

Level 4 NVQ Diploma in Spectator Safety Management (6852-04)

October 2011 Version 1.0





Qualification at a glance

Subject area	Spectator Safety
City & Guilds number	6852
Age group approved	18+, 19+
Entry requirements	None
Assessment	Portfolio
Fast track	Yes
support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 4 NVQ Diploma in Spectator Safety Management	6852-04	600/2295/4



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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	It is for candidates who work or want to work as in the Active Leisure sector
What does the qualification cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the Active Leisure sector.
What opportunities for progression are there?	It allows candidates to progress into employment.

Structure

To achieve the **Level 4 NVQ Diploma in Spectator Safety Management**, learners must achieve **50** credits from the mandatory units and a minimum of **8** credits from the optional units available.

Unit accreditation number	City & Guilds	Unit title	Credit value
Mandatory			
A/502/9287	311	Develop productive working relationships with colleagues and stakeholders	4
Y/502/9281	401	Assist the organisation to develop and implement policies	6
M/502/8458	402	Manage own resources and professional development	5
F/502/9159	403	Provide information to support decision making	6
K/602/1843	404	Provide learning opportunities for colleagues	11
T/503/1362	501	Plan for the safety of people attending a spectator event	4
F/503/1364	502	Ensure the safety of people attending a spectator event	14

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Optional			
F/502/9680	312	Manage the use of physical resources	7
J/502/9289	405	Encourage innovation in own area of responsibility	4
M/602/1844	406	Allocate and monitor the progress and quality of work in own area of responsibility	14
F/502/9436	407	Facilitate meetings	4
H/502/9686	408	Provide advice and support for the development and implementation of quality policies	4
L/502/9438	409	Implement quality assurance systems	4
J/502/9681	410	Monitor compliance with quality systems	6
J/502/9678	411	Manage a project	6
H/602/1842	503	Recruit, select and keep colleagues	12



2 Centre requirements

Approval

If there is no fast track approval for this qualification, existing centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

If your Centre is approved to offer the qualification Level 4 NVQ Diploma in Spectator Safety Management (4834-46) you can apply for the new Level 4 NVQ Diploma in Spectator Safety Management (6852-04) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

Resource requirements

Physical resources and site agreements

Centres must provide access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- hold the Level 4 NVQ Diploma in Spectator Safety Management, or an equivalent qualification
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and internal verifiers

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying this qualification, or meet the relevant experience requirements outlined above.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

Without evidence of formal qualifications, candidates must demonstrate adequate prior knowledge and experience to ensure they have the potential to gain the qualification.

Age restrictions

City & Guilds cannot accept any registrations for candidates under 18 as this qualification is not approved for under 18s.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

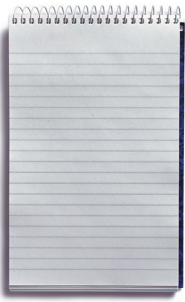
Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



4 Assessment

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, units 501, 502 and 403, 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.



5 Units

Availability of units

Below is a list of the learning outcomes for all the units. If you want to download a complete set of units, go to **www.cityandguilds.com**

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 311

Develop productive working relationships with colleagues and stakeholders

UAN:	A/502/9287
Level:	3
Credit value:	4
GLH:	22
Relationship to NOS:	SkillsActive NOS 2006: A311 Develop productive working relationships with colleagues and stakeholders.
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit assesses the knowledge and competence a manager needs to develop and maintain effective working relationships with colleagues and stakeholders.

Learning outcome
The learner will: 1. understand the benefits of productive working relationships with colleagues and stakeholders
Assessment criteria
The learner can: 1.1 summarise the benefits of developing productive working relationships with colleagues and stakeholders

Learning outcome
The learner will: 2. understand the organisational context for working relationships
Assessment criteria
The learner can: 2.1 summarise the following in relation to own organisation: <ul style="list-style-type: none">• vision,• values• objectives• plans• structure• culture
2.2 identify colleagues, and their work roles and responsibilities, relevant to own work

- 2.3 identify relevant stakeholders, their background and interest in the activities and performance of the organisation
- 2.4 summarise relevant agreements with colleagues and stakeholders
- 2.5 explain the mechanisms for consulting with colleagues and stakeholders on key decisions and activities
- 2.6 summarise the organisation's planning and decision making processes
- 2.7 explain the organisational mechanisms for communicating with colleagues and stakeholders
- 2.8 evaluate the role of power, influence and politics within the organisation
- 2.9 summarise the standards of behaviour and performance that are expected in the organisation

Learning outcome
The learner will: 3. understand how to identify key stakeholders
Assessment criteria
The learner can: 3.1 explain the key principles which underpin the 'stakeholder' concept 3.2 evaluate different types of stakeholder 3.3 explain how to identify an organisation's stakeholders, including background information and the nature of their interest in the organisation

Learning outcome
The learner will: 4. understand conflict resolution in relation to colleagues and stakeholders
Assessment criteria
The learner can: 4.1 explain how to manage the expectations of colleagues and stakeholders 4.2 describe the types of conflict that may occur with colleagues and stakeholders 4.3 explain the damage which conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and organisations 4.4 evaluate different techniques for conflict resolution with colleagues and stakeholders

Learning outcome
The learner will: 5. be able to establish working relationships with colleagues and stakeholders
Assessment criteria
The learner can: 5.1 identify key stakeholders for own area of responsibility

- 5.2 evaluate the background to and nature of key stakeholders' interest in the activities and performance of the organisation
- 5.3 establish working relationships with relevant colleagues and stakeholders

Learning outcome
The learner will: 6. understand how to work with colleagues and stakeholders
Assessment criteria
The learner can: 6.1 summarise the principles of effective communication with colleagues and stakeholders 6.2 explain why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders 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 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 6.5 explain why communication with colleagues and stakeholders on fulfilment of agreements or any problems affecting or preventing fulfilment is important 6.6 explain how to take account of diversity issues when developing working relationships with colleagues and stakeholders 6.7 explain how to recognise and take account of political issues when dealing with colleagues and stakeholders

Learning outcome
The learner will: 7. be able to work with colleagues and stakeholders
Assessment criteria
The learner can: 7.1 respect the roles, responsibilities, interests and concerns of colleagues and stakeholders when undertaking own work 7.2 provide colleagues and stakeholders with appropriate information to enable them to perform effectively 7.3 consult colleagues and stakeholders in relation to key decisions and activities 7.4 take account of colleagues' and stakeholders' views, including their priorities, expectations and attitudes to potential risks 7.5 fulfil agreements made with colleagues and stakeholders, keeping them informed of progress 7.6 advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements 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 outcome
The learner will: 8. understand how to monitor and review relationships with colleagues and stakeholders
Assessment criteria
The learner can: 8.1 explain how to monitor and evaluate the effectiveness of working relationships with colleagues and stakeholders 8.2 describe how to obtain, and make effective use of, feedback on the effectiveness of working relationships from colleagues and stakeholders 8.3 explain how to provide colleagues and stakeholders with useful feedback on the effectiveness of working relationships 8.4 summarise the importance of monitoring wider developments in relation to stakeholders 8.5 explain how to effectively monitor wider developments in relation to stakeholders

Learning outcome
The learner will: 9. be able to review relationships with colleagues and stakeholders
Assessment criteria
The learner can: 9.1 monitor the effectiveness of working relationships with colleagues and stakeholders 9.2 review working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement 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

Unit 311 Develop productive working relationships with colleagues and stakeholders

Supporting information

Evidence requirements

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.

Unit 312

Manage the use of physical resources

UAN:	F/502/9680
Level:	3
Credit value:	7
GLH:	29
Relationship to NOS:	SkillsActive NOS A22 Manage the use of physical resources.
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge and competence that the learner needs to manage the use of physical resources.

Learning outcome
The learner will: 1. know how to manage the use of physical resources
Assessment criteria
The learner can: 1.1 explain how to present and communicate plans on resource usage 1.2 summarise how to develop an effective case for resources 1.3 summarise how to present an effective case for resources, to relevant people 1.4 explain principles of confidentiality regarding the use of resources 1.5 evaluate organisational objectives, policies and legal requirements relevant to resource usage in relation to the implications for resource planning 1.6 explain procedures to follow in order to request resources 1.7 interpret the legal and organisational requirements which govern the selection of suppliers 1.8 explain how to identify the implications of legal and organisational requirements governing the selection of suppliers, in relation to own work 1.9 interpret the organisational and legal requirements regarding the impact of resource usage on the environment 1.10 explain how to minimise adverse effects of resource usage on the environment 1.11 evaluate own organisation's requirements for controlling resource usage 1.12 explain own planned objectives and measures for resource usage

Learning outcome
The learner will: 2. know how to plan the use of physical resources
Assessment criteria
The learner can: 2.1 summarise the principles underpinning effective resource planning 2.2 summarise own role and responsibility in relation to effective resource planning 2.3 explain how to develop short, medium and long term plans for the use of resources 2.4 identify and explain the types of trends and developments which might impact on own use of resources 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 2.6 explain how to adjust work plans in the event of required resources not being available

Learning outcome
The learner will: 3. be able to plan the use of physical resources
Assessment criteria
The learner can: 3.1 give opportunities to relevant people to provide information about the physical resources required 3.2 develop plans for the use of physical resources which take account of: <ul style="list-style-type: none"> • relevant past experience • trends • developments • factors likely to affect future resource use 3.3 make sure plans for the use of physical resources are consistent with the organisation's objectives, policies and legal requirements 3.4 present plans for the use of physical resources to relevant people in an appropriate and timely manner

Learning outcome
The learner will: 4. know how to obtain physical resources
Assessment criteria
The learner can: 4.1 explain how to identify the physical resources needed to carry out own activities effectively 4.2 summarise the importance of continuity of supplies to maintain the quality of products and services 4.3 summarise own role and responsibility in relation to ensuring continuity of supplies

4.4	critically compare the range of suppliers available for the physical resources required
4.5	evaluate the range of problems which may occur with supplies and suppliers
4.6	summarise corrective action to take in response to the range of problems which may occur with supplies and suppliers
4.7	explain the importance of accurate record-keeping in managing supplies and suppliers
4.8	critically compare systems to ensure accurate record-keeping in managing supplies and suppliers
4.9	identify and explain the range of obstacles to efficient use of resources
4.10	explain effective corrective action to take in response to a range of obstacles to efficient use of resources
4.11	explain the importance of effective record keeping in the use of resources
4.12	explain how to ensure effective record keeping in the use of resources

Learning outcome	
The learner will:	
5.	be able to obtain physical resources
Assessment criteria	
The learner can:	
5.1	make requests for physical resources that clearly show the: <ul style="list-style-type: none"> • costs involved • anticipated benefits expected from the use of the resources
5.2	present requests for physical resources to relevant people in time for the necessary resources to be obtained
5.3	present requests for physical resources in ways which reflect the commitment of those who will be using the resources
5.4	obtain physical resources that are sufficient to support all activities under their control
5.5	agree, with relevant people, appropriate amendments to plans when physical resources needed cannot be obtained in full

Learning outcome	
The learner will:	
6.	know how to ensure the availability of supplies
Assessment criteria	
The learner can:	
6.1	summarise how to establish effective agreements with suppliers
6.2	interpret the legal, ethical and organisational requirements which govern agreements with suppliers
6.3	explain how to carry out cost-benefit analyses for the use of resources
6.4	explain how to analyse work activities to identify required supplies
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"> • value for money

- consistency
- quality
- continuity of supply

Learning outcome

The learner will:

7. be able to ensure the availability of supplies

Assessment criteria

The learner can:

- 7.1 identify the supplies needed
- 7.2 choose from a range of suppliers that is sufficiently wide to ensure adequate competition and continuity of supplies
- 7.3 negotiate with suppliers in a manner which will maintain good relations with them
- 7.4 reach agreements with suppliers that provide good value and comply with organisational and legal requirements
- 7.5 monitor the quality and quantity of supplies at appropriate intervals
- 7.6 obtain supplies that consistently meet the organisation's requirements for quality, quantity and delivery
- 7.7 deal with any actual or potential problems with supplies promptly
- 7.8 keep records of supplies that are complete, accurate and available only to authorised people

Learning outcome

The learner will:

8. know how to monitor the use of physical resources

Assessment criteria

The learner can:

- 8.1 explain how to monitor the provision of supplies to ensure the following requirements are being met:
 - ongoing quality
 - quantity
 - delivery
 - time
- 8.2 summarise the importance of effective monitoring of resource use on organisational efficiency
- 8.3 summarise own role and responsibility in relation to monitoring of resource use
- 8.4 explain how to monitor and control resource usage to maintain consistency and quality in the provision of products and services

Learning outcome

The learner will:

9. be able to monitor the use of physical resources

Assessment criteria

The learner can:

- 9.1 give opportunities to team members to take individual responsibility for the efficient use of physical resources

- 9.2 make sure own team's use of physical resources is efficient and takes into account the possible impact on the environment
- 9.3 monitor the quality of physical resources continuously
- 9.4 use monitoring methods that are reliable and comply with organisational requirements
- 9.5 monitor the actual use of physical resources against an agreed plan at appropriate intervals
- 9.6 take prompt corrective action to deal with actual or potential significant deviations from plans
- 9.7 keep records relating to the use of physical resources that are complete, accurate and available to authorised people only

Unit 312 Manage the use of physical resources

Supporting information

Evidence requirements

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.

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.

Unit 401

Assist the organisation to develop and implement policies

UAN:	Y/502/9281
Level:	4
Credit value:	6
GLH:	17
Relationship to NOS:	SkillsActive NOS A11 Assist the organisation to develop and implement policies.
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge and competence that the learner needs to assist the organisation to develop and implement policies.

Learning outcome
The learner will: 1. know how to draft policy for the organisation
Assessment criteria
The learner can: 1.1 summarise what is meant by policy 1.2 explain why organisations need policies on certain issues and the types of issues that the organisation should have policies for 1.3 identify the range of organisations and individuals that could help in developing policies 1.4 explain how to identify the organisations that are most relevant and likely to make a useful contribution to developing policies 1.5 evaluate the types of factors that are likely to influence the development of policy 1.6 explain the importance of the policy being consistent with the objectives and values of the organisation 1.7 explain what to do if there is a difference between the policy and the objectives and values of the organisation 1.8 explain how to identify relevant legislation and best practice in the area covered by the policy 1.9 explain how to check to make sure the policy is consistent with relevant legislation and best practice in the area 1.10 describe who are the organisation's key stakeholders 1.11 explain why it is important to identify and balance the interests of the organisation's key stakeholders 1.12 explain why draft policy needs to be agreed with all those who have been involved in drafting it

Learning outcome
The learner will: 2. be able to draft policy for the organisation
Assessment criteria
The learner can: 2.1 Involve organisations and individuals who have the information and expertise to make a positive contribution to the policy 2.2 make sure the draft policy is based on objective research into relevant factors 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 2.4 make sure the draft policy is consistent with relevant legislation and identified best practice 2.5 make sure the draft policy balances the interests of the organisation's key stakeholders 2.6 agree the draft policy with all those organisations and individuals who have been involved

Learning outcome
The learner will: 3. know how to consult on draft policy
Assessment criteria
The learner can: 3.1 explain the importance of consulting on policy and what may happen if you do not 3.2 explain how to identify the organisations and individuals who will have an interest in the policy 3.3 evaluate the range of consultation methods available 3.4 explain how to select consultation methods that will enable those affected to make a meaningful contribution 3.5 explain the importance of being objective in analysing inputs to the consultation process 3.6 explain the importance of agreeing final policy based on consultation

Learning outcome
The learner will: 4. be able to consult on draft policy
Assessment criteria
The learner can: 4.1 identify all those organisations and individuals who should be consulted on the policy 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 4.3 carry out the consultation methods as agreed 4.4 collate and objectively analyse all inputs to the consultation

- 4.5 provide a report on the consultation that presents all inputs and makes recommendations that fairly reflect these inputs
- 4.6 agree the final policy with those who were involved in drafting it

Learning outcome

The learner will:

- 5. know how to gain agreement on a strategy to implement policy

Assessment criteria

The learner can:

- 5.1 explain why it is important to identify the implications of the policy for the work of those who will be affected
- 5.2 explain why it is important to identify objectives for the implementation phase
- 5.3 evaluate likely obstacles to implementation
- 5.4 explain how to identify and deal with obstacles to implementation
- 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
- 5.6 explain the importance of involving other people in deciding how to implement policy
- 5.7 explain why people will need support in implementing policy
- 5.8 assess the types of support that may be appropriate in implementing policy
- 5.9 explain the importance of keeping policy implementation under review

Learning outcome

The learner will:

- 6. be able to gain agreement on a strategy to implement policy

Assessment criteria

The learner can:

- 6.1 evaluate the implications of the policy for the work of all those affected
- 6.2 identify the objectives of the policy implementation
- 6.3 evaluate the possible obstacles and methods of overcoming these obstacles
- 6.4 agree a schedule and budget for implementation
- 6.5 brief the people who can assist the implementation of policy most effectively
- 6.6 invite relevant people to suggest improvements to the implementation strategy, and take account of these suggestions
- 6.7 put in place effective support methods for those who will be implementing the policy
- 6.8 keep policy implementation under continual review

Unit 401 Assist the organisation to develop and implement policies

Supporting information

Evidence requirements

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.

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.

Unit 402

Manage own resources and professional development

UAN:	M/502/8458
Level:	4
Credit value:	5
GLH:	20
Relationship to NOS:	SkillsActive Playwork NOS 2006: A323 Manage your own resources and professional development.
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	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.

Learning outcome
The learner will: 1. understand the relationship between the management of personal resources and performance in own work role
Assessment criteria
The learner can: 1.1 explain the significance of personal resource management 1.2 summarise active leisure and learning industry requirements for the development or maintenance of knowledge, understanding and skills

Learning outcome
The learner will: 2. understand how to identify the requirements of a work role
Assessment criteria
The learner can: 2.1 describe methods to identify work role requirements 2.2 summarise own work role requirements 2.3 describe the limits of own work role responsibility 2.4 describe the reporting lines in own organisation

Learning outcome
The learner will: 3. know how to set work objectives to meet the requirements of a work role
Assessment criteria
The learner can: 3.1 explain how to set work objectives which are SMART (Specific, Measurable, Achievable, realistic and Time-bound) 3.2 summarise work objectives for own work role

Learning outcome
The learner will: 4. know how to evaluate personal resources against work role requirements and agreed work objectives
Assessment criteria
The learner can: 4.1 explain the importance of performance feedback 4.2 describe sources through which feedback can be obtained and indicate those sources that are available in own organisation 4.3 describe methods which can be used to identify development needs/gaps between work role requirements and current knowledge, understanding and skills 4.4 explain how to record use of own time and identify possible improvements to time management 4.5 outline and identify gaps in current knowledge, understanding and skills in relation to own work role

Learning outcome
The learner will: 5. understand how to develop personal resources to meet work role requirements and improve performance
Assessment criteria
The learner can: 5.1 describe the main components of an effective development plan 5.2 describe the contents of own personal development plan 5.3 explain how to update work objectives and development plans in the light of performance, feedback, development activities or wider change 5.4 outline own organisation's policy and procedures in terms of personal development 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 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

Learning outcome
The learner will: 6. be able to identify learning needs in the context of own work role
Assessment criteria
The learner can: 6.1 evaluate the current and future requirements of own work role, taking account of the vision and objectives of the organisation 6.2 evaluate own values, career and personal goals 6.3 identify information which is relevant to own work role and professional development 6.4 agree personal work objectives with relevant people 6.5 agree how to measure personal progress towards work objectives with relevant people 6.6 identify gaps between the current and future requirements of own work role and own current knowledge, understanding and skills

Learning outcome
The learner will: 7. be able to plan own continuing professional development
Assessment criteria
The learner can: 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 outcome
The learner will: 8. be able to engage in continuing professional development
Assessment criteria
The learner can: 8.1 undertake the activities identified in own development plan 8.2 evaluate the contribution that development activities make to own performance 8.3 review own personal work objectives in the light of performance, development activities undertaken and any wider changes 8.4 seek regular feedback on own performance from colleagues 8.5 ensure own performance consistently meets or goes beyond agreed requirements

Unit 402 Manage own resources and professional development

Supporting information

Evidence requirements

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.

Unit 403

Provide information to support decision making

UAN:	F/502/9159
Level:	4
Credit value:	6
GLH:	28
Relationship to NOS:	SkillsActive NOS A42 Provide information to support decision making.
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge and competence that the learner needs to provide information to support decision making.

Learning outcome
The learner will: 1. know how to provide information to support decision making
Assessment criteria
The learner can: 1.1 critically compare different formats for presenting qualitative and quantitative information 1.2 explain how to select a format appropriate to different purposes and recipients of information 1.3 summarise how to develop and present a reasoned case based on the outcomes of an analysis 1.4 explain how to communicate advice and information effectively: <ul style="list-style-type: none">• orally• in writing 1.5 explain why it is important to confirm the recipient's understanding of information and advice provided 1.6 critically compare methods which may be used to confirm the recipients understanding of information and advice provided 1.7 summarise how to interpret organisational policies and legal requirements which have a bearing on the recording and storage of information 1.8 summarise how to interpret organisational policies, procedures and resource constraints which may influence advice given to others 1.9 explain why it is important to provide opportunities for team members to make recommendations on improvements to systems and procedures 1.10 explain how to encourage and enable team members to make recommendations on improvements to systems and procedures

Learning outcome
The learner will: 2. know how to obtain information for decision making
Assessment criteria
The learner can: 2.1 summarise the importance of information management in relation to team and organisational effectiveness 2.2 summarise own role and responsibilities in relation to: <ul style="list-style-type: none"> • information management • analysis of information 2.3 explain the types of qualitative and quantitative information that are essential to own role and responsibilities and how to identify them 2.4 evaluate the range of sources of information that are available 2.5 explain how to ensure that the sources of information available are capable of meeting current and likely future information requirements 2.6 explain how to identify new sources of information that may be required 2.7 evaluate the advantages and disadvantages of a range of methods of gathering and checking the validity of new information 2.8 critically compare different methods of recording and storing information and their advantages and disadvantages 2.9 explain how to ensure that information is organised in a way that makes it readily accessible 2.10 explain the principles of confidentiality – what information should be made available to which people 2.11 explain the importance of the effective analysis of information 2.12 identify types of information, both qualitative and quantitative, needed to carry out analysis 2.13 explain how to select information relevant to the decision to be made and ensure such information is accurate and relevant 2.14 summarise the importance of record keeping to the analysis of information 2.15 explain how records of analysis of information should be kept and used 2.16 explain why it is essential to check the validity of advice and information provided to others 2.17 explain how to ensure accuracy, currency, sufficiency and relevance

Learning outcome
The learner will: 3. be able to obtain information for decision making
Assessment criteria
The learner can: 3.1 identify the information needed to make the required decisions 3.2 use sources of information which are reliable and sufficiently wide-ranging to meet current and likely future information requirements 3.3 use methods of obtaining information that are reliable, effective and make efficient use of resources

3.4 use methods of obtaining information that are consistent with organisational values, policies and legal requirements
3.5 obtain information that is accurate, relevant and sufficient to support decision making
3.6 take prompt and effective action to deal with information that is inadequate, contradictory or ambiguous

Learning outcome
The learner will: 4. know how to record and store information for decision making
Assessment criteria
The learner can: 4.1 explain how to assess the effectiveness of current methods of collecting and storing information 4.2 summarise the procedures to follow in order to make recommendations on improvements

Learning outcome
The learner will: 5. be able to record and store information for decision making
Assessment criteria
The learner can: 5.1 use systems and procedures for recording and storing information that are suitable for the purpose and make efficient use of resources 5.2 record and store information in a way that complies with organisational policies and legal requirements 5.3 record and store information so that it is readily accessible in the required format to authorised people only 5.4 provide opportunities for team members to make suggestions for improvements to systems and procedures 5.5 make recommendations for improvements to systems and procedures to the relevant people 5.6 take into account organisational constraints

Learning outcome
The learner will: 6. know how to analyse information to support decision making
Assessment criteria
The learner can: 6.1 explain how to judge the accuracy, relevance and sufficiency of information required to support decision making in different contexts 6.2 explain how to identify and deal with information that may be contradictory, ambiguous or inadequate 6.3 critically compare different methods of analysing information 6.4 explain how to select methods of analysing information appropriate to decisions which the manager has to make 6.5 summarise how to analyse information to identify patterns and trends

6.6	explain how to draw conclusions on the basis of analysing information
6.7	explain the difference between fact and opinion
6.8	explain how to identify fact and opinion
6.9	explain how to present fact and opinion

Learning outcome	
The learner will:	
7.	be able to analyse information to support decision making
Assessment criteria	
The learner can:	
7.1	identify objectives for the analysis that are clear and consistent with the decisions that need to be made
7.2	select information that is <ul style="list-style-type: none"> • accurate • relevant to the objectives of the analysis • sufficient to arrive at a reliable decision
7.3	use analysis methods that are suitable to achieve the objectives identified
7.4	analyse the information in order to identify the patterns and trends
7.5	draw conclusions from the analysis, supported by reasoned argument and appropriate evidence
7.6	differentiate clearly between fact and opinion when presenting the results of the analysis
7.7	keep records of the analysis that are sufficient to show the assumptions and decisions made at each stage

Learning outcome	
The learner will:	
8.	know how to advise and inform others
Assessment criteria	
The learner can:	
8.1	evaluate why it is important to provide advice and information
8.2	summarise own role and responsibilities in relation to providing advice and information
8.3	identify the types of advice and information which people may require
8.4	explain how to identify information needs
8.5	summarise situations in which it is appropriate to act on one's own initiative in giving information and advice
8.6	explain why it is important to seek feedback on the quality and relevance of the advice and information provided

Learning outcome
The learner will: 9. be able to advise and inform others
Assessment criteria
The learner can: 9.1 research the advice and information needs of recipients of information in a way which is appropriate and sufficient and takes account of organisational constraints 9.2 provide advice and information at a time and place and in a form and manner appropriate to the needs of recipients 9.3 provide information that is accurate, current, relevant and sufficient 9.4 provide advice that is consistent with organisational policy, procedures and constraints 9.5 support advice with reasoned argument and appropriate evidence 9.6 confirm recipients' understanding of the advice and information given 9.7 maintain confidentiality according to organisational and legal requirements 9.8 use feedback from recipients to improve future provision of advice and information

Unit 403 Provide information to support decision making

Supporting information

Evidence requirements

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.

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.

Unit 404

Provide learning opportunities for colleagues

UAN:	K/602/1843
Level:	4
Credit value:	11
GLH:	85
Relationship to NOS:	SkillsActive NOS 2010: A321 Provide learning opportunities for colleagues.
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the competence that supervisors/team leaders require to help colleagues engage with and benefit from learning and development.

Learning outcome
The learner will: 1. be able to encourage learning and development
Assessment criteria
The learner can: 1.1 promote the benefits of learning to staff members 1.2 make sure that staff members' willingness and efforts to learn are recognised 1.3 encourage staff members to take responsibility for their own learning, including practising and reflecting on what they have learned

Learning outcome
The learner will: 2. be able to help colleagues identify their learning needs and styles
Assessment criteria
The learner can: 2.1 give staff members fair, regular and useful feedback on their work performance 2.2 discuss and agree with staff members how they can improve their work 2.3 work with staff members to identify and prioritise learning needs based on any gaps between the requirements of their work-roles and their current knowledge, understanding and skills 2.4 help staff members to identify the learning style(s) or combination of styles which work best for them

2.5 ensure that individual learning styles are taken into account in identifying and undertaking learning activities

Learning outcome

The learner will:

3. be able to help colleagues to plan and implement learning and development

Assessment criteria

The learner can:

- 3.1 work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs
- 3.2 discuss and agree with staff members a plan for development which includes:
 - learning activities to be undertaken
 - the learning objectives to be achieved
 - the required resources and timescales

Learning outcome

The learner will:

4. be able to help colleagues to implement learning opportunities

Assessment criteria

The learner can:

- 4.1 work with staff members to recognise and make use of unplanned learning opportunities
- 4.2 seek and make use of specialist expertise in relation to identifying and providing learning for staff members
- 4.3 support staff members in undertaking learning activities
- 4.4 make sure any required resources are made available
- 4.5 make efforts to remove any obstacles to learning

Learning outcome

The learner will:

5. be able to help colleagues to review and update learning and development plans

Assessment criteria

The learner can:

- 5.1 evaluate, in discussion with each staff member, whether the learning activities they have undertaken have achieved the desired outcomes
- 5.2 provide positive feedback on the learning experience
- 5.3 work with staff members to update their development plan in the light of performance, any learning activities undertaken and any wider changes

Learning outcome
The learner will: 6. understand how to encourage learning and development
Assessment criteria
The learner can: 6.1 identify the benefits of learning for individuals and organisations 6.2 describe how to promote the benefits of learning to colleagues 6.3 identify ways to develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised 6.4 explain why it is important to encourage colleagues to take responsibility for their own learning 6.5 describe how to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues

Learning outcome
The learner will: 7. understand how to help colleagues identify their learning needs and styles
Assessment criteria
The learner can: 7.1 describe how to provide fair, regular and useful feedback to colleagues on their work performance 7.2 describe how to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills 7.3 describe how to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues 7.4 identify the range of different learning styles 7.5 describe how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them

Learning outcome
The learner will: 8. understand how to help colleagues to plan learning and development
Assessment criteria
The learner can: 8.1 identify different types of learning activities that may be appropriate for colleagues 8.2 help the advantages and disadvantages of different types of appropriate learning activities 8.3 identify the required resources (for example, time, fees, substitute staff) for different types of learning activities 8.4 identify how/where to identify and obtain information on different learning activities 8.5 explain why it is important for colleagues to have a written development plan

- 8.6 identify what a learning plan should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources).
- 8.7 describe how to set learning objectives which are smart (specific, measurable, achievable, realistic and time-bound)

Learning outcome
The learner will: 9. understand how to help colleagues to implement learning and development
Assessment criteria
The learner can: 9.1 identify sources of specialist expertise in relation to identifying and providing learning for colleagues 9.2 identify the types of support colleagues might need to undertake learning activities 9.3 identify the resources needed for colleagues to undertake learning and development 9.4 identify the types of obstacles colleagues may face when undertaking learning and development 9.5 describe how obstacles to learning and development can be resolved

Learning outcome
The learner will: 10. understand how to help colleagues review and update learning and development plans
Assessment criteria
The learner can: 10.1 describe how to evaluate whether a learning activity has achieved the desired learning objectives 10.2 explain the importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes

Learning outcome
The learner will: 11. understand the sector in which they provide learning opportunities to colleagues
Assessment criteria
The learner can: 11.1 identify the regulations and codes of practice that apply in the industry or sector 11.2 identify standards of behaviour and performance in the industry or sector 11.3 describe the working culture of the industry or sector

Learning outcome

The learner will:

12. understand the context in which they provide learning opportunities to colleagues

Assessment criteria

The learner can:

- 12.1 identify relevant information on the purpose, objectives and plans of the team or area of responsibility or the wider organisation
- 12.2 identify the work roles of colleagues, including the limits of their responsibilities and their personal work objectives
- 12.3 outline the current knowledge, understanding and skills of colleagues
- 12.4 outline any identified gaps in the knowledge, understanding and skills of colleagues
- 12.5 outline any identified learning needs of colleagues
- 12.6 identify learning style(s) or combinations of styles preferred by colleagues
- 12.7 identify the written development plans of colleagues
- 12.8 identify learning activities and resources available in/to the organisation
- 12.9 outline the organisation's policies in relation to equality and diversity
- 12.10 outline the organisation's policies and procedures in relation to learning
- 12.11 outline the organisation's performance appraisal systems

Unit 404 Provide learning opportunities for colleagues

Supporting information

Evidence requirements

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.

Unit 405

Encourage innovation in own area of responsibility

UAN:	J/502/9289
Level:	4
Credit value:	4
GLH:	22
Relationship to NOS:	SkillsActive NOS 2006: B218 Encourage innovation in own area of responsibility.
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit assesses the competence a manager needs to encourage and take forward new and innovative ideas.

Learning outcome
The learner will: 1. understand the benefits of innovation
Assessment criteria
The learner can: 1.1 summarise the benefits of innovation to the organisation, customers and other stakeholders 1.2 explain the difference between creativity and innovation

Learning outcome
The learner will: 2. understand the organisational context for innovation
Assessment criteria
The learner can: 2.1 summarise the current and emerging political, economic, social, technological, environmental and legal developments in own sector 2.2 explain how own organisation views and encourages innovation 2.3 explain the approach to and level of innovation in own area of responsibility 2.4 summarise the organisational guidelines and procedures for developing and implementing ideas 2.5 explain the limits of own authority in regard to implementing new ideas 2.6 describe the needs of own customers for new and innovative ideas

Learning outcome
The learner will: 3. be able to establish a culture of innovation in own area of responsibility
Assessment criteria
The learner can: 3.1 recruit and select creative people 3.2 encourage and develop the creativity of other people in own area of responsibility 3.3 encourage individuals and teams in own area to take acceptable risks in pursuing innovation and to make and learn from mistakes

Learning outcome
The learner will: 4. understand how to encourage innovation in own area of responsibility
Assessment criteria
The learner can: 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"> • any strengths that can be built upon, • any weaknesses that need to be addressed, • any obstacles to innovation that need to be removed 4.2 explain how to select and apply different methods for motivating people to generate and develop ideas 4.3 describe different potential sources of ideas for new products and/or services and improvements 4.4 summarise the importance of communication in innovation and how to encourage communication across own area of responsibility. 4.5 identify potential obstacles to creativity and innovation 4.6 explain how potential obstacles to innovation can be overcome 4.7 describe how to provide constructive feedback on new ideas to teams and individuals

Learning outcome
The learner will: 5. be able to encourage innovation in colleagues
Assessment criteria
The learner can: 5.1 identify and, periodically, review the approach to and level of innovation within own area of responsibility 5.2 motivate all the people working in own area to identify ideas for new products/services, improvements, and other potential sources of ideas 5.3 encourage the sharing of information about new ideas amongst people in own area of responsibility 5.4 respond enthusiastically to ideas from individuals or teams 5.5 provide constructive feedback to individuals and teams on their ideas for innovation

Learning outcome
The learner will: 6. be able to identify new and innovative ideas
Assessment criteria
The learner can: 6.1 operate a fair and open method for considering and selecting initial ideas for further development 6.2 agree ways in which selected ideas can be further developed and tested by individuals or teams

Learning outcome
The learner will: 7. understand how to evaluate new and innovative ideas
Assessment criteria
The learner can: 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 7.2 summarise the range of ways in which initial ideas can be further developed and tested, including: <ul style="list-style-type: none"> • setting guidelines or parameters for the use of resources, • the level of acceptable risk, • reporting of progress

Learning outcome
The learner will: 8. be able to evaluate new and innovative ideas
Assessment criteria
The learner can: 8.1 provide ongoing support, encouragement and resources to individuals and teams engaged in the further development and testing of ideas 8.2 work with colleagues to overcome any identified obstacles during further development and testing 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 outcome
The learner will: 9. understand how to implement new and innovative ideas
Assessment criteria
The learner can: 9.1 explain how to assess and manage risk in when implementing new ideas 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 9.3 describe the characteristics of creative people and how to recognise these 9.4 explain how to unlock creativity in yourself and others 9.5 explain the importance of learning from mistakes when trying new things 9.6 describe different ways of recognising the achievements of the originators/ developers of ideas which have been successfully implemented

Learning outcome
The learner will: 10. be able to implement new and innovative ideas
Assessment criteria
The learner can: 10.1 approve the practical implementation of ideas, based on the identified benefits, risks and required resources, as appropriate to own level of responsibility 10.2 monitor and review the practical implementation of new and innovative ideas 10.3 champion business cases and plans for ideas submitted by individuals and teams from own area to other people in the organisation 10.4 communicate progress and decisions in relation to new and innovative ideas 10.5 ensure that the originators and developers of any ideas which are successfully implemented receive recognition for their achievements

Unit 405 Encourage innovation in own area of responsibility

Supporting information

Evidence requirements

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.

Unit 406

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

UAN:	M/602/1844
Level:	4
Credit value:	14
GLH:	95
Relationship to NOS:	SkillsActive Playwork NOS 2010: A320 Allocate and monitor the progress and quality of work in own area of responsibility.
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit assesses the competence a manager needs to plan and allocate work to colleagues and monitor and improve and their performance.

Learning outcome
The learner will: 1. be able to plan work for colleagues
Assessment criteria
The learner can: 1.1 confirm the work required in own area of responsibility with the relevant people 1.2 plan how work will be carried out, taking account of: <ul style="list-style-type: none">• the views of people in own area of responsibility• any priorities or critical activities• best use of resources 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 1.4 review and update work plans for own area of responsibility 1.5 communicate changes to those who will be affected

Learning outcome
The learner will: 2. be able to brief colleagues on planned work
Assessment criteria
The learner can: 2.1 ensure that colleagues are briefed on allocated work with reference to:

<ul style="list-style-type: none"> • how the work fits with the vision and objectives for the area of work and organisation • the standard of expected performance
2.2 promote ways of working which maximise the opportunities offered by diversity
2.3 enable colleagues to ask questions, make suggestions and seek clarification in relation to planned work

Learning outcome
The learner will: 3. be able to monitor colleagues' work
Assessment criteria
The learner can: 3.1 monitor the progress and quality of work of colleagues on a regular and fair basis 3.2 measure the progress and quality of colleagues work against the standard of expected performance 3.3 provide colleagues with prompt and constructive feedback on their performance

Learning outcome
The learner will: 4. be able to support colleagues in their work
Assessment criteria
The learner can: 4.1 support colleagues in identifying and dealing with problems and unforeseen events 4.2 motivate colleagues to complete allocated work, providing additional support to help completion 4.3 address any conflict that arises in a way that supports effective working 4.4 agree ways of improving colleagues' performance when necessary 4.5 acknowledge the successful completion of significant pieces of work 4.6 use information collected on colleagues' performance in formal appraisals of their performance

Learning outcome
The learner will: 5. understand own sector context for allocating and monitoring work in own area of responsibility
Assessment criteria
The learner can: 5.1 summarise own sector's requirements for the development and maintenance of knowledge, understanding and skills 5.2 summarise specific legislation, regulations, guidelines and codes of practice for work in own area of responsibility

Learning outcome
The learner will: 6. understand own organisational context for allocating and monitoring work in own area of responsibility
Assessment criteria
The learner can: 6.1 describe the people and other resources available in own area of responsibility 6.2 summarise the work requirements in own area of responsibility 6.3 summarise the operational plans in own area of responsibility 6.4 explain the vision and objectives of own area of work and those of own organisation 6.5 summarise own organisation's policy and procedures in relation to: <ul style="list-style-type: none"> • health and safety • people development • standards of performance • dealing with poor performance • grievance and disciplinary issues • performance appraisal

Learning outcome
The learner will: 7. understand how to plan work for colleagues
Assessment criteria
The learner can: 7.1 clarify the importance of confirming work required in own area of responsibility 7.2 explain how to take account of health and safety issues when planning and allocating work 7.3 clarify the importance of seeking views on planned work from people across own area of responsibility 7.4 explain how to maximise the opportunities offered by diversity in own area of responsibility 7.5 clarify the importance of reviewing and updating plans of work in the light of developments 7.6 explain how to reallocate work and resources and communicate changes to those affected

Learning outcome
The learner will: 8. understand how to brief colleagues on planned work
Assessment criteria
The learner can: 8.1 explain the importance of briefing colleagues on planned work 8.2 clarify the importance of showing colleagues how their work fits into the overall vision and objectives of own area of responsibility and those of the organisation

8.3 help different ways of enabling colleagues to ask questions and seek clarification when being briefed on planned work

Learning outcome

The learner will:

9. understand how to monitor work carried out by colleagues

Assessment criteria

The learner can:

9.1 evaluate the advantages and disadvantages of different ways of monitoring colleagues' work

Learning outcome

The learner will:

10. understand how to support colleagues in their work

Assessment criteria

The learner can:

10.1 explain how to provide constructive and prompt feedback to colleagues about their work

10.2 explain how to take account of diversity and inclusion issues when supporting colleagues to complete allocated work

10.3 clarify the importance of identifying and addressing poor performance by colleagues

10.4 describe the types of problems and unforeseen events in own area of responsibility for which colleagues may need support

10.5 describe the types of support and additional resources colleagues may need to complete planned work

10.6 help different methods of motivating and supporting colleagues to complete their work and improve their performance

10.7 explain how to log and make use of information on colleagues' performance when carrying out formal appraisals

Unit 406 Allocate and monitor the progress and quality of work in own area of responsibility

Supporting information

Evidence requirements

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.

Unit 407

Facilitate meetings

UAN:	F/502/9436
Level:	4
Credit value:	4
GLH:	16
Relationship to NOS:	SkillsActive NOS A43 Facilitate meetings.
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge and competence that the learner needs to facilitate meetings.

Learning outcome
The learner will: 1. know how to facilitate meetings
Assessment criteria
The learner can: 1.1 explain how to determine who are the necessary people to attend the meeting 1.2 summarise procedures to follow when calling meetings and preparing for them 1.3 evaluate the benefits and limitations of meetings as a method of exchanging information and making decisions 1.4 help and contrast meetings against possible alternatives as effective methods of dealing with issues 1.5 identify and explain potential differences between meetings which are internal and those involving people from outside 1.6 explain the purpose of agendas 1.7 explain how to devise agendas according to the issues, intended outcomes, and time available

Learning outcome
The learner will: 2. know how to lead meetings
Assessment criteria
The learner can: 2.1 explain how to identify unhelpful arguments and digressions 2.2 evaluate strategies which may be used to discourage unhelpful arguments and digressions 2.3 critically compare different methods of presenting information during meetings

- 2.4 explain how to seek and use feedback from others
- 2.5 critically compare different methods of effectively conveying to others information concerning decisions and recommendations of the meeting
- 2.6 critically compare different styles of leadership which can be used to run meetings
- 2.7 explain how to choose a leadership style according to the nature of the meeting
- 2.8 explain the importance of determining the purpose and objectives of meetings
- 2.9 explain how to determine the purpose and objectives of meetings
- 2.10 explain the importance of summarising discussions and decisions during meetings
- 2.11 identify at what points it is appropriate to summarise discussions and decisions during meetings
- 2.12 summarise how to manage discussions so that the objectives of the meeting are met within the allocated time
- 2.13 explain the importance of ensuring decisions taken are within the authority of the meeting

Learning outcome
The learner will: 3. be able to lead meetings
Assessment criteria
The learner can: 3.1 give people sufficient notice and information, appropriate to the context and purpose of the meeting, to allow them to contribute effectively 3.2 make sure everyone attending the meeting agrees the objectives of the meeting at the start 3.3 allocate discussion time to topics in a way which is consistent with their importance, urgency, and complexity 3.4 Lead the meeting in a way that helps those attending the meeting to make useful contributions 3.5 discourage unhelpful arguments and digressions 3.6 present information and provide summaries clearly, at appropriate points during the meeting 3.7 make sure the meeting achieves its objectives within the allocated time 3.8 make sure agreed decisions and recommendations fall within the group's authority 3.9 give clear, accurate and concise information about decisions and recommendations to those who need it 3.10 seek feedback from those attending 3.11 use feedback received to improve the effectiveness of future meetings

Learning outcome
The learner will: 4. know how to make contributions to meetings
Assessment criteria
The learner can: 4.1 summarise how to prepare for meetings according to own roles and responsibilities in relation to the meeting 4.2 explain the importance of consulting in advance with those being represented 4.3 explain how to consult in advance with those being represented 4.4 explain the importance of making clear, concise and relevant contributions to meetings 4.5 explain how to ensure own contributions are clear, concise and relevant 4.6 explain how to identify and analyse the problems discussed in meetings 4.7 explain how to make contributions which can help to clarify and resolve the problems discussed in meetings 4.8 explain the importance of constructively acknowledging the contributions and viewpoints of others 4.9 explain how to constructively acknowledge the contributions and viewpoints of others

Learning outcome
The learner will: 5. be able to make contributions to meetings
Assessment criteria
The learner can: 5.1 make sufficient preparation for the meeting to enable effective participation 5.2 consult with the people being represented sufficiently so that they can present their views effectively 5.3 make contributions to the meeting that are clear, concise and relevant 5.4 make contributions to the meeting that help to clarify problems and identify and assess possible solutions 5.5 acknowledge and discuss the contributions and viewpoints of others in a constructive manner 5.6 give clear, accurate and concise information about decisions made at the meeting, promptly to those who need it

Unit 407 Facilitate meetings

Supporting information

Evidence requirements

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.

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.

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Unit 408

Provide advice and support for the development and implementation of quality policies

UAN:	H/502/9686
Level:	4
Credit value:	4
GLH:	15
Relationship to NOS:	SkillsActive NOS A57 Provide advice and support for the development and implementation of quality policies.
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge and competence that the learner needs to provide advice and support for the development and implementation of quality policies.

Learning outcome
The learner will: 1. know how to provide advice and support for the development and implementation of quality policies
Assessment criteria
The learner can: 1.1 explain the principles and processes of effective communication and how to apply them 1.2 evaluate different methods of communicating quality policies 1.3 identify key decisions makers and ascertain their preferred format for the presentation of information 1.4 explain the organisation's vision, mission, objectives and strategies, values and policies 1.5 summarise the organisation's current and potential suppliers and customers, and their aims 1.6 summarise the organisation's vision of quality 1.7 explain the organisation's structure and the responsibilities of people within it 1.8 explain the organisation's capability for delivering products and services 1.9 explain how to identify and resolve inconsistencies and conflicts

Learning outcome
The learner will: 2. know how to provide advice and support for the development of quality policies
Assessment criteria
The learner can: 2.1 explain how to identify customer needs and translate them into deliverable products and services 2.2 explain how to help people commit themselves to quality and make this commitment explicit 2.3 explain how to develop and agree criteria to monitor the implementation of quality policies 2.4 explain how to monitor the implementation of quality policies 2.5 identify and evaluate the range of quality concepts, standards, systems and programmes 2.6 evaluate the principal performance measurement systems and their importance to the organisation's success 2.7 evaluate the range of documented systems for quality assurance and the benefits they are likely to bring 2.8 explain how to help people clarify their vision of quality 2.9 evaluate the range of strategies which may be adopted to implement quality policies 2.10 explain the importance of performance measurement to the organisation's success 2.11 summarise why a documented system for the implementation of quality is necessary and what benefits it is likely to bring

Learning outcome
The learner will: 3. be able to provide advice and support for the development of quality policies
Assessment criteria
The learner can: 3.1 explain the nature and purpose of each of the following clearly and accurately to relevant people: <ul style="list-style-type: none"> • quality concepts • quality standards • quality systems • quality programmes 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 outcome
The learner will: 4. know how to provide advice and support for the development of strategies to implement quality policies
Assessment criteria
The learner can: 4.1 explain how to evaluate alternative strategies for implementing quality policies 4.2 explain how to make recommendations for improvements 4.3 identify the people within the organisation and its networks who need to be involved in implementing quality policies 4.4 summarise the role of suppliers in implementing quality policies 4.5 evaluate the range of systems for controlling processes 4.6 explain the role of suppliers in implementing policy

Learning outcome
The learner will: 5. be able to provide advice and support for the development of strategies to implement quality policies
Assessment criteria
The learner can: 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 5.2 evaluate alternative strategies for implementing quality, identifying their advantages, disadvantages and resource implications 5.3 present the results of the evaluation of strategies to relevant people in an effective manner 5.4 identify appropriate strategies to develop the organisation's supplier base 5.5 give relevant people effective opportunities, information and support to translate customer needs into deliverable products and services at optimum cost and speed 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 5.7 regularly monitor the implementation of quality policies against agreed criteria 5.8 make recommendations to relevant people on how they could improve quality policies and the way they are implemented

Unit 408 **Provide advice and support for the development and implementation of quality policies**

Supporting information

Evidence requirements

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.

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.

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Unit 409

Implement quality assurance systems

UAN:	L/502/9438
Level:	4
Credit value:	4
GLH:	11
Relationship to NOS:	SkillsActive Playwork NOS A56 Implement quality assurance systems.
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge and competence that the learner needs to implement quality assurance systems.

Learning outcome
The learner will: 1. know how to implement quality assurance systems
Assessment criteria
The learner can: 1.1 explain how to communicate effectively to colleagues, team members and higher level managers and sponsors about quality assurance issues 1.2 explain the importance of customer focus in managing: <ul style="list-style-type: none">• quality• activities 1.3 evaluate the importance of quality assurance 1.4 evaluate the meaning of quality in the context of managing activities 1.5 summarise own role and responsibilities in relation to: <ul style="list-style-type: none">• quality assurance• continuous improvement to the effectiveness of the team and organisation

Learning outcome
The learner will: 2. know how to establish quality assurance systems
Assessment criteria
The learner can: 2.1 summarise how to develop and present an effective case for the introduction of quality assurance systems 2.2 explain the importance of consulting on the introduction of quality assurance systems 2.3 explain how to consult effectively on the introduction of quality assurance systems 2.4 explain how to both gain, and maintain, the commitment of staff for quality assurance systems 2.5 explain how to encourage and enable feedback on quality and on quality systems 2.6 summarise the principles underpinning effective quality assurance systems and how to apply them 2.7 critically compare the range of quality assurance systems available and their relative advantages and disadvantages to activities within own area of responsibility 2.8 explain how to analyse work processes and determine the most appropriate quality assurance systems and measurements 2.9 explain how to specify the requirements of a quality assurance system 2.10 explain the importance of maintaining quality assurance systems 2.11 explain the procedures required to maintain quality assurance systems

Learning outcome
The learner will: 3. be able to establish quality assurance systems
Assessment criteria
The learner can: 3.1 make sure own analysis of processes is sufficient to determine appropriate quality assurance systems and measurements 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 3.3 agree implementation plans, taking account of feedback from relevant people 3.4 provide opportunities for those involved in quality assurance systems to contribute to their development 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 3.6 set up quality assurance systems that ensure that agreed customer requirements are consistently met 3.7 communicate the establishment or modification of quality assurance systems in a way which is clear, detailed and allows adequate time for preparation

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 outcome

The learner will:

4. know how to maintain quality assurance systems

Assessment criteria

The learner can:

- 4.1 explain how to validate information which may be inadequate, contradictory and ambiguous
- 4.2 explain how to collect and validate sufficient information on the effectiveness of quality assurance systems in order to make recommendations on improvement

Learning outcome

The learner will:

5. be able to maintain quality assurance systems

Assessment criteria

The learner can:

- 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
- 5.2 confirm relevant people's understanding of, and commitment to, quality assurance systems at appropriate intervals
- 5.3 collect and evaluate information, reporting the results at required intervals, using agreed methods and against specified performance measures
- 5.4 take prompt and effective action to clarify inadequate, contradictory or ambiguous information
- 5.5 actively encourage relevant people freely to report actual and potential variations in quality
- 5.6 take timely and effective action, consistent with quality assurance procedures, to rectify unacceptable variations in products and services

Learning outcome

The learner will:

6. know how to recommend improvements to quality assurance systems

Assessment criteria

The learner can:

- 6.1 summarise how to develop and argue an effective case for change
- 6.2 explain the importance of continuous improvement to the effectiveness of the team and organisation
- 6.3 explain how to resolve disagreements and disputes in ways which maintain morale and motivation

Learning outcome
The learner will: 7. be able to recommend improvements to quality assurance systems
Assessment criteria
The learner can: 7.1 provide opportunities for relevant people to suggest improvements to quality assurance systems 7.2 base own recommendations on sufficient, valid and reliable information on the effectiveness and efficiency of quality assurance systems 7.3 make sure recommendations have the potential to improve the contribution which quality assurance systems make to the organisation and its customers 7.4 present own recommendations to relevant people clearly, logically and in time to be of use 7.5 where recommendations are not accepted, establish the reasons and present these to relevant people in a manner which maintains morale and motivation

Unit 409 Implement quality assurance systems

Supporting information

Evidence requirements

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.

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.

Unit 410

Monitor compliance with quality systems

UAN:	J/502/9681
Level:	4
Credit value:	6
GLH:	23
Relationship to NOS:	SkillsActive Playwork NOS A58 Monitor compliance with quality systems.
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge and competence that the learner needs to monitor compliance with quality systems.

Learning outcome
The learner will: 1. know how to monitor compliance with quality systems
Assessment criteria
The learner can: 1.1 summarise the principles, organisational policies, values and legal requirements affecting equal opportunities at work 1.2 summarise the structures, responsibilities and processes within the organisation relevant to compliance with quality systems 1.3 identify the people within the organisation, with whom scope, objectives and programme of audits must be agreed 1.4 explain the organisation's quality policy and procedures 1.5 explain the organisation's requirements for reporting on compliance with quality systems

Learning outcome
The learner will: 2. know how to plan to audit compliance with quality systems
Assessment criteria
The learner can: 2.1 summarise the principles of quality auditing and how to conduct an audit investigation 2.2 explain how to agree the scope and objectives of quality audits 2.3 explain how to assess which of the organisation's processes are likely not to comply with quality systems 2.4 evaluate the knowledge and skills required by those who will carry out the audits

2.5 explain how to assess and develop the knowledge and skills required by those who will carry out the audits
2.6 explain how to assess the performance of auditors

Learning outcome
The learner will: 3. be able to plan to audit compliance with quality systems
Assessment criteria
The learner can: 3.1 agree the scope and objectives of the audits with relevant people 3.2 identify processes in the organisation where non-compliance is most likely 3.3 identify and explain the relative risks to the organisation of non-compliance with quality systems in each of the organisation's processes 3.4 agree with relevant people a programme of audits which prioritises areas of greatest risk and likely non-compliance 3.5 develop a sufficient number of competent people to carry out the programme of audits 3.6 make sure the programme of audits complies with the organisation's quality policies and procedures

Learning outcome
The learner will: 4. know how to implement the audit plan
Assessment criteria
The learner can: 4.1 explain how to allocate work to a team based on: <ul style="list-style-type: none"> • individuals' expertise, • Individuals' development needs, • the need to provide equal opportunities for development to all competent people 4.2 summarise how to identify and provide the support and advice people need in order to work effectively yet autonomously 4.3 summarise how to monitor activities against plans, identify significant variations and decide on appropriate corrective action

Learning outcome
The learner will: 5. be able to implement the audit plan
Assessment criteria
The learner can: 5.1 allocate audits to competent people, taking account of: <ul style="list-style-type: none"> • their expertise, • their development need, • the need to provide equal opportunities 5.2 provide sufficient support and advice to auditors to allow them to work effectively yet autonomously

5.3	regularly monitor the progress of audit activity against the plan, taking appropriate corrective action in the event of significant variations
5.4	provide relevant people with regular reports of progress against the plan

Learning outcome	
The learner will:	
6.	know how to report on compliance with quality systems
Assessment criteria	
The learner can:	
6.1	summarise how to assess the relative risks of non-compliance with quality systems
6.2	explain how to report own findings
6.3	explain how to give feedback in a way which enhances confidence and commitment
6.4	summarise how to evaluate the results of quality audits against: <ul style="list-style-type: none"> • the organisation's quality objectives, • relevant standards, • statutory requirements, • industry best practice
6.5	explain how to assess the appropriateness of corrective actions agreed

Learning outcome	
The learner will:	
7.	be able to report on compliance with quality systems
Assessment criteria	
The learner can:	
7.1	accurately evaluate the results of quality audits against: <ul style="list-style-type: none"> • the organisation's quality objectives, • relevant standards, • legal requirements, • industry best practice
7.2	fully assess the appropriateness of the corrective action agreed to deal with discrepancies found during audits
7.3	advise relevant people, with the appropriate level of urgency, of the risks associated with non-compliance discovered during audits
7.4	report the findings of the evaluation to relevant people in accordance with organisational requirements
7.5	give feedback to those whose performance was audited in a way which enhances their confidence and commitment to quality
7.6	accurately assess the auditors' performance and implement appropriate development activities

UAN:	J/502/9678
Level:	4
Credit value:	6
GLH:	26
Relationship to NOS:	SkillsActive NOS 2006: B219 Manage a project
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit assesses the competence a manager needs to manage projects.

Learning outcome
The learner will: 1. understand the principles of project management
Assessment criteria
The learner can: 1.1 summarise the fundamental characteristics of projects as opposed to routine management functions/activities 1.2 explain the role and key responsibilities of a project manager 1.3 describe the key stages in the project lifecycle 1.4 explain the importance of the relationship between the project manager and the project sponsor(s) and any key stakeholders

Learning outcome
The learner will: 2. understand how to establish the scope, aims and objectives of a project
Assessment criteria
The learner can: 2.1 evaluate why it is important to discuss and agree the key objectives and scope of a proposed project with the project sponsor(s) and any key stakeholders before detailed planning commences 2.2 summarise the types of information needed for effective project planning 2.3 explain why it is important to be able to identify and understand how a project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken

Learning outcome
The learner will: 3. be able to establish the scope, aims and objectives of a project
Assessment criteria
The learner can: 3.1 agree the key scope, aims and objectives of the proposed project 3.2 agree the available resources with the project sponsor(s) and any key stakeholders 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

Learning outcome
The learner will: 4. understand how to plan a project
Assessment criteria
The learner can: 4.1 explain why it is important to consult with relevant people when developing a project plan 4.2 explain how to consult effectively with relevant people when developing a project plan 4.3 summarise what should be included in a project plan, particularly activities, required resources and timescales 4.4 explain why the project plan needs to be discussed and agreed with the project sponsor(s) and any key stakeholders 4.5 explain why it is important that any project team members are briefed on the project plan, and their roles and responsibilities 4.6 explain how to effectively brief team members on the project plan, and their roles and responsibilities 4.7 evaluate ways of identifying and managing potential risks in relation to the project 4.8 explain the importance of contingency planning 4.9 explain how to effectively carry out contingency planning

Learning outcome
The learner will: 5. be able to plan a project
Assessment criteria
The learner can: 5.1 develop, in consultation with relevant people, a realistic plan for undertaking the project and achieving the key objectives 5.2 agree the project plan with the project sponsor(s) and any key stakeholders, making changes where necessary 5.3 brief any project team members on the project plan and their roles and responsibilities 5.4 put processes and resources in place to manage potential risks arising from the project and deal with contingencies

Learning outcome
The learner will: 6. understand how to implement a project
Assessment criteria
The learner can: 6.1 explain ways of providing ongoing support, encouragement and information to any project team members 6.2 explain how to select from and apply a range of project management tools and techniques to monitor, control and review progress of the project 6.3 summarise effective ways of communicating with project sponsor(s) and any key stakeholders during a project 6.4 explain the importance of agreeing changes to the project plan with the project sponsor(s) and any key stakeholders 6.5 describe the type of changes that might need to be made to a project plan during implementation

Learning outcome
The learner will: 7. be able to implement a project
Assessment criteria
The learner can: 7.1 implement the project plan, selecting and applying a range of project management tools and techniques to monitor, control and review progress 7.2 provide ongoing support, encouragement and information to any project team members 7.3 communicate progress to the project sponsor(s), any key stakeholders and any project team members on a regular basis 7.4 identify, in the light of progress and any problems encountered and wider developments, any required changes to the project plan 7.5 agree with project sponsors and any key stakeholders, any changes to the project plan 7.6 achieve project objectives using the agreed level of resources

Learning outcome
The learner will: 8. understand how to close a project
Assessment criteria
The learner can: 8.1 explain why it is important to confirm satisfactory completion of the project with the project sponsor(s) and any key stakeholders 8.2 explain the procedures to follow to close down a project 8.3 explain how to establish effective systems for evaluating the success of projects and identifying lessons for the future 8.4 summarise the importance of recognising the contributions of project team members to the success of projects 8.5 evaluate different ways of recognising the contributions of project team members to the success of projects

Learning outcome
The learner will: 9. be able to close a project
Assessment criteria
The learner can: 9.1 confirm satisfactory completion of the project with the project sponsor(s) and any key stakeholders 9.2 evaluate the success of the project, identifying what lessons can be learned and recognising the contributions of any project team members

Unit 501

Plan for the safety of people attending a spectator event

UAN:	T/503/1362
Level:	5
Credit value:	4
GLH:	17
Relationship to NOS:	SkillsActive NOS C216 Plan for the safety of people attending a spectator event.
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge and competence that the learner needs to plan for the safety of people attending a spectator event.

Learning outcome
The learner will: 1. know how to plan for the safety of people attending a spectator event
Assessment criteria
The learner can: 1.1 interpret all relevant legal, statutory and organisational requirements for controlling safety at public events 1.2 interpret relevant guidelines covering the organisation of events

Learning outcome
The learner will: 2. know how to identify the hazards and assess the risks to people attending an event
Assessment criteria
The learner can: 2.1 explain the importance of carrying out hazard identification and risk assessment for each event 2.2 explain how to carry out inspections of a venue 2.3 explain how to calculate the true capacity of a venue 2.4 explain how to calculate and allocate adequate human and physical resources to ensure the control procedures are effective 2.5 evaluate the hazards and risks associated with the types of events that are likely to take place in the venue 2.6 identify sources for the information needed to assess risks 2.7 explain how to collect, collate and analyse information needed to assess risks

2.8 summarise medical services and plans available
2.9 explain how to identify hazards at the event and how the hazards can interact with each other
2.10 explain how to carry out risk assessments for events and venues in a way that is consistent with legal and statutory requirements
2.11 identify organisations with whom liaison re risk assessment is necessary
2.12 explain why it is necessary to liaise with other organisations in relation to risk assessment
2.13 identify legal, statutory and organisational requirements for recording hazards and risks
2.14 explain why it is important to record information on hazards and risks

Learning outcome
The learner will: 3. be able to identify the hazards and assess the risks to people attending an event
Assessment criteria
The learner can: 3.1 undertake a detailed inspection of the venue 3.2 collect all the relevant information about the venue and event 3.3 make sure information collected is accurate and up-to-date 3.4 analyse information in a way that will help to identify hazards and assess risks 3.5 analyse the hazards associated with the event and venue 3.6 remove the hazards that can be eliminated 3.7 realistically assess the likely risks associated with hazards that cannot be removed 3.8 liaise with relevant organisations on the identified hazards and risks 3.9 clearly record hazards and risks according to legal, statutory and organisational requirements

Learning outcome
The learner will: 4. know how to specify and agree control procedures
Assessment criteria
The learner can: 4.1 interpret the standard control procedures used in the venue for a range of different events 4.2 explain how to ensure control procedures are efficient and make the best use of available resources 4.3 explain how to select control procedures that minimise the assessed risks according to legal, statutory and organisational requirements 4.4 explain why it is important to ensure that control procedures integrate effectively with the emergency plans of other organisations 4.5 explain the importance of testing and reflecting on contingency plans

4.6	explain how to test and reflect on contingency plans
4.7	explain why it may be necessary to negotiate control procedures with relevant people
4.8	explain how to carry out negotiations on control procedures with relevant people
4.9	identify the resources that are necessary for control procedures
4.10	explain how to make sure that resources are adequate to ensure safety
4.11	explain why it is important to record control procedures
4.12	explain how to record control procedures
4.13	explain the importance of thorough preparation before carrying out a briefing
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
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

Learning outcome
The learner will: 5. be able to specify and agree control procedures
Assessment criteria
The learner can: 5.1 specify efficient control procedures that minimise assessed risks according to legal, statutory and organisational requirements 5.2 negotiate control procedures with the relevant people, providing the necessary level of detail at each stage and agreeing responsibilities 5.3 make sure control procedures are effectively resourced 5.4 clearly record the control procedures according to legal, statutory and organisational requirements 5.5 ensure there are adequate human and physical resources to support the control procedures 5.6 ensure that control procedures integrate with the emergency plans of other organisations 5.7 thoroughly prepare all relevant information before briefing others 5.8 brief all the relevant people and make sure they understand all the relevant information about the control procedures 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

Unit 501 Plan for the safety of people attending a spectator event

Supporting information

Evidence requirements

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

Unit 502

Ensure the safety of people attending a spectator event

UAN:	F/503/1364
Level:	5
Credit value:	14
GLH:	52
Relationship to NOS:	SkillsActive Playwork NOS C217 Ensure the safety of people attending a spectator event.
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge and competence that the learner needs to ensure the safety of people attending a spectator event.

Learning outcome
The learner will: 1. know how to ensure the safety of people attending a spectator event
Assessment criteria
The learner can: 1.1 explain all relevant legal, statutory and organisational requirements for controlling safety at public events 1.2 interpret relevant guidelines covering the organisation of events 1.3 identify the roles, responsibilities and limits of authority of the following in relation to the safety of people attending a spectator event: <ul style="list-style-type: none">• self• others• agencies

Learning outcome
The learner will: 2. know how to ensure the readiness of the venue and personnel prior to the event in relation to the safety of people attending
Assessment criteria
The learner can: 2.1 explain the importance of making sure that all spectator safety provision is in line with: <ul style="list-style-type: none">• planned control procedures,• legal/statutory requirements,• organisational requirements

2.2	explain how to check the readiness of venues and personnel in relation to spectator safety
2.3	evaluate the types of problems that may occur with provision in relation to spectator safety
2.4	explain how to deal with problems that may occur with provision in relation to spectator safety
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
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
2.7	explain responsibilities that will be delegated to others in relation to spectator safety
2.8	explain how to check that responsibilities delegated to others are understood and in place
2.9	identify and explain how to complete documentation in relation to spectator safety prior to the event

Learning outcome	
The learner will:	
3.	be able to ensure the readiness of the venue and personnel prior to the event in relation to the safety of people attending
Assessment criteria	
The learner can:	
3.1	inspect the venue and check all specified control procedures in relation to spectator safety
3.2	make sure that all spectator safety provision at the event is in line with: <ul style="list-style-type: none"> • planned control procedures, • legal and statutory requirements, • organisational requirements
3.3	take and record appropriate action when spectator safety provision is below required standards
3.4	counter any influences and pressures from other people who are trying to restrict effective action to deal with inadequate spectator safety provision
3.5	check and confirm all delegated responsibilities in relation to spectator safety
3.6	complete all documentation in relation to spectator safety clearly and accurately

Learning outcome	
The learner will:	
4.	know how to monitor and co-ordinate spectator safety control procedures during and after an event
Assessment criteria	
The learner can:	
4.1	explain the spectator safety control procedures and resources for the event
4.2	explain the importance of regularly checking that spectator safety

	personnel, facilities and control procedures are in line with plans and requirements
4.3	explain how to regularly check that spectator safety personnel, facilities and control procedures are in line with plans and requirements
4.4	identify the types of spectator safety information to be monitored during the event and who/where it will come from
4.5	explain how to monitor spectator safety information during the event
4.6	explain the importance of checking information for accuracy and significance
4.7	explain how to check information for accuracy and significance
4.8	identify the types of likely spectator safety situations that are outside of acceptable limits
4.9	explain how to respond to spectator safety situations outside of acceptable limits
4.10	explain the importance of dynamic risk assessment
4.11	explain how to carry out dynamic risk assessments and use contingency plans and other control measures to manage new risks
4.12	explain the importance of testing and reflecting on contingency plans
4.13	explain how to test and reflect on contingency plans
4.14	explain the importance of clear, concise communications in line with agreed procedures
4.15	explain how to follow agreed spectator safety procedures
4.16	explain the importance of recording all data and decisions fully and accurately
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

Learning outcome	
The learner will:	
5.	be able to monitor and co-ordinate spectator safety control procedures during an event
Assessment criteria	
The learner can:	
5.1	regularly make sure that the deployment and functioning of personnel and resources are in line with the standard operating plan
5.2	continuously monitor available information to promptly identify actual and potential situations outside acceptable limits
5.3	check available information for accuracy and significance, taking effective action confidently and correctly according to contingency and emergency plans
5.4	dynamically assess new risks and activate contingency plans and other control measures to manage these risks
5.5	promptly inform relevant people of situations relating to own area of responsibility
5.6	communicate clearly, concisely and according to agreed procedures
5.7	record all data and decisions fully and accurately
5.8	debrief all the relevant people
5.9	evaluate information gained from debriefing

5.10 agree with the relevant people any lessons to be learned for future events

Learning outcome

The learner will:

6. know how to manage a response to a major incident

Assessment criteria

The learner can:

- 6.1 explain how to identify a major emergency when it occurs
- 6.2 identify the information that needs to be provided to the emergency services at the start of the emergency
- 6.3 explain the emergency action plan and each person's role and responsibility within it
- 6.4 explain the importance of communicating clearly and assertively in an emergency situation
- 6.5 explain how to communicate clearly and assertively in an emergency situation
- 6.6 explain the importance of continuously risk assessing the emergency and the response
- 6.7 explain how to continuously risk assess the emergency and the response
- 6.8 explain how to modify the response in such a way as to reduce the risks to those involved
- 6.9 summarise handover procedures to the emergency services
- 6.10 explain what continued support may need to be provided to the emergency services
- 6.11 explain recording procedures for major emergencies

Learning outcome

The learner will:

7. be able to manage a response to a major incident

Assessment criteria

The learner can:

- 7.1 promptly and correctly identify a major incident when it occurs
- 7.2 ensure the emergency services are contacted immediately and given accurate and clear information about the incident
- 7.3 direct staff to deal with the emergency in a way that is consistent with the emergency action plan
- 7.4 communicate clearly and assertively
- 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
- 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
- 7.7 continue to support the emergency services as required
- 7.8 record the emergency and the response in a way that is consistent with legal and organisational policies

Unit 502 Ensure the safety of people attending a spectator event

Supporting information

Evidence requirements

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.

Unit 503

Recruit, select and keep colleagues

UAN:	J/502/9289
Level:	5
Credit value:	12
GLH:	85
Relationship to NOS:	SkillsActive NOS 2010: A319 recruit, select and keep colleagues.
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit assesses the competence a manager needs to recruit, select and retain colleagues.

Learning outcome
The learner will: 1. be able to identify recruitment and selection needs
Assessment criteria
The learner can: 1.1 review on a regular basis the work required in own area of responsibility 1.2 identify any shortfall in own area of responsibility, including: <ul style="list-style-type: none">• the number of colleagues• the pool of knowledge, skills and experience 1.3 select the most effective options for addressing any shortfall in colleagues or the pool of knowledge, skills and experience 1.4 develop job descriptions and person specifications for required roles in consultation with others

Learning outcome
The learner will: 2. be able to plan a recruitment and selection process
Assessment criteria
The learner can: 2.1 plan the following aspects of the recruitment process in consultation with others: <ul style="list-style-type: none">• main stages in the recruitment and selection process• the recruitment and selection methods to be used• timings for the recruitment and selection process• who will be involved in the recruitment and selection process

2.2	ensure that information on vacancies is fair, clear and accurate before it goes to potential applicants
2.3	seek and make use of specialist expertise in the recruitment and selection process
2.4	ensure the criteria for selection are consistent with the requirements of the vacancy

Learning outcome	
The learner will:	
3.	be able to contribute to a recruitment and selection of people for identified vacancies
Assessment criteria	
The learner can:	
3.1	take part in the recruitment and selection process as planned
3.2	ensure the recruitment and selection process is fair, consistent and effective
3.3	ensure applicants who are offered positions are able to perform effectively and work with their new colleagues
3.4	evaluate whether the recruitment and selection process has been successful in relation to appointments
3.5	identify any areas for improvement in the recruitment and selection process

Learning outcome	
The learner will:	
4.	be able to contribute to the retention of colleagues
Assessment criteria	
The learner can:	
4.1	evaluate reasons for colleagues leaving own area of responsibility
4.2	identify ways of addressing staff turnover problems
4.3	implement methods of addressing staff turnover problems that are consistent with own level of authority
4.4	suggest methods of addressing staff turnover problems that are outside own level of authority to the relevant colleagues

Learning outcome	
The learner will:	
5.	understand own sector context for recruitment, selection and retention
Assessment criteria	
The learner can:	
5.1	explain recruitment, selection and retention issues in own sector, including working practices and culture
5.2	explain specific initiatives relating to recruitment, selection and retention in own sector

Learning outcome
The learner will: 6. understand own organisational context for recruitment, selection and retention
Assessment criteria
The learner can: 6.1 describe the current people resources available in own area of responsibility, including their skills, knowledge and experience 6.2 summarise the work requirements in own area of responsibility 6.3 summarise the operational plans and changes in own area of responsibility 6.4 describe the turnover rate in own area of responsibility 6.5 evaluate local employment market conditions in relation to recruitment, selection and retention 6.6 explain own organisation's culture, values and structure 6.7 summarise the policies and practices of own organisation in relation to: <ul style="list-style-type: none"> • recruitment • selection • induction • dismissal • pay • other terms and condition of employment 6.8 describe sources of specialist expertise in relation to recruitment, selection and retention used by own organisation

Learning outcome
The learner will: 7. understand how to identify recruitment and selection needs
Assessment criteria
The learner can: 7.1 explain how to avoid stereotyping with regard to skills levels and work ethics 7.2 help the advantages and disadvantages of different options for addressing identified shortfalls in the number of colleagues and the pool of skills, knowledge and experience 7.3 explain what job descriptions and person specifications should contain 7.4 explain why it is important to consult with other relevant people when producing job descriptions and person specifications

Learning outcome
The learner will: 8. understand how to plan recruitment and selection processes
Assessment criteria
The learner can: 8.1 explain the different stages in the recruitment and selection process 8.2 clarify why it is important to consult with others when planning recruitment and selection, the methods to be used and the people to involve 8.3 help different recruitment and selection methods and their advantages and disadvantages

Learning outcome
The learner will: 9. understand how to contribute to the recruitment and selection of people for identified vacancies
Assessment criteria
The learner can: 9.1 clarify why it is important to give people fair, clear and accurate information on vacancies to potential applicants 9.2 explain how to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice when recruiting and selecting people 9.3 explain how to judge whether applicants meet the stated requirements of a vacancy

Learning outcome
The learner will: 10. understand how to contribute to the retention of colleagues
Assessment criteria
The learner can: 10.1 explain why it is important to identify and evaluate why colleagues are leaving an area of work 10.2 explain how to explore constructively and sensitively the reasons for colleagues leaving an area of work 10.3 identify the types of reasons colleagues might have for leaving an area of work 10.4 explain the causes and effects of high and low staff turnover 10.5 explain measures that can be taken to address staff turnover problems

Unit 503 **Recruit, select and keep colleagues**

Supporting information

Evidence requirements

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.



Appendix 1 Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales – see www.cityandguilds.com/esw



Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training providers homepage** on www.cityandguilds.com.

Centre Manual - supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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