

# Specification

Edexcel NVQ/competence-  
based qualifications

Edexcel Level 4 NVQ Diploma in Spectator Safety  
Management (QCF)

For first registration June 2011





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Our specialist suite of qualifications include NVQs and competency based qualifications, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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## Qualification title covered by this specification

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This specification gives you the information you need to offer the Edexcel Level 4 NVQ Diploma in Spectator Safety Management (QCF):

| <b>Qualification title</b>                                       | <b>Qualification Number (QN)</b> | <b>Regulation start date</b> | <b>Operational start date</b> |
|--|----------------------------------|------------------------------|-------------------------------|
| Edexcel Level 4 NVQ Diploma in Spectator Safety Management (QCF) | 600/1897/5                       | 27/04/2011                   | 01/06/2011                    |

This qualification has been approved within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

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

The QCF 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 Edexcel.

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.

The title in this specification replaces the following qualification from June 2011:

| <b>Qualification title</b>                         | <b>Qualification Number (QN)</b> | <b>Approval start date</b> | <b>Operational end date</b> |
|--|----------------------------------|----------------------------|-----------------------------|
| Edexcel Level 4 NVQ in Spectator Safety Management | 500/4045/5                       | 01/06/2008                 | 31/08/2011                  |



# Key features of the Edexcel Level 4 NVQ Diploma in Spectator Safety Management (QCF)

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This qualification:

- is nationally recognised
- is based on the Level 4 Spectator Safety Management National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure are owned by SkillsActive.

## What is the purpose of this qualification?

This qualification is for those people working in, or aspiring to work in, senior roles within spectator safety.

## Who is this qualification for?

This qualification is for all learners aged 18 and above who are capable of reaching the required standards.

Edexcel'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.

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

This qualification assesses the competence of those working in, or aspiring to work in, spectator safety in roles such as stadium manager and safety officer.

This qualification satisfies the requirements of the Football Licensing Authority for people working in senior roles such as Chief Safety Officer.

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

Senior roles within spectator safety, such as Chief Safety Officer.

## What progression opportunities are available to learners who achieve this qualification?

Further information is available in *Annexe A*.

# What is the qualification structure for the Edexcel Level 4 NVQ Diploma in Spectator Safety Management (QCF)?

Individual units can be found in the *Units* section.

The learner must achieve 50 credits from the seven mandatory units, plus a further 8 credits from a minimum of two optional units.

| <b>Edexcel Level 4 NVQ Diploma in Spectator Safety Management (QCF)</b> |  |              |               |
|---|--|--------------|---------------|
| <b>Unit reference</b>   | <b>Mandatory units</b>   | <b>Level</b> | <b>Credit</b> |
| T/503/1362  | Unit 1: Plan for the safety of people attending a spectator event                            | 5            | 4             |
| F/503/1364  | Unit 2: Ensure the safety of people attending a spectator event                              | 5            | 14            |
| Y/502/9281  | Unit 3: Assist the organisation to develop and implement policies                            | 4            | 6             |
| M/502/8458  | Unit 4: Manage own resources and professional development                                    | 4            | 5             |
| A/502/9287  | Unit 5: Develop productive working relationships with colleagues and stakeholders            | 3            | 4             |
| F/502/9159  | Unit 6: Provide information to support decision making                                       | 4            | 6             |
| K/602/1843  | Unit 7: Provide learning opportunities for colleagues  | 4            | 11            |
| <b>Unit reference</b>   | <b>Optional units</b>  | <b>Level</b> | <b>Credit</b> |
| F/502/9680  | Unit 8: Manage the use of physical resources   | 3            | 7             |
| J/502/9289  | Unit 9: Encourage innovation in own area of responsibility                                   | 4            | 4             |
| H/602/1842  | Unit 10: Recruit, select and keep colleagues   | 5            | 12            |
| M/602/1844  | Unit 11: Allocate and monitor the progress and quality of work in own area of responsibility | 4            | 14            |
| F/502/9436  | Unit 12: Facilitate meetings   | 4            | 4             |

| <b>Unit reference</b> | <b>Optional units</b>  | <b>Level</b> | <b>Credit</b> |
|-----------------------|--|--------------|---------------|
| H/502/9686            | Unit 13: Provide advice and support for the development and implementation of quality policies | 4            | 4             |
| L/502/9438            | Unit 14: Implement quality assurance systems   | 4            | 4             |
| J/502/9681            | Unit 15: Monitor compliance with quality systems   | 4            | 6             |
| J/502/9678            | Unit 16: Manage a Project  | 4            | 6             |

## 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 has been included in *Annexe D*. 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 D)**

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 Edexcel standards verifier. A range of recording documents is available on the Edexcel website [www.edexcel.com](http://www.edexcel.com). Alternatively, centres may develop their own.

# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered Edexcel 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 Edexcel 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. Edexcel 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 Edexcel's quality assurance processes is given in *Annexe B*.

## What resources are required?

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Each qualification is designed to support learners working in the active leisure and learning 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 D: 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>  |                             |  |  |  | The unit title is approved on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).   |
| <b>Unit reference number:</b>   |                             |  |  |  | This code is a unique reference number for the unit.   |
| <b>QCF level:</b>   |                             |  |  |  | All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.                    |
| <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>   |                             |  |  |  | A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private 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: Plan for the safety of people attending a spectator event**

**Unit reference number:** T/503/1362

**QCF level:** 5

**Credit value:** 4

**Guided learning hours:** 17

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to plan for the safety of people attending a spectator event.

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

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 4 NVQ Diploma in Spectator Safety.

### **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 for the safety of people attending a spectator event.

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 for the safety of people attending a spectator event              | 1.1 Interpret all relevant legal, statutory and organisational requirements for controlling safety at public events<br>1.2 Interpret relevant guidelines covering the organisation of events   |               |                     |      |
| 2 Know how to identify the hazards and assess the risks to people attending an event | 2.1 Explain the importance of carrying out hazard identification and risk assessment for each event<br>2.2 Explain how to carry out inspections of a venue<br>2.3 Explain how to calculate the true capacity of a venue<br>2.4 Explain how to calculate and allocate adequate human and physical resources to ensure the control procedures are effective<br>2.5 Evaluate the hazards and risks associated with the types of events that are likely to take place in the venue<br>2.6 Identify sources for the information needed to assess risks<br>2.7 Explain how to collect, collate and analyse information needed to assess risks<br>2.8 Summarise medical services and plans available<br>2.9 Explain how to identify hazards at the event and how the hazards can interact with each other<br>2.10 Explain how to carry out risk assessments for events and venues in a way that is consistent with legal and statutory requirements |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
|   | 2.11 Identify organisations with whom liaison re risk assessment is necessary<br>2.12 Explain why it is necessary to liaise with other organisations in relation to risk assessment<br>2.13 Identify legal, statutory and organisational requirements for recording hazards and risks<br>2.14 Explain why it is important to record information on hazards and risks  |               |                     |      |
| 3 Be able to identify the hazards and assess the risks to people attending an event | 3.1 Undertake a detailed inspection of the venue<br>3.2 Collect all the relevant information about the venue and event<br>3.3 Make sure information collected is accurate and up-to-date<br>3.4 Analyse information in a way that will help to identify hazards and assess risks<br>3.5 Analyse the hazards associated with the event and venue<br>3.6 Remove the hazards that can be eliminated<br>3.7 Realistically assess the likely risks associated with hazards that cannot removed<br>3.8 Liaise with relevant organisations on the identified hazards and risks<br>3.9 Clearly record hazards and risks according to legal, statutory and organisational requirements |               |                     |      |

| Learning outcomes                                  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 4 Know how to specify and agree control procedures | 4.1 Interpret the standard control procedures used in the venue for a range of different events<br>4.2 Explain how to ensure control procedures are efficient and make the best use of available resources<br>4.3 Explain how to select control procedures that minimise the assessed risks according to legal, statutory and organisational requirements<br>4.4 Explain why it is important to ensure that control procedures integrate effectively with the emergency plans of other organisations<br>4.5 Explain the importance of testing and reflecting on contingency plans<br>4.6 Explain how to test and reflect on contingency plans<br>4.7 Explain why it may be necessary to negotiate control procedures with relevant people<br>4.8 Explain how to carry out negotiations on control procedures with relevant people<br>4.9 Identify the resources that are necessary for control procedures<br>4.10 Explain how to make sure that resources are adequate to ensure safety<br>4.11 Explain why it is important to record control procedures<br>4.12 Explain how to record control procedures<br>4.13 Explain the importance of thorough preparation before carrying out a briefing |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
|  | <p>4.14 Explain how to brief staff effectively on the use of control procedures and make sure that they understand the procedures, particularly what is required of them</p> <p>4.15 Explain how to respond to situations in which there is uncertainty about the adequacy of control procedures and the way they are being resourced and organised</p>  |               |                     |      |
| <p>5 Be able to specify and agree control procedures</p> | <p>5.1 Specify efficient control procedures that minimise assessed risks according to legal, statutory and organisational requirements</p> <p>5.2 Negotiate control procedures with the relevant people, providing the necessary level of detail at each stage and agreeing responsibilities</p> <p>5.3 Make sure control procedures are effectively resourced</p> <p>5.4 Clearly record the control procedures according to legal, statutory and organisational requirements</p> <p>5.5 Ensure there are adequate human and physical resources to support the control procedures</p> <p>5.6 Ensure that control procedures integrate with the emergency plans of other organisations</p> <p>5.7 Thoroughly prepare all relevant information before briefing others</p> <p>5.8 Brief all the relevant people and make sure they understand all the relevant information about the control procedures</p> |               |                     |      |

| Learning outcomes | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
|                   | 5.9 Promptly notify the person responsible for the event of any difficulties in specifying and resourcing adequate control procedures and advise them of the implications |               |                     |      |

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

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

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

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

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

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

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

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

*(if sampled)*



## **Unit 2: Ensure the safety of people attending a spectator event**

**Unit reference number:** F/503/1364

**QCF level:** 5

**Credit value:** 14

**Guided learning hours:** 52

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to ensure the safety of people attending a spectator event.

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

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 4 NVQ Diploma in Spectator Safety.

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

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 safety of people attending a spectator event.

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 ensure the safety of people attending a spectator event</p>  | <p>1.1 Explain all relevant legal, statutory and organisational requirements for controlling safety at public events</p> <p>1.2 Interpret relevant guidelines covering the organisation of events</p> <p>1.3 Identify the roles, responsibilities and limits of authority of the following in relation to the safety of people attending a spectator event:</p> <ul style="list-style-type: none"> <li>- self</li> <li>- others</li> <li>- agencies</li> </ul>   |               |                     |      |
| <p>2 Know how to ensure the readiness of the venue and personnel prior to the event in relation to the safety of people attending</p> | <p>2.1 Explain the importance of making sure that all spectator safety provision is in line with:</p> <ul style="list-style-type: none"> <li>- planned control procedures</li> <li>- legal/statutory requirements</li> <li>- organisational requirements</li> </ul> <p>2.2 Explain how to check the readiness of venues and personnel in relation to spectator safety</p> <p>2.3 Evaluate the types of problems that may occur with provision in relation to spectator safety</p> <p>2.4 Explain how to deal with problems that may occur with provision in relation to spectator safety</p> |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
|  | <p>2.5 Summarise situations in which other people may try to exert influence or pressure to make the event go ahead without adequate in spectator safety provision</p> <p>2.6 Explain how to deal with situations in which other people may try to exert influence or pressure to make the event go ahead without adequate spectator safety provision</p> <p>2.7 Explain responsibilities that will be delegated to others in relation to spectator safety</p> <p>2.8 Explain how to check that responsibilities delegated to others are understood and in place</p> <p>2.9 Identify and explain how to complete documentation in relation to spectator safety prior to the event</p> |               |                     |      |
| <p>3 Be able to ensure the readiness of the venue and personnel prior to the event in relation to the safety of people attending</p> | <p>3.1 Inspect the venue and check all specified control procedures in relation to spectator safety</p> <p>3.2 Make sure that all spectator safety provision at the event is in line with:</p> <ul style="list-style-type: none"> <li>- planned control procedures</li> <li>- legal and statutory requirements</li> <li>- organisational requirements</li> </ul> <p>3.3 Take and record appropriate action when spectator safety provision is below required standards</p> <p>3.4 Counter any influences and pressures from other people who are trying to restrict effective action to deal with inadequate spectator safety provision</p>   |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
|   | 3.5 Check and confirm all delegated responsibilities in relation to spectator safety<br>3.6 Complete all documentation in relation to spectator safety clearly and accurately  |               |                     |      |
| 4 Know how to monitor and co-ordinate spectator safety control procedures during and after an event | 4.1 Explain the spectator safety control procedures and resources for the event<br>4.2 Explain the importance of regularly checking that spectator safety personnel, facilities and control procedures are in line with plans and requirements<br>4.3 Explain how to regularly check that spectator safety personnel, facilities and control procedures are in line with plans and requirements<br>4.4 Identify the types of spectator safety information to be monitored during the event and who/where it will come from<br>4.5 Explain how to monitor spectator safety information during the event<br>4.6 Explain the importance of checking information for accuracy and significance<br>4.7 Explain how to check information for accuracy and significance<br>4.8 Identify the types of likely spectator safety situations that are outside of acceptable limits<br>4.9 Explain how to respond to spectator safety situations outside of acceptable limits<br>4.10 Explain the importance of dynamic risk assessment |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
|   | <p>4.11 Explain how to carry out dynamic risk assessments and use contingency plans and other control measures to manage new risks</p> <p>4.12 Explain the importance of testing and reflecting on contingency plans</p> <p>4.13 Explain how to test and reflect on contingency plans</p> <p>4.14 Explain the importance of clear, concise communications in line with agreed procedures</p> <p>4.15 Explain how to follow agreed spectator safety procedures</p> <p>4.16 Explain the importance of recording all data and decisions fully and accurately</p> <p>4.17 Explain the importance of debriefing all the relevant people involved, evaluating the success of the control procedures, and learning lessons for future events</p> |               |                     |      |
| <p>5 Be able to monitor and co-ordinate spectator safety control procedures during an event</p> | <p>5.1 Regularly make sure that the deployment and functioning of personnel and resources are in line with the standard operating plan</p> <p>5.2 Continuously monitor available information to promptly identify actual and potential situations outside acceptable limits</p> <p>5.3 Check available information for accuracy and significance, taking effective action confidently and correctly according to contingency and emergency plans</p>  |               |                     |      |

| Learning outcomes                                   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
|   | 5.4 Dynamically assess new risks and activate contingency plans and other control measures to manage these risks<br>5.5 Promptly inform relevant people of situations relating to own area of responsibility<br>5.6 Communicate clearly, concisely and according to agreed procedures<br>5.7 Record all data and decisions fully and accurately<br>5.8 Debrief all the relevant people<br>5.9 Evaluate information gained from debriefing<br>5.10 Agree with the relevant people any lessons to be learned for future events   |               |                     |      |
| 6 Know how to manage a response to a major incident | 6.1 Explain how to identify a major emergency when it occurs<br>6.2 Identify the information that needs to be provided to the emergency services at the start of the emergency<br>6.3 Explain the emergency action plan and each person's role and responsibility within it<br>6.4 Explain the importance of communicating clearly and assertively in an emergency situation<br>6.5 Explain how to communicate clearly and assertively in an emergency situation<br>6.6 Explain the importance of continuously risk assessing the emergency and the response<br>6.7 Explain how to continuously risk assess the emergency and the response |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
|   | <p>6.8 Explain how to modify the response in such a way as to reduce the risks to those involved</p> <p>6.9 Summarise handover procedures to the emergency services</p> <p>6.10 Explain what continued support may need to be provided to the emergency services</p> <p>6.11 Explain recording procedures for major emergencies</p>  |               |                     |      |
| <p>7 Be able to manage a response to a major incident</p> | <p>7.1 Promptly and correctly identify a major incident when it occurs</p> <p>7.2 Ensure the emergency services are contacted immediately and given accurate and clear information about the incident</p> <p>7.3 Direct staff to deal with the emergency in a way that is consistent with the emergency action plan</p> <p>7.4 Communicate clearly and assertively</p> <p>7.5 Monitor events and continuously assess the risks involved, modifying the response in such a way as to reduce the risks to those involved</p> <p>7.6 Hand over control to the emergency services on their arrival, providing them with clear and up-to-date information on the emergency and the response</p> <p>7.7 Continue to support the emergency services as required</p> <p>7.8 Record the emergency and the response in a way that is consistent with legal and organisational policies</p> |               |                     |      |

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

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*(if sampled)*



## **Unit 3: Assist the organisation to develop and implement policies**

**Unit reference number:** Y/502/9281

**QCF level:** 4

**Credit value:** 6

**Guided learning hours:** 17

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to assist the organisation to develop and implement policies.

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

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 4 NVQ Diploma in Spectator Safety.

### **Learning Outcomes 1, 3 and 5**

These can be assessed by:

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

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

These must be assessed using workplace evidence generated when the learner is assisting the organisation to develop and implement policies.

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 draft policy for the organisation | 1.1 Summarise what is meant by policy<br>1.2 Explain why organisations need policies on certain issues and the types of issues that the organisation should have policies for<br>1.3 Identify the range of organisations and individuals that could help in developing policies<br>1.4 Explain how to identify the organisations that are most relevant and likely to make a useful contribution to developing policies<br>1.5 Evaluate the types of factors that are likely to influence the development of policy<br>1.6 Explain the importance of the policy being consistent with the objectives and values of the organisation<br>1.7 Explain what to do if there is a difference between the policy and the objectives and values of the organisation<br>1.8 Explain how to identify relevant legislation and best practice in the area covered by the policy<br>1.9 Explain how to check to make sure the policy is consistent with relevant legislation and best practice in the area<br>1.10 Describe who are the organisation's key stakeholders<br>1.11 Explain why it is important to identify and balance the interests of the organisation's key stakeholders |               |                     |      |

| Learning outcomes                              | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
|  | 1.12 Explain why draft policy needs to be agreed with all those who have been involved in drafting it  |               |                     |      |
| 2 Be able to draft policy for the organisation | 2.1 Involve organisations and individuals who have the information and expertise to make a positive contribution to the policy<br>2.2 Make sure the draft policy is based on objective research into relevant factors<br>2.3 Make sure the draft policy is in line with the objectives and values of the organisation or report any inconsistencies to the appropriate person<br>2.4 Make sure the draft policy is consistent with relevant legislation and identified best practice<br>2.5 Make sure the draft policy balances the interests of the organisation's key stakeholders<br>2.6 Agree the draft policy with all those organisations and individuals who have been involved |               |                     |      |

| Learning outcomes                     | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---------------------------------------|---|---------------|---------------------|------|
| 3 Know how to consult on draft policy | 3.1 Explain the importance of consulting on policy and what may happen if you do not<br>3.2 Explain how to identify the organisations and individuals who will have an interest in the policy<br>3.3 Evaluate the range of consultation methods available<br>3.4 Explain how to select consultation methods that will enable those affected to make a meaningful contribution<br>3.5 Explain the importance of being objective in analysing inputs to the consultation process<br>3.6 Explain the importance of agreeing final policy based on consultation   |               |                     |      |
| 4 Be able to consult on draft policy  | 4.1 Identify all those organisations and individuals who should be consulted on the policy<br>4.2 Agree consultation methods and a schedule that are consistent with the needs of the organisation, and enable all those with an interest to make a useful contribution<br>4.3 Carry out the consultation methods as agreed<br>4.4 Collate and objectively analyse all inputs to the consultation<br>4.5 Provide a report on the consultation that presents all inputs and makes recommendations that fairly reflect these inputs<br>4.6 Agree the final policy with those who were involved in drafting it |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 5 Know how to gain agreement on a strategy to implement policy | 5.1 Explain why it is important to identify the implications of the policy for the work of those who will be affected<br>5.2 Explain why it is important to identify objectives for the implementation phase<br>5.3 Evaluate likely obstacles to implementation<br>5.4 Explain how to identify and deal with obstacles to implementation<br>5.5 Identify the range of people in the organisation who could assist in implementation, and how to identify those whose assistance will be most effective<br>5.6 Explain the importance of involving other people in deciding how to implement policy<br>5.7 Explain why people will need support in implementing policy<br>5.8 Assess the types of support that may be appropriate in implementing policy<br>5.9 Explain the importance of keeping policy implementation under review |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 6 Be able to gain agreement on a strategy to implement policy | 6.1 Evaluate the implications of the policy for the work of all those affected<br>6.2 Identify the objectives of the policy implementation<br>6.3 Evaluate the possible obstacles and methods of overcoming these obstacles<br>6.4 Agree a schedule and budget for implementation<br>6.5 Brief the people who can assist the implementation of policy most effectively<br>6.6 Invite relevant people to suggest improvements to the implementation strategy, and take account of these suggestions<br>6.7 Put in place effective support methods for those who will be implementing the policy<br>6.8 Keep policy implementation under continual review |               |                     |      |

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*(if sampled)*

## **Unit 4: Manage own resources and professional development**

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

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

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<br>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<br>2.2 Summarise own work role requirements<br>2.3 Describe the limits of own work role responsibility<br>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)<br>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<br>4.2 Describe sources through which feedback can be obtained and indicate those sources that are available in own organisation<br>4.3 Describe methods which can be used to identify development needs/gaps between work role requirements and current knowledge, understanding and skills<br>4.4 Explain how to record use of own time and identify possible improvements to time management<br>4.5 Outline and identify gaps in current knowledge, understanding and skills in relation to own work role |               |                     |      |

| <b>Learning outcomes</b>  | <b>Assessment criteria</b>   | <b>Evidence type</b> | <b>Portfolio reference</b> | <b>Date</b> |
|---|--|----------------------|----------------------------|-------------|
| 5 Understand how to develop personal resources to meet work role requirements and improve performance | 5.1 Describe the main components of an effective development plan<br>5.2 Describe the contents of own personal development plan<br>5.3 Explain how to update work objectives and development plans in the light of performance, feedback, development activities or wider change<br>5.4 Outline own organisation's policy and procedures in terms of personal development<br>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 |                      |                            |             |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
|  | 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   |               |                     |      |
| 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<br>6.2 Evaluate own values, career and personal goals<br>6.3 Identify information which is relevant to own work role and professional development<br>6.4 Agree personal work objectives with relevant people<br>6.5 Agree how to measure personal progress towards work objectives with relevant people<br>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 | 8.3 Undertake the activities identified in own development plan<br>8.2 Evaluate the contribution that development activities make to own performance<br>8.3 Review own personal work objectives in the light of performance, development activities undertaken and any wider changes<br>8.4 Seek regular feedback on own performance from colleagues<br>8.5 Ensure own performance consistently meets or goes beyond agreed requirements |               |                     |      |

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*(if sampled)*

## **Unit 5: Develop productive working relationships with colleagues and stakeholders**

**Unit reference number:** A/502/9287

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 22

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### **Unit summary**

This unit assesses the knowledge and competence a manager needs to develop and maintain effective working relationship with colleagues and stakeholders.

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

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.

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 benefits of productive working relationships with colleagues and stakeholders | 1.1 Summarise the benefits of developing productive working relationships with colleagues and stakeholders  |               |                     |      |
| 2 Understand the organisational context for working relationships                              | 2.1 Summarise the following in relation to own organisation: <ul style="list-style-type: none"> <li>- vision</li> <li>- values</li> <li>- objectives</li> <li>- plans</li> <li>- structure</li> <li>- culture</li> </ul> 2.2 Identify colleagues, and their work roles and responsibilities, relevant to own work<br>2.3 Identify relevant stakeholders, their background and interest in the activities and performance of the organisation<br>2.4 Summarise relevant agreements with colleagues and stakeholders<br>2.5 Explain the mechanisms for consulting with colleagues and stakeholders on key decisions and activities<br>2.6 Summarise the organisation's planning and decision making processes |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
|   | 2.7 Explain the organisational mechanisms for communicating with colleagues and stakeholders<br>2.8 Evaluate the role of power, influence and politics within the organisation<br>2.9 Summarise the standards of behaviour and performance that are expected in the organisation  |               |                     |      |
| 3 Understand how to identify key stakeholders                               | 3.1 Explain the key principles which underpin the 'stakeholder' concept<br>3.2 Evaluate different types of stakeholder<br>3.3 Explain how to identify an organisation's stakeholders, including background information and the nature of their interest in the organisation   |               |                     |      |
| 4 Understand conflict resolution in relation to colleagues and stakeholders | 4.1 Explain how to manage the expectations of colleagues and stakeholders<br>4.2 Describe the types of conflict that may occur with colleagues and stakeholders<br>4.3 Explain the damage which conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and organisations<br>4.4 Evaluate different techniques for conflict resolution with colleagues and stakeholders |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 5 Be able to establish working relationships with colleagues and stakeholders | 5.1 Identify key stakeholders for own area of responsibility<br>5.2 Evaluate the background to and nature of key stakeholders' interest in the activities and performance of the organisation<br>5.3 Establish working relationships with relevant colleagues and stakeholders  |               |                     |      |
| 6 Understand how to work with colleagues and stakeholders                     | 6.1 Summarise the principles of effective communication with colleagues and stakeholders<br>6.2 Explain why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders<br>6.3 Describe the types of information it is appropriate to provide to colleagues and stakeholders and the factors that need to be taken into consideration when doing so<br>6.4 Explain the importance of taking account, and being seen to take account, of the views of colleagues and stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks<br>6.5 Explain why communication with colleagues and stakeholders on fulfilment of agreements or any problems affecting or preventing fulfilment is important<br>6.6 Explain how to take account of diversity issues when developing working relationships with colleagues and stakeholders |               |                     |      |



| Learning outcomes                                  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
|  | 6.7 Explain how to recognise and take account of political issues when dealing with colleagues and stakeholders  |               |                     |      |
| 7 Be able to work with colleagues and stakeholders | 7.1 Respect the roles, responsibilities, interests and concerns of colleagues and stakeholders when undertaking own work<br>7.2 Provide colleagues and stakeholders with appropriate information to enable them to perform effectively<br>7.3 Consult colleagues and stakeholders in relation to key decisions and activities<br>7.4 Take account of colleagues' and stakeholders' views, including their priorities, expectations and attitudes to potential risks<br>7.5 Fulfil agreements made with colleagues and stakeholders, keeping them informed of progress<br>7.6 Advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements<br>7.7 Resolve conflicts of interest and disagreements with colleagues and stakeholders in ways that minimise damage to work and activities and to the individuals and organisations involved |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 8 Understand how to monitor and review relationships with colleagues and stakeholders | 8.1 Explain how to monitor and evaluate the effectiveness of working relationships with colleagues and stakeholders<br>8.2 Describe how to obtain, and make effective use of, feedback on the effectiveness of working relationships from colleagues and stakeholders<br>8.3 Explain how to provide colleagues and stakeholders with useful feedback on the effectiveness of working relationships<br>8.4 Summarise the importance of monitoring wider developments in relation to stakeholders<br>8.5 Explain how to effectively monitor wider developments in relation to stakeholders |               |                     |      |
| 9 Be able to review relationships with colleagues and stakeholders                    | 9.1 Monitor the effectiveness of working relationships with colleagues and stakeholders<br>9.2 Review working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement<br>9.3 Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders   |               |                     |      |

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*(if sampled)*



## **Unit 6: Provide information to support decision making**

**Unit reference number:** F/502/9159

**QCF level:** 4

**Credit value:** 6

**Guided learning hours:** 40

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to provide information to support decision making.

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

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

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 obtain information for decision making | 1.1 Describe the types of qualitative and quantitative information that are essential to own role and responsibilities<br>1.2 Describe the range of sources of information that are available and how to ensure these are capable of meeting current and likely future information requirements<br>1.3 Compare a range of methods of gathering and checking the validity of such information, and their advantages and disadvantages<br>1.4 Explain why it is essential to check the validity of advice and information provided to others<br>1.5 Describe how to ensure accuracy, currency, sufficiency and relevance of information |               |                     |      |

| Learning outcomes                                   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 2 Be able to obtain information for decision making | 2.1 Identify the qualitative and quantitative information needed to make decisions<br>2.2 Use sources of information, both inside and outside the organisation, which are reliable and sufficiently wide-ranging to meet current and likely future information requirements<br>2.3 Use methods of obtaining information that are reliable, effective and make efficient use of resources, including: <ul style="list-style-type: none"> <li>- listening and watching</li> <li>- reading</li> <li>- spoken questioning</li> <li>- written questioning</li> <li>- formal research conducted personally</li> <li>- formal research conducted by third parties</li> </ul> 2.4 Use methods of obtaining information that are consistent with organisational values, policies and legal requirements<br>2.5 Obtain information that is accurate, relevant and sufficient to support decision making<br>2.6 Take prompt and effective action to deal with information that is inadequate, contradictory or ambiguous |               |                     |      |

| Learning outcomes                                | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 3 Understand how to record and store information | 3.1 Compare different methods of recording and storing information and their advantages and disadvantages<br>3.2 Explain how to ensure that information is organised in a way that makes it readily accessible<br>3.3 Explain the principles of confidentiality - what information should be made available to which people<br>3.4 Summarise the organisational policies and legal requirements which have a bearing on the recording and storage of information, and how to interpret these  |               |                     |      |
| 4 Be able to record and store information        | 4.1 Use systems and procedures for recording and storing information that: <ul style="list-style-type: none"> <li>- are suitable for the purpose</li> <li>- make efficient use of resources</li> <li>- comply with organisational policies and legal requirements</li> <li>- make the information accessible in the required format to authorised people only</li> </ul> 4.2 Provide opportunities for team members to make suggestions for improvements to systems and procedures<br>4.3 Make recommendations for improvements to systems and procedures, to the relevant people<br>4.4 Take into account organisational constraints |               |                     |      |



| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 5 Understand the analytical skills involved in managing information | 5.1 Explain how to judge the accuracy, relevance and sufficiency of information required to support decision-making in different contexts<br>5.2 Explain how to identify information that may be contradictory, ambiguous or inadequate, and how to deal with these problems<br>5.3 Describe different approaches to, and methods of, analysing information<br>5.4 Describe how to select methods appropriate to decisions which the manager has to make<br>5.5 Explain how to analyse information to identify patterns and trends<br>5.6 Explain how to draw conclusions on the basis of analysing information<br>5.7 Summarise the difference between fact and opinion, how to identify these and present them accordingly |               |                     |      |

| Learning outcomes                                     | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 6 Understand how to use information to make decisions | <p>6.1 Explain the importance of the effective analysis of information and own role and responsibility in relation to this</p> <p>6.2 Describe the types of information, both qualitative and quantitative, which are needed to make an analysis</p> <p>6.3 Explain how to select information relevant to the decision to be made and ensure such information is accurate and relevant</p> <p>6.4 Explain the importance of record keeping in relation to the analysis of information and how such records should be kept and used</p> |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 7 Be able to analyse information to support decision making | 7.1 Identify objectives for the analysis that are clear and consistent with the decisions that need to be made<br>7.2 Select both qualitative and quantitative information that is accurate, relevant to the objectives of the analysis, and sufficient to arrive at a reliable decision<br>7.3 Use analysis methods that are suitable to achieve identified objectives<br>7.4 Analyse qualitative and quantitative information so that patterns and trends are identified<br>7.5 Support the conclusions with reasoned argument and appropriate evidence<br>7.6 Differentiate between fact and opinion when presenting the results of the analysis<br>7.7 Keep records of the analysis that are sufficient to show the assumptions and decisions made at each stage |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 8 Understand the communications skills required when managing information | 8.1 Describe the different formats for presenting qualitative and quantitative information which may be required<br>8.2 Explain how to select a format appropriate to different purposes and recipients of information<br>8.3 Explain how to develop and present a case based on the outcomes of an analysis<br>8.4 Explain how to communicate advice and information effectively both orally and in writing<br>8.5 Summarise why it is important to confirm the recipient's understanding of information and advice provided, and methods which may be used to ensure this |               |                     |      |

| <b>Learning outcomes</b>                     | <b>Assessment criteria</b>  | <b>Evidence type</b> | <b>Portfolio reference</b> | <b>Date</b> |
|--|---|----------------------|----------------------------|-------------|
| 9 Understand how to advise and inform others | 9.1 Explain why it is important to provide advice and information and own role and responsibilities<br>9.2 Describe the types of advice and information which people may require<br>9.3 Explain how to identify other people's information needs<br>9.4 Describe situations in which it is appropriate to act on one's own initiative in giving information and advice<br>9.5 Explain why it is important to seek feedback on the quality and relevance of the advice and information provided<br>9.6 Summarise the organisational policies, procedures and resource constraints which may influence advice given to others |                      |                            |             |

| Learning outcomes                      | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 10 Be able to advise and inform others | 10.1 Research the advice and information needs of recipients in a way which is appropriate and sufficient, and takes account of organisational constraints<br>10.2 Provide advice and information at a time and place, and in a form and manner, both spoken and written, appropriate to the needs of recipients<br>10.3 Provide information that is accurate, current, relevant and sufficient<br>10.4 Provide advice that is consistent with organisational policy, procedures and constraints<br>10.5 Support advice with reasoned argument and appropriate evidence<br>10.6 Confirm recipients' understanding of the advice and information provided<br>10.7 Maintain confidentiality according to organisational and legal requirements<br>10.8 Use feedback from recipients to improve future provision of advice and information |               |                     |      |

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*(if sampled)*

## **Unit 7: Provide learning opportunities for colleagues**

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

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

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<br>1.2 Make sure that staff members' willingness and efforts to learn are recognised<br>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<br>2.2 Discuss and agree with staff members how they can improve their work<br>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<br>2.4 Help staff members to identify the learning style(s) or combination of styles which work best for them<br>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<br>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<br>4.2 Seek and make use of specialist expertise in relation to identifying and providing learning for staff members<br>4.3 Support staff members in undertaking learning activities<br>4.4 Make sure any required resources are made available<br>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<br>5.2 Provide positive feedback on the learning experience<br>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<br>6.2 Describe how to promote the benefits of learning to colleagues<br>6.3 Identify ways to develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised<br>6.4 Explain why it is important to encourage colleagues to take responsibility for their own learning<br>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<br>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<br>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<br>7.4 Identify the range of different learning styles<br>7.5 Describe how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them |               |                     |      |
| 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<br>8.2 Compare the advantages and disadvantages of different types of appropriate learning activities<br>8.3 Identify the required resources (for example, time, fees, substitute staff) for different types of learning activities<br>8.4 Identify how/where to identify and obtain information on different learning activities<br>8.5 Explain why it is important for colleagues to have a written development plan   |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
|  | <p>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).</p> <p>8.7 Describe how to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)</p>   |               |                     |      |
| <p>9 Understand how to help colleagues to implement learning and development</p>             | <p>9.1 Identify sources of specialist expertise in relation to identifying and providing learning for colleagues</p> <p>9.2 Identify the types of support colleagues might need to undertake learning activities</p> <p>9.3 Identify the resources needed for colleagues to undertake learning and development</p> <p>9.4 Identify the types of obstacles colleagues may face when undertaking learning and development</p> <p>9.5 Describe how obstacles to learning and development can be resolved</p> |               |                     |      |
| <p>10 Understand how to help colleagues review and update learning and development plans</p> | <p>10.1 Describe how to evaluate whether a learning activity has achieved the desired learning objectives</p> <p>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</p>  |               |                     |      |

| Learning outcomes |   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 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<br>11.2 Identify standards of behaviour and performance in the industry or sector<br>11.3 Describe the working culture of the industry or sector   |               |                     |      |
| 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<br>12.2 Identify the work roles of colleagues, including the limits of their responsibilities and their personal work objectives<br>12.3 Outline the current knowledge, understanding and skills of colleagues<br>12.4 Outline any identified gaps in the knowledge, understanding and skills of colleagues<br>12.5 Outline any identified learning needs of colleagues<br>12.6 Identify learning style(s) or combinations of styles preferred by colleagues<br>12.7 Identify the written development plans of colleagues<br>12.8 Identify learning activities and resources available in/to the organisation<br>12.9 Outline the organisation's policies in relation to equality and diversity |               |                     |      |

| Learning outcomes | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
|                   | 12.10 Outline the organisation's policies and procedures in relation to learning<br>12.11 Outline the organisation's performance appraisal systems |               |                     |      |

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

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

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

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

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

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*(if sampled)*

## **Unit 8: Manage the use of physical resources**

**Unit reference number:** F/502/9680

**QCF level:** 3

**Credit value:** 7

**Guided learning hours:** 29

### **Unit summary**

This unit covers the knowledge and competence that the learner needs to manage the use of physical resources.

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

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 4 NVQ Diploma in Spectator Safety.

### **Learning Outcomes 1, 2, 4, 6 and 8**

These can be assessed by:

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

### **Learning Outcomes 3, 5, 7 and 9**

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

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 manage the use of physical resources | 1.1 Explain how to present and communicate plans on resource usage<br>1.2 Summarise how to develop an effective case for resources<br>1.3 Summarise how to present an effective case for resources, to relevant people<br>1.4 Explain principles of confidentiality regarding the use of resources<br>1.5 Evaluate organisational objectives, policies and legal requirements relevant to resource usage in relation to the implications for resource planning<br>1.6 Explain procedures to follow in order to request resources<br>1.7 Interpret the legal and organisational requirements which govern the selection of suppliers<br>1.8 Explain how to identify the implications of legal and organisational requirements governing the selection of suppliers, in relation to own work<br>1.9 Interpret the organisational and legal requirements regarding the impact of resource usage on the environment<br>1.10 Explain how to minimise adverse effects of resource usage on the environment<br>1.11 Evaluate own organisation's requirements for controlling resource usage |               |                     |      |



| Learning outcomes                                | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
|  | 1.12 Explain own planned objectives and measures for resource usage   |               |                     |      |
| 2 Know how to plan the use of physical resources | 2.1 Summarise the principles underpinning effective resource planning<br>2.2 Summarise own role and responsibility in relation to effective resource planning<br>2.3 Explain how to develop short-, medium- and long-term plans for the use of resources<br>2.4 Identify and explain the types of trends and developments which might impact on own use of resources<br>2.5 Evaluate how to analyse the types of trends and developments which might impact on own use of resources, drawing out the implications for planning<br>2.6 Explain how to adjust work plans in the event of required resources not being available |               |                     |      |

| Learning outcomes                               | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3 Be able to plan the use of physical resources | 3.1 Give opportunities to relevant people to provide information about the physical resources required<br>3.2 Develop plans for the use of physical resources which take account of: <ul style="list-style-type: none"> <li>- relevant past experience</li> <li>- trends</li> <li>- developments</li> <li>- factors likely to affect future resource use</li> </ul> 3.3 Make sure plans for the use of physical resources are consistent with the organisation's objectives, policies and legal requirements<br>3.4 Present plans for the use of physical resources to relevant people in an appropriate and timely manner |               |                     |      |
| 4 Know how to obtain physical resources         | 4.1 Explain how to identify the physical resources needed to carry out own activities effectively<br>4.2 Summarise the importance of continuity of supplies to maintain the quality of products and services<br>4.3 Summarise own role and responsibility in relation to ensuring continuity of supplies<br>4.4 Critically compare the range of suppliers available for the physical resources required<br>4.5 Evaluate the range of problems which may occur with supplies and suppliers<br>4.6 Summarise corrective action to take in response to the range of problems which may occur with supplies and suppliers      |               |                     |      |

| Learning outcomes                             | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
|   | <p>4.7 Explain the importance of accurate record-keeping in managing supplies and suppliers</p> <p>4.8 Critically compare systems to ensure accurate record-keeping in managing supplies and suppliers</p> <p>4.9 Identify and explain the range of obstacles to efficient use of resources</p> <p>4.10 Explain effective corrective action to take in response to a range of obstacles to efficient use of resources</p> <p>4.11 Explain the importance of effective record keeping in the use of resources</p> <p>4.12 Explain how to ensure effective record keeping in the use of resources</p> |               |                     |      |
| <p>5 Be able to obtain physical resources</p> | <p>5.1 Make requests for physical resources that clearly show the:</p> <ul style="list-style-type: none"> <li>- costs involved</li> <li>- anticipated benefits expected from the use of the resources</li> </ul> <p>5.2 Present requests for physical resources to relevant people in time for the necessary resources to be obtained</p> <p>5.3 Present requests for physical resources in ways which reflect the commitment of those who will be using the resources</p> <p>5.4 Obtain physical resources that are sufficient to support all activities under their control</p>                   |               |                     |      |

| Learning outcomes                                 | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
|   | 5.5 Agree, with relevant people, appropriate amendments to plans when physical resources needed cannot be obtained in full  |               |                     |      |
| 6 Know how to ensure the availability of supplies | 6.1 Summarise how to establish effective agreements with suppliers<br>6.2 Interpret the legal, ethical and organisational requirements which govern agreements with suppliers<br>6.3 Explain how to carry out cost-benefit analyses for the use of resources<br>6.4 Explain how to analyse work activities to identify required supplies<br>6.5 Explain how to select from a range of suppliers to ensure the following within organisational and legal requirements: <ul style="list-style-type: none"> <li>- value for money</li> <li>- consistency</li> <li>- quality</li> <li>- continuity of supply</li> </ul> |               |                     |      |

| Learning outcomes                                   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 7 Be able to ensure the availability of supplies    | 7.1 Identify the supplies needed<br>7.2 Choose from a range of suppliers that is sufficiently wide to ensure adequate competition and continuity of supplies<br>7.3 Negotiate with suppliers in a manner which will maintain good relations with them<br>7.4 Reach agreements with suppliers that provide good value and comply with organisational and legal requirements<br>7.5 Monitor the quality and quantity of supplies at appropriate intervals<br>7.6 Obtain supplies that consistently meet the organisation's requirements for quality, quantity and delivery<br>7.7 Deal with any actual or potential problems with supplies promptly<br>7.8 Keep records of supplies that are complete, accurate and available only to authorised people |               |                     |      |
| 8 Know how to monitor the use of physical resources | 8.1 Explain how to monitor the provision of supplies to ensure the following requirements are being met: <ul style="list-style-type: none"> <li>- ongoing quality</li> <li>- quantity</li> <li>- delivery</li> <li>- time</li> </ul> 8.2 Summarise the importance of effective monitoring of resource use on organisational efficiency  |               |                     |      |

| Learning outcomes                                  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
|  | 8.3 Summarise own role and responsibility in relation to monitoring of resource use<br>8.4 Explain how to monitor and control resource usage to maintain consistency and quality in the provision of products and services  |               |                     |      |
| 9 Be able to monitor the use of physical resources | 9.1 Give opportunities to team members to take individual responsibility for the efficient use of physical resources<br>9.2 Make sure own team's use of physical resources is efficient and takes into account the possible impact on the environment<br>9.3 Monitor the quality of physical resources continuously<br>9.4 Use monitoring methods that are reliable and comply with organisational requirements<br>9.5 Monitor the actual use of physical resources against an agreed plan at appropriate intervals<br>9.6 Take prompt corrective action to deal with actual or potential significant deviations from plans<br>9.7 Keep records relating to the use of physical resources that are complete, accurate and available to authorised people only |               |                     |      |

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

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*(if sampled)*





## **Unit 9: Encourage innovation in own area of responsibility**

**Unit reference number:** J/502/9289

**QCF level:** 4

**Credit value:** 4

**Guided learning hours:** 22

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### **Unit summary**

This unit assesses the competence a manager needs to encourage and take forward new and innovative ideas.

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

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.

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 benefits of innovation                | 1.1 Summarise the benefits of innovation to the organisation, customers and other stakeholders<br>1.2 Explain the difference between creativity and innovation  |               |                     |      |
| 2 Understand the organisational context for innovation | 2.1 Summarise the current and emerging political, economic, social, technological, environmental and legal developments in own sector<br>2.2 Explain how own organisation views and encourages innovation<br>2.3 Explain the approach to and level of innovation in own area of responsibility<br>2.4 Summarise the organisational guidelines and procedures for developing and implementing ideas<br>2.5 Explain the limits of own authority in regard to implementing new ideas<br>2.6 Describe the needs of own customers for new and innovative ideas |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Be able to establish a culture of innovation in own area of responsibility | 3.1 Recruit and select creative people<br>3.2 Encourage and develop the creativity of other people in own area of responsibility<br>3.3 Encourage individuals and teams in own area to take acceptable risks in pursuing innovation and to make and learn from mistakes  |               |                     |      |
| 4 Understand how to encourage innovation in own area of responsibility       | 4.1 Explain how to identify the current approach to and level of innovation in a particular area, including: <ul style="list-style-type: none"> <li>- any strengths that can be built upon</li> <li>- any weaknesses that need to be addressed</li> <li>- any obstacles to innovation that need to be removed</li> </ul> 4.2 Explain how to select and apply different methods for motivating people to generate and develop ideas<br>4.3 Describe different potential sources of ideas for new products and/or services and improvements<br>4.4 Summarise the importance of communication in innovation and how to encourage communication across own area of responsibility<br>4.5 Identify potential obstacles to creativity and innovation<br>4.6 Explain how potential obstacles to innovation can be overcome<br>4.7 Describe how to provide constructive feedback on new ideas to teams and individuals |               |                     |      |

| Learning outcomes                               | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 5 Be able to encourage innovation in colleagues | 5.1 Identify and, periodically, review the approach to and level of innovation within own area of responsibility<br>5.2 Motivate all the people working in own area to identify ideas for new products/services, improvements, and other potential sources of ideas<br>5.3 Encourage the sharing of information about new ideas among people in own area of responsibility<br>5.4 Respond enthusiastically to ideas from individuals or teams<br>5.5 Provide constructive feedback to individuals and teams on their ideas for innovation |               |                     |      |
| 6 Be able to identify new and innovative ideas  | 6.1 Operate a fair and open method for considering and selecting initial ideas for further development<br>6.2 Agree ways in which selected ideas can be further developed and tested by individuals or teams  |               |                     |      |

| Learning outcomes                                     | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 7 Understand how to evaluate new and innovative ideas | 7.1 Explain how to establish and operate fair and open methods for selecting initial ideas for further development, including providing reasons why particular ideas are not being taken forward<br><br>7.2 Summarise the range of ways in which initial ideas can be further developed and tested, including: <ul style="list-style-type: none"> <li>- setting guidelines or parameters for the use of resources</li> <li>- the level of acceptable risk</li> <li>- reporting of progress</li> </ul> |               |                     |      |
| 8 Be able to evaluate new and innovative ideas        | 8.1 Provide ongoing support, encouragement and resources to individuals and teams engaged in the further development and testing of ideas<br><br>8.2 Work with colleagues to overcome any identified obstacles during further development and testing<br><br>8.3 Evaluate, in discussion with the relevant individuals and teams, those ideas which could be practically implemented, providing help in drawing up and submitting business cases and plans in support of ideas                        |               |                     |      |

| Learning outcomes                                      | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 9 Understand how to implement new and innovative ideas | 9.1 Explain how to assess and manage risk in when implementing new ideas<br>9.2 Summarise how to develop a business case and plans for the practical implementation of an idea and how to support others in doing this<br>9.3 Describe the characteristics of creative people and how to recognise these<br>9.4 Explain how to unlock creativity in yourself and others<br>9.5 Explain the importance of learning from mistakes when trying new things<br>9.6 Describe different ways of recognising the achievements of the originators/developers of ideas which have been successfully implemented                          |               |                     |      |
| 10 Be able to implement new and innovative ideas       | 10.1 Approve the practical implementation of ideas, based on the identified benefits, risks and required resources, as appropriate to own level of responsibility<br>10.2 Monitor and review the practical implementation of new and innovative ideas<br>10.3 Champion business cases and plans for ideas submitted by individuals and teams from own area to other people in the organisation<br>10.4 Communicate progress and decisions in relation to new and innovative ideas<br>10.5 Ensure that the originators and developers of any ideas which are successfully implemented receive recognition for their achievement |               |                     |      |

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*(if sampled)*







## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>1 Be able to identify recruitment and selection needs</p> | <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>  |               |                     |      |
| <p>2 Be able to plan a recruitment and selection process</p> | <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> |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
|   | 2.4 Ensure the criteria for selection are consistent with the requirements of the vacancy  |               |                     |      |
| 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<br>3.2 Ensure the recruitment and selection process is fair, consistent and effective<br>3.3 Ensure applicants who are offered positions are able to perform effectively and work with their new colleagues<br>3.4 Evaluate whether the recruitment and selection process has been successful in relation to appointments<br>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<br>4.2 Identify ways of addressing staff turnover problems<br>4.3 Implement methods of addressing staff turnover problems that are consistent with own level of authority<br>4.4 Suggest methods of addressing staff turnover problems that are outside own level of authority to the relevant colleagues   |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 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<br>5.2 Explain specific initiatives relating to recruitment, selection and retention in own sector   |               |                     |      |
| 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<br>6.2 Summarise the work requirements in own area of responsibility<br>6.3 Summarise the operational plans and changes in own area of responsibility<br>6.4 Describe the turnover rate in own area of responsibility<br>6.5 Evaluate local employment market conditions in relation to recruitment, selection and retention<br>6.6 Explain own organisation's culture, values and structure<br>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> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
|  | 6.8 Describe sources of specialist expertise in relation to recruitment, selection and retention used by own organisation  |               |                     |      |
| 7 Understand how to identify recruitment and selection needs | 7.1 Explain how to avoid stereotyping with regard to skills levels and work ethics<br>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<br>7.3 Explain what job descriptions and person specifications should contain<br>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<br>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<br>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<br>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<br>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<br>10.2 Explain how to explore constructively and sensitively the reasons for colleagues leaving an area of work<br>10.3 Identify the types of reasons colleagues might have for leaving an area of work<br>10.4 Explain the causes and effects of high and low staff turnover<br>10.5 Explain measures that can be taken to address staff turnover problems |               |                     |      |

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*(if sampled)*

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

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

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

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 plan work for colleagues</p>         | <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> |               |                     |      |
| <p>2 Be able to brief colleagues on planned work</p> | <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>   |               |                     |      |



| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Be able to monitor colleagues' work  | 3.1 Monitor the progress and quality of work of colleagues on a regular and fair basis<br>3.2 Measure the progress and quality of colleagues work against the standard of expected performance<br>3.3 Provide colleagues with prompt and constructive feedback on their performance  |               |                     |      |
| 4 Be able to support colleagues in their work  | 4.1 Support colleagues in identifying and dealing with problems and unforeseen events<br>4.2 Motivate colleagues to complete allocated work, providing additional support to help completion<br>4.3 Address any conflict that arises in a way that supports effective working<br>4.4 Agree ways of improving colleagues' performance when necessary<br>4.5 Acknowledge the successful completion of significant pieces of work<br>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<br>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 | 6.1 Describe the people and other resources available in own area of responsibility<br>6.2 Summarise the work requirements in own area of responsibility<br>6.3 Summarise the operational plans in own area of responsibility<br>6.4 Explain the vision and objectives of own area of work and those of own organisation<br>6.5 Summarise own organisation's policy and procedures in relation to: <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<br>7.2 Explain how to take account of health and safety issues when planning and allocating work<br>7.3 Clarify the importance of seeking views on planned work from people across own area of responsibility<br>7.4 Explain how to maximise the opportunities offered by diversity in own area of responsibility<br>7.5 Clarify the importance of reviewing and updating plans of work in the light of developments<br>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<br>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<br>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<br>10.2 Explain how to take account of diversity and inclusion issues when supporting colleagues to complete allocated work<br>10.3 Clarify the importance of identifying and addressing poor performance by colleagues<br>10.4 Describe the types of problems and unforeseen events in own area of responsibility for which colleagues may need support<br>10.5 Describe the types of support and additional resources colleagues may need to complete planned work<br>10.6 Compare different methods of motivating and supporting colleagues to complete their work and improve their performance<br>10.7 Explain how to log and make use of information on colleagues' performance when carrying out formal appraisals |               |                     |      |

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*(if sampled)*

## **Unit 13: Facilitate meetings**

**Unit reference number:** F/502/9436

**QCF level:** 4

**Credit value:** 4

**Guided learning hours:** 16

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to facilitate meetings.

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

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 4 NVQ Diploma in Spectator Safety.

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

These can be assessed through:

- 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 meetings.

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 meetings | 1.1 Explain how to determine who are the necessary people to attend the meeting<br>1.2 Summarise procedures to follow when calling meetings and preparing for them<br>1.3 Evaluate the benefits and limitations of meetings as a method of exchanging information and making decisions<br>1.4 Compare and contrast meetings against possible alternatives as effective methods of dealing with issues<br>1.5 Identify and explain potential differences between meetings which are internal and those involving people from outside<br>1.6 Explain the purpose of agendas<br>1.7 Explain how to devise agendas according to the issues, intended outcomes, and time available |               |                     |      |
| 2 Know how to lead meetings       | 2.1 Explain how to identify unhelpful arguments and digressions<br>2.2 Evaluate strategies which may be used to discourage unhelpful arguments and digressions<br>2.3 Critically compare different methods of presenting information during meetings<br>2.4 Explain how to seek and use feedback from others  |               |                     |      |

| Learning outcomes | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
|                   | <p>2.5 Critically compare different methods of effectively conveying to others information concerning decisions and recommendations of the meeting</p> <p>2.6 Critically compare different styles of leadership which can be used to run meetings</p> <p>2.7 Explain how to choose a leadership style according to the nature of the meeting</p> <p>2.8 Explain the importance of determining the purpose and objectives of meetings</p> <p>2.9 Explain how to determine the purpose and objectives of meetings</p> <p>2.10 Explain the importance of summarising discussions and decisions during meetings</p> <p>2.11 Identify at what points it is appropriate to summarise discussions and decisions during meetings</p> <p>2.12 Summarise how to manage discussions so that the objectives of the meeting are met within the allocated time</p> <p>2.13 Explain the importance of ensuring decisions taken are within the authority of the meeting</p> |               |                     |      |

| Learning outcomes          | Assessment criteria  | Evidence type | Portfolio reference | Date |
|----------------------------|--|---------------|---------------------|------|
| 3 Be able to lead meetings | 3.1 Give people sufficient notice and information, appropriate to the context and purpose of the meeting, to allow them to contribute effectively<br>3.2 Make sure everyone attending the meeting agrees the objectives of the meeting at the start<br>3.3 Allocate discussion time to topics in a way which is consistent with their importance, urgency, and complexity<br>3.4 Lead the meeting in a way that helps those attending the meeting to make useful contributions<br>3.5 Discourage unhelpful arguments and digressions<br>3.6 Present information and provide summaries clearly, at appropriate points during the meeting<br>3.7 Make sure the meeting achieves its objectives within the allocated time<br>3.8 Make sure agreed decisions and recommendations fall within the group's authority<br>3.9 Give clear, accurate and concise information about decisions and recommendations to those who need it<br>3.10 Seek feedback from those attending<br>3.11 Use feedback received to improve the effectiveness of future meetings |               |                     |      |



| Learning outcomes                            | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Know how to make contributions to meetings | 4.1 Summarise how to prepare for meetings according to own roles and responsibilities in relation to the meeting<br>4.2 Explain the importance of consulting in advance with those being represented<br>4.3 Explain how to consult in advance with those being represented<br>4.4 Explain the importance of making clear, concise and relevant contributions to meetings<br>4.5 Explain how to ensure own contributions are clear, concise and relevant<br>4.6 Explain how to identify and analyse the problems discussed in meetings<br>4.7 Explain how to make contributions which can help to clarify and resolve the problems discussed in meetings<br>4.8 Explain the importance of constructively acknowledging the contributions and viewpoints of others<br>4.9 Explain how to constructively acknowledge the contributions and viewpoints of others |               |                     |      |

| Learning outcomes                           | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 5 Be able to make contributions to meetings | 5.1 Make sufficient preparation for the meeting to enable effective participation<br>5.2 Consult with the people being represented sufficiently so that they can present their views effectively<br>5.3 Make contributions to the meeting that are clear, concise and relevant<br>5.4 Make contributions to the meeting that help to clarify problems and identify and assess possible solutions<br>5.5 Acknowledge and discuss the contributions and viewpoints of others in a constructive manner<br>5.6 Give clear, accurate and concise information about decisions made at the meeting, promptly to those who need it |               |                     |      |

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

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

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

*(if sampled)*

## **Unit 14: Provide advice and support for the development and implementation of quality policies**

**Unit reference number:** H/502/9686

**QCF level:** 4

**Credit value:** 4

**Guided learning hours:** 15

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to provide advice and support for the development and implementation of quality policies.

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

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 4 NVQ Diploma in Spectator Safety.

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

These can be assessed through:

- 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 providing advice and support for the development and implementation of quality policies.

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 provide advice and support for the development and implementation of quality policies | 1.1 Explain the principles and processes of effective communication and how to apply them<br>1.2 Evaluate different methods of communicating quality policies<br>1.3 Identify key decisions makers and ascertain their preferred format for the presentation of information<br>1.4 Explain the organisation’s vision, mission, objectives and strategies, values and policies<br>1.5 Summarise the organisation’s current and potential suppliers and customers, and their aims<br>1.6 Summarise the organisation’s vision of quality<br>1.7 Explain the organisation’s structure and the responsibilities of people within it<br>1.8 Explain the organisation’s capability for delivering products and services<br>1.9 Explain how to identify and resolve inconsistencies and conflicts |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 2 Know how to provide advice and support for the development of quality policies | 2.1 Explain how to identify customer needs and translate them into deliverable products and services<br>2.2 Explain how to help people commit themselves to quality and make this commitment explicit<br>2.3 Explain how to develop and agree criteria to monitor the implementation of quality policies<br>2.4 Explain how to monitor the implementation of quality policies<br>2.5 Identify and evaluate the range of quality concepts, standards, systems and programmes<br>2.6 Evaluate the principal performance measurement systems and their importance to the organisation's success<br>2.7 Evaluate the range of documented systems for quality assurance and the benefits they are likely to bring<br>2.8 Explain how to help people clarify their vision of quality<br>2.9 Evaluate the range of strategies which may be adopted to implement quality policies<br>2.10 Explain the importance of performance measurement to the organisation's success<br>2.11 Summarise why a documented system for the implementation of quality is necessary and what benefits it is likely to bring |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 3 Be able to provide advice and support for the development of quality policies | 3.1 Explain the nature and purpose of each of the following clearly and accurately to relevant people: <ul style="list-style-type: none"> <li>- quality concepts</li> <li>- quality standards</li> <li>- quality systems</li> <li>- quality programmes</li> </ul> 3.2 Encourage relevant people to articulate their vision of quality, and make their commitment to quality explicit, so that they can develop policies to support the organisation's mission           3.3 Highlight any inconsistencies in the aims and commitments of management and propose options for resolving them           3.4 Resolve any conflict between the aims of suppliers/customers, and the organisation's vision of quality           3.5 Provide advice to management on appropriate methods of communicating quality policies |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 4 Know how to provide advice and support for the development of strategies to implement quality policies | 4.1 Explain how to evaluate alternative strategies for implementing quality policies<br>4.2 Explain how to make recommendations for improvements<br>4.3 Identify the people within the organisation and its networks who need to be involved in implementing quality policies<br>4.4 Summarise the role of suppliers in implementing quality policies<br>4.5 Evaluate the range of systems for controlling processes<br>4.6 Explain the role of suppliers in implementing policy  |               |                     |      |
| 5 Be able to provide advice and support for the development of strategies to implement quality policies  | 5.1 Give relevant people the necessary information, opportunities and support to identify and select strategies which are consistent with the organisation's vision of quality<br>5.2 Evaluate alternative strategies for implementing quality, identifying their advantages, disadvantages and resource implications<br>5.3 Present the results of the evaluation of strategies to relevant people in an effective manner<br>5.4 Identify appropriate strategies to develop the organisation's supplier base<br>5.5 Give relevant people effective opportunities, information and support to translate customer needs into deliverable products and services at optimum cost and speed |               |                     |      |

| Learning outcomes | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
|                   | 5.6 Give relevant people the necessary information and support to design systems which control the delivery of products and services which are consistent with quality strategies and policies<br>5.7 Regularly monitor the implementation of quality policies against agreed criteria<br>5.8 Make recommendations to relevant people on how they could improve quality policies and the way they are implemented |               |                     |      |

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*(if sampled)*



## **Unit 15: Implement quality assurance systems**

**Unit reference number:** L/502/9438

**QCF level:** 4

**Credit value:** 4

**Guided learning hours:** 11

### **Unit summary**

This unit covers the knowledge and competence that the learner needs to implement quality assurance systems.

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

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 4 NVQ Diploma in Spectator Safety.

### **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 implementing quality assurance systems.

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 implement quality assurance systems | 1.1 Explain how to communicate effectively to colleagues, team members and higher level managers and sponsors about quality assurance issues<br><br>1.2 Explain the importance of customer focus in managing: <ul style="list-style-type: none"> <li>- quality</li> <li>- activities</li> </ul> 1.3 Evaluate the importance of quality assurance<br>1.4 Evaluate the meaning of quality in the context of managing activities<br>1.5 Summarise own role and responsibilities in relation to: <ul style="list-style-type: none"> <li>- quality assurance</li> <li>- continuous improvement to the effectiveness of the team and organisation</li> </ul> |               |                     |      |

| Learning outcomes                                 | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 2 Know how to establish quality assurance systems | 2.1 Summarise how to develop and present an effective case for the introduction of quality assurance systems<br>2.2 Explain the importance of consulting on the introduction of quality assurance systems<br>2.3 Explain how to consult effectively on the introduction of quality assurance systems<br>2.4 Explain how to both gain, and maintain, the commitment of staff for quality assurance systems<br>2.5 Explain how to encourage and enable feedback on quality and on quality systems<br>2.6 Summarise the principles underpinning effective quality assurance systems and how to apply them<br>2.7 Critically compare the range of quality assurance systems available and their relative advantages and disadvantages to activities within own area of responsibility<br>2.8 Explain how to analyse work processes and determine the most appropriate quality assurance systems and measurements<br>2.9 Explain how to specify the requirements of a quality assurance system<br>2.10 Explain the importance of maintaining quality assurance systems<br>2.11 Explain the procedures required to maintain quality assurance systems |               |                     |      |

| Learning outcomes                                | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Be able to establish quality assurance systems | 3.1 Make sure own analysis of processes is sufficient to determine appropriate quality assurance systems and measurements<br>3.2 Present own recommendations and rationale for establishing quality assurance systems to relevant people with the appropriate level of detail and degree of urgency<br>3.3 Agree implementation plans, taking account of feedback from relevant people<br>3.4 Provide opportunities for those involved in quality assurance systems to contribute to their development<br>3.5 Set up systems that clearly specify the processes, procedures and measurements required to ensure products and/or services are within the limits of acceptable quality<br>3.6 Set up quality assurance systems that ensure that agreed customer requirements are consistently met<br>3.7 Communicate the establishment or modification of quality assurance systems in a way which is clear, detailed and allows adequate time for preparation<br>3.8 Communicate the results and benefits of assuring quality at times most likely to gain the commitment of relevant people to the systems |               |                     |      |

| Learning outcomes                                | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 4 Know how to maintain quality assurance systems | 4.1 Explain how to validate information which may be inadequate, contradictory and ambiguous<br>4.2 Explain how to collect and validate sufficient information on the effectiveness of quality assurance systems in order to make recommendations on improvement  |               |                     |      |
| 5 Be able to maintain quality assurance systems  | 5.1 Present information on quality assurance systems, procedures and responsibilities to relevant people at a time and place and in a format appropriate to their needs<br>5.2 Confirm relevant people's understanding of, and commitment to, quality assurance systems at appropriate intervals<br>5.3 Collect and evaluate information, reporting the results at required intervals, using agreed methods and against specified performance measures<br>5.4 Take prompt and effective action to clarify inadequate, contradictory or ambiguous information<br>5.5 Actively encourage relevant people freely to report actual and potential variations in quality<br>5.6 Take timely and effective action, consistent with quality assurance procedures, to rectify unacceptable variations in products and services |               |                     |      |

| <b>Learning outcomes</b>  | <b>Assessment criteria</b>   | <b>Evidence type</b> | <b>Portfolio reference</b> | <b>Date</b> |
|---|--|----------------------|----------------------------|-------------|
| 6 Know how to recommend improvements to quality assurance systems | 6.1 Summarise how to develop and argue an effective case for change<br>6.2 Explain the importance of continuous improvement to the effectiveness of the team and organisation<br>6.3 Explain how to resolve disagreements and disputes in ways which maintain morale and motivation  |                      |                            |             |
| 7 Be able to recommend improvements to quality assurance systems  | 7.1 Provide opportunities for relevant people to suggest improvements to quality assurance systems<br>7.2 Base own recommendations on sufficient, valid and reliable information on the effectiveness and efficiency of quality assurance systems<br>7.3 Make sure recommendations have the potential to improve the contribution which quality assurance systems make to the organisation and its customers<br>7.4 Present own recommendations to relevant people clearly, logically and in time to be of use<br>7.5 Where recommendations are not accepted, establish the reasons and present these to relevant people in a manner which maintains morale and motivation |                      |                            |             |

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

*(if sampled)*





## **Unit 16: Monitor compliance with quality systems**

**Unit reference number:** J/502/9681

**QCF level:** 4

**Credit value:** 6

**Guided learning hours:** 23

### **Unit summary**

This unit covers the knowledge and competence that the learner needs to monitor compliance with quality systems.

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

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 4 NVQ Diploma in Spectator Safety.

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

These can be assessed through:

- 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 monitoring compliance with quality systems.

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 monitor compliance with quality systems       | <p>1.1 Summarise the principles, organisational policies, values and legal requirements affecting equal opportunities at work</p> <p>1.2 Summarise the structures, responsibilities and processes within the organisation relevant to compliance with quality systems</p> <p>1.3 Identify the people within the organisation, with whom scope, objectives and programme of audits must be agreed</p> <p>1.4 Explain the organisation's quality policy and procedures</p> <p>1.5 Explain the organisation's requirements for reporting on compliance with quality systems</p>      |               |                     |      |
| 2                 | Know how to plan to audit compliance with quality systems | <p>2.1 Summarise the principles of quality auditing and how to conduct an audit investigation</p> <p>2.2 Explain how to agree the scope and objectives of quality audits</p> <p>2.3 Explain how to assess which of the organisation's processes are likely not to comply with quality systems</p> <p>2.4 Evaluate the knowledge and skills required by those who will carry out the audits</p> <p>2.5 Explain how to assess and develop the knowledge and skills required by those who will carry out the audits</p> <p>2.6 Explain how to assess the performance of auditors</p> |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 3 Be able to plan to audit compliance with quality systems | 3.1 Agree the scope and objectives of the audits with relevant people<br>3.2 Identify processes in the organisation where non-compliance is most likely<br>3.3 Identify and explain the relative risks to the organisation of non-compliance with quality systems in each of the organisation's processes<br>3.4 Agree with relevant people a programme of audits which prioritises areas of greatest risk and likely non-compliance<br>3.5 Develop a sufficient number of competent people to carry out the programme of audits<br>3.6 Make sure the programme of audits complies with the organisation's quality policies and procedures. |               |                     |      |
| 4 Know how to implement the audit plan                     | 4.1 Summarise how to identify and provide the support and advice people need in order to work effectively yet autonomously<br>4.2 Summarise how to monitor activities against plans, identify significant variations and decide on appropriate corrective action  |               |                     |      |

| Learning outcomes                                       | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 5 Be able to implement the audit plan                   | 5.1 Allocate audits to competent people, taking account of: <ul style="list-style-type: none"> <li>- their expertise</li> <li>- their development need</li> <li>- the need to provide equal opportunities</li> </ul> 5.2 Provide sufficient support and advice to auditors to allow them to work effectively yet autonomously<br>5.3 Regularly monitor the progress of audit activity against the plan, taking appropriate corrective action in the event of significant variations<br>5.4 Provide relevant people with regular reports of progress against the plan |               |                     |      |
| 6 Know how to report on compliance with quality systems | 6.1 Summarise how to assess the relative risks of non-compliance with quality systems<br>6.2 Explain how to report own findings<br>6.3 Explain how to give feedback in a way which enhances confidence and commitment<br>6.4 Summarise how to evaluate the results of quality audits against: <ul style="list-style-type: none"> <li>- the organisation's quality objectives</li> <li>- relevant standards</li> <li>- statutory requirements</li> <li>- industry best practice</li> </ul> 6.5 Explain how to assess the appropriateness of corrective actions agreed |               |                     |      |

| Learning outcomes                                      | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 7 Be able to report on compliance with quality systems | <p>7.1 Accurately evaluate the results of quality audits against:</p> <ul style="list-style-type: none"> <li>- the organisation's quality objectives</li> <li>- relevant standards</li> <li>- legal requirements</li> <li>- industry best practice</li> </ul> <p>7.2 Fully assess the appropriateness of the corrective action agreed to deal with discrepancies found during audits</p> <p>7.3 Advise relevant people, with the appropriate level of urgency, of the risks associated with non-compliance discovered during audits</p> <p>7.4 Report the findings of the evaluation to relevant people in accordance with organisational requirements</p> <p>7.5 Give feedback to those whose performance was audited in a way which enhances their confidence and commitment to quality</p> <p>7.6 Accurately assess the auditors' performance and implement appropriate development activities.</p> |               |                     |      |

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## **Unit 17: Manage a Project**

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

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

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 Understand the principles of project management</p>                         | <p>1.1 Summarise the fundamental characteristics of projects as opposed to routine management functions/activities</p> <p>1.2 Explain the role and key responsibilities of a project manager</p> <p>1.3 Describe the key stages in the project lifecycle</p> <p>1.4 Explain the importance of the relationship between the project manager and the project sponsor(s) and any key stakeholders</p>  |               |                     |      |
| <p>2 Understand how to establish the scope, aims and objectives of a project</p> | <p>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</p> <p>2.2 Summarise the types of information needed for effective project planning</p> <p>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</p> |               |                     |      |



| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 3 Be able to establish the scope, aims and objectives of a project | 3.1 Agree the key scope, aims and objectives of the proposed project<br>3.2 Agree the available resources with the project sponsor(s) and any key stakeholders<br>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  |               |                     |      |
| 4 Understand how to plan a project                                 | 4.1 Explain why it is important to consult with relevant people when developing a project plan<br>4.2 Explain how to consult effectively with relevant people when developing a project plan<br>4.3 Summarise what should be included in a project plan, particularly activities, required resources and timescales<br>4.4 Explain why the project plan needs to be discussed and agreed with the project sponsor(s) and any key stakeholders<br>4.5 Explain why it is important that any project team members are briefed on the project plan, and their roles and responsibilities<br>4.6 Explain how to effectively brief team members on the project plan and their roles and responsibilities<br>4.7 Evaluate ways of identifying and managing potential risks in relation to the project<br>4.8 Explain the importance of contingency planning<br>4.9 Explain how to effectively carry out contingency planning |               |                     |      |

| Learning outcomes                       | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 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<br>5.2 Agree the project plan with the project sponsor(s) and any key stakeholders, making changes where necessary<br>5.3 Brief any project team members on the project plan and their roles and responsibilities<br>5.4 Put processes and resources in place to manage potential risks arising from the project and deal with contingencies   |               |                     |      |
| 6 Understand how to implement a project | 6.1 Explain ways of providing ongoing support, encouragement and information to any project team members<br>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<br>6.3 Summarise effective ways of communicating with project sponsor(s) and any key stakeholders during a project<br>6.4 Explain the importance of agreeing changes to the project plan with the project sponsor(s) and any key stakeholders<br>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<br>7.2 Provide ongoing support, encouragement and information to any project team members<br>7.3 Communicate progress to the project sponsor(s), any key stakeholders and any project team members on a regular basis<br>7.4 Identify, in the light of progress and any problems encountered and wider developments, any required changes to the project plan<br>7.5 Agree with project sponsors and any key stakeholders, any changes to the project plan<br>7.6 Achieve project objectives using the agreed level of resources |               |                     |      |
| 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<br>8.2 Explain the procedures to follow to close down a project<br>8.3 Explain how to establish effective systems for evaluating the success of projects and identifying lessons for the future<br>8.4 Summarise the importance of recognising the contributions of project team members to the success of projects   |               |                     |      |

| Learning outcomes            | Assessment criteria   | Evidence type | Portfolio reference | Date |
|------------------------------|---|---------------|---------------------|------|
|                              | 8.5 Evaluate different ways of recognising the contributions of project team members to the success of projects   |               |                     |      |
| 9 Be able to close a project | 9.1 Confirm satisfactory completion of the project with the project sponsor(s) and any key stakeholders<br><br>9.2 Evaluate the success of the project, identifying what lessons can be learned and recognising the contributions of any project team members |               |                     |      |

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

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

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

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

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

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

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

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

*(if sampled)*

## Further information

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Our customer service numbers are:

|                               |               |
|-------------------------------|---------------|
| BTEC and NVQ                  | 0844 576 0026 |
| GCSE                          | 0844 576 0027 |
| GCE                           | 0844 576 0025 |
| The Diploma                   | 0844 576 0028 |
| DiDA and other qualifications | 0844 576 0031 |

Calls may be recorded for training purposes.

## Useful publications

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Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

## How to obtain National Occupational Standards

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

## Professional development and training

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Edexcel 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 ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel 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: Progression pathways

### The Edexcel qualification framework for the active leisure and learning sector

| Level | General qualifications   | Diplomas  | BTEC vocationally-related qualifications   | BTEC specialist qualification/professional   | NVQ/competence   |
|-------|--|---|--|--|--|
| 5     |  |   | BTEC HND Diplomas in: <ul style="list-style-type: none"> <li>- Sport (QCF)</li> <li>- Sport and Exercise Sciences (QCF)</li> </ul> |  |  |
| 4     |  |   | BTEC HNC Diplomas in: <ul style="list-style-type: none"> <li>- Sport (QCF)</li> <li>- Sport and Exercise Sciences (QCF)</li> </ul> |  | NVQ in Spectator Safety Management (QCF)   |
| 3     | Advanced Subsidiary GCEs in: <ul style="list-style-type: none"> <li>- Physical Education</li> <li>- Leisure Studies</li> </ul> Advanced GCEs in: <ul style="list-style-type: none"> <li>- Physical Education</li> <li>- Leisure Studies</li> </ul> | Principal Learning and Additional and Specialist Learning in Sport and Active Leisure | BTEC Nationals in: <ul style="list-style-type: none"> <li>- Sport (QCF)</li> <li>- Sport and Exercise Sciences (QCF)</li> </ul>    | BTEC Award in Employment Awareness in Active Leisure and Learning (QCF)<br>BTEC Certificate in Leisure Management (QCF)<br>BTEC Certificate and Diploma in Sailing and Watersports (QCF) | NVQs in: <ul style="list-style-type: none"> <li>- Sports Development (QCF)</li> <li>- Leisure Management (QCF)</li> <li>- Achieving Excellence Sports Performance (QCF)</li> <li>- Spectator Safety (QCF)</li> </ul> |

| <b>Level</b> | <b>General qualifications</b>   | <b>Diplomas</b>   | <b>BTEC vocationally-related qualifications</b>                       | <b>BTEC specialist qualification/ professional</b>   | <b>NVQ/competence</b>  |
|--------------|---|---|---|--|--|
| <b>2</b>     | GCSE in Physical Education (short course)<br>GCSE in Physical Education | Principal Learning and Additional and Specialist Learning in Sport and Active Leisure | BTEC 'Firsts' in Sport (QCF)  | BTEC Awards in:<br>– Understanding Stewarding at Spectator Events (QCF)<br>– Employment Awareness in Active Leisure and Learning (QCF)<br>BTEC Certificates in Sailing and Watersports (QCF) | NVQs in:<br>– Active Leisure, Learning and Wellbeing Operational Services(QCF)<br>– Activity Leadership (QCF)<br>– Instructing Exercise and Fitness (QCF)<br>– Spectator Safety (QCF)<br>– Sport and Play Surfaces (QCF) |
| <b>1</b>     |   | Principal Learning and Additional and Specialist Learning in Sport and Active Leisure | BTEC Award, Certificate and Diploma in Sport and Active Leisure (QCF) |  | NVQ in Sport and Active Leisure (QCF)  |
| <b>Entry</b> | Entry Level Certificate in Physical Education                           |   | BTEC Award in Sport and Active Leisure (QCF)                          |  |  |



# Annexe B: Quality assurance

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## Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel 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.
- Edexcel 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 Edexcel 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 Edexcel. Edexcel 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. Edexcel 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. Edexcel 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 Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel 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 C: Centre certification and registration

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

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

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel 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 Edexcel 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 Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details ([www.edexcel.com](http://www.edexcel.com)).



# Annexe D: 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.

## **Annex to the assessment strategy for active leisure, learning and well-being for the Level 4 NVQ Diploma in Spectator Safety Management (QCF)**

### **Background**

In July 2002, PSAG approved the Assessment Strategy submitted by SkillsActive (then SPRITO), 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 Spectator Safety**

Assessment strategy sections 4.1.1, 4.3.4, and 5.2.3 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 “Be occupationally competent in the area appropriate to the level of the qualifications they are to be verifying or assessing”

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

Required criteria:

- Worked in a relevant spectator safety context for two years full time or equivalent, e.g. Safety Officer, Senior Steward or equivalent
- Taken part in a relevant and nationally recognised Spectator Safety training course or qualification from the NQF in England/Wales and Northern Ireland or the SCQF in Scotland. Or an action plan to achieve such.

### **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 all prospective External Verifiers in the selection and deployment of EVs”; to assist this process for Spectator Safety External Verifiers the sector recommends that:

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

### **General assessment principles**

Whilst the qualification is broken down into separate units, the work of the safety officer or equivalent is not. This means that as the individual 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, C216, C217 and A42 and much of the naturally occurring evidence for these is likely to come from observing the learner going about their normal day-to-day activities, planning and managing safety at events and examining products of their work – for example safety plans. For this reason, we strongly recommend that, if the individual is attempting the whole qualification, inter-related units are assessed together in a holistic manner. In other words, when assessor visits the spectator venue and observations and meetings occur, the assessor is advised not to consider evidence for each of these units separately, but to consider the individual's work and identify how the evidence they have generated matches the requirements of all three of the above units. This is an example of how holistic assessment can be done.

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

For successful delivery to take place, it is worth noting that the process is one of awarding a qualification to an individual who demonstrates competence. This means that the safety officer or equivalent must show that they have achieved the learning outcomes and assessment criteria in the appropriate units. If a pre-assessment investigation of the individual indicates that they may not yet be competent, then they should undertake appropriate training and/or gain more experience before embarking on their assessment.

As the qualification is about the individual demonstrating competence, most of the evidence should come from being observed at work and/or looking at other forms of evidence from the learner's real work that show how they meet the standard.

The L4 NVQ Diploma in Spectator Safety Management is not intended as a snapshot of the individual's work, but rather a qualification that shows that they meet the standards consistently over time. It is expected that their 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

### **C216 Plan for the safety of people attending a spectator event**

#### **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 on more than one occasion. For example, the assessor should examine more than one safety plan for an event. There must be sufficient evidence 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 identifying the hazards and assessing the risks to people attending an event, the learner must cover all of the following types of:

(a) information

- 1 nature of the event and programme
- 2 arrival and departure arrangements for spectators and participants
- 3 layout and structure of the venue, its capacity and existing risk assessments
- 4 services at the venue
- 5 external environment
- 6 numbers and types of people attending
- 7 prevailing conditions
- 8 experience of comparable events in this venue and others
- 9 forward information
- 10 available resources

considering all of the following types of:

(b) hazards

- 1 unlawful and unsociable behaviour
- 2 dangerous crowd conditions
- 3 vulnerable groups
- 4 physical hazards
- 5 medical emergencies
- 6 inappropriate ticketing arrangements
- 7 lock-out procedures

## **Learning Outcome 5**

When specifying and agreeing control procedures, the learner must cover all of the following types of:

- (a) control procedures
  - 1 normal operating plan
  - 2 contingency plan (including evacuation)
  - 3 emergency plan
  - 4 activity specific plan

and involve all of the following types of:

- (b) relevant people
  - 1 person responsible for the event
  - 2 emergency services
  - 3 certifying authority
  - 4 line manager
  - 5 event staff familiar with venue
  - 6 event staff unfamiliar with venue

This may be gathered through a combination of methods including examining products of work – in particular safety plans for events and relevant correspondence – witness testimony – for example from certifying authorities and emergency services and/or observations of interactions with key staff.

## **Simulation**

Simulation is only allowed for assessment criterion 5.9.

## **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.



## **C217 Ensure the safety of people attending a spectator event**

### **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 on more than one occasion. For example, the assessor must observe the learner managing safety at more than one spectator event. There must be sufficient evidence 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 ensuring the readiness of the venue and personnel prior to the event, the learner must cover all of the following types of:

- (a) control procedures
  - 1 normal operating plan
  - 2 contingency plan (including evacuation)
  - 3 emergency plan
  - 4 major incident plan
  - 5 activity specific plan

### **Learning Outcome 5**

When monitoring and co-ordinate control procedures during an event, the learner must cover 3 of the following types of:

- (a) situations outside acceptable limits
  - 1 dangerous crowd dynamics
  - 2 unlawful and unsociable behaviour
  - 3 physical hazards
  - 4 medical emergencies
  - 5 inappropriate ticketing arrangements

involving all of the following types of:

- (b) relevant people
  - 1 person responsible for the event
  - 2 emergency services
  - 3 certifying authority
  - 4 line manager
  - 5 event staff familiar with venue
  - 6 event staff unfamiliar with venue

using 2 of the following types of:

(c) ways to communicate

- 1 by radio
- 2 by telephone
- 3 face-to-face
- 4 using electronic displays
- 5 using public address

### **Learning Outcome 7**

When managing a response to a major incident, the learner must cover 1 of the following types of:

(a) major incident

- 1 fire
- 2 dangerous crowd conditions
- 3 structural failure
- 4 security threat

with both of the following types:

(b) staff

- 1 event staff familiar with venue
- 2 event staff unfamiliar with venue

using 2 of the following types of:

(c) ways to communicate

- 1 by radio
- 2 by telephone
- 3 face-to-face
- 4 using electronic displays
- 5 using public address

This may be gathered through a combination of methods including observations, examining products of work – for example event reports – witness testimony and/or diaries and reflective accounts.

### **Simulation**

Simulation is only allowed for assessment criteria 3.3 and 3.4. Realistic simulation is also allowed for Learning Outcome 7 if no naturally occurring evidence is available.

## **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.

## **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 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.

## **A311 Develop productive working relationships with colleagues and stakeholders**

### **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. There should be sufficient observations and/or other types of evidence (witness testimony, correspondence, meeting notes etc.) 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, police, St John's Ambulance, external security or stewarding organisations 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 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.

## **A42 Provide information to support decision making**

### **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 examining products of the learner's work – for example, files, meeting notes, correspondence, 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. The learner's evidence must meet the requirements outlined in each unit in the section '*Assessment requirements or guidance specified by a sector or regulatory body*'.

### **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 in the section '*Assessment requirements or guidance specified by a sector or regulatory body*' 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 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.

## **A11 Assist the organisation to develop and implement policies**

### **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 examining products of the learner's work – for example, research they have carried out, policies they have developed or contributions they have made, meeting notes, correspondence, reports, implementation plans 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.

The learner's evidence must meet the requirements outlined in each unit in the section '*Assessment requirements or guidance specified by a sector or regulatory body*'.

### **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 in the section '*Assessment requirements or guidance specified by a sector or regulatory body*' 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 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. Appropriate assessment methods include examining products 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.



## **A22 Manage the use of physical 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 on more than one occasion. Appropriate assessment methods include examining products of the learner's work – for example, records of orders or requisitions, resource plans, meeting notes, correspondence, 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.

The learner's evidence must meet the requirements outlined in each unit in the section '*Assessment requirements or guidance specified by a sector or regulatory body*'.

### **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 in the section '*Assessment requirements or guidance specified by a sector or regulatory body*' 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 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.

## **B218 Encourage innovation 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. Appropriate assessment methods include observations, examining products of the learner's work – for example, meeting notes, correspondence, reports etc. – and/or using the testimony of other people such as 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.

## **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. Appropriate assessment methods include observations, examining products 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.

## **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. Appropriate assessment methods include observations, examining products of the learner's work – for example, staff rotas, allocation plans for stewards at events, instructions to senior stewards, 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.

## **A43 Facilitate meetings**

### **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 of meetings, examining products of the learner's work – for example, agendas, reports prepared for meetings, 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.

The learner's evidence must meet the requirements outlined in each unit in the section '*Assessment requirements or guidance specified by a sector or regulatory body*'.

### **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 in the section '*Assessment requirements or guidance specified by a sector or regulatory body*' 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 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.

## **A57 Provide advice and support for the development and implementation of quality policies**

### **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, safety policies and reports, meeting notes, correspondence etc. – and/or using the testimony of other people such as colleagues and managers or representatives of other organisations such as the Police or licensing/local authorities. There should be sufficient evidence over time to ensure that the learner has met all the requirements.

The learner's evidence must meet the requirements outlined in each unit in the section '*Assessment requirements or guidance specified by a sector or regulatory body*'.

### **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 in the section '*Assessment requirements or guidance specified by a sector or regulatory body*' 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 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.

## **A56 Implement quality assurance systems**

### **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, meeting notes, correspondence, reports etc. – and/or using the testimony of other people such as colleagues and managers or representatives of external organisations such as local/licensing authorities. There should be sufficient evidence over time to ensure that the learner has met all the requirements.

The learner's evidence must meet the requirements outlined in each unit in the section '*Assessment requirements or guidance specified by a sector or regulatory body*'.

### **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 in the section '*Assessment requirements or guidance specified by a sector or regulatory body*' 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 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.

## **Annexe E: Additional requirement for qualifications that use the term 'NVQ' in a QCF 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 QCF qualification title*'.



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