1 Describe the organisation's objectives and values that may have an impact on choice of funding sources			
		1.2 Explain the importance of identifying whether anyone else in own organisation has a relationship with the funding organisation or is receiving funds from it			
		1.3 Explain how to identify sources of expertise that can be drawn on when making applications for funding			
		1.4 Explain how to determine the availability and sufficiency of funding already available and calculate shortfalls			
		1.5 Identify the internal and external sources of information about funding that can be drawn on			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to identify sources of funding for sport and physical activity	2.1 Identify activities that may qualify for external funding			
		2.2 Identify funding that is already available and likely shortfalls			
		2.3 Collect and store accurate and up-to-date information on potential funding sources and the types of organisations and activities they support, and the amount of external funding that may be available			
		2.4 Check information about funding sources and identify the ones for which own plans will broadly qualify			
		2.5 Make sure potential funding sources are compatible with own organisation's values and objectives			
		2.6 Check if anyone else in the organisation is in the process of applying to any of the identified funding sources to avoid duplicated effort			
		2.7 Provide relevant people with information about the funding sources identified and prioritised, and take account of their feedback			
3	Know how to prepare bids and tenders	3.1 Describe the relevant aspects of contract law as they apply to making bids and tenders for funding			
		3.2 Assess the benefits and advantages of using other sources of expertise in developing bids and tenders			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.3 Explain the importance of carefully examining and taking account of information supplied in invitations to apply for funding</p> <p>3.4 Explain how to prepare bids and tenders so that they meet the requirements of funding sources</p> <p>3.5 Explain how to deal with any conflicts that may arise between own organisation's objectives and values, and those of the funding organisation</p> <p>3.6 Describe the procedures that should be followed if requests from funding sources are not compatible with own organisation's objectives and values</p> <p>3.7 Explain the types of conditions and criteria that may be applied by funding sources</p> <p>3.8 Explain the importance of having a clear understanding about conditions and criteria that a funding organisation applies</p> <p>3.9 Explain the importance of prioritising funding sources and the factors that should be used to determine priorities</p> <p>3.10 Summarise the principles and processes involved in making funding applications</p> <p>3.11 Summarise the types of information that would normally be contained in invitations to apply for funding</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to prepare bids and tenders	4.1 Collect and analyse information relevant to preparing tenders and bids			
		4.2 Make sure the conditions and criteria for external funding are understood by self and other relevant people			
		4.3 Draw on own experience and other sources of expertise			
		4.4 Develop tenders and bids that meet the needs of the funding source and present own organisation and its policies and plans in a way which is likely to obtain the support of the funding source			
		4.5 Make draft tenders and bids available to relevant people and take account of their feedback			
		4.6 Provide the funding source with the application within specified timescales			
		4.7 Provide any additional information and clarifications that the funding source requires			
5	Know how to negotiate and agree funding	5.1 Explain how to negotiate funding with external funding sources			
		5.2 Explain the importance of communicating own plans to decision makers and stakeholders			
		5.3 Explain the importance of monitoring best practice in other organisations and learning from their experience			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to negotiate and agree funding	6.1 Deal with requests from the funding source for any changes to the application, policies or plans			
		6.2 Make sure that requested changes are compatible with own organisation's values and objectives and will still entitle the organisation to receive the funding needed			
		6.3 If requested changes are not compatible with values and objectives, make this clear to the funding source and try to negotiate an agreed outcome			
		6.4 Keep relevant people informed of negotiations and draw on their support, if necessary			
		6.5 Make agreed changes to application for funding			
		6.6 Maintain an effective working relationship with the funding source throughout the negotiations			
		6.7 Record all aspects of the negotiations and store these securely			

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## Unit 18: Manage information for action

Unit reference number: K/502/8457

Level: 3

**Credit value:** 6

**Guided learning hours:** 24

## Unit summary

This unit covers the knowledge and competence that the learner needs, to manage information for action.

### Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

### Learning Outcomes 3, 5 and 7

These must be assessed using workplace evidence generated when the learner is managing information for action.

## Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence or they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to manage information for action	1.1 Explain own role and responsibility in relation to providing information and advice to others			
		1.2 Explain own role and responsibility in relation to gathering, validating and analysing information			
		1.3 Identify the types of qualitative and quantitative information which are essential to own role and responsibilities			
		1.4 Explain how to give information and advice effectively in both oral and written format			
		1.5 Explain how to record and store the information which is needed			
		1.6 Explain the importance to team and organisational effectiveness of gathering, validating and analysing information			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to gather required information	2.1 Explain how to gather information needed for the job: – electronically – manually			
		2.2 Describe the types of problems which may occur when gathering information			
		2.3 Explain how to overcome problems which may occur when gathering information			
		2.4 Evaluate the effectiveness of current methods of gathering and storing information			
		2.5 Describe the procedures to follow in order to make recommendations for improvements to systems and procedures			
3	Be able to gather required information	3.1 Gather information that is accurate, sufficient and relevant to the purpose for which it is needed			
		3.2 Take prompt and effective action to overcome problems in gathering relevant information			
		3.3 Record and store the information gathered according to organisational systems and procedures			
		3.4 Ensure that the information gathered is accessible in the required format to authorised people only			
		3.5 Identify possible improvements to systems and procedures			
		3.6 Pass on identified possible improvements to systems and procedures to the relevant people			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to inform and advise others	4.1 Outline the types of information and advice that other people may require within own area of work			
		4.2 Explain how to develop and present a reasoned case when providing advice to others			
		4.3 Explain how to confirm the recipients' understanding of the information and advice which have been provided			
		4.4 Explain the importance of confirming the recipients' understanding of the information and advice which have been provided			
		4.5 Explain how to seek feedback on the quality and relevance of the advice and information provided			
		4.6 Explain the importance of encouraging and enabling feedback on the quality and relevance of the advice and information provided			
		4.7 Identify organisational policies, procedures and resource constraints which may affect advice and information given to others			
		4.8 Explain the importance of providing information and advice to others			
		4.9 Explain how to check the validity of information and advice provided to others			
		4.10 Explain the importance of checking the validity of information and advice provided to others			
		4.11 Explain the principles of confidentiality when handling information and advice			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to inform and advise others	5.1 Give information and advice at a time and place, and in a form and manner, appropriate to the needs of recipients			
		5.2 Ensure the information and advice given is accurate, current, relevant and sufficient			
		5.3 Give information and advice that is consistent with organisational policy, procedures and resource constraints			
		5.4 Use reasoned arguments and appropriate evidence to support own information and advice			
		5.5 Check and confirm recipients' understanding of the information and advice that has been given			
		5.6 Maintain confidentiality according to organisational requirements			
		5.7 Seek feedback from recipients about the information and advice provided			
		5.8 Use feedback from recipients to improve the ways in which information and advice is given			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to hold meetings	<p>6.1 Explain how to determine when a meeting is the most effective way of dealing with issues, and the possible alternatives available</p> <p>6.2 Explain the value and limitations of meetings as a method of exchanging information and making decisions</p> <p>6.3 Explain procedures to follow when calling meetings and preparing for them</p> <p>6.4 Explain how to determine who are the necessary people to attend the meeting</p> <p>6.5 Explain how to determine the purpose and objectives of meetings</p> <p>6.6 Explain the importance of determining the purpose and objectives of meetings</p> <p>6.7 Explain the styles of leadership which can be used to run meetings</p> <p>6.8 Describe how to choose a style of leadership according to the nature of the meeting</p> <p>6.9 Explain how to manage discussions so that the objectives of the meeting are met within the allocated time</p> <p>6.10 Explain how to identify unhelpful arguments and digressions</p> <p>6.11 Explain strategies which may be used to discourage unhelpful arguments and digressions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to hold meetings	7.1 Give sufficient notice of the meeting to allow the necessary people to attend 7.2 Make the purpose and objectives of the meeting clear at the start 7.3 Adopt a style of leadership that helps people to make useful contributions 7.4 Discourage unhelpful arguments and digressions 7.5 Achieve the objectives of the meeting within the allocated time 7.6 Give clear, accurate and concise information about outcomes of the meeting promptly to those who need it			

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## **Unit 19:**

### **Contribute to evaluating, developing and promoting services**

**Unit reference number:** H/602/1839

**Level:** 4

**Credit value:** 11

**Guided learning hours:** 85

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#### **Unit summary**

This unit assesses the competence a playworker needs to contribute to evaluating, developing and promoting services.

#### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

#### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to contribute to the evaluation of service provision</p>	<p>1.1 Use appropriate methods of evaluation for assessing service provision:</p> <ul style="list-style-type: none"> <li>- quantitative methods</li> <li>- qualitative methods</li> </ul> <p>1.2 Discuss and agree evaluation methods with the responsible members of staff</p> <p>1.3 Undertake evaluation procedures to:</p> <ul style="list-style-type: none"> <li>- collect information</li> <li>- record information</li> <li>- analyse information</li> <li>- store information</li> </ul> <p>1.4 Convey evaluation results to relevant colleagues</p> <p>1.5 Make recommendations and agree changes based on the results of their evaluation</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to develop and improve services	2.1 Consult on possible improvements to services with relevant colleagues			
		2.2 Work with appropriate individuals to develop a specification and plan for agreed improvements			
		2.3 Obtain feedback and test the desirability of adjustment plans with representative groups and individuals			
		2.4 Agree a full implementation plan with the responsible colleague			
3	Be able to contribute to the promotion of services	3.1 Assist in the development and implementation of the following promotional methods: <ul style="list-style-type: none"> <li>– leaflet distribution</li> <li>– media features</li> <li>– visits</li> <li>– events</li> <li>– incentive schemes</li> </ul>			
		3.2 Make suggestions for promotional methods which are consistent with: <ul style="list-style-type: none"> <li>– agreed target groups</li> <li>– available resources</li> <li>– legal requirements</li> </ul>			
		3.3 Discuss and agree methods with responsible colleagues			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.4 Develop and agree with the responsible colleague: <ul style="list-style-type: none"> <li>- promotional materials</li> <li>- promotion methods</li> </ul> 3.5 Implement promotional methods in line with agreement			
4 Understand how to carry out evaluations	4.1 Explain how to develop evaluation methods and identify appropriate evaluation criteria  4.2 Explain the importance of implementing methods in line with the agreed strategy  4.3 Explain how evaluations should be collated, analysed, reported on and stored			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Understand how to make improvements to services	5.1 Explain how to make suggestions for improvements which are clear, logical and based on research findings			
		5.2 Summarise the organisational procedures for suggesting improvements to services			
		5.3 Describe the consultations that may need to take place in relation to different types of improvements			
		5.4 Specify the following that should be taken account of in the development of services: <ul style="list-style-type: none"> <li>– needs</li> <li>– available resources</li> <li>– legal requirements (including those covering disability and equal opportunities)</li> <li>– organisational policies</li> </ul>			
		5.5 Explain how to develop specifications and plans for services			
		5.6 Explain how to test changes to services and the importance of doing so			
		5.7 Outline the importance of trying to continuously improve service provision			
		5.8 Explain the difference between developing and improving existing services, and developing and improving new services			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Know which individuals in the organisation to work with in relation to different activities	6.1	Identify the responsible member of staff with whom evaluation procedures should be agreed		
		6.2	List the range of other people that may need to be involved in the development of services		
		6.3	Outline the different ways it might be necessary to work with the following list of appropriate individuals to develop a specification and plan for agreed improvements:		
			<ul style="list-style-type: none"> <li>- current users of services</li> <li>- potential new users of services</li> <li>- users who experience barriers to access</li> <li>- colleagues</li> </ul>		
		6.4	Identify the responsible member of staff to discuss and agree the promotional strategy with		

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(if sampled)

## **Unit 20: Plan and organise services**

**Unit reference number:** D/502/9685

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 15

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to plan and organise services.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

### **Learning Outcomes 1, 2 and 4**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning Outcomes 3 and 5**

These must be assessed using workplace evidence generated when the learner is planning and organising services.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to plan and organise services	1.1 Interpret organisational procedures for planning and implementing services and operations			
		1.2 Identify legislation which impacts on the planning and implementation of services and operations			
		1.3 Describe the legal, organisational and best practice requirements for equality and diversity in relation to planning and implementing services			
2	Know how to plan services and operations to meet requirements and expectations	2.1 Explain the overall importance to the organisation and its customers of ensuring that services and operations meet requirements			
		2.2 Identify sources of information on requirements			
		2.3 Describe equal opportunities considerations which might affect customer expectations, including special arrangements for disabled customers or women-only sessions			
		2.4 Explain the importance of clarifying and resolving problems with own line manager and customer			
		2.5 Explain when to discuss problems with own line manager and when to discuss problems with the customer			
		2.6 Describe the types of problems which often occur when trying to put requirements and expectations into action			
		2.7 Identify work planning methods			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.8 Explain why it is important to brief team members fully on plans and requirements			
		2.9 Explain how to brief team members fully on plans and requirements			
		2.10 Explain why it is important to encourage team members to make suggestions			
		2.11 Explain how to encourage team members to make suggestions			
		2.12 Identify records which need to be kept up-to-date			
3	Be able to plan services and operations to meet requirements and expectations	3.1 Obtain available information on the requirements for services and operations and check this information for completeness and accuracy 3.2 Identify the implications of requirements for services and operations and any problems which may arise 3.3 Resolve any problems arising from requirements for services and operations with the relevant people 3.4 Plan the work so that the requirements for services and operations can be met within organisational procedures and legal requirements 3.5 Make sure own plans meet requirements for equality and diversity 3.6 Plan for likely contingencies			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.7 Communicate plans and requirements to team members making clear their roles, responsibilities, targets and schedules  3.8 Encourage team members to suggest methods of improving the planned services and operations  3.9 Keep records of operational plans complete, accurate and up-to-date			
4	Know how to monitor and maintain services and operations	4.1 Explain the importance of careful monitoring of services and operations  4.2 Evaluate direct and indirect monitoring methods  4.3 Describe common variations from plans and appropriate types of corrective action to take in response to these  4.4 Describe the types of potential incidents, accidents and emergencies which may occur during services and operations  4.5 Explain the importance of reporting potential incidents, accidents and emergencies  4.6 Explain how to identify potential incidents, accidents and emergencies and recommend ways of avoiding them in the future  4.7 Interpret procedures for checking equipment and facilities  4.8 Describe the problems which may occur with equipment and facilities following operations and how to deal with these			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to monitor and maintain services and operations	4.9 Explain the importance of evaluating services and operations			
		4.10 Explain how to evaluate services and operations			
		5.1 Monitor operations and services, identifying variations from plans and taking prompt corrective action			
		5.2 Identify and respond to incidents, accidents and emergencies following the emergency action plan			
		5.3 Make sure that equipment and facilities are checked following operations, and dealt with according to organisational and legal requirements			
		5.4 Evaluate operations for effectiveness and efficiency, noting and reporting any improvements for the future			
		5.5 Make sure that records of services and operations are accurate and up-to-date			

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## **Unit 21: Manage a project**

**Unit reference number:** J/502/9678

**Level:** 4

**Credit value:** 6

**Guided learning hours:** 26

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### **Unit summary**

This unit assesses the competence a manager needs to manage projects.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the principles of project management	1.1 Summarise the fundamental characteristics of projects as opposed to routine management functions/activities			
		1.2 Explain the role and key responsibilities of a project manager			
		1.3 Describe the key stages in the project lifecycle			
		1.4 Explain the importance of the relationship between the project manager and the project sponsor(s) and any key stakeholders			
2	Understand how to establish the scope, aims and objectives of a project	2.1 Evaluate why it is important to discuss and agree the key objectives and scope of a proposed project with the project sponsor(s) and any key stakeholders before detailed planning commences			
		2.2 Summarise the types of information needed for effective project planning			
		2.3 Explain why it is important to be able to identify and understand how a project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to establish the scope, aims and objectives of a project	<p>3.1 Agree the key scope, aims and objectives of the proposed project</p> <p>3.2 Agree the available resources with the project sponsor(s) and any key stakeholders</p> <p>3.3 Identify how the proposed project integrates with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken</p>			
4	Understand how to plan a project	<p>4.1 Explain why it is important to consult with relevant people when developing a project plan</p> <p>4.2 Explain how to consult effectively with relevant people when developing a project plan</p> <p>4.3 Summarise what should be included in a project plan, particularly activities, required resources and timescales</p> <p>4.4 Explain why the project plan needs to be discussed and agreed with the project sponsor(s) and any key stakeholders</p> <p>4.5 Explain why it is important that any project team members are briefed on the project plan, and their roles and responsibilities</p> <p>4.6 Explain how to effectively brief team members on the project plan and their roles and responsibilities</p> <p>4.7 Evaluate ways of identifying and managing potential risks in relation to the project</p> <p>4.8 Explain the importance of contingency planning</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.9 Explain how to effectively carry out contingency planning			
5 Be able to plan a project	5.1 Develop, in consultation with relevant people, a realistic plan for undertaking the project and achieving the key objectives  5.2 Agree the project plan with the project sponsor(s) and any key stakeholders, making changes where necessary  5.3 Brief any project team members on the project plan and their roles and responsibilities  5.4 Put processes and resources in place to manage potential risks arising from the project and deal with contingencies			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand how to implement a project	6.1 Explain ways of providing ongoing support, encouragement and information to any project team members			
		6.2 Explain how to select from and apply a range of project management tools and techniques to monitor, control and review progress of the project			
		6.3 Summarise effective ways of communicating with project sponsor(s) and any key stakeholders during a project			
		6.4 Explain the importance of agreeing changes to the project plan with the project sponsor(s) and any key stakeholders			
		6.5 Describe the type of changes that might need to be made to a project plan during implementation			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Be able to implement a project	7.1 Implement the project plan, selecting and applying a range of project management tools and techniques to monitor, control and review progress			
		7.2 Provide ongoing support, encouragement and information to any project team members			
		7.3 Communicate progress to the project sponsor(s), any key stakeholders and any project team members on a regular basis			
		7.4 Identify, in the light of progress and any problems encountered and wider developments, any required changes to the project plan			
		7.5 Agree with project sponsors and any key stakeholders, any changes to the project plan			
		7.6 Achieve project objectives using the agreed level of resources			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
8	Understand how to close a project	8.1 Explain why it is important to confirm satisfactory completion of the project with the project sponsor(s) and any key stakeholders			
		8.2 Explain the procedures to follow to close down a project			
		8.3 Explain how to establish effective systems for evaluating the success of projects and identifying lessons for the future			
		8.4 Summarise the importance of recognising the contributions of project team members to the success of projects			
		8.5 Evaluate different ways of recognising the contributions of project team members to the success of projects			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Be able to close a project	9.1 Confirm satisfactory completion of the project with the project sponsor(s) and any key stakeholders  9.2 Evaluate the success of the project, identifying what lessons can be learned and recognising the contributions of any project team members			

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## **Unit 22: Work with others to improve customer service**

**Unit reference number:** D/601/1553

**Level:** 3

**Credit value:** 8

**Guided learning hours:** 53

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### **Unit summary**

Teamwork is a key component of delivering and improving excellent customer service. The people the learner works with to improve customer service may include one or more of the following: team members; colleagues; suppliers; service partners; supervisors; managers; team leaders. The delivery of excellent customer service depends on their skills and those of others. It involves communicating with each other and agreeing how they can work together to give a more effective service. They all need to work together positively. The learner must also monitor their own and the team's performance and change the way they do things if that improves customer service. This unit is about how the learner develops a relationship with others to improve their customer service performance.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development.

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Improve customer service by working with others	1.1	Contribute constructive ideas for improving customer service		
		1.2	Identify what they have to do to improve customer service and confirm this with others		
		1.3	Agree with others what they have to do to improve customer service		
		1.4	Co-operate with others to improve customer service		
		1.5	Keep their commitments made to others		
		1.6	Make others aware of anything that may affect plans to improve customer service		
2	Monitor their own performance when improving customer service	2.1	Discuss with others how what they do affects customer service performance		
		2.2	Identify how the way they work with others contributes towards improving customer service		
3	Monitor team performance when improving customer service	3.1	Discuss with others how teamwork affects customer service performance		
		3.2	Work with others to collect information on team customer service performance		
		3.3	Identify with others how customer service teamwork could be improved		
		3.4	Take action with others to improve customer service performance		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to work with others to improve customer service	4.1 Describe who else is involved either directly or indirectly in the delivery of customer service			
		4.2 Describe the roles and responsibilities of others in their organisation			
		4.3 Describe the roles of others outside their organisation who have an impact on their services or products			
		4.4 Evaluate what the goals or targets of their organisation are in relation to customer service and how these are set			
		4.5 Evaluate how their organisation identifies improvements in customer service			

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## Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details:  
[qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

### 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))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

## How to obtain National Occupational Standards

To obtain the National Occupational Standards go to [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

## Professional development and training

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Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory 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 and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([qualifications.pearson.com](http://qualifications.pearson.com)). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

# Annexe A: Quality assurance

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## Key principles of quality assurance

- A centre delivering Pearson qualifications must be an Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

## Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.



The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

## Annexe B: Centre certification and registration

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Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

### **What are the access arrangements and special considerations for the qualifications in this specification?**

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson Edexcel NVQ Qualifications* for further details ([qualifications.pearson.com](http://qualifications.pearson.com)).

# Annexe C: Assessment requirements/strategy

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## Assessment strategy for active leisure, learning and wellbeing

### Introduction

This document sets out the recommendations of SkillsActive, the Standards Setting Body for Active Leisure and Learning, for the assessment and quality control systems required for the National and Scottish Vocational Qualifications that come under its umbrella. An annexe for each qualification will be added to this generic document to detail any specific requirements to that qualification, or suite of qualifications.

SkillsActive, representing employment interests in the sector, is interested in the continuing availability of high-quality qualifications that are fit for purpose, command public confidence and are understood by those taking them and those who use them for recruitment, or for other, purposes. The Sector Skills Council has long advocated that consistent standards are maintained across the awarding bodies who deliver the Scottish and National Vocational Qualifications on behalf of the industry.

This document is built around the following fundamental principles that SkillsActive has advocated for some time:

- National Occupational Standards establish the benchmark of competent performance in the sector
- S/NVQs should be assessed over a period of time in the workplace
- assessment of an individual's competence should be rigorous, efficient and cost effective using approaches that have the support of employers, the awarding bodies and other interest groups
- S/NVQs, because they are rooted in these standards, must therefore be seen as different from traditional qualifications in their application in the industry
- competence in the workplace is unique and has to be seen as different from training.

### Background

The current provision of NVQ/SVQ awards in Sport, Recreation and Allied Occupations and Active Leisure and Learning extends across Levels 1 to 4. These are currently offered by six awarding bodies, one for Scotland and the remainder in the rest of the UK.

This is the 3rd version of SkillsActive (formally SPRITO's) Assessment Strategy, which builds on the strategy which was approved by PSAG initially in September 1999 and re-recognised in July 2002.

The Sector Skills Council's guiding principle is 'to act as the guardian of the industry's National Occupational Standards,' to this end the industry has realised that a documented assessment strategy that lays down the overarching principles of assessment is vital to maintain the reliability and validity of these awards in the future, particularly if even more awarding bodies wish to offer these NVQs and SVQs, and they are to remain of value to employers.

The aim of the strategy is to build and improve on the current system and this document sets out the definitive requirements of the industry for all those who provide these qualifications.

### **Overarching assessment principles**

It is crucial to SkillsActive that 'the industry' has confidence in the application of its National Occupational Standards, together with the industry values statements/code of ethics. This demands that those involved in the assessment process at every level, display an understanding, and have experience, of the technical and occupational requirements of the active leisure and learning industry and the sub-sectors they are involved with; as well as a thorough and consistent interpretation of S/NVQ assessment principles.

**The industry has consistently and firmly placed both its National Occupational Standards and Scottish and National Vocational Qualifications in the world of work.**

### **Key components of the assessment strategy**

National Occupational Standards can be used for a variety of purposes, and the following sections apply where formal assessment of the NOS is necessary for qualification and accreditation purposes, to achieve the key principles set out above. These requirements are in addition to, and in no way conflict with, the generic criteria that awarding bodies must meet for the delivery of NVQ/SVQs, as required by the QCA's NVQ Code of Practice and the relevant sections of the SQA's SVQ Criteria and Guidance for awarding bodies.

#### **1. The layout of the National Occupational Standards**

The SSC has been very careful to incorporate current best practice in the way its National Occupational Standards are laid out and expressed. Awarding bodies must use the National Occupational Standards as accredited by UKCG.

Great care has been taken to ensure that the National Occupational Standards are able to be properly assessed in ways which promote validity, reliability and fairness.

#### **2. Assessment Methodology, Evidence Requirements and aspects of them that must be assessed in the workplace**

SkillsActive has defined which aspects of its National Occupational Standards must always be assessed through performance in the workplace, even those for which assessment through simulation is allowed (this is discussed in a later section). Quality assessment, for most aspects of these National Occupational Standards, cannot be achieved without regular access to the workplace.

The SSC intends to work closely with the awarding bodies to indicate the ways in which this is best assessed by providing guidance on the nature and type of assessment. In all cases candidate performance must be assessed in the workplace, although it will be made clear which aspects of the range must be assessed through performance evidence and which aspects could be assessed using supplementary evidence through scenarios, case studies, questioning etc.

The SSC will work with the awarding bodies to develop and agree qualification specific annexes for each of the separate S/NVQs that are submitted to UKCG, and these will be attached to this assessment strategy.

It is incumbent upon each Awarding Body to ensure that all candidate assessment captures the fundamentals expressed in this document and incorporates that detailed in any relevant annexe.

The information contained in the annexe will amplify the generic statements into context/occupationally specific requirements such as the need for assessors to hold specific qualifications.

### **3. Design of the National and Scottish Vocational Qualifications**

SkillsActive carefully designs each of its S/NVQs to ensure that they contain opportunities for transfer and progression and that they are flexible enough to meet the differing requirements of both large and small employers, indoor and outdoor environments as well as the public, private and voluntary sectors. This assessment strategy supports flexibility in the use of the qualifications by a variety of employers and candidates, and tries not to place barriers to access through imposing unnecessary rigidity to the process.

Given the flexibility of the mandatory and optional structures on which the NVQs and SVQs are based there should be no reason for a candidate to attempt a unit for which they have no workplace assessment opportunities on a consistent basis.

### **4. External Quality Control**

SkillsActive believes that external quality control will be achieved by the following measures:

- the monitoring and standardisation of assessment decisions through a system of assessment and verification.

The monitoring and standardisation of assessment decisions will be achieved by a robust and strengthened external verification system underpinned by risk rating and management.

#### **4.1. External Verifiers and External Verification**

From active and ongoing research, which started in the latter part of 1999, the SSC has confirmed that employers value a strengthening of the External Verification process rather than the introduction of some other 'independent' measure(s), which may prove to be a barrier to candidate access and take up.

SkillsActive expects:

- EVs to command respect from their peers in the occupational sector of the industry and the application of the criteria in the sections below will ensure this
- every Awarding Body to seek advice, if and when required, from the SSC, on the technical qualifications, experience and competence of prospective External Verifiers in the selection and deployment of EVs. Action taken as a result of the advice to be fed back to the SSC
- to provide, if necessary, input to the EV training days.

- meet with every Awarding Body as necessary to understand the quality assurance processes being used

SkillsActive has worked with its industry partners and the awarding bodies to develop criteria to measure the occupational competence of external verifiers and ensure the consistency of its advice. In addition to the requirements of the Code of Practice and the SVQ criteria, awarding bodies should ensure that prospective External Verifiers:

- hold Verifier Unit V2 and it is recommended, also hold the Assessor Units A1 and A2 (new External Verifiers should be given a clear action plan for achieving unit V2)
- demonstrate knowledge and understanding of, and support for, the Sector's Values Statements and Codes of Ethics and how they are applied in assessment
- match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed
- be occupationally competent in the area appropriate to the level of the qualifications they are to be verifying
- provide evidence of knowledge, understanding and application of the National Occupational Standards together with Technical Definitions where appropriate
- be committed to the application, further development and refinement of the National Occupational Standards and SVQs/NVQs
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse.
- are aware of national issues affecting vocational education, training and qualifications in the sector
- provide evidence of knowledge of the Active Leisure and Learning framework of qualifications
- be committed to the content and guidance provided in the current edition of the SSC's Assessment Strategy
- demonstrate their ability to maintain credibility with the sector and to retain the confidence of the industry through commitment to ongoing personal and professional development.

External Verifiers must sample the work of all assessors.

All new assessment centres should be approved by their external verifier before any candidates are registered; the frequency of centre visits for existing and new centres should conform to the risk assessment and management process requirements.

## **4.2. Risk rating and risk management**

SkillsActive anticipates that improvements in awarding body approaches to gathering, monitoring and analysing statistical data will improve the overall rigour of external verification and the SSC will assist awarding bodies to do this. The industry welcomes the development of a system of risk rating and risk management. SkillsActive believes that such systems of risk rating and risk management will ensure that external verification, monitoring control and support mechanisms are put into place according to each centre's level of risk. The systems, currently being developed by the awarding and regulatory bodies, will offer substantial enhancements to the quality control systems for NVQs and SVQs. SkillsActive will be prepared to discuss adaptations to this strategy following detailed discussions with individual awarding bodies about their risk strategies so that the SSC is re-assured that any adaptations only serve to strengthen quality and not undermine it.

The systems for risk rating and risk management should be reviewed and revised, as appropriate, following any guidance issued to awarding bodies from the regulatory bodies.

Where risk is identified, SkillsActive suggests that one or more of the following actions could be taken by the external verifier/Awarding Body:

- conduct a spot visit at short notice
- meet and/or observe each candidate or a larger sample of the candidates at the centre in question and compare assessment materials
- increase the frequency of verification visits
- conduct candidate and/or employer interviews, as required, over the telephone
- or other action appropriate to reducing the risk.

### **4.3. Internal verification**

The SSC has worked with its industry partners and the awarding bodies to develop criteria to measure the occupational competence of Internal Verifiers:

Internal Verifiers are appointed by an approved centre and approved by the awarding body through their External Verifier.

Internal Verifiers should only verify the decisions of assessors that fall within their acknowledged area of technical and occupational competence. Internal Verifiers should be in a position to influence an approved centre's assessment policy and to facilitate the assessment process and should be one of the following:

- employed by the same organisation (approved centre) as the assessors or
- working in partnership with, and drawing on evidence from, assessors' organisation(s)(approved centre).

The prospective Internal Verifier should:

- hold Verifier Unit V1 and it is recommended, also hold the Assessor Units A1 and A2 (new Internal Verifiers should be given a clear action plan for achieving unit V1)
- meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed
- provide evidence of recent experience in the occupational area.
- provide evidence of knowledge, understanding and application of the National Occupational Standards with the assessment specification.

- provide evidence of knowledge, understanding and support of the relevant Sport and Recreation Values Statements
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
- provide evidence of their ability to maintain occupational competence and to participate in IV/assessor training initiatives for continuous professional development
- approved centres may have additional generic criteria and personnel specifications in addition to the above.

The Internal Verifier is responsible for the consistency of standards across all portfolios.

Internal Verifiers should observe each assessor conducting candidate assessments at regular intervals. The reliability, validity and authenticity of evidence must be checked during these observations.

#### **4.4. Awarding Bodies Forum**

SkillsActive has worked closely with all its awarding bodies to establish the Awarding Bodies Forum. It is a requirement for all awarding bodies offering the NVQs/SVQs in this sector to:

- attend quarterly meetings of the main Active Leisure and Learning Awarding Body Forum
- discuss and resolve issues concerning quality control, to ensure the consistent interpretation of the National Occupational Standards across all the awarding bodies
- receive updates from industry specialists on current industry developments and initiatives
- set and monitor targets for the implementation of the SVQs and NVQs

The Terms of Reference of the Awarding Bodies Forum are designed to improve cross-awarding body standardisation of assessment decisions and issues.

#### **4.5. Independent Assessment**

Joint QCA/SQA guidance 'Developing an assessment strategy for NVQs and SVQs' requires that 'a significant part of the assessment for an NVQ or SVQ is carried out in a manner which is demonstrably independent of anyone who might have a vested interest in the outcome of the assessment decision'.

SkillsActive has concluded that risk assessment and management of centres is the best method to ensure external quality control for this strategy.

The NVQ/SVQ is the confirmation of an individual's competence in the workplace over a period of time. The gathering of performance evidence through observation or products of work is the preferred assessment method and these requirements are to be itemised in a series of qualification specific annexes to capture the requirements of every standard together with the types of additional evidence suitable for proving that standard. Centres should be encouraged to develop standard banks of questions to cover the required depth of underpinning knowledge and the requirements of that work location.

The SSC continues to support the conclusion that independent assessment is not required for this strategy as external quality control is fulfilled via the risk assessment and management of centres.



## **5. Workplace assessment**

### **5.1. Assessment centres must:**

- ensure that candidates have access to the resources commonly in use in the industry and that the pressures and constraints of the workplace are properly reflected
- ensure that the principles and values of the occupational area(s) are embedded in the operation of the workplace
- demonstrate a commitment to quality and good practice which may include the pursuit of other schemes which recognise industry best practice
- ensure that assessment sites conform with health and safety requirements and good health and safety practice is reflected in assessment
- maintain a register of all assessors and Internal Verifiers
- provide evidence of their plans to keep Assessors and Internal Verifiers updated with current industry requirements where applicable, the SSC will provide advice on the minimum 'resource requirements' needed by an approved assessment centre to provide adequate experience to the candidate.

### **5.2. Assessors**

Assessors are appointed by an approved centre and approved by the awarding body through their occupationally competent External Verifier. They should only assess in their acknowledged area of technical and occupational competence.

Assessors should be one of the following:

- employed by the same organisation as the candidate, or
- working in partnership with, and drawing on evidence from, the candidate's organisation, or
- an expert brought in to supplement the expertise of the candidate's own organisation or as an additional external method of quality assurance.

The prospective assessor should:

- hold the Assessor Units A1 and A2 [new assessors should have a clear action plan for achieving units A1 and A2. An assessor or verifier who has gained certification must support assessment decisions by assessors who are still working towards certification.]
- meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.
- provide evidence of recent experience and competence in the occupational area to the level of the qualification(s) they wish to assess.
- provide evidence of knowledge, understanding and application of the National Occupational Standards with the assessment specification.
- provide evidence of knowledge, understanding and support of the relevant Active Leisure and Learning Values Statements and how they are applied in assessment
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
- provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development
- approved centres may have additional generic criteria and personnel specifications in addition to the above.

All assessors who operate within the S/NVQ system should gain A1 and A2 Assessment Units, thereby confirming their ability to utilise the full range of tools required to properly assess the individual at work over a period of time.

### **5.3. Witness testimony**

SkillsActive recognises that for the assessment of workplace performance to be as natural and efficient as possible, the use of witness testimony should be encouraged, and has a crucial role in the collection of evidence.

Witnesses must be fully briefed and clear about the purpose and use of the testimony and should be encouraged to achieve Unit L20 'Support the achievement of competence in the workplace'. Any relationship between the witness and candidate should be declared and recorded for internal and external verification purposes.

Witnesses must be able to demonstrate that they have the necessary expertise in the relevant area and their testimony should:

- be specific to the activities or product
- give a brief description of the circumstances of the observation
- give a brief description of the background of the witness and the observed activity
- identify the aspects of competence demonstrated
- be signed and dated.

The assessor should carefully check the witness testimony against the points listed above.

## **6. Simulation**

Simulation should only be used where it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame. Simulations will usually deal with contingencies such as unexpected problems, emergencies, or other incidents which will not necessarily occur frequently. Such instances are specified within the individual annexes for qualifications or suites of qualifications.

The awarding bodies must issue adequate guidance to their centres as to how these simulations should be planned and organised. In general this guidance must ensure that the demands on the candidate during simulation are neither more or less than they would be in a real work environment/situation. In particular:

- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the standard seeks to assess and be approved by the external verifier
- all simulations should follow these documented plans
- the physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- where simulations are used they must be based in a realistic work environment and must be based on current working practice
- the use of simulation will be monitored by the external verifier to ensure that where simulations are used, they are based in a realistic work environment.

## **Annexe to the Assessment Strategy for Active Leisure, Learning Well-being – Level 3 NVQ in Sports Development**

### **Background**

In October 2006, UKCG approved the Assessment Strategy submitted by SkillsActive the recognised Standards Setting Body for the Active Leisure and Learning sector. The strategy sets out the recommendations for the assessment and quality control systems required for National and Scottish Vocational Qualifications coming under the SkillsActive umbrella and should always be referred to for full details of assessment requirements. The strategy makes clear that certain sections may require a qualification specific annex to detail any specialist requirements which could not be contained in the generic document.

### **Occupational Competence for Assessors, Internal and External Verifiers in Sports Development**

Assessment strategy sections 4.1, 4.3, and 5.2 set out the criteria for their appointment and a bullet point in each section states that they must “match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed” and there are statements about the required experience to verify or assess

What follows are the specific criteria for the Sports Development sector and they apply equally to prospective External and Internal Verifiers and Assessors, who must have:

Required criteria:

Worked in a relevant sports development context for two years full time or equivalent

Eg Sports development manager, National Governing Body manager,

Hold an appropriate sport and recreation qualification

Eg N/SVQ Level 3 or above or a related HND, a related degree or a Level 3 or above qualification from the NQF or Level 8 or above from the SCQF.

### **Appointment process for External verifiers**

Assessment strategy section 4.1 states that “every Awarding Body to seek advice, if and when required, from the SSC, on the technical qualifications, experience and competence of prospective External Verifiers in the selection and deployment of EVs”.

To assist this process for Sports Development External Verifiers, the sector recommends that:

- Awarding Bodies have an occupationally competent person involved in the interviewing process

## General assessment principles

Whilst the qualification is broken down into separate units, the work of the learner is not. This means that as the learner does their job they will generate evidence across a number of the NVQ Diploma units. Using this evidence for all the relevant units is part of holistic assessment.

Many of these units cover inter-related responsibilities, for example, much of the naturally occurring evidence for A12, A322 and D210 is likely to come from the learner going about their normal day-to-day activities developing participation in the sport. For this reason, we strongly recommend that, if the learner is attempting the whole qualification, inter-related units are assessed together in a holistic manner. In other words, when assessor visits and meetings occur, the assessor is advised not to consider evidence on separate occasions for each of these units, but to visit the learner's place of work, consider their work and identify how the evidence the learner generates matches the requirements of all three of these example units.

Separate assessments for each of these units should only be necessary if the learner is not attempting the whole of the qualification, but seeks unit accreditation only. If more than one unit is being attempted, opportunities should also be sought for a 'holistic' approach.

For the qualification to be delivered successfully it is worth noting that the process is one of awarding a qualification to a learner who demonstrates that their work is competent. This means that the learner must show that they have achieved all the learning outcomes and assessment criteria in the appropriate units. If a pre-assessment investigation of the learner indicates that they may not yet be competent, the learner should undertake appropriate training and/or gain more experience before embarking on their assessment.

As the qualification is about competence, most of the evidence should come from being observed at work and/or looking at other forms of evidence from real work that show how it meets the standard.

The Sports Development NVQ Diploma is not intended as a snapshot of the learner's work, but rather a qualification that shows they meet the standards consistently. It is expected that the learner's evidence will show that they meet this standard on at least two occasions when the assessor is present and that evidence is also available to indicate the standard is met on occasions when the assessor is not present. These assessment occasions should be separated by a reasonable period of time sufficient to infer consistent practice, typically over one month. In the case of some units, assessors and verifiers should take account of the fact that opportunities for the learner to generate evidence will be rare and therefore it will be acceptable to use 'historical evidence' – produced before the learner has actually registered for the qualification. However, this evidence should not be drawn from more than two years before the particular unit is assessed and should be validated as being authentic.

## **Assessment guidance and evidence requirements for each unit**

### **A323 Manage own resources and professional development**

#### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

Assessment methods include a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries, development plans, records of training undertaken and/or reflective accounts countersigned by a senior colleague).

#### **Simulation**

Simulation is not allowed for any of the learning outcomes in this unit.

#### **Knowledge and understanding**

There must be explicit evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **A12 Contribute to strategic development in sport and active leisure**

### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

Assessment methods include a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, research undertaken by the learner, their contributions to strategic planning, notes of meetings with stakeholders and colleagues, correspondence, implementation plans, evaluation reports etc).

### **Simulation**

Simulation is not allowed for any of the learning outcomes in this unit.

### **Knowledge and understanding**

There must be *explicit* evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know' or 'the learner will understand'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **A322 Provide leadership in sport and active leisure**

### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

Assessment methods include a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, notes of meetings, diaries, reflective accounts, performance appraisal records, team meeting notes, correspondence with colleagues etc).

### **Simulation**

Simulation is not allowed for any of the learning outcomes in this unit.

### **Knowledge and understanding**

There must be *explicit* evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know' or 'the learner will understand'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **D210 Promote equality and diversity in sport and physical activity**

### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

The learner must be able to provide evidence that they have met all the requirements listed in the unit section: '*Assessment requirements or guidance specified by a sector or regulatory body.*'

Assessment methods include a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, research undertaken by the learner, their contributions to plans, policies and procedures, correspondence, evaluation reports, monitoring of other staff activities etc).

### **Simulation**

Simulation is not allowed for this unit.

### **Knowledge and understanding**

There must be *explicit* evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know' or 'the learner will understand'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.



## **C27 Ensure the health, safety, welfare and security of customers and staff**

### **Evidence of Real Work Activity**

There must be evidence that the learner has met all of the requirements listed under 'The learner is able to' through their own work in a real sports development environment (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet all the requirements on a consistent basis.

There must also be evidence that the learner's work in a real sports development environment has met the requirements listed under 'Assessment requirements or guidance specified by a sector or regulatory body'.

This must include as a minimum:

### **Learning Outcome 3**

- all types of hazards and a minimum of three types of relevant people

### **Learning Outcome 5**

- both types of procedures, all types of risk and a minimum of three types of relevant people

### **Learning Outcome 7**

- all types of abuse, both types of procedures, and three types of relevant people

This may be gathered through a combination of assessor observations, witness testimony, professional discussion and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through the use of supplementary evidence (see below).

### **Simulation**

Simulation is not allowed for this unit.

## **Use of Supplementary Evidence**

Supplementary evidence should only be used for items under 'Assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity. Supplementary evidence may also be used for assessment criteria 7.5 and 7.6 if no naturally occurring evidence is available.

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

## **Knowledge and Understanding**

There must be *explicit* evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'The learner will know' or 'The learner will understand...' In most cases this can be done by a professional discussion between the learner and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from the learner's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

## **D61 Facilitate community based sport and physical activity**

### **Evidence of Real Work Activity**

There must be evidence that the learner has met all of the requirements listed under 'The learner is able to' through their own work in a real sports development environment (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet all the requirements on a consistent basis.

There must also be evidence that the learner's work in a real sports development environment has met the requirements listed under 'Assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

### **Learning Outcome 3**

When research the community and establish working relationships, the learner must cover:

three of the following types of ways to collect community information

1. gathering information from printed and internet based material
2. gathering information from colleagues
3. gathering information from organisations
4. community surveys
5. interacting with people in the community
6. using facilities in the community

covering five of the following aspects of community profile

1. demographics
2. ethnic mix
3. relationships within and between groups
4. social and economic issues
5. culture and politics
6. key contacts
7. facilities
8. other agencies
9. other relevant initiatives
10. obstacles to participation and progression

working with three of the following types of people

1. individual community leaders/activists
2. groups
3. potential participants
4. potential volunteers
5. other agencies/professionals
6. facility owners
7. specific target groups

## **Learning Outcome 5**

When planning and delivering sport and physical activity programmes in the community, the learner must cover:

three of the following types of people

1. individual community leaders/activists
2. groups
3. potential participants
4. potential volunteers
5. other agencies/professionals
6. facility owners
7. specific target groups

specifying three of the following types of **aims and objectives**

1. inclusion
2. personal development
3. social development
4. physical development
5. skills development

and three of the following types of **resources**:

1. conventional facilities/equipment
2. unconventional facilities/equipment
3. staff based in the community
4. staff from outside the community
5. existing projects and initiatives
6. finance
7. partner resources

## Learning Outcome 7

When enabling communities to organise and sustain opportunities for participation and progression, the learner must cover:

four of the following types of people

1. individual community leaders/activists
2. groups
3. potential participants
4. potential volunteers
5. other agencies/professionals
6. facility owners
7. specific target groups

providing six of the following types of **professional support**

1. facilitating contacts and relationships with sports bodies
2. providing access to information
3. medium to long term planning
4. advising on organisational structures
5. advising on types and structures of events
6. advising on financial and physical resources
7. empowering to identify and obtain staff and volunteers
8. empowering to access sources of training
9. advising on marketing and promotion

This may be gathered through a combination of assessor observations, witness testimony, professional discussion and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague, project plans, correspondence, meeting notes etc.). The remainder may be assessed through the use of supplementary evidence (see below).

## Simulation

Simulation is not allowed for this unit.

## **Use of Supplementary Evidence**

Supplementary evidence should only be used for items under 'Assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

## **Knowledge and Understanding**

There must be explicit evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'The learner will know' or 'The learner will understand...'. In most cases this can be done by a professional discussion between the learner and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from the learner's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

## **D62 Support the development of sport and physical activity in education**

### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

Assessment methods include a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, plans, notes of meetings with educational institutions, diaries, reflective accounts, correspondence with colleagues, teachers etc).

### **Simulation**

Simulation is not allowed for any of the learning outcomes in this unit.

### **Knowledge and understanding**

There must be *explicit* evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know' or 'the learner will understand'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **A325 Lead and motivate volunteers**

### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

Assessment methods include a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries, work rotas, team briefing notes, correspondence with volunteers, notes of meetings etc).

### **Simulation**

Simulation is not allowed for any of the learning outcomes in this unit.

### **Knowledge and understanding**

There must be *explicit* evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know' or 'the learner will understand'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.



## **A319 Recruit, select and keep colleagues**

### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor on more than one occasion.

Assessment methods include a combination of assessor observations, witness testimony and/or authentic records of the learner's work – for example, job specifications and job descriptions, job advertisements, records of recruitment procedures, meeting notes, correspondence, reports etc. – and/or using the testimony of other people such as HR specialists, colleagues and managers. There should be sufficient evidence over time to ensure that the learner has met all the requirements.

### **Simulation**

Simulation is not allowed for any of the learning outcomes in this unit.

### **Knowledge and understanding**

There must be *explicit* evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against those learning outcomes that begin 'the learner will understand' or 'the learner will know'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Knowledge and understanding should not be inferred from performance unless the assessment criteria require the learner to show that they know or understand *how* to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **A326 Involve, motivate and retain volunteers**

### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

Assessment methods include a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries, work rotas, team briefing notes, correspondence with volunteers, notes of meetings etc).

### **Simulation**

Simulation is not allowed for any of the learning outcomes in this unit.

### **Knowledge and understanding**

There must be *explicit* evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know' or 'the learner will understand'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **A324 Develop productive working relationships with colleagues**

### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must be evidence that the learner has developed productive working relationships with colleagues within the same organisation and with those they work closely with from other organisations – for example, voluntary organisations, clubs, schools etc.

Assessment methods include observations, witness testimony and/or authentic records of the learner's work (for example, diaries, correspondence – including emails, records of meetings and/or reflective accounts countersigned by a senior colleague).

### **Simulation**

Simulation is not allowed for any of the learning outcomes in this unit.

### **Knowledge and understanding**

There must be *explicit* evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **A320 Allocate and monitor the progress and quality of work in own area of responsibility**

### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor on more than one occasion.

Assessment methods include a combination of assessor observations, witness testimony and/or authentic records of the learner's work – for example, staff rotas, allocation plans for events, instructions to other workers/volunteers, notes taken during events, meeting notes, correspondence, event reports etc. – and/or using the testimony of other people such as colleagues and managers. There should be sufficient evidence over time to ensure that the learner has met all the requirements.

### **Simulation**

Simulation is not allowed for any of the learning outcomes in this unit.

### **Knowledge and understanding**

There must be *explicit* evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against those learning outcomes that begin 'the learner will understand' or 'the learner will know'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Knowledge and understanding should not be inferred from performance unless the assessment criteria require the learner to show that they know or understand *how* to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **A321 Provide learning opportunities for colleagues**

### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor on more than one occasion.

Assessment methods include a combination of assessor observations, witness testimony and/or authentic records of the learner's work – for example, training needs analyses or performance appraisal notes for staff, personal development plans for other staff, evaluations of training, meeting notes, correspondence, reports etc. – and/or using the testimony of other people such as HR specialists, training providers, colleagues and managers. There should be sufficient evidence over time to ensure that the learner has met all the requirements.

### **Simulation**

Simulation is not allowed for any of the learning outcomes in this unit.

### **Knowledge and understanding**

There must be *explicit* evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against those learning outcomes that begin 'the learner will understand' or 'the learner will know'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Knowledge and understanding should not be inferred from performance unless the assessment criteria require the learner to show that they know or understand *how* to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **D211 Contribute to the prevention and management of abusive and aggressive behaviour**

### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor on more than one occasion.

Assessment methods include a combination of assessor observations, witness testimony and/or authentic records of the learner's work – for example, incident reports, meeting notes, correspondence etc. – and/or using the testimony of other people such as colleagues and managers. There should be sufficient evidence over time to ensure that the learner has met all the requirements.

### **Simulation**

Questioning or simulations may be used for assessment criterion 8.3.

### **Knowledge and understanding**

There must be explicit evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against those learning outcomes that begin 'the learner will understand' or 'the learner will know'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Knowledge and understanding should not be inferred from performance unless the assessment criteria require the learner to show that they know or understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **D212 Recognise the indications of substance misuse and refer individuals to specialists**

### **Evidence Requirements for this unit:**

The learner must provide their assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

### **Special Considerations:**

Simulation is not permitted for this unit.

The nature of this unit means that all of learner evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

### **Required sources of performance and knowledge evidence:**

Observation and/or Expert Witness Testimony is the required assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner s/he will identify an expert witness in the workplace who will provide testimony of work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

### **Other sources of performance and knowledge evidence:**

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities: Not applicable to this unit.

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

**Work Products:**

These are non-confidential records made, or contributed to, by the learner e.g. promotional material relating to the effects of substance misuse and the services available in the local community.

**Confidential Records:**

These may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio e.g. Case records, care plans and referral forms.

### Questioning:

Questions may be oral or written. In each case the question and the answer will need to be recorded e.g. what are the risks that have to be managed in accessing services and facilities for the individual in question?

### Professional discussion:

This should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that they know and understand principles which support practice; policies, procedures and legislation, and that they can critically evaluate their application e.g. how to keep personal knowledge about substances and possible indications of substance misuse up-to-date.

### Original Certificates:

Certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice e.g. Certificate/Progression Award in Drug and Alcohol Services.

### Case Studies, projects, assignments and candidate/reflective accounts of the learner's work:

These methods are most appropriately used to cover any outstanding areas of the unit.

Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/ reflective account to provide some of the evidence for this unit e.g. the risk to the individual and to others which may result from substance misuse.

### Witness Testimony:

Colleagues, allied professionals and individuals with whom the learner works may be able to provide testimony of their performance. The assessor will help to identify the appropriate use of witnesses.

## Unit Guidance

The evidence for this unit is likely to come from;

- (a) The observation of the learner working with an individual
- (b) Confidential case records and referrals, and
- (c) The learner's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.



## **A21 Support the efficient use of resources**

### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

Evidence of real work activity is required for the following learning outcomes:

### **Learning Outcome 3**

When making recommendations for the use of resources, the learner must cover:

one of the following types of relevant people:

1. team members
2. colleagues working at the same level
3. higher level managers or supervisors

with both of the following types of recommendations:

1. short term
2. medium term

### **Learning Outcome 5**

When contributing to the control of resources, the learner must cover:

one of the following types of relevant people:

1. team members
2. colleagues working at the same level
3. higher level managers or supervisors

with two of the following types of corrective action:

1. altering activities
2. modifying the use of resources
3. re-negotiating the allocation of resources

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

## **Simulation**

Simulation is not allowed for any of the learning outcomes in this unit.

## **Use of supplementary evidence**

Supplementary evidence should only be used for items above for which the learner is not required to provide evidence of real work activity.

## **Knowledge and understanding**

There must be explicit evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **A211 Apply for external funding for sport and physical activity**

### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

The learner must be able to provide evidence that they have met all the requirements listed in the unit section: '*Assessment requirements or guidance specified by a sector or regulatory body.*'

Assessment methods include a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, research into funding sources undertaken by the learner, funding applications or bids they have prepared, records of negotiations with funding bodies etc.).

### **Simulation**

Simulation is not allowed for this unit.

### **Knowledge and understanding**

There must be *explicit* evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know' or 'the learner will understand'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **A41 Manage information for action**

### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

Evidence of real work activity is required for the following learning outcomes:

### **Learning Outcome 3**

When gathering required information, the learner must cover:

two of the following types of information:

1. quantitative
2. qualitative
3. in electronic format
4. paper-based

with one of the following types of systems and procedures:

1. formal
2. informal

### **Learning Outcome 5**

When informing and advising others, the learner must cover:

two of the following types of information and advice

1. spoken
2. written
3. in electronic format

with two of the following types of recipients:

1. team members
2. colleagues working at the same level
3. higher level managers or sponsors
4. people not part of own organisation

## **Learning Outcome 7**

When holding meetings, the learner must cover:

one of the following types of meetings:

1. involving people within own organisation
2. involving people from outside own organisation

with one of the following types of purposes:

1. information giving
2. consultation
3. decision making

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

## **Simulation**

Simulation is not allowed for any of the learning outcomes in this unit.

## **Use of supplementary evidence**

Supplementary evidence should only be used for items above for which the learner is not required to provide evidence of real work activity.

## **Knowledge and understanding**

There must be explicit evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **B227 Contribute to evaluating, developing and promoting services**

### **Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'.

This must include as a minimum:

- Both types of evaluation methods
- One type of services
- All types of appropriate individuals
- Three types of promotional methods

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is not allowed for this unit.

### **Use of Supplementary Evidence**

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

### **Knowledge and Understanding**

There must be *explicit* evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.



## **B229 Plan and organise services**

### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

The learner must be able to provide evidence that they have met all the requirements listed in the unit section: '*Assessment requirements or guidance specified by a sector or regulatory body.*'

Assessment methods include a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, plans for sport/physical activity services, staff rotas, correspondence, notes of meetings etc.).

### **Simulation**

Simulation is not allowed for this unit.

### **Knowledge and understanding**

There must be *explicit* evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know' or 'the learner will understand'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **A44 Manage a project**

### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor on more than one occasion.

Appropriate assessment methods include observations, examining products of the learner's work – for example, project plans and evaluations, resource and staffing plans, notes of meetings and correspondence etc. – and/or using the testimony of other people such as colleagues and managers. There should be sufficient evidence over time to ensure that the learner has met all the requirements.

### **Simulation**

Simulation is not allowed for any of the learning outcomes in this unit.

### **Knowledge and understanding**

There must be *explicit* evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against those learning outcomes that begin 'the learner will understand' or 'the learner will know'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Knowledge and understanding should not be inferred from performance unless the assessment criteria require the learner to show that they know or understand *how* to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **C33 Work with others to improve customer service**

### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the candidate's work at real spectator events has met the following requirements for the unit:

- Working with customers, who are both internal and external to the organisation
- Agreeing customer service roles and responsibilities, which are part of their job role and also that have been agreed with others as part of their job
- Working with a minimum of two from: team members, colleagues, suppliers, supervisors/team leaders, service partners, manufacturers, individuals from other departments, individuals from other sites or regions, individuals from other organisations

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is not allowed for any of the learning outcomes in this unit.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items above for which the learner is not required to provide evidence of real work activity.

### **Knowledge and understanding**

There must be *explicit* evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## Annexe D: Additional requirement for qualifications that use the term ‘NVQ’ in a qualification title

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Please go to [www.ofqual.gov.uk](http://www.ofqual.gov.uk) to access the document '*Operating rules for using the term 'NVQ' in a qualification title*'.

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