Specification

Edexcel BTEC Level 3 Award and Certificate in Campaigning (QCF)

Edexcel BTEC Level 3 Award and Certificate in Fundraising Practice (QCF)

Edexcel BTEC Level 3 Award and Certificate in Volunteer Management (QCF)

First registration November 2011

A PEARSON COMPANY

Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

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

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

Contents

Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel BTEC Level 3 Diploma in Campaigning, Fundraising Practice and Volunteer Management (QCF).

Qualification title	Qualification Number (QN)	Qualification start date	Review date
Edexcel BTEC Level 3 Award in Campaigning (QCF)	600/3493/2	01/11/2011	31/12/2013
Edexcel BTEC Level 3 Award in Fundraising Practice (QCF)	600/3494/4	01/11/2011	31/12/2013
Edexcel BTEC Level 3 Award in Volunteer Management (QCF)	600/3492/0	01/11/2011	31/12/2013
Edexcel BTEC Level 3 Certificate in Campaigning (QCF)	600/3495/6	01/11/2011	31/12/2013
Edexcel BTEC Level 3 Certificate in Fundraising Practice (QCF)	600/3694/1	01/11/2011	31/12/2013
Edexcel BTEC Level 3 Certificate in Volunteer Management (QCF)	600/3693/X	01/11/2011	31/12/2013

These qualifications have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Reference Application (LARA), where relevant.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF 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.

Key features of the Edexcel BTEC Level 3 Awards and Certificates in Campaigning, Fundraising Practice and Volunteer Management (QCF)

These qualifications are nationally recognised. The Edexcel Level 3 Awards and Certificates in Campaigning, Fundraising Practice and Volunteer Management (QCF) have been developed with Skills - Third Sector.

What is the purpose of these qualifications?

The Skills - Third Sector organisations (charities, social enterprises and voluntary organisations) play an important role in society, and the nation's economic long-term prosperity requires individuals to have the right skills to meet the demands of a changing economy.

Campaigning is about organisations or individuals trying to change things by influencing governments, companies or the general public. Campaigners do this to benefit society, to help people speak out or to raise awareness of issues. This Award and Certificate in Campaigning gives learners useful knowledge and skills to be successful campaigners.

Fundraising is a key in Skills - Third Sector voluntary and community groups and the need for expertise in this area has never been greater. Funding from local, regional and central government sources has been dramatically cut and individual giving has also dropped. Organisations are looking for ways to improve their income streams from a diverse range of sources developing workforce skills in this area through the Award and Certificate in Fundraising Practice is an important element of this process.

Volunteer managers in voluntary and community groups are also widely used across the public services. The health service, in particular, has many volunteer managers. Their role, again, is likely to become increasingly more important as changes are introduced into the health service in order to deliver cost-effective solutions for things that were previously provided by the state. This means that the demand for volunteer management skills are certainly going to increase and the Award and Certificate in Volunteer Management will enable learners to develop the skills to recruit, support and manage the citizens who volunteer their time and expertise to be more involved in delivering local services.

Who are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards and work in a context that enables them to produce evidence to meet the standard. Centres are responsible for learners in their work settings, and learners ages 16–18 should be supervised so that they are not put in a vunerable position.

Edexcel's policy is that the qualifications should:

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

What are the benefits of these qualifications to the learner and employer?

These qualifications allow opportunities for developing the skills that are important in charities, social enterprises and voluntary and community organisations. It is important that individuals employed in this sector have the right skills to make a difference to people in their communities.

What are the potential job roles for those working towards these qualifications?

With further experience and/or with further training or development, progression to the following career roles may be possible.

Job title(s)	Job role(s)
Advocacy officer	This role often works closely with senior advocacy coordinators to design and deliver advocacy messages to decision makers and opinion formers, raise the profile of the organisation, monitor debates and identify opportunities to shape policy development, support regional programmes of work and help plan advocacy events.
Campaigns and communications officer	The role often includes assisting with the production of postal and digital communications, including leaflets and newsletters, e-newsletters, Twitter feeds and updates on social networking sites. It will also include delivering communications campaigns using disciplines including social marketing and advertising.
Campaigns and information officer	The role can cover developing key messages from information gathered via online research, attendance at meetings and consultations and discussions with supporters of the organisation. Responding to relevant policy developments and developing networks with partner organisations and individuals will also be a key part of the role.

Job title(s)	Job role(s)
Campaigns coordinator	This role often involves working in a team to design and plan new campaigns, including developing a strategy for the campaign, identifying sources of support and presenting the plan to relevant stakeholders to gain their support.
Campaign organiser	The purpose of the role is usually to develop campaigns with the goal of raising either money or awareness of an issue. This includes planning a schedule of work, recruiting, briefing and managing staff and/or volunteers to assist with campaign administration, identifying and cultivating supporters, preparing campaign materials and liaising and building relationships with relevant internal and external stakeholders.
Campaigns and policy officer	This role often develops campaigns with the goal of raising awareness of an issue. This includes monitoring policy decisions and responding by raising awareness among decision makers, identifying suitable figureheads to lead or be the face of campaigns, identifying and cultivating supporters, preparing campaign materials and liaising and building relationships with supporters of the cause.
Campaigns and public affairs officer	This role may monitor relevant political developments, identify issues of particular importance and advise on possible response and potential opportunities to influence parliamentary activity. Officers act as the first point of contact for politicians, researchers, policy specialists, think tanks, and members of the public when they contact the organisation, as well as assisting with the development of programmes of work, day-to-day administration and communications with supporter groups.

Job title(s)	Job role(s)
Campaigns involvement officer	The purpose of the role is usually to promote and enable effective participation in a campaign, ensuring supporters and other external stakeholders are able to become involved and assist with the campaign as appropriate.
Campaigns officer	This role can influence a variety of audiences both in person and in writing on the aims of the campaign, as well as communicating campaign ideas to internal team members and other key stakeholders.
Campaigns project officer	The role often includes planning work including the help volunteers may offer the campaign, building networks and relationships with external and internal supporters, raising awareness through presenting the campaign's ideas at consultation events and public meetings, developing materials and administering the campaign.

What progression opportunities are available to learners who achieve these qualifications?

With support and opportunities in the workplace, learners could choose to progress on to study the Level 3 Diploma in Campaigning, Fundraising Practice and Volunteer Management (QCF), which has been approved as components for the Advanced Apprenticeship framework in Campaigning, Fundraising Practice and Volunteer Management.

What is the qualification structure for the Edexcel BTEC Level 3 Award in Campaigning (QCF)?

The Edexcel Level 3 Award in Campaigning (QCF) consists of one mandatory unit of 4 credits **plus** optional units that provide for a combined total of 11 credits (where at least 8 credits must be at level 3).

Edexcel BTEC Level 3 Award in Campaigning (QCF)					
Unit reference		**Mandatory group – all units must be taken**	**Credit**	**Level**	**GLH**
1	M/503/2297	Identify and prioritise issues on which to campaign	4	3	18
Unit reference		**Option group – 7-8 credits must be taken from this group**	**Credit**	**Level**	**GLH**
2	L/503/2307	Understand campaign strategies	4	3	13
3	L/503/2310	Develop a campaign workplan	4	3	11
4	H/503/2314	Develop communications for a campaign	4	3	13
5	R/503/2325	Understand values, ethics and safeguarding in the voluntary sector	3	2	26
6	D/503/2313	Maintain relationships integral to a campaign	4	3	14

What is the qualification structure for the Edexcel BTEC Level 3 Certificate in Campaigning (QCF)?

The Edexcel Level 3 Certificate in Campaigning (QCF) consists of three mandatory units equalling 12 credits **plus** optional units that provide a combined total of 31 credits (where at least 20 credits must be at level 3).

Edexcel BTEC Level 3 Certificate in Campaigning (QCF)					
Unit reference		**Mandatory group – all units must be taken**	**Credit**	**Level**	**GLH**
1	M/503/2297	Identify and prioritise issues on which to campaign	4	3	18
2	F/503/2305	Conduct research to support a campaign	4	3	12
3	L/503/2310	Develop a campaign workplan	4	3	11
Unit reference		**Option group – 18 credits must be taken from this group**	**Credit**	**Level**	**GLH**
4	L/503/2307	Understand campaign strategies	4	3	13
5	H/503/2314	Develop communications for a campaign	4	3	13
6	A/503/2318	Introduction to campaigning	5	2	40
7	M/503/2316	Monitor and evaluate a campaign	4	3	17
8	F/503/2322	Understand the nature and governance of the voluntary sector	4	3	37
9	R/503/2325	Understand values, ethics and safeguarding in the voluntary sector	3	2	26
10	J/503/2323	Understand effective partnership working between organisations	4	2	36
11	L/503/2324	Understand sustainability in voluntary sector organisations	4	3	30
12	R/503/2311	Manage resources for a campaign	4	3	15
13	Y/503/2312	Mobilise a campaign team	4	3	16
14	D/503/2313	Maintain relationships integral to a campaign	4	3	14
15	K/503/2315	Coordinate materials and products for a campaign	4	3	13

What is the qualification structure for the Edexcel BTEC Level 3 Award in Fundraising Practice (QCF)?

The Edexcel Level 3 Award in Fundraising Practice (QCF) consists of one mandatory unit of 6 credits **plus** optional units that provide a combined total of 12 credits (where at least 9 credits must be at level 3).

Edexcel BTEC Level 3 Award in Fundraising Practice (QCF)					
Unit reference		**Mandatory group – all units must be taken**	**Credit**	**Level**	**GLH**
1	A/503/1539	Develop a plan for fundraising activities	6	3	6
Unit reference		**Option group – 6 credits must be taken from this group**	**Credit**	**Level**	**GLH**
2	M/503/1540	Implement a plan for fundraising activities	3	3	6
3	T/503/1541	Maintain and enhance relationships with supporters of your cause	6	3	6
4	M/501/3927	Budgeting for the Business	3	3	12
5	R/503/2325	Understand values, ethics and safeguarding in the voluntary sector	3	2	26

What is the qualification structure for the Edexcel BTEC Level 3 Certificate in Fundraising Practice (QCF)?

The Edexcel Level 3 Certificate in Fundraising Practice (QCF) consists of two mandatory units equalling 12 credits **plus** optional units that provide a combined total of 30 credits (where at least 19 credits must be at level 3).

Edexcel BTEC Level 3 Certificate in Fundraising Practice (QCF)					
Unit reference		Mandatory group – all units must be taken	Credit	Level	GLH
1	A/503/1539	Develop a plan for fundraising activities	6	3	6
2	T/503/1541	Maintain and enhance relationships with supporters of your cause	6	3	6
Unit reference		Option group – 18 credits must be taken from this group	Credit	Level	GLH
3	M/503/1540	Implement a plan for fundraising activities	3	3	6
4	M/501/3927	Budgeting for the Business	3	3	12
5	T/503/1538	Introduction to fundraising	4	2	30
6	F/503/2322	Understand the nature and governance of the voluntary sector	4	3	37
7	R/503/2325	Understand values, ethics and safeguarding in the voluntary sector	3	2	26
8	J/503/2323	Understand effective partnership working between organisations	4	2	36
9	L/503/2324	Understand sustainability in voluntary sector organisations	4	3	30
10	A/503/1542	Know how to plan and implement local or community fundraising	6	3	20
11	F/503/1543	Know how to plan and implement fundraising events	6	3	20
12	J/503/1544	Know how to plan and support legacy fundraising	6	3	25
13	D/503/1534	Know how to plan and support corporate fundraising activity	6	3	25
14	H/503/1535	Know how to plan and support the generation of grant income	6	3	20

	Unit reference	Option group – 18 credits must be taken from this group	Credit	Level	GLH
15	L/503/1545	Know how to plan and support fundraising through electronic media	6	3	20
16	K/503/1536	Know how to plan and support the recruitment of donors using direct marketing media	4	3	20
17	M/503/1537	Support others in the achievement of fundraising work	4	3	20
18	Y/503/3153	Know how to plan and support major gift fundraising	6	3	20

What is the qualification structure for the Edexcel BTEC Level 3 Award in Volunteer Management (QCF)?

The Edexcel Level 3 Award in Volunteers Management (QCF) consists of one mandatory unit of 6 credits **plus** optional units that provide a combined total of 11 credits (where at least 11 credits must be at level 3).

Edexcel BTEC Level 3 Award in Managing Volunteers (QCF)					
Unit reference		**Mandatory group – all units must be taken**	**Credit**	**Level**	**GLH**
1	Y/602/5290	Supervise and support volunteers	6	3	24
Unit reference		**Option group – 5 credits must be taken from this group**	**Credit**	**Level**	**GLH**
2	M/600/9600	Set objectives and provide support for team members	5	3	35
3	J/502/1645	Encourage and motivate volunteers	5	3	33
4	J/602/5284	Manage risk in relation to volunteers	5	3	24

What is the qualification structure for the Edexcel BTEC Level 3 Certificate in Managing Volunteers (QCF)?

The Edexcel Level 3 Certificate in Managing Volunteers (QCF) consists of two mandatory units equalling 11 credits **plus** optional units that provide a combined total of 29 credits (where at least 21 credits must be at level 3).

Edexcel BTEC Level 3 Certificate in Managing Volunteers (QCF)					
Unit reference		**Mandatory group – all units must be taken**	**Credit**	**Level**	**GLH**
1	Y/602/5290	Supervise and support volunteers	6	3	24
2	M/600/9600	Set objectives and provide support for team members	5	3	35
Unit reference		**Option group – 18 credits must be taken from this group**	**Credit**	**Level**	**GLH**
3	R/602/5286	Promote volunteering within your organisation and to volunteers	3	3	16
4	J/502/1645	Encourage and motivate volunteers	5	3	33
5	J/602/5284	Manage risk in relation to volunteers	5	3	24
6	T/503/2320	Introduction to managing volunteers	4	2	30
7	J/503/2323	Understand effective partnership working between organisations	4	2	36
8	L/602/5285	Managing volunteer agreements	2	3	8
9	D/602/5291	Developing structures, systems and procedures to support volunteering	4	4	16
10	D/502/0145	Managing and Developing Relationships in the Workplace	2	3	8
11	K/502/7986	Ensure your own actions reduce risks to health and safety	2	3	6
15	L/601/7509	Contribute to safeguarding children, young people and vulnerable adults	3	3	18

How are the qualifications graded and assessed?

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

To pass a unit the learner must:

- achieve **all** the specified learning outcomes

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

- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or

- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or

- as part of a training programme.

Assessment requirements/strategy

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

- **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:

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

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

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

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

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

- products of the learner's work (P)

- personal statements and/or reflective accounts (RA)

- outcomes from simulation, where permitted by the assessment strategy (S)

- professional discussion (PD)

- assignment, project/case studies (A)

- authentic statements/witness testimony (WT)

- expert witness testimony (EPW)

- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

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

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

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

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

What resources are required?

Each qualification is designed to support learners working in the Voluntary sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. 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.

Unit title:

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

Unit reference number:

> This is the unit owner's reference number for the specified unit.

QCF level:

> 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.

Credit value:

> 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.

Guided learning hours:

> 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.

Assessment methodology:

> This provides a summary of the assessment methodology to be used for the unit.

Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:
			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.

Award/Certificate in Campaigning

Mandatory units

Unit 1: Identify and prioritise issues on which to campaign

Unit reference number: M/503/2297

QCF level: Level 3

Credit value: 4

Guided learning hours: 18

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand a campaigning context	1.1	Explain the purpose of, and motivation for the cause			
		1.2	Describe the environment and context of the cause			
		1.3	Describe the legal environment and rights of campaigners within the context of the cause			
		1.4	Describe the wider campaigning environment			
		1.5	Describe the impact the wider campaigning environment has on the organisation's current and future potential campaigning activity			
2	Identify issues on which to campaign	2.1	Assess the context for a campaign			
		2.2	Identify issues relevant to a campaign's beneficiaries			
		2.3	Explain the legitimacy of campaigning issues to self or the organisation			
		2.4	Determine whether the identified campaign issues are being addressed by another organisation or campaign			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to prioritise issues on which to campaign	3.1	Explain how to identify issues of relevance to a campaign's beneficiaries			
		3.2	Describe factors to take into account when prioritising issues			
		3.3	Describe a decision-making process for assessing campaign issues			
		3.4	Describe ways in which a decision-making process can be influenced			
		3.5	Explain the importance of agreeing with relevant stakeholders campaigning issues and their priority			
		3.6	Describe any factors and practical constraints impacting on a campaign			
		3.7	Explain whether a campaign is appropriately resourced to address the issues identified			
4	Assess the possible impact of a campaign	4.1	Identify those a campaign is seeking to influence			
		4.2	Assess the potential results, both positive and negative, of an identified campaign			
		4.3	Clarify the scale and range of change a campaign may help achieve			
		4.4	Assess the possible impact a campaign may have on supporters, beneficiaries and opponents			
		4.5	Clarify methods for evaluating the impact of a campaign			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand the needs of the organisation's beneficiaries	5.1	Explain how to identify the needs of the organisation's beneficiaries			
		5.2	Describe different ways of involving and consulting with the organisation's beneficiaries			
		5.3	Describe the advantages and disadvantages of involving those that will benefit from a campaign			
		5.4	Explain the merits of different methods of consultation			
		5.5	Describe the nature and extent of the organisation's responsibility to its beneficiaries, and where appropriate, its stakeholders			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)

Unit 2: Conduct research to support a campaign

Unit reference number: F/503/2305

QCF level: Level 3

Credit value: 4

Guided learning hours: 12

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the aim of a campaign	1.1	Describe the change and impact that a campaign is seeking to achieve			
		1.2	Describe the environment and context of a campaign			
		1.3	Describe the audience of a campaign			
2	Determine the requirements for research	2.1	Describe the information needs of a campaign			
		2.2	Identify any gaps in information of relevance to a campaign			
		2.3	Confirm where research is necessary			
		2.4	Assess own or the organisation's capacity to conduct and/or commission research			
3	Understand the importance of research to campaigns	3.1	Explain how research can influence the direction of a campaign			
		3.2	Explain the importance of maintaining objectivity when conducting research			
		3.3	Explain the difference between qualitative and quantitative techniques			
		3.4	Explain the difference between primary, secondary and participatory research			
		3.5	Describe the value of different research techniques to a given situation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.6	Describe the methods for assessing relevant research sources			
		3.7	Explain how research can impact on the aims and objectives of a campaign			
4	Prepare to conduct research	4.1	Describe the resources available to conduct or commission research			
		4.2	Describe the advantages and disadvantages of using different research methodologies			
		4.3	Describe the advantages and disadvantages of using secondary sources			
		4.4	Describe the factors to take into account when selecting research methodologies			
		4.5	Assess the priorities for the research			
		4.6	Prepare a research brief or work plan, as appropriate			
5	Conduct research using appropriate techniques	5.1	Confirm role and responsibilities according to the research brief			
		5.2	Collect data using techniques identified in the research brief			
		5.3	Store collected data in the appropriate format and in preparation for analysis			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know how to analyse findings of the research	6.1	Explain how to assess the validity of relevant sources			
		6.2	Describe techniques for interrogating sources reliably and objectively			
		6.3	Describe techniques for analysing primary and secondary research			
		6.4	Describe techniques for weighting findings			
		6.5	Explain the importance of objectivity in analysing evidence			
7	Analyse and present the findings of the research	7.1	Analyse the finding of the research using appropriate tools and techniques			
		7.2	Gather appropriate evidence for a campaign			
		7.3	Record findings in an appropriate manner			
		7.4	Report objectively in a format suitable for the intended audience			
		7.5	Review campaign aims against the findings of the research			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 3: Develop a campaign workplan

Unit reference number: L/503/2310

QCF level: Level 3

Credit value: 4

Guided learning hours: 11

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the vision and timescales for a campaign	1.1	Describe what a campaign wants to achieve and a campaign vision			
		1.2	Describe a campaign strategy and its aims and objectives			
		1.3	Outline the timescales for a campaign			
		1.4	Explain how the wider campaign environment impacts on the strategy			
		1.5	Explain how the strategy will be implemented at the operational level			
2	Understand the value of campaigning methods	2.1	Describe the audience/s of a campaign			
		2.2	Give examples of different campaigning methods			
		2.3	Explain how to assess the relevance of different campaigning methods to a campaign idea			
		2.4	Describe the challenges of using different campaign methods in a given situation			
		2.5	Explain the importance of assessing the costs and potential benefits of different campaign methods			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Establish resources available to a campaign	3.1	Identify the resources required for a campaign and any restrictions on their use			
		3.2	Confirm the resources for a campaign			
		3.3	Clarify roles and responsibilities for delivering a campaign			
		3.4	Communicate roles and responsibilities to others as appropriate			
		3.5	Identify colleagues to work with in a team			
4	Set tasks for a campaign	4.1	Identify specific activities and tactics to deliver a campaign			
		4.2	Clarify the deliverables for a campaign and how they will be achieved			
		4.3	Set priorities for the completion of tasks and activities			
		4.4	Identify tasks that are inter-dependent and plan ways of achieving them			
		4.5	Ensure there is a process in place for monitoring the campaign			
		4.6	Set objectives for monitoring and evaluating the campaign			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Select campaigning methods	5.1	Select methods to reach the audience/s based on the resources available			
		5.2	Develop ways of communicating with targets and audiences that are accessible and relevant to their needs			
		5.3	Confirm the methods to be used at each stage of a campaign			
		5.4	Clarify own role in implementing campaigning methods			
		5.5	Assess the costs and possible benefits of the campaign methods chosen			
6	Know how to minimise risks to a campaign	6.1	Describe internal and external factors that may impact on campaign objectives			
		6.2	Explain the possible impact of these factors			
		6.3	Explain the process for monitoring these factors and responding if they occur			
		6.4	Describe any actions that can be taken to minimise the impact of these factors			
		6.5	Explain how to conduct a risk assessment			
		6.6	Explain how to mitigate risks			
		6.7	Describe why it is important to ensure continuity and responsiveness in the delivery of a campaign			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Plan for delivery of a campaign's objectives	7.1	Identify actions to mitigate risks to a campaign			
		7.2	Develop a contingency plan to ensure the delivery of a campaign's objectives			
		7.3	Set outcomes for each campaign milestone that are in line with a campaign strategy			
		7.4	Record a plan for influencing audiences and targets			
		7.5	Communicate the plan to those responsible for engaging with audiences and targets			
		7.6	Review the work plan according to changes in a campaign environment and context			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Award/Certificate in Fundraising Practice

Mandatory units

Unit 1: Develop a plan for fundraising activities

Unit reference number: A/503/1539

QCF level: Level 3

Credit value: 6

Guided learning hours: 6

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare to develop a fundraising plan	1.1	Confirm responsibilities and targets for fundraising			
		1.2	Establish timescales and objectives for fundraising			
		1.3	Identify resources required for fundraising			
		1.4	Research recent local performance in a specific form of fundraising			
		1.5	Research possible local donors in a specific form of fundraising			
		1.6	Refer to the Institute of Fundraising's codes of practice when preparing the plan			
2	Be able to develop a fundraising plan with colleagues and other stakeholders	2.1	Agree fundraising priorities with colleagues and stakeholders			
		2.2	Identify internal and external sources for networking			
		2.3	Co-ordinate work with colleagues to avoid duplication			
		2.4	Identify appropriate fundraising opportunities and potential supporters with colleagues and stakeholders			
		2.5	Consult with colleagues and stakeholders to confirm a case for support			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.6	Articulate a case for support to the relevant colleagues and stakeholders			
	2.7	Select and justify techniques and approaches to be used during fundraising activities			
	2.8	Identify appropriate ways to communicate and ask for support			
	2.9	Agree a fundraising plan with colleagues and stakeholders			
3 Be able to test a fundraising plan	3.1	Ensure a plan meets relevant policies and practices			
	3.2	Agree with relevant colleagues and stakeholders that a plan is achievable with the resources available for implementation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 2: Maintain and enhance relationships with supporters of your cause

Unit reference number: T/503/1541

QCF level: Level 3

Credit value: 6

Guided learning hours: 6

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand supporters of a cause	1.1	Explain the aims, ethics, culture, past history and mission of a fundraising organisation			
		1.2	Describe the types of supporters of a fundraising organisation			
		1.3	Explain how to identify trends in the types and levels of support			
		1.4	Explain reasons why people support a specific fundraising organisation			
		1.5	Summarise the most effective ways of maintaining records on supporters			
		1.6	Describe the methods used to maintain existing support			
2	Be able to maintain existing levels of support	2.1	Identify the information required to inform supporter strategies			
		2.2	Use systems for holding supporter information			
		2.3	Maintain supporter records in accordance with legislation, regulations, codes of practice and organisational requirements			
		2.4	Analyse trends in the types and level of support received			
		2.5	Suggest new or alternative methods of maintaining existing support			
		2.6	Communicate with existing supporters in ways that promote commitment and positive relations			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Know how to maintain and develop support	3.1	Explain the importance of a clear and comprehensive supporter development plan			
	3.2	Explain the impact of legislation, regulations and codes of practice on supporter development			
	3.3	Explain where to find information on relevant legislation, regulations and codes of practice			
	3.4	Describe common motives for individual giving behaviour and long-term support			
	3.5	Evaluate different types of communication channels for liaising with supporters			
	3.6	Explain the importance of profiling, segmentation, testing and targeting			
	3.7	Explain how to deal with requests for support			
	3.8	Explain the importance of identifying performance benchmarks for maintaining and developing support			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to maintain and develop support	4.1	Develop opportunities for gathering support			
		4.2	Describe techniques to maintain supporter interest			
		4.3	Enable supporters to comment on the frequency of contact with the fundraising organisation			
		4.4	Manage requests for support including supporters upgrading their giving			
		4.5	Assess the value of different types of supporter			
		4.6	Identify where supporter satisfaction could be improved			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Award/Certificate in Volunteer Management

Mandatory units

Unit 1: Supervise and support volunteers

Unit reference number: Y/602/5290

QCF level: Level 3

Credit value: 6

Guided learning hours: 24

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to encourage the development of volunteers.	1.1	Assess the skills and activities of volunteers.			
		1.2	Identify methods for improving the effectiveness of volunteer skills.			
		1.3	Agree a skills development plan for specified volunteers			
		1.4	Identify when volunteers may need additional support			
		1.5	Agree a plan for accessing appropriate additional support if required			
2	Be able to provide appropriate and effective support to volunteers	2.1	Explain how to promote a culture of positive development and learning			
		2.2	Identify the impact of a blame culture and explain how a blame culture might affect motivation and personal development			
		2.3	Explain how to encourage reflection and objective feedback			
		2.4	Give positive and constructive feedback			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to evaluate volunteer activities and achievements in a constructive manner.	3.1	Evaluate and record the achievements of volunteers			
		3.2	Identify ways of celebrating the achievements of volunteers			
		3.3	Identify how to encourage and motivate volunteers			
4	Understand how to communicate and exchange feedback with volunteers.	4.1	Explain the purpose of feedback in supporting the role of the volunteer			
		4.2	Identify suitable opportunities to exchange feedback with volunteers			
		4.3	Provide and record effective and appropriate feedback to volunteers			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 2: Set objectives and provide support for team members

Unit reference number: M/600/9600

QCF level: Level 3

Credit value: 5

Guided learning hours: 35

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to communicate a team's purpose and objectives to the team members.	1.1	Describe the purpose of a team			
		1.2	Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)			
		1.3	Communicate the team's purpose and objectives to its members			
2	Be able to develop a plan with team members showing how team objectives will be met.	2.1	Discuss with team members how team objectives will be met			
		2.2	Ensure team members participate in the planning process and think creatively			
		2.3	Develop plans to meet team objectives			
		2.4	Set SMART personal work objectives with team members			
3	Be able to support team members identifying opportunities and providing support.	3.1	Identify opportunities and difficulties faced by team members			
		3.2	Discuss identified opportunities and difficulties with team members			
		3.3	Provide advice and support to team members to overcome identified difficulties and challenges			
		3.4	Provide advice and support to team members to make the most of identified opportunities			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to monitor and evaluate progress and recognise individual and team achievement.	4.1	Monitor and evaluate individual and team activities and progress			
	4.2	Provide recognition when individual and team objectives have been achieved			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)

Further information

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

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.

Professional development and training

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). 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: Quality assurance

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 B: Centre certification and registration

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 qualifications through ensuring that the awarding of these qualifications 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 Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to the Edexcel's Equality Policy for further details.

www.edexcel.com/policies/Pages/home.aspx

Annexe C: Assessment guidance

Skills – Third Sector QCF Assessment Guidance

1	Introduction
1.1	Skills – Third Sector is the strategic body for developing skills in charities, social enterprises and voluntary and community organisations. We want to make it easier for voluntary and community organisations and social enterprises to have the right skills to make a difference to people in their communities. As a part of this task, we have a responsibility to support and encourage the best possible quality of learning and assessment in accredited learning provision relevant to key occupational roles in voluntary, community and social enterprise organisations.
1.2	This document aims to provide guidance and encourage best assessment practice from assessment centres and Awarding Organisations. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.
1.3	The guidance will promote a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
2	**Assessment Guidance**
2.1	Learners should be enabled to complete, wherever possible, real work activities that provide both evidence of underpinning knowledge and evidence of competence to demonstrate they have met the learning outcomes and assessment criteria of the QCF unit and that they are competent in relation to the NOS.
2.3	Skills – Third Sector encourages inclusion of the direct observation of practice, or feedback from an expert witness, in the assessment of competence based learning outcomes.

2.4	Simulation is not to be utilised as an assessment method for competence based learning outcomes except where naturally occurring opportunities are rare or unavailable. The unit assessment requirements will normally identify circumstances where this is acceptable. Any instances where simulation is being used should be approved in advance by the Awarding Organisation.
2.5	Assessment of knowledge based learning outcomes (e.g. those beginning with 'know' or 'understand' or 'be able to explain') should be linked to real work activities wherever possible.
2.6	Assessment decisions for knowledge based learning outcomes should be made by an assessor qualified to make assessment decisions who is also occupationally knowledgeable.
2.7	Continuing professional development of all assessors should be encouraged. Assessors working towards appropriate assessor qualifications or occupationally relevant qualifications should be encouraged and supported by more experienced assessors or internal verifiers. Where assessors are not yet fully qualified, their assessment decisions should be sampled or checked according to Awarding Organisation guidance provided to assessment centres.
3	**Internal Quality Assurance**
3.1	Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. The integrity of assessment and verification practices is of utmost importance to ensure that individual learner achievement is properly assessed and recognised. It is equally important in maintaining the reliability and value of the qualifications achieved.
3.2	Those carrying out internal quality assurance should be knowledgeable in the occupational area they are assuring and be qualified to make assurance decisions.
3.3	Awarding Organisations and assessment centres are encouraged to develop and support face to face or virtual assessor networks to encourage a sharing of relevant knowledge and skills that can enhance the validity and reliability of assessment practice. Where practicable, Skills – Third Sector will look for ways to encourage such networks for those working with learners from third sector organisations or undertaking relevant qualifications via the National Skills Networks, currently under development.

4	Glossary
4.1	**Occupationally competent:** Occupationally competent assessors should have both the knowledge and the competence needed to carry out the activities they are assessing. They should also understand the work environment in which the learner is operating [for example, the context of working in a voluntary organisation]. It is expected that they will engage in regular continuing learning and professional development to keep their occupational knowledge and skills up to date.
4.2	**Occupationally knowledgeable:** This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained regularly through clearly demonstrable continued learning and professional development.
4.3	**Qualified to make assessment decisions:** Each assessor should hold or be working towards an appropriate assessor qualification that will equip them to make appropriate and consistent assessment decisions.
4.4	**Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.
4.5	**Expert witness:** An expert witness, who may contribute feedback about learner competence based on real work activities, should have a working knowledge of the QCF units on which they are commenting, be occupationally competent in their area of expertise and have either any qualification in assessment of workplace performance or a professional work role which involves evaluating the everyday practice of staff.