



Learner  
Achievement  
Portfolio

# Level 3 NVQ Diploma in Sports Development – Complete

Qualification  
Accreditation Number:  
**601/1152/5**  
Version AIQ004831

**Active iQ**

Active IQ wishes to emphasise that whilst every effort is made to ensure accuracy, the material contained within this document is subject to alteration or amendment in terms of overall policy, financial or other constraints. Reproduction of this publication is prohibited unless authorised by Active IQ Ltd. No part of this document should be published elsewhere or reproduced in any form without prior written permission.

# Active IQ Level 3 NVQ Diploma in Sports Development

## Qualification Structure

The qualification consists of five mandatory units (Group A) plus four optional units

At least one optional unit must come from Group B, and at least two optional units must come from Group C. The remaining optional unit can come from Group B or Group C

	Unit Name	Accreditation Number	Level	Credit
<b>Mandatory Units (Group A)</b>				
1	Manage own resources and professional development	M/502/8458	4	5
2	Contribute to strategic development in sport and active leisure	M/503/0534	3	7
3	Provide leadership in sport and active leisure	K/502/9690	5	9
4	Promote equality and diversity in sport and physical activity	T/503/0535	3	15
5	Ensure the health, safety, welfare and security of customers and staff	A/503/0651	3	4
<b>Optional Units (Group B) Learners must choose at least one unit</b>				
6	Facilitate community-based sport and physical activity	F/503/0652	3	16
7	Support the development of sport and physical activity in education	J/503/0653	4	13
<b>Optional Units (Group C) Learners must choose at least two units</b>				
8	Lead and motivate volunteers	K/503/0645	3	10
9	Recruit, select and keep colleagues	H/602/1842	5	12
10	Involve, motivate and retain volunteers	Y/503/0656	3	10
11	Develop productive working relationships with colleagues and stakeholders	A/502/9287	3	4
12	Allocate and monitor the progress and quality of work in own area of responsibility	M/602/1844	4	14
13	Provide learning opportunities for colleagues	K/602/1843	4	11
14	Contribute to the prevention and management of abusive and aggressive behaviour	T/601/1168	3	4
15	Recognise indications of substance misuse and refer individuals to specialists	M/601/0648	3	4
16	Support the efficient use of resources	H/502/8456	4	5
17	Apply for external funding for sport and physical activity	R/503/0655	3	11
18	Manage information for action	K/502/8457	3	6
19	Contribute to evaluating, developing and promoting services	H/602/1839	4	11
20	Plan and organise services	D/502/9685	3	3
21	Manage a project	J/502/9678	4	6
22	Work with others to improve customer service	D/601/1553	3	8



# Introduction

## Welcome to the Active IQ Level 3 NVQ Diploma in Sports Development

This document is designed to assist you in gathering evidence to prove your competence against the standards in each of the following units. Your work-based Assessor will provide you with guidance and support and help you decide on the best types of evidence to produce to prove competence.

### What are NVQs?

National Vocational Qualifications (NVQs) are work-related, competence-based qualifications. They reflect the skills and knowledge needed to do a job effectively, and show that you are competent in the area of work the NVQ framework represents.

NVQs are based on national occupational standards. These standards are statements of performance that describe what competent people in a particular occupation are expected to be able to do. They cover all the main aspects of an occupation, including current best practice, the ability to adapt to future requirements and the knowledge and understanding that underpin competent performance.

Within reason, NVQs do not have to be completed in a specified amount of time. They can be taken by full-time employees or by school and college Learners with a work placement or part-time job that enables them to develop the appropriate skills. There are no age limits and no special entry requirements.

While NVQs technically stipulate no time limit, within reason, it is worth bearing in mind that setting time targets and limits is usually an important part of achieving goals of any sort. It is not helpful to drift aimlessly towards qualification 'one day' or 'sometime in the future', which under such vague circumstances often never actually comes. The best idea is to set and agree clear achievable and staged time targets with your work-based Assessor who will assess and monitor your progress against those agreed targets.

### Who is Involved?

You will be assigned a work-based Assessor who will support, guide and assess you throughout this qualification. You will also have an assigned Internal Verifier who will check the work of your Assessor and ensure that the Assessor is working to the required standard. You may also meet the External Verifier. This person works for Active IQ and checks that the Assessor and the Internal Verifier are working to the correct standard and that you are being assessed fairly and reliably.

### How are NVQs Achieved?

NVQs are achieved through assessment and training. Assessment is normally through on-the-job observation and questioning. You will produce evidence to prove you have the competence to meet the NVQ standards. Assessors sign off units when they believe you are ready. The assessor tests your knowledge, understanding and work-based performance to make sure you can demonstrate competence in the workplace.

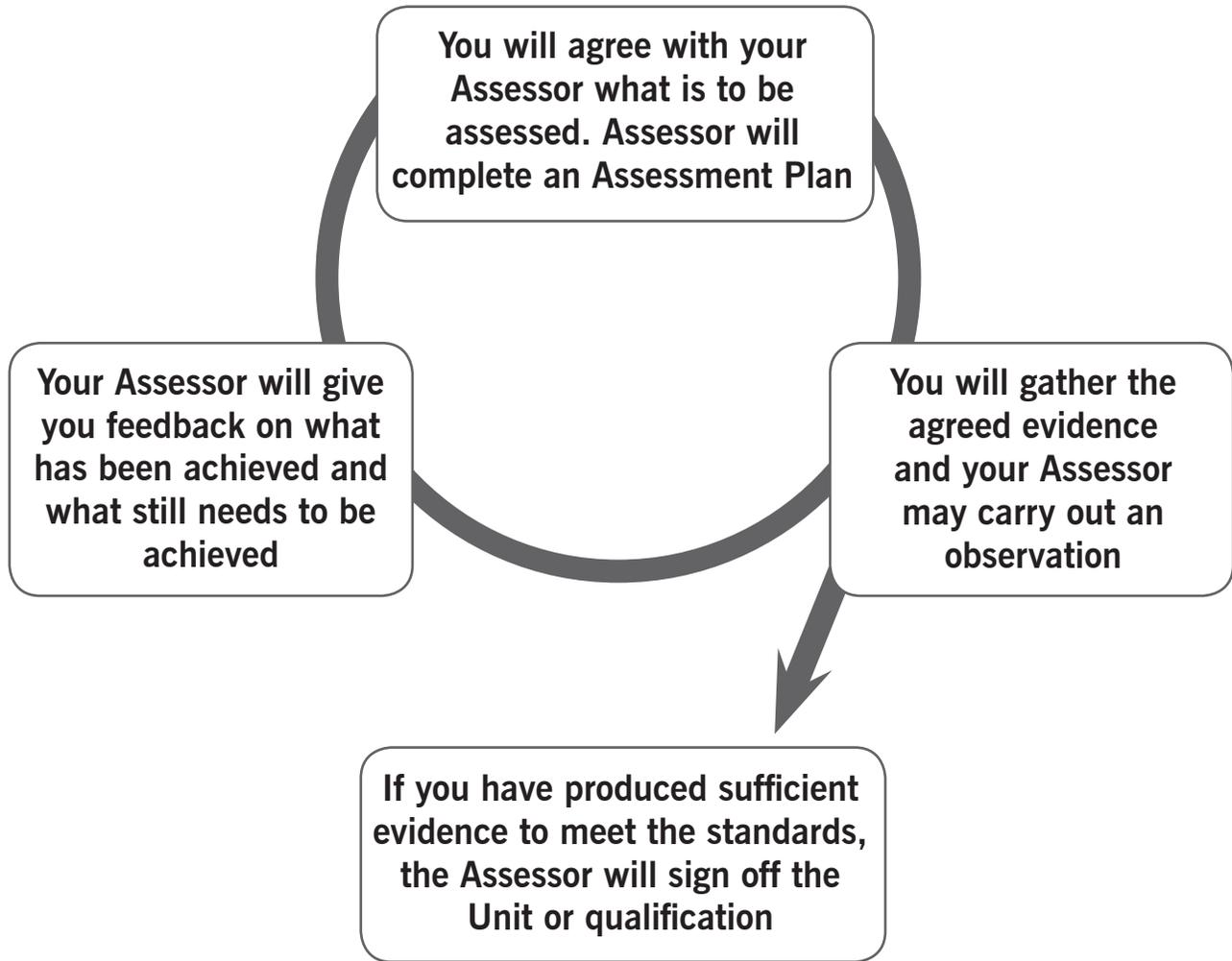
When you start the qualification, your work-based assessor will usually help you to:

- identify what you can do already
- agree on the standard and level you are aiming for
- analyse what you need to learn
- choose and agree on activities that allow you to learn what you need.

At this point, you might take a course if that seems the best way to learn what you need. Or, you might agree with your employer or supervisor to do slightly different work to gain the evidence of competence you need.

You will compare your performance with the standards as you learn. You look at what you have achieved, how much you still need to do and how you should go about it, until you are assessed as competent for a unit or a whole NVQ. The system is suited to those who already have skills and want to develop them.

Your Assessment should follow a cyclic process:



# Methods of Assessment

When planning assessments assessors should intend to use a range of methods appropriate to you and required by the awarding body. Within this section we will look at the various methods of assessment that can be used to assess you against the standards.

Whatever type of assessment method is used, you should always ensure they are:

**Valid** - Is the evidence to be produced relevant to the qualification being assessed?

**Authentic** - Can the evidence be attributed to your own work?

**Reliable** – Does the evidence come from a reliable source?

**Sufficient** - Will the evidence to be produced be sufficient to cover fully each of the performance criteria?

## Direct Observation

Direct observation requires the assessor to watch you physically performing the performance criteria. This can be done by either natural performance of their job or through simulation.

The assessor will usually complete a report or an observation checklist, confirming how you have met the required performance criteria.

## Examination of Product

This method of assessment is used by an assessor to judge your ability in producing a piece of work.

Remember that copies of blank documents which you use in the workplace do not prove competence; the documents need to be copies of working documents that you have been involved in completing. If a document is too large to be placed in your portfolio, the assessor will write a written statement detailing the product, the performance criteria it covers, its location and how an internal or external verifier can access it.

## Questioning

The use of questions, either oral or written, is the main method for establishing whether you have the required knowledge and understanding required by the particular qualification. This is vital, as without knowing what exactly you are doing, why and what the possible alternatives are, there is little possibility that you will be able to transfer any skill from one situation to another.

All questions and responses should be recorded, signed and dated by yourself and your assessor.

## **Professional Discussion**

Professional discussion gives you an opportunity to talk through, demonstrate, show and clarify aspects of your work that still need evidencing and/or for which other types of assessment are less appropriate. The assessor will plan carefully for professional discussion in order to obtain the clarification needed. The plan needs to be agreed by you and should always be led by you.

Professional discussions must be recorded in some way. One method of recording is by audiotape, as this unobtrusive method gives proof of the discussion. The assessor may also choose to take photographic evidence to augment the taped conversations. It is not necessary to transcribe the conversation. If the camera can record date and time, this is often a more acceptable form of recording 'live' evidence than videotape, and sits well alongside an indexed audiotape. Video, ideally using a small digital recorder, can be used where it would cause no disruption to normal work activity and where you feel it would aid your demonstration of competence. The third method of recording, taking down the discussion verbatim, is the most difficult and least appropriate to do, as the assessor is less able to give you full attention, and the discussion can become stilted owing to the need to write everything down.

Dictaphone recording of a professional discussion should be accompanied with a written agenda listing the topics discussed and the start point on the tape indicated by tape counter number.

## **Witness Testimony**

If you think you are competent (i.e. have relevant qualifications or experience) in the work activities on which you are being assessed, you can provide a witness testimony to confirm that you can and have been working to the required standards. Witness testimony is a very useful method of assessment in this type of qualification where you have to prove competence over a period of time. The witness should write up their comments in a letter format or use a pre-designed form, the assessor will then make a decision whether to accept the evidence on face value.

## **Simulation**

Although in assessment the emphasis is usually placed on you carrying out real work activities. In some cases, it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame and therefore, simulation may be accepted.

Simulations will usually deal with contingencies such as unexpected problems, emergencies, or other incidents which will not necessarily occur frequently.

## **Video or DVD and Audio Evidence**

If you choose to use video or DVD evidence of you doing the job then your evidence should meet the following guidelines:

- The whole session should be filmed non-stop from start to finish.
- You should remain in camera at all times.
- The video or DVD should not be edited in any way.
- Photo-id should be sent with the video or DVD to prove authenticity (passport or driving licence).

If the filming contains children then parental consent should be given in writing prior to filming. The parental consent form should clearly state the purpose of the video or DVD and that it will be destroyed following assessment and verification.

## **Audio**

Dictaphone can be used to record professional discussions or question and answer sessions. This is particularly useful if you have dyslexia. The tape should be placed in your portfolio along with an agenda clearly detailing what is recorded on the tape and at what point (use the tape counter for reference).

## **Past Experiences and Achievements which Contribute to Assessment Process**

During the assessment planning process, the assessor will encourage you to consider any past experiences or achievements which will contribute to the assessment process.

This could include:

- prior learning which relates to part(s) of the course
- prior achievement of qualifications which match part(s) of the course
- prior experience which relates to part(s) of the course.

# Appeal Policy

## Introduction

This policy is aimed at learners, who enrolled on or have taken an Active IQ approved qualification or unit. It sets out the process you should follow when submitting appeals to Active IQ and the process Active IQ will follow when responding to appeals.

Wherever possible we will try to resolve disputes before they reach an appeal stage. We will undertake an initial, informal assessment of all potential dispute information and write to you with details of our decision. If we are unable to resolve a dispute in this way the appeals process will be available for you. In all instances we will ensure that the person carrying out this initial assessment will not have a personal interest in the dispute.

## Fees

We will charge a nominal fee of £50 to cover the administration and personnel costs involved in investigating an appeal if the appeal is not upheld. In the case of group appeals, the fee per learner will be reduced, depending on the number of learners, and if the appeal is upheld, the fee waived. Where such appeals are partially upheld, the fee will be proportionately waived.

## Areas covered by the policy

This policy covers:

- Appeals from learners in relation to an assessment decision on the basis that Active IQ did not apply procedures consistently or that procedures were not followed properly and fairly
- Appeals from learners relating to an Active IQ decision to decline a centre's request to make reasonable adjustments or give special considerations
- Appeals from learners in relation to the application by Active IQ of a sanction/action on a centre resulting from a verification visit or an investigation into malpractice or maladministration or a decision to amend a learner/set of learners results following a malpractice or malpractice investigation
- Appeals if you believe we have not applied our procedures consistently or those procedures were not followed properly, consistently and fairly.

## Process for raising an appeal

Learners who wish to appeal about their assessment results or about a related decision should either be supported by their centre and should have exhausted their centre's own appeals process before appealing to Active IQ. In the latter case, learners must provide Active IQ with evidence that they have first appealed to their centre. It's expected that learners will only appeal directly to Active IQ in exceptional circumstances.

Learners should complete the Appeals form at the end of this policy, which is also available on our website [www.activeiq.co.uk](http://www.activeiq.co.uk) or on request at the details stated in the 'contact us' section of this policy. Alternatively, you may submit your own report accompanied with documents and supporting evidence. Reports must include the following:

- Centre name, address and contact details
- Learner's name and Active IQ registration number
- Date(s) you received notification of Active IQ's decision
- Title and number of the Active IQ qualification affected or nature of service affected (if appropriate)
- Full nature of the appeal
- Contents and outcome of any investigation carried out by you relating to the issue
- Date of the report and your name and signature.

## Formal appeal process

Upon receipt of all appeals Active IQ's Head of Quality Assurance or Lead External Verifier will

acknowledge receipt of the appeal within 48 hours and aim to respond fully to the appeal within 20 days. Please note that in some cases the review processes may take longer, for example, if a centre visit is required. In such instances, we'll contact all parties concerned to inform them of the likely revised timescale. All appeal decisions will involve the following:

- An individual from Active IQ who has no personal interest in the decision being appealed
- At least one decision maker who is not an employee of Active IQ, be working as an assessor for us, or be otherwise connected to our organisation.
- All individuals involved in the appeal decisions must have the relevant competence to make a decision in relation to the appeal.

Following the review of the appeal, Active IQ will write to you giving details of our decision to either:

1. Amend our original decision in light of the new rationale/evidence being put forward which has been reviewed
2. To confirm Active IQ stands by its original decision and in doing so the rationale for this decision and request that you confirm, within 15 days, whether you now accept this decision or if wish to proceed to our independent review appeals process.

### **Independent review appeals process**

If you decided to proceed to the independent appeal stage we will arrange for an independent review to be carried out. The independent reviewer must meet the following criteria:

- they will not be an employee of Active IQ, be working as an assessor for us, or be otherwise connected to our organisation.
- they must have the relevant competence to make a decision in relation to the appeal and will not have a personal interest in the decision being appealed.

The Independent Reviewer will review all the evidence which took place in the above stages and review if Active IQ applied its procedures fairly, appropriately and consistently in line with its policy. The independent review process may involve:

- a discussion with you and Active IQ personnel
- a request for further information from you or Active IQ personnel
- a centre visit by authorised Active IQ personnel.

The Independent Reviewer's decision is final in relation to how Active IQ will consider such appeals and we'll let you know the outcome of the review within 20 days of receipt of the independent appeal. If you are still unhappy with the outcome at this stage you are entitled to raise the matter with the relevant qualification regulator.

### **Successful appeals**

In situations where an appeal has been successful Active IQ will give due consideration to the outcome and will, as appropriate, take actions such as:

- Amend the risk profile of the centre concerned
- Identify any other learners who have been affected correct or, where it cannot be corrected, mitigate as far as possible the effect of the failure (eg and amend the results for the learner(s) affected following an appropriate investigation)
- Review our associated processes and policies to ensure that the 'failure' does not occur again or mitigate the situation as far as possible if the failure that occurred cannot be corrected

We will also cooperate with any follow-up investigations required by the qualifications regulators and if appropriate agree any remedial action with them.

### **Contact us**

If you've any queries about the contents of the policy, please contact our support team on:

E: [info@activeiq.co.uk](mailto:info@activeiq.co.uk)

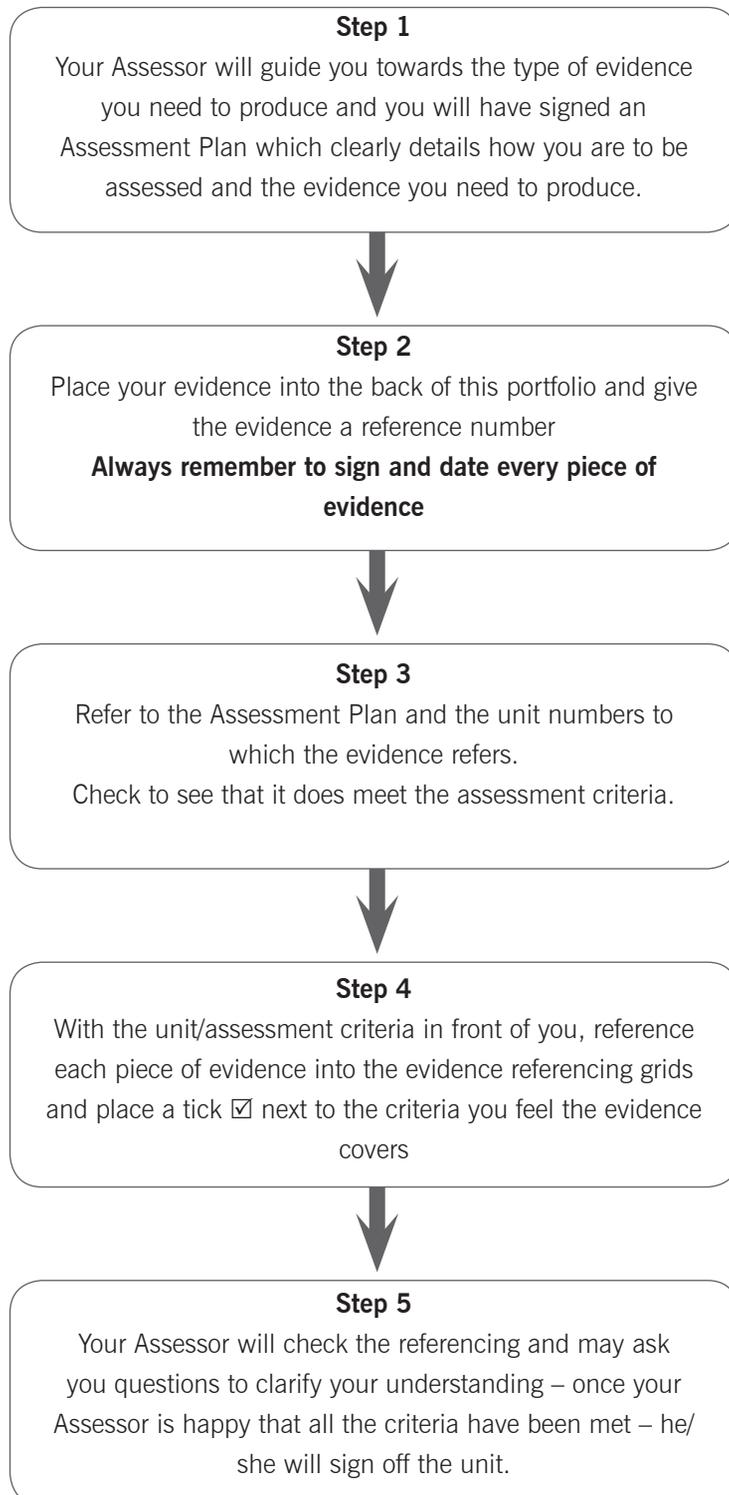
T: +44(0)1480 467950

# Appeals Form

Centre No		Centre name	
Qualification Title or nature of the service that is the focus of the appeal/ enquiry			
The learner(s)' affected by the appeal or enquiry about a result (please state learner(s)' registration number)			
Learner No:		Learner name	
Learner No:		Learner name	
Learner No:		Learner name	
Learner No:		Learner name	
Learner No:		Learner name	
Learner No:		Learner name	
Nature and detail of the appeal/enquiry			
Supporting evidence is attached			Yes / No
If so, please specify			
Declaration: I am satisfied that the information provided is accurate and fully support the application.			
Head of centre/ Exams officer		Date	
Name (Please print)			
Signature			
For office use			

## Building your Portfolio

Follow this step by step process to building your portfolio of evidence. Your Assessor should guide you through the process to begin with until you feel confident at referencing your evidence into each unit.



# Witness/Assessor Status List

Please ensure anybody who has made an assessment decision or provided a witness testimony within your portfolio has completed the witness/ assessor list

Witness Name and address	Status of Witness (See key below)	Relationship to learner	Signature

### Witness Status Key:

1. Qualified Assessor, occupationally competent and familiar with standards
2. Qualified Assessor, not occupationally competent or familiar with standards
3. Occupationally competent, not an assessor (eg line manager)
4. Not occupationally competent, familiar with learner (eg customer)

# Record of Achievement

Unit Name	Date Completed	Assessor Signature	IV Signature (if sampled)	Date	EV Signature (if sampled)	Date
<b>Mandatory</b>						



## Assessment Documents

The following documents have been provided for the assessment of this qualification. Your Assessor may also have copies of the documents or similar types of documents which may also be used.

The documents included are:

<b>Assessment Plan</b>	Each planned assessment is recorded on one of these documents to remind you what types of evidence you are expected to produce, when and where the assessment is due to take place and if there are any others involved in the assessment process.
<b>Review and Action Plan</b>	Following the planned assessment, your Assessor will review your progress towards the qualification as a whole and will agree an action plan for your continued development towards achieving the full award.
<b>Assessor Report</b>	Your assessor will complete an assessor report during observed assessments.
<b>Assessor Question Sheet</b>	Following assessment, your assessor may need to question you to check your underpinning knowledge – all questions and your responses should be recorded. Following questioning, your assessor will give you feedback on your performance, this should also be recorded.

# Assessment Plan

Learner Name		Location	
Assessor Name			
Date and Time of Planned Assessment	Key for Assessment Methods <b>OQ</b> - Oral Questioning, <b>O</b> – Observation, <b>WT</b> - Witness Testimony, <b>S</b> - Simulation, <b>PD</b> - Professional Discussion, <b>WQ</b> – Written Questions, <b>A</b> - Assignment/Project, <b>WP</b> - Work Project <b>CS</b> - Case Study, <b>RA</b> – Reflective Account		
Brief description of what is to be assessed	Assessment Methods	Assessment Criteria Covered	
Any others who need to be involved in or informed of this assessment (give details)			

Learner's signature:

Assessor's Signature:

Date:

## Review and Action Plan

Learner Name			
Assessor Name			
Date of Actual Assessment	Time:	Location:	
Feedback on Progress Against the Planned Assessment			
Action Plan to Achieve Outstanding Assessment Criteria			

Learner's signature:

Assessor's Signature:

Date:

# Assessor Report

Learner Name		
Assessor Name		
Date of Actual Assessment	Time:	Location:

What was Assessed	Assessment Criteria Covered

Learner's signature:

Date:

Assessor's signature:

Date:

# Assessor Question Sheet

Learner Name		
Assessor Name		
Date of Actual Assessment	Time:	Location:

Questions Asked	Assessment Criteria Covered

Learner's signature:

Date:

Assessor's signature:

Date:

# Master Evidence Index

Evidence Number	Description
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	

<b>Title:</b>	Manage own resources and professional development
<b>Unit no.</b>	M/502/8458
<b>Level:</b>	4
<b>Credit value:</b>	5

Learning outcomes		Assessment criteria		Initial	Evidence Reference number/s
<b>The learner will:</b> ✓					
1. Understand the relationship between the management of personal resources and performance in own work role	1.1	Explain the significance of personal resource management			
	1.2	Summarise active leisure and learning industry requirements for the development or maintenance of knowledge, understanding and skills			
2. Understand how to identify the requirements of a work role	2.1	Describe methods to identify work role requirements			
	2.2	Summarise own work role requirements			
	2.3	Describe the limits of own work role responsibility			
	2.4	Describe the reporting lines in own organisation			
3. Know how to set work objectives to meet the requirements of a work role	3.1	Explain how to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)			
	3.2	Summarise work objectives for own work role			
4. Know how to evaluate personal resources against work role requirements and agreed work objectives	4.1	Explain the importance of performance feedback			
	4.2	Describe sources through which feedback can be obtained and indicate those sources that are available in own organisation			
	4.3	Describe methods which can be used to identify development needs/gaps between work role requirements and current knowledge, understanding and skills			

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p>	<p>The learner can:</p>	✓	
<p>4.4 Explain how to record use of own time and identify possible improvements to time management</p>	<p>4.4 Explain how to record use of own time and identify possible improvements to time management</p>		
<p>4.5 Outline and identify gaps in current knowledge, understanding and skills in relation to own work role</p>	<p>4.5 Outline and identify gaps in current knowledge, understanding and skills in relation to own work role</p>		
<p>5. Understand how to develop personal resources to meet work role requirements and improve performance</p>	<p>5.1 Describe the main components of an effective development plan</p>		
	<p>5.2 Describe the contents of own personal development plan</p>		
	<p>5.3 Explain how to update work objectives and development plans in the light of performance, feedback, development activities or wider change</p>		
	<p>5.4 Outline own organisation's policy and procedures in terms of personal development</p>		
	<p>5.5 Describe the main types of development activities which can be undertaken to address gaps in knowledge, understanding and skills and indicate those that are available via own organisation</p>		
	<p>5.6 Describe the type of information that could be used to make a personal assessment of whether development activities have contributed to improving own work performance</p>		
<p>6. Be able to identify learning needs in the context of own work role</p>	<p>6.1 Evaluate the current and future requirements of own work role, taking account of the vision and objectives of the organisation</p>		
<p>Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.</p>	<p>6.2 Evaluate own values, career and personal goals</p>		
	<p>6.3 Identify information which is relevant to own work role and professional development</p>		
	<p>6.4 Agree personal work objectives with relevant people</p>		
	<p>6.5 Agree how to measure personal progress towards work objectives with relevant people</p>		
	<p>6.6 Identify gaps between the current and future requirements of own work role and own current knowledge, understanding and skills</p>		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>7. Be able to plan own continuing professional development</p> <p>Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.</p>	<p>The learner can:</p> <p>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</p>	✓	
<p>8. Be able to engage in continuing professional development</p> <p>Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.</p>	<p>8.1 Undertake the activities identified in own development plan</p> <p>8.2 Evaluate the contribution that development activities make to own performance</p> <p>8.3 Review own personal work objectives in the light of performance, development activities undertaken and any wider changes</p> <p>8.4 Seek regular feedback on own performance from colleagues</p> <p>8.5 Ensure own performance consistently meets or goes beyond agreed requirements</p>		
<p><b>Evidence of real work activity</b> There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.</p>			
<p><b>Simulation</b> Simulation is not allowed for this unit.</p>			
<p><b>Knowledge and understanding</b> Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>			

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Contribute to strategic development in sport and active leisure
<b>Unit no.</b>	M/503/0534
<b>Level:</b>	3
<b>Credit value:</b>	7

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s
<b>The learner will:</b> 1. Know how to contribute to strategic development in sport and active leisure  This can be assessed by: <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>		<b>The learner can:</b> 1.1 Explain the meaning and significance of strategic management 1.2 Differentiate between strategy and policy 1.3 Explain the principles of good practice in strategic management including environmental scanning techniques, monitoring and evaluation 1.4 Explain how to clearly structure strategy documents 1.5 Identify modern approaches to strategic management, including bottom-up decision-making and flexibility in strategy 1.6 Explain the importance of continuing professional development of self and others in relation to strategic management. 1.7 Explain the strategic dimensions to sports development and leisure management 1.8 Explain the role of strategy in achieving organisational outcomes in sport and active leisure 1.9 Explain the importance of strategic planning in the development of staff and volunteers 1.10 Describe the political dimensions to sports development and leisure management 1.11 Explain the role of organisational strategy in implementing wider strategy and policy 1.12 Explain the dynamic nature of the sports development and leisure management environment 1.13 Explain the multi-stakeholder nature of sports development and leisure management and the prevalence of strategic partnerships	✓	

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p>	<p>The learner can:</p>	✓	
<p>2. Be able to contribute to strategic development in sport and active leisure</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is contributing to strategic development in sport and active leisure.</p>	<p>1.1.4 Explain the nature of strategic relationships between influential organisations</p>		
	<p>1.1.5 Describe the structure, vision and culture of own organisation and partner organisations</p>		
	<p>2.1 Achieve planned outcomes with available resources</p>		
	<p>2.2 Monitor the internal environment to assess organisational capability and identify key issues relevant to own area of responsibility and those of colleagues</p>		
	<p>2.3 Monitor the external environment to identify potential opportunities and threats relevant to strategic management in own organisation</p>		
	<p>2.4 Contribute to strategic planning and decision making relevant to own area of responsibility and, where appropriate, to wider settings</p>		
	<p>2.5 Engage relevant partners to ensure multiple ownership of the strategy</p>		
	<p>2.6 Coordinate implementation of strategy in own area of responsibility through clear, well-communicated action plans and work programmes</p>		
	<p>2.7 Work with colleagues and stakeholders to design SMART targets and key performance indicators for the effective evaluation of the strategy and its implementation</p>		
	<p>2.8 Design and implement data collection techniques appropriate to the agreed targets and performance indicators</p>		
	<p>2.9 Provide stakeholders with timely and accurate progress reports appropriate to their needs</p>		
<p>2.10 Evaluate changes in the internal and external environments and make strategic changes accordingly within own area of responsibility</p>			
<p>2.11 Report outcomes to colleagues and contribute to ongoing strategic review processes</p>			

<b>Evidence of real work activity</b> There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.
<b>Simulation</b> Simulation is not allowed for this unit.
<b>Use of supplementary evidence:</b> Supplementary evidence should only be used for items that do not require evidence of real work activity.

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Provide leadership in sport and active leisure
<b>Unit no.</b>	K/502/9690
<b>Level:</b>	5
<b>Credit value:</b>	9

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s
<b>The learner will:</b> 1. Understand own personal context for leadership		<b>The learner can:</b> 1.1 Explore how own values, motivations and emotions impact on own leadership skills 1.2 Evaluate own strengths and limitations in the leadership role 1.3 Explain own role, responsibilities and level of power 1.4 Explain the vision and objectives of the overall organisation and how these translate into the vision, objectives, culture and operational plans for own area of responsibility 1.5 Evaluate different leadership styles used across the organisation	✓	
2. Be able to establish the conditions for effective leadership in a sport and active leisure context  Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.		2.1 Enable colleagues and stakeholders to contribute towards setting a clear direction 2.2 Encourage a commitment to shared aims and objectives, within existing constraints 2.3 Reinforce the agreed direction with colleagues and stakeholders to ensure shared aims and objectives are achieved		

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s
<p>3. Understand how to lead other people</p> <p>The learner will:</p>	<p>The learner can:</p> <p>3.1 Explain the complementary aspects of leadership, management, coaching and mentoring in sport and active leisure</p> <p>3.2 Summarise different techniques for setting direction and establishing objectives for other people</p> <p>3.3 Describe different methods of communicating with colleagues and stakeholders in a sport and active leisure context</p> <p>3.4 Summarise a range of different leadership styles and when to apply them</p> <p>3.5 Describe different techniques for improving own leadership performance</p>			
	<p>4. Be able to lead people in a sport and active leisure context</p> <p>Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.</p>	<p>4.1 Lead own area of responsibility to achieve agreed aims and objectives whilst overcoming challenges, developing solutions and capitalising on opportunities</p> <p>4.2 Encourage and celebrate creative conflict, diversity and inclusion within own area of responsibility</p> <p>4.3 Apply leadership styles that are appropriate to people and situations</p> <p>4.4 Use of a range of appropriate methods to communicate with colleagues and stakeholders</p> <p>4.5 Give colleagues and stakeholders in own area of responsibility support and advice when they need it especially during periods of setback and change</p> <p>4.6 Contribute to a culture of continuous improvement</p> <p>4.7 Celebrate success in a way that encourages and recognises creativity and innovation</p>		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>5. Understand how to empower other people through leadership</p>	<p>The learner can:</p> <p>5.1 Summarise different methodologies for improvement planning</p> <p>5.2 Describe different techniques for facilitating creativity and innovation</p> <p>5.3 Summarise the requirements for equality, diversity and inclusion and how to meet these when leading a team in sport and active leisure</p> <p>5.4 Describe different techniques for encouraging others to take the lead and ways in which this can be achieved</p> <p>5.5 Describe different approaches to developing teams and individuals</p>		
<p>6. Be able to empower other people through effective leadership in sport and active leisure</p> <p>Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.</p> <p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.</p> <p><b>Simulation</b></p> <p>Simulation is not allowed for this unit.</p> <p><b>Use of supplementary evidence:</b></p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>	<p>6.1 Empower colleagues to develop their own ways of working and take their own decisions within agreed boundaries in an environment of trust and respect</p> <p>6.2 Encourage and provide opportunities for colleagues and stakeholders to take the lead in their own areas of expertise and show willingness to follow this lead</p>		

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Promote equality and diversity in sport and physical activity
<b>Unit no.</b>	T/503/0535
<b>Level:</b>	3
<b>Credit value:</b>	15

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s
				
<b>The learner will:</b>				
1. Know how to promote equality and diversity in sport and physical activity		<b>The learner can:</b>		
These can be assessed by:		1.1 Identify sources of information on current legal, professional and organisational requirements for equality and diversity in sport and physical activity		
• professional discussion		1.2 Explain the current legal, professional and organisational requirements for equality and diversity in sport and physical activity that are relevant to own work		
• oral questions and answers		1.3 Explain the effects of not promoting opportunities for equality and diversity		
• questions requiring written answers		1.4 Explain government policies in relation to widening participation		
		1.5 Identify who are the more isolated groups in the community		
		1.6 Explain why it is important to address the needs of isolated groups in the community		
		1.7 Describe the diversity of people in the community and in own organisation		
		1.8 Explain why it is important to have accurate and up-to-date information on the community in which work is carried out		
2. Know how to identify issues of equality and diversity that impact on communities		2.1 Explain how to collect and analyse information on the community and draw conclusions based on this analysis		
These can be assessed by:		2.2 Explain the importance of exploring and challenging own and others' assumptions about the community		
• professional discussion		2.3 Describe the most common barriers to participation in the community in which work is carried out		
• oral questions and answers		2.4 Identify appropriate people in own organisation with whom to work on issues relating to equality and diversity		
• questions requiring written answers		2.5 Identify other organisations and people in the community who should be worked with on issues relating to equality and diversity, and their responsibilities		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>3. Be able to identify issues of equality and diversity that impact on communities</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is promoting equality and diversity in sport and physical activity.</p> <p>When identifying issues of equality and diversity that impact on communities, the learner must cover <b>2</b> of the following types of:</p> <p><b>a appropriate people</b></p> <ol style="list-style-type: none"> <li>1 within own organisation</li> <li>2 within other sports organisations</li> <li>3 within other non-sports organisations</li> <li>4 from the community</li> </ol>	<p>The learner can:</p> <p>2.6 Explain the importance of collaborative working and trying, wherever possible, to align agendas</p> <p>2.7 Identify sources of information on case studies and models of good practice in addressing issues of equality and diversity that are relevant to own work</p> <p>3.1 Keep up-to-date with legal, professional and organisational requirements for equality and diversity in sport and physical activity</p> <p>3.2 Collect, organise and analyse relevant information about the community in which work is carried out, from <b>appropriate people</b></p> <ol style="list-style-type: none"> <li>1 within own organisation</li> <li>2 within other sports organisations</li> <li>3 within other non-sports organisations</li> <li>4 from the community</li> </ol> <p>3.3 Identify <b>issues within the community</b> that are relevant to equality and diversity</p> <ol style="list-style-type: none"> <li>1 demographics</li> <li>2 ethnic mix</li> <li>3 relationships within and between groups</li> <li>4 social and economic issues</li> <li>5 attitudes to sport and physical activity</li> <li>6 religion and cultural issues</li> </ol>	<p>✓</p>	

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>with <b>4</b> of the following types of:</p> <p><b>b issues within the community</b></p> <ol style="list-style-type: none"> <li>1 demographics</li> <li>2 ethnic mix</li> <li>3 relationships within and between groups</li> <li>4 social and economic issues</li> <li>5 attitudes to sport and physical activity</li> <li>6 religion and cultural issues</li> </ol> <p>with <b>6</b> of the following types of:</p> <p><b>c inequalities and barriers to participation</b></p> <ol style="list-style-type: none"> <li>1 sex</li> <li>2 race/culture/language</li> <li>3 disability</li> <li>4 religion</li> <li>5 health</li> <li>6 wealth</li> <li>7 age</li> <li>8 sexual orientation</li> <li>9 access</li> </ol>	<p>The learner can:</p> <p>3.4 Identify and compare community needs for sport and physical activity with current provision and participation rates</p> <p>3.5 Identify and consult on <b>inequalities and barriers to participation</b> with appropriate people</p> <ol style="list-style-type: none"> <li>1 sex</li> <li>2 race/culture/language</li> <li>3 disability</li> <li>4 religion</li> <li>5 health</li> <li>6 wealth</li> <li>7 age</li> <li>8 sexual orientation</li> <li>9 access</li> </ol> <p>3.6 Prioritise the inequalities and barriers to participation which can be addressed through own provision</p> <p>3.7 Report and communicate issues not able to be addressed, to the appropriate people</p> <p>4.1 Explain the importance of being innovative and trying new approaches to overcoming barriers to participation</p> <p>4.2 Explain the importance of consulting directly and regularly communicating with people in the community</p>	✓	
<p>4. Know how to ensure that equality and diversity are integrated into the delivery of sport and physical activity</p>			

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
The learner will:	The learner can:	✓	
	4.3 Explain the importance of making sure that the methods used to overcome barriers to participation, support and 'join up with' other initiatives for the community		
	4.4 Explain the key aspects of service delivery that are important in overcoming barriers to participation that are relevant to own work		
	4.5 Identify the key indicators which show that own organisation values equality and diversity		
	4.6 Identify the types of words and behaviour from staff and customers that are inconsistent with valuing equality and diversity		
	4.7 Explain how to make sure words and behaviour from staff and customers that are inconsistent with valuing equality and diversity, are challenged		
	4.8 Explain the importance of monitoring and evaluating own methods for overcoming barriers to participation		
	4.9 Explain how to monitor and evaluate the effectiveness of own methods for overcoming barriers to participation		
	4.10 Explain how to use the outcomes of evaluation to improve own methods for overcoming barriers to participation		
	4.11 Explain the importance of embedding and sustaining own methods of improving service delivery		
5. Be able to ensure that equality and diversity are integrated into the delivery of sport and physical activity	5.1 Keep up-to-date with current best practice in addressing equality and diversity in sport and physical activity		
	5.2 Work with <b>appropriate people</b> to develop methods of overcoming <b>barriers to participation</b> , and integrate these into <b>service delivery</b>		
	1 within own organisation		
	2 within other sports organisations		
	3 within other non-sports organisations		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is promoting equality and diversity in sport and physical activity.</p> <p>When ensuring that equality and diversity are integrated into the delivery of sport and physical activity, the learner must cover <b>2</b> of the following types of:</p> <p><b>a appropriate people</b></p> <ol style="list-style-type: none"> <li>1 within own organisation</li> <li>2 within other sports organisations</li> <li>3 within other non-sports organisations</li> <li>4 from the community</li> </ol> <p>with <b>6</b> of the following types of:</p> <p><b>b barriers to participation</b></p> <ol style="list-style-type: none"> <li>1 sex</li> <li>2 race/culture/language</li> <li>3 disability</li> <li>4 religion</li> <li>5 health</li> <li>6 wealth</li> <li>7 age</li> <li>8 sexual orientation</li> <li>9 access</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>4 from the community</li> <li>1 sex</li> <li>2 race/culture/language</li> <li>3 disability</li> <li>4 religion</li> <li>5 health</li> <li>6 wealth</li> <li>7 age</li> <li>8 sexual orientation</li> <li>9 access</li> <li>1 a range of and types of programmes/activities</li> <li>2 facilities, location, access and equipment</li> <li>3 appropriate staffing</li> <li>4 marketing, communication and promotion</li> <li>5 monitoring and evaluation of attendance</li> <li>5.3 Where possible, ensure own methods for overcoming barriers to participation complement similar initiatives for the community</li> </ol>	<p style="text-align: center;">✓</p>	

Learning outcomes		Assessment criteria		Initial	Evidence Reference number/s
<p>The learner will:</p> <ul style="list-style-type: none"> <li>with <b>3</b> of the following types of:               <ul style="list-style-type: none"> <li><b>c service delivery</b></li> <li>1 a range of and types of programmes/activities</li> <li>2 facilities, location, access and equipment</li> <li>3 appropriate staffing</li> <li>4 marketing, communication and promotion</li> <li>5 monitoring and evaluation of attendance</li> </ul> </li> </ul>		<p>The learner can:</p> <ul style="list-style-type: none"> <li>5.4 Make sure that own and other staff's interactions with customers, show that own organisation values diversity and equality</li> <li>5.5 Make sure that any words and behaviour from staff and customers which are inconsistent with equality and diversity, are challenged</li> <li>5.6 Work with appropriate people to monitor and evaluate own methods of addressing barriers to participation</li> <li>5.7 Work with appropriate people to improve and sustain own methods of addressing barriers to participation</li> </ul>		✓	
<p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work. learner has met all the requirements.</p>					
<p><b>Simulation</b></p> <p>Simulation is not allowed for this unit.</p>					
<p><b>Use of supplementary evidence:</b></p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>					

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Ensure the health, safety, welfare and security of customers and staff
<b>Unit no.</b>	A/503/0651
<b>Level:</b>	3
<b>Credit value:</b>	4

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s
<b>The learner will:</b> 1. Know how to ensure the health, safety, welfare and security of customers and staff  These can be assessed by: <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>		<b>The learner can:</b> 1.1 Summarise the key requirements of health and safety legislation that affect own area of work 1.2 Explain own organisation's health, safety and security procedures and policies 1.3 Explain the principles of the duty of care 1.4 Define 'health' including the meaning of emotional/psychological health 1.5 Summarise equipment manufacturers' guidelines, as appropriate to own work 1.6 Explain National Governing Body guidance relating to activities, where appropriate to own work 1.7 Explain relevant operating procedures regarding health and safety 1.8 Summarise the possible impact of weather on health and safety in own area of responsibility 1.9 Explain how to exercise authority and leadership in potentially hazardous situations 1.10 Explain how to identify types of untoward incidents (including 'near misses') which may occur and why they should be reported, in relation to the following: <ul style="list-style-type: none"> <li>• activities</li> <li>• participant and staff behaviour</li> <li>• environmental damage</li> </ul>	✓	

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>2. Know how to identify hazards and assess risks to health, safety and security</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>2.1 Explain the importance of identifying hazards and assessing risks</p> <p>2.2 Explain the importance of involving as many relevant people as possible in identifying hazards and assessing risks</p> <p>2.3 Explain how to involve others in identifying hazards</p> <p>2.4 Explain how to identify the information which needs to be collected to make an effective risk assessment and how to collect, evaluate and record such information</p> <p>2.5 Classify the types of hazards which are likely to be present in own area of responsibility</p> <p>2.6 Explain how to identify existing hazards and controls</p> <p>2.7 Define risk acceptance criteria and how to determine these</p> <p>2.8 Explain how to assess risks</p> <p>2.9 Explain how to determine when risks are unacceptable according to organisational, local and national requirements</p> <p>2.10 Explain how to identify own technical limitations when assessing risks and who are the competent specialists who need to be consulted when a risk or hazard is beyond own limitations</p> <p>2.11 Summarise the importance of continuing to monitor for new hazards and assessing the risks presented by these</p>		
<p>3. Be able to identify hazards and assess risks to health, safety and security</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is ensuring the health, safety, welfare and security of customers and staff</p>	<p>3.1 Check facilities, equipment and activities for health, safety and security issues</p> <p>3.2 Gather information from all <b>relevant people</b> about possible hazards</p> <p>1 colleagues and team members</p> <p>2 participants</p> <p>3 clients</p>		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>When identifying hazards and assessing risks to health, safety and security, the learner must cover <b>3</b> of the following types of:</p> <p><b>a relevant people</b></p> <ol style="list-style-type: none"> <li>1 colleagues and team members</li> <li>2 participants</li> <li>3 clients</li> <li>4 facility owners</li> </ol> <p>and <b>all</b> of the following types of:</p> <p><b>b hazards</b></p> <ol style="list-style-type: none"> <li>1 to health</li> <li>2 to safety</li> <li>3 to security</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>4 facility owners</li> <li>3.3 Record all significant hazards, who is exposed, and any existing safety procedures</li> <li>3.4 Assess the risks associated with these <b>hazards</b> and whether these risks are acceptable according to legal and organisational requirements               <ol style="list-style-type: none"> <li>1 to health</li> <li>2 to safety</li> <li>3 to security</li> </ol> </li> <li>3.5 Consult an appropriate person when assessing the risks is beyond own level of competence</li> <li>3.6 Report any unacceptable risks following legal and organisational requirements</li> <li>3.7 Continue to monitor for new hazards and assess their risks on an ongoing basis</li> </ol>		
<p>4. Know how to contribute to developing and maintaining normal and emergency operating procedures</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<ol style="list-style-type: none"> <li>4.1 Explain the importance of safety procedures to manage risks in own area of responsibility</li> <li>4.2 Explain why it is important to involve as many people as possible in developing such safety procedures and how to do so</li> <li>4.3 Explain how to develop safety procedures which are consistent with a risk assessment</li> <li>4.4 Explain how to identify the circumstances in which appropriate authorities would have to be informed about lack of effective risk management</li> <li>4.5 Summarise who are the appropriate authorities and how to inform them about lack of effective risk management</li> <li>4.6 Evaluate effective methods of promoting safety to participants and staff</li> </ol>		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
The learner will:	The learner can:		
	4.7 Explain how to make sure participants and staff know and adhere to the relevant safety requirements		
	4.8 Explain why participants and colleagues should be encouraged to take responsibility for their own safety		
	4.9 Summarise the importance of reviewing and adapting procedures on an ongoing basis		
	4.10 Explain the importance of monitoring the implementation of safety procedures and of intervening promptly when these are not being followed		
	4.11 Explain why participants and staff should be actively encouraged to provide feedback on risks, hazards and ground rules		
	4.12 Explain how to encourage such feedback effectively		
	4.13 Explain how to use participant and staff feedback to improve ground rules		
	4.14 Classify the types of incidents and emergencies which are likely to occur and how to deal with these		
	4.15 Explain how to ensure that other team members respond effectively to incidents and emergencies		
	4.16 Explain how to decide what type of assistance is appropriate to the incident and emergency and how to summon such assistance		
	4.17 Summarise the information which the people providing assistance will need to know		
	4.18 Evaluate own level of competence and responsibility in relation to an emergency or incident		
	4.19 Explain how to record and report incidents and emergencies		
	4.20 Summarise how to recommend new approaches which might prevent emergencies and incidents being repeated		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>5. Be able to contribute to developing and maintaining normal and emergency operating procedures</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is ensuring the health, safety, welfare and security of customers and staff.</p> <p>When contributing to developing and maintaining normal and emergency operating procedures, the learner must cover <b>both</b> of the following types of:</p> <p><b>a procedures</b></p> <p>1 normal operating procedures</p> <p>2 emergency operating procedures</p> <p>and <b>all</b> of the following types of:</p> <p><b>b risks</b></p> <p>1 to health</p> <p>2 to safety</p> <p>3 to security</p>	<p>The learner can:</p> <p>5.1 Put in place the <b>procedures</b> to keep <b>risks</b> to an acceptable level</p> <p>1 normal operating procedures</p> <p>2 emergency operating procedures</p> <p>1 to health</p> <p>2 to safety</p> <p>3 to security</p> <p>5.2 Make sure these procedures are consistent with legal and organisational requirements</p> <p>5.3 Give <b>relevant people</b> the information they need about procedures and encourage and motivate them to follow these procedures</p> <p>1 colleagues and team members</p> <p>2 participants</p> <p>3 spectators</p> <p>4 clients</p> <p>5 facility owners</p>		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>and <b>3</b> of the following types of:</p> <p><b>c relevant people</b></p> <ul style="list-style-type: none"> <li>1 colleagues and team members</li> <li>2 participants</li> <li>3 spectators</li> <li>4 clients</li> <li>5 facility owners</li> </ul> <p>6. Know how to contribute to maintaining and improving procedures for the protection of vulnerable participants</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>5.4 Intervene effectively when procedures are not being followed</p> <p>5.5 Continue to review and adapt procedures when necessary</p> <p>5.6 Gather feedback from relevant people on how well procedures are working</p> <p>5.7 Use feedback on how well procedures are working to improve those procedures</p> <p>6.1 Explain the importance of effective protection for vulnerable participants</p> <p>6.2 Summarise who are vulnerable participants</p> <p>6.3 Interpret key requirements of legislation for child protection</p> <p>6.4 Explain how to identify other types of vulnerable people who may need similar protection and legal requirements in relation to these</p> <p>6.5 Summarise own organisation's policies and procedures for the protection of vulnerable participants, and own responsibilities in this</p> <p>6.6 Explain the main risks to children and other vulnerable people and procedures – for example Criminal Record Bureau checks – that must be used to ensure protection</p> <p>6.7 Explain the importance of checking that protection procedures are being followed and how to do so</p> <p>6.8 Explain how to respond when there are suspicions of abuse according to organisational and legal requirements</p> <p>6.9 Explain why it is important to collect, assess and share information about possible abuse</p> <p>6.10 Explain how to identify reporting procedures relating to abuse</p> <p>6.11 Summarise types of support that may be needed by self or colleagues, and how to access such support</p> <p>6.12 Summarise the rules and guidelines covering the confidentiality of information relating to abuse</p>	<p>✓</p>	

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>7. Be able to contribute to maintaining and improving procedures for the protection of vulnerable participants</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is ensuring the health, safety, welfare and security of customers and staff.</p> <p>When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover <b>3</b> of the following types of:</p> <p><b>a relevant people</b></p> <ol style="list-style-type: none"> <li>1 colleagues and team members</li> <li>2 parents/carers</li> <li>3 spectators</li> <li>4 clients/participants</li> <li>5 facility owners</li> </ol> <p>and <b>all</b> of the following types of:</p> <p><b>b abuse</b></p> <ol style="list-style-type: none"> <li>1 physical</li> <li>2 neglect</li> <li>3 emotional</li> <li>4 sexual</li> <li>5 bullying</li> </ol>	<p>The learner can:</p> <p>7.1 Carry out own responsibilities for the protection of vulnerable participants according to organisational and legal requirements</p> <p>7.2 Give <b>relevant people</b> the information they need about policies and procedures and encourage and motivate them to follow these</p> <ol style="list-style-type: none"> <li>1 colleagues and team members</li> <li>2 parents/carers</li> <li>3 spectators</li> <li>4 clients/participants</li> <li>5 facility owners</li> </ol> <p>7.3 Intervene when policies and procedures are not being followed</p> <p>7.4 Encourage relevant people to report any suspicions they have about possible <b>abuse</b></p> <ol style="list-style-type: none"> <li>1 physical</li> <li>2 neglect</li> <li>3 emotional</li> <li>4 sexual</li> <li>5 bullying</li> </ol> <p>7.5 Follow the correct <b>procedures</b> when there are suspicions of possible abuse</p> <ol style="list-style-type: none"> <li>1 normal operating procedures</li> <li>2 emergency operating procedures</li> </ol> <p>7.6 Protect, and encourage others to protect, confidential information</p>	<p style="text-align: center;">✓</p>	

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>and <b>all</b> of the following types of:</p> <p><b>c procedures</b></p> <p>1 normal operating procedures</p> <p>2 emergency operating procedures</p>	<p>The learner can:</p> <p>7.7 Make sure staff involved in cases of suspected abuse receive any support they may need</p> <p>7.8 Gather feedback from relevant people on how well procedures are working</p> <p>7.9 Use feedback on how well procedures are working to improve these procedures</p>	<p>✓</p>	
<p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.</p>			
<p><b>Simulation</b></p> <p>Simulation is not allowed for this unit except as detailed below.</p>			
<p><b>Use of supplementary evidence</b></p> <p>Supplementary evidence may be used for assessment criteria 7.5 and 7.6 if no naturally occurring evidence is available.</p>			

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Facilitate community-based sport and physical activity
<b>Unit no.</b>	F/503/0652
<b>Level:</b>	3
<b>Credit value:</b>	16

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s
<b>The learner will:</b> 1. Know how to facilitate community-based sport and physical activity  These can be assessed by: <ul style="list-style-type: none"> <li>professional discussion</li> <li>oral questions and answers</li> <li>questions requiring written answers</li> </ul>		<b>The learner can:</b> 1.1 Explain the potential which sport and physical activity have for community development 1.2 Explain government policies in relation to sport and physical activity in the community 1.3 Explain the potential which widening community participation has for the development of sport and physical activity 1.4 Explain the relationship between levels of physical activity and health in the community 1.5 Compare and contrast community sports approaches with conventional sports approaches 1.6 Identify and explain key concepts and principles of a community empowerment approach 1.7 Identify own organisation's strategies and policies for community-based sport and physical activity 1.8 Interpret the policies and practices of other organisations which are relevant to own work in community-based sport and physical activity  2.1 Identify models and case studies of effective practice in community-based sport and physical activity 2.2 Compare and contrast different types of communities – for example, urban and rural – and how their different features and needs will influence working practices 2.3 Explain why it is important to develop an accurate understanding of the community in which work is carried out	✓	

Learning outcomes		Assessment criteria	Initial	Evidence	Reference number/s
<p>The learner will:</p> <ul style="list-style-type: none"> <li>These can be assessed by:</li> <li>professional discussion</li> <li>oral questions and answers</li> <li>questions requiring written answers</li> </ul>	The learner can:				
	2.4	Evaluate the advantages and disadvantages of different sources of information and research methods which should be used to develop an understanding of the community			
	2.5	Identify the broad types of community issues that may impact on new programmes of activity			
	2.6	Explain how to analyse the information collected and how to draw conclusions based on this analysis			
	2.7	Explain the importance of exploring and challenging assumptions of self or others about the community			
	2.8	Identify partnerships which may already exist in or with the community			
	2.9	Explain why it is important to understand relationships and hierarchies in communities and partnerships			
	2.10	Explain how to identify, establish contact and network with the people most relevant to own work in the community			
	2.11	Explain why it is important to approach people and establish a relationship with them in a way that is appropriate to them and their expectations			
	2.12	Explain how to approach people and establish a relationship with them in a way that is appropriate to them and their expectations			
	2.13	Explain how to build lasting and respectful relationships with people in the community			
	2.14	Explain why it is important to explain own role, aims and objectives and clarify any information about responsibilities			
	2.15	Explain the importance of collaborative working and trying, wherever possible, to align agendas			
	2.16	Explain how to identify and bring together people in the community who could contribute to and benefit from possible sport and physical activity programmes			
	2.17	Explain how to identify community needs and ways in which sport and active recreation might address these needs whilst working closely with target communities			
	2.18	Describe the typical target groups in the community			

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
The learner will:	The learner can:		
	2.19 Explain the likely 'hooks' that will involve target groups in sport and active recreation		
	2.20 Explain how to make programmes accessible to target groups		
	2.21 Explain how to promote programmes to target groups		
	3.1 <b>Collect</b> , organise and analyse as much relevant information about the community as possible		
	1 gathering information from printed and internet based material		
	2 gathering information from colleagues		
	3 gathering information from organisations		
	4 community surveys		
	5 interacting with people in the community		
	6 using facilities in the community		
	3.2 Explore and challenge assumptions where necessary		
	3.3 Develop an evidence-based <b>community profile</b> and consult to ensure conclusions are valid		
	1 demographics		
	2 ethnic mix		
	3 relationships within and between groups		
	4 social and economic issues		
	5 culture and politics		
	6 key contacts		
	7 facilities		
3. Be able to research the community and establish working relationships			
This Learning Outcome must be assessed using workplace evidence generated when the learner is facilitating community-based sport and physical activity.			
When research the community and establish working relationships, the learner must cover <b>3</b> of the following types of:			
<b>a</b> ways to <b>collect</b>			
community information			
1 gathering information from printed and internet based material			
2 gathering information from colleagues			
3 gathering information from organisations			
4 community surveys			
5 interacting with people in the community			
6 using facilities in the community			

Learning outcomes	Assessment criteria	Initial	Evidence	Reference number/s
<p>The learner will:</p> <p>with <b>5</b> of the following types of:</p> <p><b>b community profile</b></p> <ol style="list-style-type: none"> <li>1 demographics</li> <li>2 ethnic mix</li> <li>3 relationships within and between groups</li> <li>4 social and economic issues</li> <li>5 culture and politics</li> <li>6 key contacts</li> <li>7 facilities</li> <li>8 other agencies</li> <li>9 other relevant initiatives</li> <li>10 obstacles to participation and progression</li> </ol> <p>with <b>3</b> of the following types of:</p> <p><b>c people</b></p> <ol style="list-style-type: none"> <li>1 individual community leaders/activists</li> <li>2 groups</li> <li>3 potential participants</li> <li>4 potential volunteers</li> <li>5 other agencies/professionals</li> <li>6 facility owners</li> <li>7 specific target groups</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>8 other agencies</li> <li>9 other relevant initiatives</li> <li>10 obstacles to participation and progression</li> </ol> <p>3.4 Make contact with the <b>people</b> most relevant to own work in a way that is appropriate to them</p> <ol style="list-style-type: none"> <li>1 individual community leaders/activists</li> <li>2 groups</li> <li>3 potential participants</li> <li>4 potential volunteers</li> <li>5 other agencies/professionals</li> <li>6 facility owners</li> <li>7 specific target groups</li> </ol> <p>3.5 Explain own role, aims and objectives in a way that is consistent with own organisation's strategy</p> <p>3.6 Where possible, negotiate how to bring own objectives and those of others into alignment</p> <p>3.7 Identify and agree ways of working collaboratively and building own relationship</p> <p>3.8 Record what has been learned, for future reference</p>			

Learning outcomes		Assessment criteria	Initial	Evidence	Reference number/s
<p><b>The learner will:</b></p> <p>4. Know how to plan and deliver sport and physical activity programmes in the community</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p><b>The learner can:</b></p> <p>4.1 Explain how to develop programmes that address issues such as inclusion, personal development, social development, as well as physical and skills-based development</p> <p>4.2 Explain how to consult effectively in a community and why it is important to make use of community feedback</p> <p>4.3 Describe why it may be necessary to make use of unconventional facilities for programmes, what types of facilities could be used, and how to adapt them</p> <p>4.4 Explain how to select staff for community based programmes and the types of skills, qualities and experience to be looked for</p> <p>4.5 Describe why it is important that staff understand the specific aims and objectives of programme, projects and the organisation as a whole</p> <p>4.6 Describe why it is important to monitor programmes and respond to new opportunities, interests and needs</p> <p>4.7 Explain how to encourage and empower people to express community needs</p> <p>4.8 Explain how to influence people and use evidence-based research to demonstrate how sport and physical activity can benefit communities and stimulate their development</p> <p>4.9 Explain how to enable people to identify opportunities for participation in sport and physical activity that could address community needs</p> <p>4.10 Evaluate the advantages and disadvantages of different types of opportunities for participation in sport and physical activity that could address community needs</p> <p>4.11 Explain why people in the community need to understand their own strengths and weaknesses in relation to planning and providing opportunities</p> <p>4.12 Explain how to support people in the community to understand their own strengths and weaknesses in relation to planning and providing opportunities</p>				

Learning outcomes	Assessment criteria	Initial	Evidence	Reference number/s
<p>The learner will:</p> <p>5. Be able to plan and deliver sport and physical activity programmes in the community</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is facilitating community-based sport and physical activity.</p> <p>When planning and delivering sport and physical activity programmes in the community, the learner must cover <b>3</b> of the following types of:</p> <p><b>a people</b></p> <ol style="list-style-type: none"> <li>1 individual community leaders/activists</li> <li>2 groups</li> <li>3 potential participants</li> <li>4 potential volunteers</li> <li>5 other agencies/professionals</li> <li>6 facility owners</li> <li>7 specific target groups</li> </ol>	<p>The learner can:</p> <p>5.1 Bring together <b>people</b> in the community who could contribute to and benefit from possible programmes</p> <ol style="list-style-type: none"> <li>1 individual community leaders/activists</li> <li>2 groups</li> <li>3 potential participants</li> <li>4 potential volunteers</li> <li>5 other agencies/professionals</li> <li>6 facility owners</li> <li>7 specific target groups</li> </ol> <p>5.2 Enable people to identify community needs and possible target groups</p> <p>5.3 Enable people to see how sport and physical activity programmes could help to meet these needs</p> <p>5.4 Develop <b>aims, objectives</b> and plans for programmes which will meet community needs and be attractive and accessible to the target groups</p> <ol style="list-style-type: none"> <li>1 inclusion</li> <li>2 personal development</li> <li>3 social development</li> <li>4 physical development</li> <li>5 skills development</li> </ol>			

Learning outcomes	Assessment criteria	Initial	Evidence	Reference number/s
<p>The learner will:</p> <p>with <b>3</b> of the following types of:</p> <p><b>b aims and objectives</b></p> <ol style="list-style-type: none"> <li>1 inclusion</li> <li>2 personal development</li> <li>3 social development</li> <li>4 physical development</li> <li>5 skills development</li> </ol> <p>with <b>3</b> of the following types of:</p> <p><b>c resources</b></p> <ol style="list-style-type: none"> <li>1 conventional facilities/equipment</li> <li>2 unconventional facilities/equipment</li> <li>3 staff based in the community</li> <li>4 staff from outside the community</li> <li>5 existing projects and initiatives</li> <li>6 finance</li> <li>7 partner resources</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>5.5 Carry out effective community consultation on plans with relevant people, using feedback to improve plans</li> <li>5.6 Organise the programmes, using <b>resources</b> most appropriate to the aims and objectives and ensuring inclusivity for the target group               <ol style="list-style-type: none"> <li>1 conventional facilities/equipment</li> <li>2 unconventional facilities/equipment</li> <li>3 staff based in the community</li> <li>4 staff from outside the community</li> <li>5 existing projects and initiatives</li> <li>6 finance</li> <li>7 partner resources</li> </ol> </li> <li>5.7 Promote the programmes in a way that will be attractive to the target groups, and deal with referrals from other agencies when they occur</li> <li>5.8 Make sure all staff understand the aims and objectives of the programmes and work in a way which will achieve these</li> <li>5.9 Monitor the programmes and make adjustments taking account of new and emerging interests, needs and opportunities</li> <li>5.10 Work with people in the community to evaluate the programmes and identify potential improvements and further developments</li> </ol>			

Learning outcomes		Assessment criteria	Initial	Evidence	Reference number/s
✓					
<p><b>The learner will:</b></p> <p>6. Know how to enable communities to organise and sustain opportunities for participation and progression</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>		<p><b>The learner can:</b></p> <p>6.1 Explain why it is important to encourage people to use their own community resources, for example volunteers, facilities, etc, rather than relying completely on support from other people</p> <p>6.2 Explain how to identify and address weaknesses in the target community in relation to planning and organising opportunities</p> <p>6.3 Identify types of conflict that may occur between different sections of the community and how to negotiate conflict resolution</p> <p>6.4 Explain how to empower people to evaluate and promote the benefits that arise from opportunities for sport and physical activity</p> <p>6.5 Explain why sustainable development and capacity building are important when developing sport and physical activity within communities</p> <p>6.6 Explain how to promote the longer term benefits that can arise from target groups having the opportunity to participate in and develop within sport and physical activity</p> <p>6.7 Explain how to empower people to establish more permanent legacy strategies and structures for sport and physical activity in their community</p>			
<p>7. Be able to enable communities to organise and sustain opportunities for participation and progression</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is facilitating community-based sport and physical activity.</p>		<p>7.1 Empower <b>people</b> to identify longer term community needs and explore possible opportunities for participation and progression</p> <p>1 individual community leaders/activists</p> <p>2 groups</p> <p>3 potential participants</p> <p>4 potential volunteers</p> <p>5 other agencies/professionals</p>			

The learner will:

The learner can:

<p>When enabling communities to organise and sustain opportunities for participation and progression, the learner must cover <b>4</b> of the following types of:</p> <p><b>a people</b></p> <ol style="list-style-type: none"> <li>1 individual community leaders/activists</li> <li>2 groups</li> <li>3 potential participants</li> <li>4 potential volunteers</li> <li>5 other agencies/professionals</li> <li>6 facility owners</li> <li>7 specific target groups</li> </ol> <p>with <b>6</b> of the following types of:</p> <p><b>b professional support</b></p> <ol style="list-style-type: none"> <li>1 facilitating contacts and relationships with sports bodies</li> <li>2 providing access to information</li> <li>3 medium to long term planning</li> <li>4 advising on organisational structures</li> <li>5 advising on types and structures of events</li> </ol>	<p>6 facility owners</p> <p>7 specific target groups</p> <p>7.2 Empower people to identify how they can integrate possible opportunities with existing projects and initiatives</p> <p>7.3 Empower people to identify and assess their own strengths and weaknesses in relation to these possible opportunities</p> <p>7.4 Encourage people to make best use of community strengths and resources whilst providing them with the <b>professional support</b> they need to address weaknesses</p> <p>1 facilitating contacts and relationships with sports bodies</p> <p>2 providing access to information</p> <p>3 medium to long term planning</p> <p>4 advising on organisational structures</p> <p>5 advising on types and structures of events</p> <p>6 advising on financial and physical resources</p> <p>7 empowering to identify and obtain staff and volunteers</p> <p>8 empowering to access sources of training</p> <p>9 advising on marketing and promotion</p> <p>7.5 Empower people to deal with conflict and negotiate effective ways of working together</p>			
---	--	--	--	--

Learning outcomes	Assessment criteria	Initial Evidence Reference number/s
<p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>6 advising on financial and physical resources</li> <li>7 empowering to identify and obtain staff and volunteers</li> <li>8 empowering to access sources of training</li> <li>9 advising on marketing and promotion</li> </ul>	<p><b>The learner can:</b></p> <ul style="list-style-type: none"> <li>7.6 Empower people to evaluate opportunities when they have occurred and to identify the benefits</li> <li>7.7 Support people to plan and develop a legacy of more permanent structures, skills and resources for participation and progression</li> <li>7.8 Plan, agree and follow through a strategy for the community to sustain participation and progression without own personal involvement</li> <li>7.9 Maintain contact with people to evaluate progress and identify any other types of support they may need</li> </ul>	
<p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.</p>		
<p><b>Simulation</b></p> <p>Simulation is not allowed for this unit.</p>		
<p><b>Use of supplementary evidence:</b></p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>		

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Support the development of sport and physical activity in education
<b>Unit no.</b>	J/503/0653
<b>Level:</b>	4
<b>Credit value:</b>	13

Learning outcomes		Assessment criteria	Initial	Evidence	Reference number/s
<b>The learner will:</b> 1. Know how to support the development of sport and physical activity in education  These can be assessed by: <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>		<b>The learner can:</b> 1.1 Explain effective strategies for equality, diversity and inclusion when developing sport and physical activity in education  1.2 Summarise ways of gathering, recording, analysing and using information to improve sport and physical activity provision  1.3 Evaluate the range of local sport, physical education and physical activity provision for children and young people  1.4 Describe the range of local resources relevant to own work and how to access these  1.5 Explain the relationship between levels of physical activity and the health and well-being of children  1.6 Evaluate the potential which sport, physical education and physical activity has for raising children and young people's educational achievement and attainment  1.7 Explain what creates sustainable sports provision including the contribution of how continuing professional development  1.8 Summarise how to organise sport and physical activity events in order to ensure legacy	✓		

Learning outcomes		Assessment criteria	Initial	Evidence	Reference number/s
<p>The learner will:</p> <p>2. Understand the policies and strategies around the development of sport and physical activity in education</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>		<p>The learner can:</p> <p>2.1 Summarise relevant legislation, government education policy, and national strategies in relation to PE and sport and physical activity in education</p> <p>2.2 Summarise own organisation's policies in relation to working with young people and vulnerable adults, including those for safeguarding</p> <p>2.3 Summarise own aims, objectives and priorities in relation to the educational community</p>			
<p>3. Know how to work with key stakeholders to develop sport and physical activity in education</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>		<p>3.1 Explain the structures of the educational community and the various establishments within it</p> <p>3.2 Explain the educational establishments' aims, objectives and priorities</p> <p>3.3 Explain how to align own aims, objectives and priorities with those of the educational establishments</p> <p>3.4 Summarise the educational community's policies and practices relating to sport and physical activity and working with children and young people</p> <p>3.5 Summarise the roles and responsibilities of the people in the educational community and its establishments, relevant to developing sport and physical activity in education</p> <p>3.6 Explain how to identify and build relationships with the people most relevant to own work</p> <p>3.7 Explain the importance of consulting with key people in the educational community about the development of sport and physical activity</p>			

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>3.8 Evaluate the potential that engaging with education has for the development of sport and physical activity</p> <p>3.9 Describe the educational establishments' planning processes and cycles and how to integrate own work with these</p> <p>3.10 Evaluate the main implications of the educational establishments' planning processes and cycles upon programme feasibility</p> <p>3.11 Evaluate effective practice and models of effective links between sport and physical activity and education</p> <p>3.12 Explain how to create progressive pathways between education and sport for children and young people</p> <p>3.13 Evaluate different models of delivery of PE and sport in the educational establishment and how they influence own way of working</p> <p>3.14 Summarise relevant inspection agencies and their expectations and standards</p>		
<p>4. Be able to work with key stakeholders to develop sport and physical activity in education</p> <p>This Learning outcome must be assessed using workplace evidence generated when the learner is contributing to strategic development in sport and active leisure.</p>	<p>4.1 Identify and work with key stakeholders to agree community needs and priorities in relation to developing sport and physical activity</p> <p>4.2 Influence key stakeholders in education to use sport and physical activity to address their own needs and priorities</p> <p>4.3 Negotiate common objectives and ways of working to mutual benefit</p> <p>4.4 Maintain contact with key stakeholders to evaluate ongoing impact and progress</p> <p>4.5 Identify and access any further types of support which key stakeholders may need</p>		

Learning outcomes	Assessment criteria	Initial	Evidence	Reference number/s
<p>The learner will:</p> <p>5. Be able to support the educational community to develop sport and physical activity</p> <p>This Learning outcome must be assessed using workplace evidence generated when the learner is contributing to strategic development in sport and active leisure.</p>	<p>The learner can:</p> <p>5.1 Research, develop and maintain an accurate profile of the educational community in relation to developing sport and physical activity</p> <p>5.2 Support the educational community in planning and implementing opportunities for participation and progression that address needs and priorities</p> <p>5.3 Support the educational community in developing a longer term strategy to sustain sport and physical activity</p> <p>5.4 Support the educational community in developing more permanent legacy structures for participation and progression</p> <p>5.5 Support the educational community in building capacity to enable sustainability and further development</p> <p>5.6 Support the educational community in monitoring and evaluating the impact of joint work</p>	<p>✓</p>		
<p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.</p>				
<p><b>Simulation</b></p> <p>Simulation is not allowed for this unit.</p>				
<p><b>Use of supplementary evidence:</b></p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>				

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Lead and motivate volunteers
<b>Unit no.</b>	K/503/0645
<b>Level:</b>	3
<b>Credit value:</b>	10

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s
<b>The learner will:</b> ✓				
1. Understand good practice and legal requirements when working with volunteers	<b>The learner can:</b>			
	1.1	Explain the importance of taking account of people's diverse abilities, styles and motivations		
	1.2	Explain the importance of making sure that working methods and roles are consistent with volunteers' diverse needs, abilities and potential, and how to do so		
	1.3	Summarise the legal requirements to consider when agreeing volunteers' working methods and roles		
	2.1	Explain the principles of effective communication and how to apply them when working with volunteers		
2. Understand communication with volunteers when leading and motivating them	2.2	Explain the importance of briefing volunteers and the different ways in which this can be done		
	2.3	Summarise the information that should be given during briefings for volunteers		
	2.4	Explain the importance of effective methods of communication with and between volunteers		
	3.1	Choose a place and a time for the briefing that is appropriate to volunteers and their work		
3. Be able to brief volunteers on work requirements and responsibilities	3.2	Explain the purpose and value of the work planned for volunteers and motivate them to achieve high standards		
	3.3	Encourage and support volunteers to take ownership of their work		
	3.4	Suggest ways in which plans could be improved or adapted to meet volunteers' diverse needs, abilities and potential		
	3.5	Agree individual responsibilities and working methods with each volunteer		

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.</p>	<p>3.6 Make sure volunteers understand what is expected of them and are confident about taking on these responsibilities</p> <p>3.7 Agree with volunteers how they should communicate</p> <p>3.8 Communicate with volunteers at all times in ways that meet their diverse needs and show respect for their volunteer role</p> <p>4.1 Explain the importance of seeking new and innovative roles and working methods</p> <p>4.2 Explain the importance of involving volunteers in selecting and planning their roles and responsibilities</p> <p>4.3 Explain the importance of giving volunteers the opportunity to evaluate their own work</p> <p>4.4 Explain the importance of providing feedback to volunteers</p> <p>4.5 Describe the main points to consider when giving feedback to volunteers</p> <p>4.6 Explain the importance of basing feedback on an objective evaluation of performance</p> <p>4.7 Explain the importance of celebrating the achievement of volunteers</p> <p>4.8 Describe different ways of rewarding volunteers for their efforts</p>	✓		
			<p>4. Understand the principles of involving and motivating volunteers</p>	
<p>5. Understand the principles of evaluating the work of volunteers</p>	<p>5.1 Explain how to monitor and evaluate the work of volunteers</p>			
	<p>5.2 Explain the importance of using fair and objective criteria for evaluation and what types of criteria might be appropriate in a volunteer context</p>			
	<p>5.3 Explain the importance of using evidence for evaluations and the types of evidence that can be used</p>			

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
The learner will:	The learner can:		
6. Be able to provide volunteers with feedback on their work  Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.	5.4 Describe the types of factors that might affect volunteers' performance and how to take account of these when evaluating their work  6.1 Evaluate volunteers' work against agreed work requirements, using fair and objective criteria  6.2 Choose an appropriate time and place to debrief and provide feedback to volunteers  6.3 Explain the purpose of debriefing and feedback and encourage an open and honest approach  6.4 Encourage and support volunteers to reflect on the work they have done and to provide objective feedback  6.5 Give volunteers feedback that is based on own evaluation of their work and takes account of their views and opinions  6.6 Acknowledge volunteers' achievements in ways that reinforce their motivation  6.7 Provide constructive suggestions to improve volunteers' future performance and agree these with volunteers  6.8 Identify where volunteers may need additional support		
7. Understand the principles of supporting and supervising volunteers	6.9 Show respect for volunteers' individual needs and preferences and the nature of their volunteering work  7.1 Explain how to determine and agree the requirements for the work of volunteers  7.2 Summarise the types of support that volunteers have a right to expect from their supervisor and how to provide these		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p><b>The learner will:</b></p> <p>8. Be able to support volunteers in solving problems during volunteering activities</p> <p>Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.</p>	<p><b>The learner can:</b></p> <p>8.1 Monitor volunteering activities and identify problems when they occur</p> <p>8.2 Collect and analyse available information about the nature of the problem</p> <p>8.3 Identify the implications of the problem and communicate these to those involved</p> <p>8.4 Provide support to help volunteers overcome problems</p> <p>8.5 Promote an atmosphere in which individuals are not blamed for the problem, and problems are seen as an opportunity for learning</p> <p>8.6 Encourage an approach in which volunteers take responsibility for the problem and feel motivated to work towards an acceptable solution</p> <p>8.7 Work with those involved to identify a solution that is acceptable to them and in line with the organisation's policies and procedures</p> <p>8.8 Communicate clearly and effectively with those involved in ways that recognise their diverse needs</p> <p>8.9 Treat confidential information appropriately, whilst being open and transparent about non-confidential issues</p>	<p>✓</p>	
<p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.</p>			
<p><b>Simulation</b></p> <p>Simulation is not allowed for this unit.</p>			
<p><b>Use of supplementary evidence:</b></p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>			

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Recruit, select and keep colleagues
<b>Unit no.</b>	H/602/1842
<b>Level:</b>	5
<b>Credit value:</b>	12

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s
<b>The learner will:</b> ✓				
1. Be able to identify recruitment and selection needs  Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.	The learner can:			
	1.1	Review on a regular basis the work required in own area of responsibility		
Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.	1.2	Identify any shortfall in own area of responsibility, including: <ul style="list-style-type: none"> <li>the number of colleagues</li> <li>the pool of knowledge, skills and experience</li> </ul>		
	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		
	2.1	Plan the following aspects of the recruitment process in consultation with others: <ul style="list-style-type: none"> <li>main stages in the recruitment and selection process</li> <li>the recruitment and selection methods to be used</li> <li>timings for the recruitment and selection process</li> <li>who will be involved in the recruitment and selection process</li> </ul>		
2. Be able to plan a recruitment and selection process  Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.	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 outcomes		Assessment criteria		Initial	Evidence	Reference number/s
The learner will:		The learner can:		✓		
3. Be able to contribute to a recruitment and selection of people for identified vacancies  Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.	3.1	Take part in the recruitment and selection process as planned				
	3.2	Ensure the recruitment and selection process is fair, consistent and effective				
	3.3	Ensure applicants who are offered positions are able to perform effectively and work with their new colleagues				
	3.4	Evaluate whether the recruitment and selection process has been successful in relation to appointments				
	3.5	Identify any areas for improvement in the recruitment and selection process				
4. Be able to contribute to the retention of colleagues  Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.	4.1	Evaluate reasons for colleagues leaving own area of responsibility				
	4.2	Identify ways of addressing staff turnover problems				
5. Understand own sector context for recruitment, selection and retention	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				
6. Understand own organisational context for recruitment, selection and retention	5.1	Explain recruitment, selection and retention issues in own sector, including working practices and culture				
	5.2	Explain specific initiatives relating to recruitment, selection and retention in own sector				
	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				

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p>	<p>The learner can:</p>	✓	
7. Understand how to identify recruitment and selection needs	<p>6.5 Evaluate local employment market conditions in relation to recruitment, selection and retention</p> <p>6.6 Explain own organisation's culture, values and structure</p> <p>6.7 Summarise the policies and practices of own organisation in relation to:</p> <ul style="list-style-type: none"> <li>• recruitment</li> <li>• selection</li> <li>• induction</li> <li>• dismissal</li> <li>• pay</li> <li>• other terms and condition of employment</li> </ul> <p>6.8 Describe sources of specialist expertise in relation to recruitment, selection and retention used by own organisation</p>		
7.1 Explain how to avoid stereotyping with regard to skills levels and work ethics	7.1 Explain how to avoid stereotyping with regard to skills levels and work ethics		
7.2 Compare the advantages and disadvantages of different options for addressing identified shortfalls in the number of colleagues and the pool of skills, knowledge and experience	7.2 Compare the advantages and disadvantages of different options for addressing identified shortfalls in the number of colleagues and the pool of skills, knowledge and experience		
7.3 Explain what job descriptions and person specifications should contain	7.3 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	7.4 Explain why it is important to consult with other relevant people when producing job descriptions and person specifications		
8. Understand how to plan recruitment and selection processes	8.1 Explain the different stages in the recruitment and selection process		
8.2 Clarify why it is important to consult with others when planning recruitment and selection, the methods to be used and the people to involve	8.2 Clarify why it is important to consult with others when planning recruitment and selection, the methods to be used and the people to involve		
8.3 Compare different recruitment and selection methods and their advantages and disadvantages	8.3 Compare different recruitment and selection methods and their advantages and disadvantages		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p><b>The learner will:</b></p> <p>9. Understand how to contribute to the recruitment and selection of people for identified vacancies</p>	<p><b>The learner can:</b></p> <p>9.1 Clarify why it is important to give people fair, clear and accurate information on vacancies to potential applicants</p> <p>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</p> <p>9.3 Explain how to judge whether applicants meet the stated requirements of a vacancy</p>	<p>✓</p>	
<p>10. Understand how to contribute to the retention of colleagues</p>	<p>10.1 Explain why it is important to identify and evaluate why colleagues are leaving an area of work</p> <p>10.2 Explain how to explore constructively and sensitively the reasons for colleagues leaving an area of work</p> <p>10.3 Identify the types of reasons colleagues might have for leaving an area of work</p> <p>10.4 Explain the causes and effects of high and low staff turnover</p> <p>10.5 Explain measures that can be taken to address staff turnover problems</p>		
<p><b>Evidence of real work activity</b></p>			
<p>There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.</p>			
<p><b>Simulation</b></p>			
<p>Simulation is not allowed for this unit.</p>			
<p><b>Use of supplementary evidence:</b></p>			
<p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>			

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Involve, motivate and retain volunteers
<b>Unit no.</b>	Y/503/0656
<b>Level:</b>	3
<b>Credit value:</b>	10

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s
<b>The learner will:</b>				
1. Understand the value and role of volunteering	The learner can:	1.1 Explain the importance of volunteering to organisations and the wider sector		
		1.2 Describe the variety of roles volunteers can fulfil and the different ways they can contribute to organisational and sector goals		
		1.3 Summarise the range of abilities, styles and motivations volunteers have and how these affect the types of roles and activities they carry out		
		1.4 Summarise the benefits volunteers can derive from volunteering		
		1.5 Explain the type of commitment volunteers need to make in the sector		
		1.6 Identify other volunteering opportunities to which it may be appropriate to refer volunteers		
		1.7 Summarise the details about particular volunteer roles that potential volunteers need to know		
2. Understand how to promote volunteering to potential volunteers		2.1 Summarise own organisation's goals and policies in relation to volunteering		
		2.2 Describe different methods of identifying the types of people who may wish to volunteer their services and their motivations		
		2.3 Summarise different methods of communicating with potential volunteers, and how to select and use appropriate methods		
		2.4 Explain the value of diversity of abilities, styles and motivations amongst volunteers, and how to foster such diversity		
		2.5 Summarise legislation relating to the recruitment of volunteers		
		2.6 Explain the importance of concluding agreements with volunteers in ways that leave the opportunity for future volunteering open, and how to do so		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>3. Be able to promote volunteering to potential volunteers</p> <p>Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.</p>	<p>The learner can:</p> <p>3.1 Involve relevant people and use creative methods to identify</p> <ul style="list-style-type: none"> <li>• the types of people who may wish to volunteer</li> <li>• ways of accessing potential volunteers</li> <li>• the key motivations people may have for wishing to volunteer</li> </ul> <p>3.2 Use appropriate cost- and time-effective communication methods to access groups of potential volunteers</p> <p>3.3 Support potential volunteers to understand</p> <ul style="list-style-type: none"> <li>• the importance of volunteering in meeting the organisation's goals</li> <li>• how people with diverse abilities, styles and motivations can make valuable contributions as volunteers</li> <li>• the volunteering opportunities available and what is involved</li> <li>• the commitment they need to make as volunteers</li> <li>• the potential benefits of volunteering and how volunteering can meet their needs and expectations</li> </ul> <p>3.4 Provide factual evidence to illustrate how volunteers have contributed in the past and how they have benefited personally from doing so</p> <p>3.5 Provide opportunities for people to investigate volunteering opportunities further and make a commitment to becoming a volunteer</p> <p>3.6 Refer people to other volunteering organisations, where appropriate</p> <p>3.7 Evaluate the response to promotional activities and use this information to improve future activities.</p>	<p style="text-align: center;">✓</p>	

Learning outcomes		Assessment criteria		Initial	Evidence Reference number/s
<p>4. Understand the principles of involving and motivating volunteers in an organisation</p> <p>5. Be able to involve volunteers in the organisation</p> <p>Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.</p>	<p>The learner will:</p>	<p>The learner can:</p>	✓		
	4.1	Summarise the basic principles of motivation and how they apply to managing volunteers			
	4.2	Explain how to help people articulate their motivations and understand how volunteering can meet their evolving needs and expectations			
	4.3	Explain the importance of encouraging volunteers to extend their volunteer roles, and how to do so			
	4.4	Explain the importance of getting informed feedback from people, and how to do so			
	5.1	Monitor volunteering activities and identify problems when they occur			
	5.2	Support volunteers to articulate their motivations and understand how volunteering can meet their evolving needs and expectations			
	5.3	Help volunteers find placements that			
		<ul style="list-style-type: none"> <li>meet their evolving needs and expectations</li> </ul>			
		<ul style="list-style-type: none"> <li>allow them to contribute their experience, knowledge, skills and competence in tangible ways to achieving the organisation's goals</li> </ul>			
	5.4	Provide support and supervision to allow volunteers to fulfil their roles and carry out their tasks effectively, safely and securely			
	5.5	Provide opportunities for volunteers to reflect on and articulate their experience of volunteering			
	5.6	Provide feedback to volunteers on their individual and collective contributions and their value to the organisation			
	5.7	Encourage volunteers to extend their volunteer roles within the limits of their knowledge, skills and competence			
5.8	Provide opportunities for volunteers to be involved in the organisation's wider activities				

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s
<p><b>The learner will:</b></p> <p>6. Understand how to respond to volunteers wishing to change or conclude their volunteering role</p> <p>7. Be able to support volunteers in changing or concluding their volunteering role</p> <p>Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.</p>	<p><b>The learner can:</b></p> <p>6.1 Describe a range of indications that a volunteer's current role is no longer appropriate, and how to identify these</p> <p>6.2 Describe other wider volunteering roles that volunteers could take on in the organisation</p> <p>6.3 Describe the types of relationship volunteers may have with the organisation after their agreement is concluded</p> <p>6.4 Identify members of the organisation who need to be informed about the reasons why volunteers wish to conclude their agreements and how the experience of volunteering with own organisation could be improved</p> <p>7.1 Ensure volunteers understand what they need to do if they wish to change their role and contribution to the organisation</p> <p>7.2 Involve volunteers in discussing their contribution to the organisation, whenever there are indications that their current role is no longer appropriate</p> <p>7.3 Find appropriate alternative placements for volunteers whose current role is no longer appropriate</p> <p>7.4 Enable volunteers who are concluding their volunteering agreement to provide feedback on their experience of volunteering</p> <p>7.5 Acknowledge volunteers' contribution to the organisation and agree the nature of the relationship they wish to have with the organisation after their agreement is concluded</p> <p>7.6 Ensure volunteers return all the organisation's property on conclusion of their agreement</p> <p>7.7 Report reasons why volunteers conclude their agreements and how the experience of volunteering with the organisation could be improved</p>	✓		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>8. Understand the principles of supporting and supervising volunteers in order to retain their contribution</p>	<p>The learner can:</p> <p>8.1 Explain the different levels of support and supervision volunteers need, how to assess these levels and provide appropriate support</p> <p>8.2 Describe the support that volunteers can provide to other volunteers/staff, and how to encourage them to give this support</p> <p>8.3 Explain the importance of regularly reviewing volunteers' contribution with them, and how to do so</p>	<p>✓</p>	
<p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.</p>			
<p><b>Simulation</b></p> <p>Simulation is not allowed for this unit.</p>			
<p><b>Knowledge and understanding</b></p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>			

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Develop productive working relationships with colleagues and stakeholders
<b>Unit no.</b>	A/502/9287
<b>Level:</b>	3
<b>Credit value:</b>	4

Learning outcomes		Assessment criteria	Initial	Evidence	Reference number/s
<b>The learner will:</b> 1. Understand the benefits of productive working relationships with colleagues and stakeholders		<b>The learner can:</b> 1.1 Summarise the benefits of developing productive working relationships with colleagues and stakeholders	✓		
2. Understand the organisational context for working relationships		2.1 Summarise the following in relation to own organisation: <ul style="list-style-type: none"> <li>• vision,</li> <li>• values,</li> <li>• objectives,</li> <li>• plans,</li> <li>• structure,</li> <li>• culture</li> </ul> 2.2 Identify colleagues, and their work roles and responsibilities, relevant to own work           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			

Learning outcomes	Assessment criteria	Initial	Evidence	Reference number/s
The learner will:	The learner can:			
	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			
3. Understand how to identify key stakeholders	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			
4. Understand conflict resolution in relation to colleagues and stakeholders	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			
5. Be able to establish working relationships with colleagues and stakeholders	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 outcomes		Assessment criteria	Initial	Evidence	Reference number/s	
6. Understand how to work with colleagues and stakeholders	The learner will:	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	
7. Be able to work with colleagues and stakeholders				7.1	Respect the roles, responsibilities, interests and concerns of colleagues and stakeholders when undertaking own work	
				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 outcomes		Assessment criteria	Initial	Evidence	Reference number/s
<p><b>The learner will:</b></p> <p>8. Understand how to monitor and review relationships with colleagues and stakeholders</p>		<p><b>The learner can:</b></p> <p>8.1 Explain how to monitor and evaluate the effectiveness of working relationships with colleagues and stakeholders</p> <p>8.2 Describe how to obtain, and make effective use of, feedback on the effectiveness of working relationships from colleagues and stakeholders</p> <p>8.3 Explain how to provide colleagues and stakeholders with useful feedback on the effectiveness of working relationships</p> <p>8.4 Summarise the importance of monitoring wider developments in relation to stakeholders</p> <p>8.5 Explain how to effectively monitor wider developments in relation to stakeholders</p>			
<p>9. Be able to review relationships with colleagues and stakeholders</p>		<p>9.1 Monitor the effectiveness of working relationships with colleagues and stakeholders</p> <p>9.2 Review working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement</p> <p>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</p>			
<p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.</p>					
<p><b>Simulation</b></p> <p>Simulation is not allowed for this unit.</p>					
<p><b>Use of supplementary evidence:</b></p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>					

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Allocate and monitor the progress and quality of work in own area of responsibility
<b>Unit no.</b>	M/602/1844
<b>Level:</b>	4
<b>Credit value:</b>	14

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s	
<b>The learner will:</b>					
<p>1. Be able to plan work for colleagues</p> <p>Evidence for the achievement of this Learning outcome must come from consistent performance in the workplace over a period of time.</p>	<p>The learner can:</p> <p>1.1 Confirm the work required in own area of responsibility with the relevant people</p> <p>1.2 Plan how work will be carried out, taking account of:</p> <ul style="list-style-type: none"> <li>the views of people in own area of responsibility</li> <li>any priorities or critical activities</li> <li>best use of resources</li> </ul>				
		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			
		2.1 Ensure that colleagues are briefed on allocated work with reference to:			
	<p>2. Be able to brief colleagues on planned work</p> <p>Evidence for the achievement of this Learning outcome must come from consistent performance in the workplace over a period of time.</p>	<ul style="list-style-type: none"> <li>how the work fits with the vision and objectives for the area of work and organisation</li> <li>the standard of expected performance</li> </ul>			
		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 outcomes		Assessment criteria		Initial	Evidence Reference number/s
<p><b>The learner will:</b></p> <p>3. Be able to monitor colleagues' work</p> <p>Evidence for the achievement of this Learning outcome must come from consistent performance in the workplace over a period of time.</p>		<p><b>The learner can:</b></p> <p>3.1 Monitor the progress and quality of work of colleagues on a regular and fair basis</p> <p>3.2 Measure the progress and quality of colleagues work against the standard of expected performance</p> <p>3.3 Provide colleagues with prompt and constructive feedback on their performance</p>			
<p>4. Be able to support colleagues in their work</p> <p>Evidence for the achievement of this Learning outcome must come from consistent performance in the workplace over a period of time.</p>		<p>4.1 Support colleagues in identifying and dealing with problems and unforeseen events</p> <p>4.2 Motivate colleagues to complete allocated work, providing additional support to help completion</p> <p>4.3 Address any conflict that arises in a way that supports effective working</p> <p>4.4 Agree ways of improving colleagues' performance when necessary</p> <p>4.5 Acknowledge the successful completion of significant pieces of work</p>			
<p>5. Understand own sector context for allocating and monitoring work in own area of responsibility</p>		<p>4.6 Use information collected on colleagues' performance in formal appraisals of their performance</p> <p>5.1 Summarise own sector's requirements for the development and maintenance of knowledge, understanding and skills</p> <p>5.2 Summarise specific legislation, regulations, guidelines and codes of practice for work in own area of responsibility</p>			

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

Learning outcomes	Assessment criteria	Evidence Reference number/s
<p>The learner will:</p> <p>7. Understand how to plan work for colleagues</p>	<p>The learner can:</p> <p>7.1 Clarify the importance of confirming work required in own area of responsibility</p> <p>7.2 Explain how to take account of health and safety issues when planning and allocating work</p> <p>7.3 Clarify the importance of seeking views on planned work from people across own area of responsibility</p> <p>7.4 Explain how to maximise the opportunities offered by diversity in own area of responsibility</p> <p>7.5 Clarify the importance of reviewing and updating plans of work in the light of developments</p> <p>7.6 Explain how to reallocate work and resources and communicate changes to those affected</p>	
<p>8. Understand how to brief colleagues on planned work</p>	<p>8.1 Explain the importance of briefing colleagues on planned work</p> <p>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</p> <p>8.3 Compare different ways of enabling colleagues to ask questions and seek clarification when being briefed on planned work</p>	
<p>9. Understand how to monitor work carried out by colleagues</p>	<p>9.1 Evaluate the advantages and disadvantages of different ways of monitoring colleagues' work</p>	

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

**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.

**Simulation**

Simulation is not allowed for this unit.

**Use of supplementary evidence**

Supplementary evidence should only be used for items that do not require evidence of real work activity.

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Provide learning opportunities for colleagues
<b>Unit no.</b>	K/602/1843
<b>Level:</b>	4
<b>Credit value:</b>	11

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s
<b>The learner will:</b>		<b>The learner can:</b>	✓	
1. Be able to encourage learning and development	Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.	1.1 Promote the benefits of learning to staff members  1.2 Make sure that staff members' willingness and efforts to learn are recognised  1.3 Encourage staff members to take responsibility for their own learning, including practising and reflecting on what they have learned		
2. Be able to help colleagues identify their learning needs and styles	Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.	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		
3. Be able to help colleagues to plan and implement learning and development	Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.	3.1 Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs  3.2 Discuss and agree with staff members a plan for development which includes: <ul style="list-style-type: none"> <li>• learning activities to be undertaken</li> <li>• the learning objectives to be achieved</li> <li>• the required resources and timescales</li> </ul>		

Learning outcomes		Assessment criteria		Initial	Evidence Reference number/s	
<p>The learner will:</p> <p>4. Be able to help colleagues to implement learning opportunities</p> <p>Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.</p> <p>5. Be able to help colleagues to review and update learning and development plans</p> <p>Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.</p> <p>6. Understand how to encourage learning and development</p>	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					
	5.1 Evaluate, in discussion with each staff member, whether the learning activities they have undertaken have achieved the desired outcomes					
	5.2 Provide positive feedback on the learning experience					
	5.3 Work with staff members to update their development plan in the light of performance, any learning activities undertaken and any wider changes					
	6.1 Identify the benefits of learning for individuals and organisations					
	6.2 Describe how to promote the benefits of learning to colleagues					
	6.3 Identify ways to develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised					
	6.4 Explain why it is important to encourage colleagues to take responsibility for their own learning					
	6.5 Describe how to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues					

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s
7. Understand how to help colleagues identify their learning needs and styles	The learner will:	The learner can:	✓	
		<p>7.1 Describe how to provide fair, regular and useful feedback to colleagues on their work performance</p> <p>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</p> <p>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</p> <p>7.4 Identify the range of different learning styles</p> <p>7.5 Describe how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them</p>		
8. Understand how to help colleagues to plan learning and development		<p>8.1 Identify different types of learning activities that may be appropriate for colleagues</p> <p>8.2 Compare the advantages and disadvantages of different types of appropriate learning activities</p> <p>8.3 Identify the required resources (for example, time, fees, substitute staff) for different types of learning activities</p> <p>8.4 Identify how/where to identify and obtain information on different learning activities</p> <p>8.5 Explain why it is important for colleagues to have a written development plan</p> <p>8.6 Identify what a learning plan should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources).</p> <p>8.7 Describe how to set learning objectives which are smart (specific, measurable, achievable, realistic and time-bound)</p>		

Learning outcomes		Assessment criteria		Initial	Evidence Reference number/s			
<p><b>The learner will:</b></p> <p>9. Understand how to help colleagues to implement learning and development</p> <p>10. Understand how to help colleagues review and update learning and development plans</p> <p>11. Understand the sector in which they provide learning opportunities to colleagues</p> <p>12. Understand the context in which they provide learning opportunities to colleagues</p>	<p><b>The learner can:</b></p> <p>9.1 Identify sources of specialist expertise in relation to identifying and providing learning for colleagues</p> <p>9.2 Identify the types of support colleagues might need to undertake learning activities</p> <p>9.3 Identify the resources needed for colleagues to undertake learning and development</p> <p>9.4 Identify the types of obstacles colleagues may face when undertaking learning and development</p> <p>9.5 Describe how obstacles to learning and development can be resolved</p>	<p>10.1 Describe how to evaluate whether a learning activity has achieved the desired learning objectives</p> <p>10.2 Explain the importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes</p>	<p>11.1 Identify the regulations and codes of practice that apply in the industry or sector</p> <p>11.2 Identify standards of behaviour and performance in the industry or sector</p> <p>11.3 Describe the working culture of the industry or sector</p>	<p>12.1 Identify relevant information on the purpose, objectives and plans of the team or area of responsibility or the wider organisation</p> <p>12.2 Identify the work roles of colleagues, including the limits of their responsibilities and their personal work objectives</p> <p>12.3 Outline the current knowledge, understanding and skills of colleagues</p> <p>12.4 Outline any identified gaps in the knowledge, understanding and skills of colleagues</p> <p>12.5 Outline any identified learning needs of colleagues</p>				

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>12.6 Identify learning style(s) or combinations of styles preferred by colleagues</p> <p>12.7 Identify the written development plans of colleagues</p> <p>12.8 Identify learning activities and resources available in/to the organisation</p> <p>12.9 Outline the organisation's policies in relation to equality and diversity</p> <p>12.10 Outline the organisation's policies and procedures in relation to learning</p> <p>12.11 Outline the organisation's performance appraisal systems</p>		
<p><b>Evidence of real work activity</b></p>	<p>There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.</p>		
<p><b>Simulation</b></p>	<p>Simulation is not allowed for this unit.</p>		
<p><b>Knowledge and understanding</b></p>	<p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>		

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Contribute to the prevention and management of abusive and aggressive behaviour
<b>Unit no.</b>	T/601/1168
<b>Level:</b>	3
<b>Credit value:</b>	4

Learning outcomes	Assessment criteria	Initial	Evidence Reference Number/s
<p><b>The learner will:</b></p> <p>1. Know how to contribute to the prevention and management of abusive and aggressive behaviour</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• Written questions and answers</li> <li>• Projects</li> <li>• Assignments</li> </ul> <p>2. Know and understand the forms, causes and effects of abusive and aggressive behaviour</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• Written questions and answers</li> <li>• Projects</li> <li>• Assignments</li> </ul>	<p><b>The learner can:</b></p> <p>1.1 Identify legislation, policy and procedures relating to the prevention and management of abusive and aggressive behaviour</p> <p>1.2 Explain the importance of reviewing incidents of abusive and aggressive behaviour</p> <p>1.3 Identify sources of specialist support for dealing with abusive and aggressive behaviour</p> <p>2.1 Identify the factors which indicate the potential for abusive or aggressive behaviour to develop</p> <p>2.2 Identify the forms that abusive and aggressive behaviour can take</p> <p>2.3 Describe the effects of abusive and aggressive behaviour on those involved and those witnessing</p>	✓	

Learning outcomes	Assessment criteria	Initial	Evidence Reference Number/s
<p><b>The learner will:</b></p> <p>3. Be able to deal with incidents of abusive and aggressive behaviour</p> <p>This learning outcome must be assessed by a combination of two of the following:</p> <ul style="list-style-type: none"> <li>• observation</li> <li>• testimony of others (for example, line manager or colleagues)</li> <li>• products of work (for example, incident reports)</li> <li>• reflective account</li> </ul>	<p><b>The learner can:</b></p> <p>3.1 Take action which minimises abusive and aggressive behaviour</p>		
	<p>3.2 Communicate with individuals displaying abusive and aggressive behaviour in a manner which restores a calmer atmosphere</p>		
	<p>3.3 Respond to physically aggressive behaviour in accordance with statutory and organisational requirements</p>		
	<p>3.4 Record and report incidents of abusive and aggressive behaviour in accordance with organisational procedure</p>		
<p>4. Be able to contribute to minimising the risk of abusive and aggressive behaviour</p>	<p>4.1 Identify environmental factors which affect behaviour</p>		
	<p>4.2 Review incidents of abusive and aggressive behaviour and suggest options for reducing the risk of reoccurrence</p>		
	<p>4.3 In consultation with others, refer those at risk of displaying abusive and aggressive behaviour to appropriate people and agencies</p>		
<p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.</p>			
<p><b>Simulation</b></p> <p>Realistic simulation is allowed for this unit for assessment criteria 3.3</p>			
<p><b>Use of supplementary evidence</b></p> <p>Supplementary evidence may be used for criteria 3.1-3.4 and 4.1-4.3 if no naturally occurring evidence is available.</p>			

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Recognise indications of substance misuse and refer individuals to a specialist
<b>Unit no.</b>	M/601/0648
<b>Level:</b>	3
<b>Credit value:</b>	4

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s
<b>The learner will:</b> 1. Recognise indications of substance misuse This learning outcome must be assessed using: <ul style="list-style-type: none"> <li>• observation of the learner working with an individual</li> <li>• expert witness testimonies and,</li> <li>• confidential case records and referrals</li> <li>• the learner's explanation of their work recorded either through professional discussion or a reflective account</li> </ul>		<b>The learner can:</b> 1.1 Identify the range of substances which may be misused and their effects (eg illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents) 1.2 Identify possible indications of substance misuse (e.g. physical, behavioural, social, emotional) 1.3 Identify other factors which produce indications that may be interpreted as caused by substance misuse 1.4 Show how to obtain specialist assistance where required 1.5 Show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date	✓	
2. Assess and monitor risk This learning outcome must be assessed using: <ul style="list-style-type: none"> <li>• observation of the learner working with an individual</li> <li>• expert witness testimonies and,</li> <li>• confidential case records and referrals</li> <li>• the learner's explanation of their work recorded either through professional discussion or a reflective account</li> </ul>		2.1 Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures 2.2 Review the assessment of risk and explain why this is important 2.3 Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>3. Handle information and maintain records</p> <p>This learning outcome must be assessed using:</p> <ul style="list-style-type: none"> <li>• observation of the learner working with an individual</li> <li>• expert witness testimonies and,</li> <li>• confidential case records and referrals</li> <li>• the learner's explanation of their work recorded either through professional discussion or a reflective account</li> </ul>	<p>The learner can:</p> <p>3.1 Identify situations and actions taken in line with organisational requirements and explain the importance of doing so</p> <p>3.2 Identify the rights of individuals and the principle of confidentiality</p>	✓	
<p>4. Refer individuals to appropriate services</p> <p>This learning outcome must be assessed using:</p> <ul style="list-style-type: none"> <li>• observation of the learner working with an individual</li> <li>• expert witness testimonies and,</li> <li>• confidential case records and referrals</li> <li>• the learner's explanation of their work recorded either through professional discussion or a reflective account</li> </ul>	<p>4.1 Identify the range of services relevant to substance misuse available locally and nationally</p> <p>4.2 Demonstrate how to refer individuals to services in line with organisational requirements</p> <p>4.3 Provide appropriate services with complete and accurate information about the situation in line with organisational requirements</p>		
<p><b>Evidence of real work activity</b> There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.</p>			
<p><b>Simulation</b> Simulation is not allowed for this unit.</p>			
<p><b>Use of supplementary evidence:</b> Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>			

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Support the efficient use of resources
<b>Unit no.</b>	H/502/8456
<b>Level:</b>	4
<b>Credit value:</b>	5

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s
<b>The learner will:</b> 1. Know how to support the efficient use of resources  This can be assessed by: <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>		<b>The learner can:</b> 1.1 Explain how to communicate effectively with team members, colleagues and line managers  1.2 Identify team objectives and organisational policies regarding the use of resources  1.3 Describe the organisational procedures for making recommendations on the use of resources  1.4 Explain the importance of effective management of resources to organisational performance  1.5 Describe the principles underpinning the effective and efficient management of resources	✓	
2. Know how to make recommendations for the use of resources  This can be assessed by: <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>		2.1 Explain how to develop and argue an effective case for changes in the management of resources  2.2 Explain how to enable people to identify and communicate the resources they need  2.3 Describe the trends and developments which may influence the future use of resources and how to plan for these		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>3. Be able to make recommendations for the use of resources</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is supporting the efficient use of resources.</p> <p>When making recommendations for the use of resources, the learner must cover <b>1</b> of the following types of:</p> <p><b>a relevant people</b></p> <p>1 team members</p> <p>2 colleagues working at the same level</p> <p>3 higher level managers or supervisors</p> <p>with <b>both</b> of the following types of:</p> <p><b>b recommendations</b></p> <p>1 short term</p> <p>2 medium term</p>	<p>The learner can:</p> <p>3.1 Give <b>relevant people</b> the opportunity to provide information on the resources the team needs</p> <p>1 team members</p> <p>2 colleagues working at the same level</p> <p>3 higher level managers or supervisors</p> <p>3.2 Make <b>recommendations</b> for the use of resources that take account of relevant past experience</p> <p>1 short term</p> <p>2 medium term</p> <p>3.3 Make recommendations that take account of trends and developments which are likely to affect the use of resources</p> <p>3.4 Make recommendations that are consistent with team objectives, organisational policies and environmental concerns</p> <p>3.5 Make recommendations that clearly indicate the potential benefits expected from the planned use of resources</p> <p>3.6 Present the <b>recommendations</b> to relevant people in an appropriate and timely manner</p> <p>1 short term</p> <p>2 medium term</p> <p>1 team members</p> <p>2 colleagues working at the same level</p> <p>3 higher level managers or supervisors</p>	<p>✓</p>	

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>4. Know how to contribute to the control of resources</p> <p>This can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>4.1 Explain how to encourage others to take responsibility for the control of resources in own area of work</p> <p>4.2 Describe the potential environmental impact of the resources being used</p> <p>4.3 Describe the problems which may occur with resources and how these can be dealt with</p> <p>4.4 Describe the importance of keeping accurate records on the use of resources</p> <p>4.5 Explain how to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of products and services</p> <p>4.6 Explain how to analyse the past use of resources</p> <p>4.7 Explain how to use results of analysis to make recommendations on more effective use of resources in the future</p>	<p>✓</p>	
<p>5. Be able to contribute to the control of resources</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is supporting the efficient use of resources</p>	<p>5.1 Give <b>relevant people</b> opportunities to take individual responsibility for the efficient use of resources</p> <p>1 team members</p> <p>2 colleagues working at the same level</p> <p>3 higher level managers or supervisors</p> <p>5.2 Monitor the use of resources under own control at appropriate intervals</p> <p>5.3 Make sure the use of resources by the team is efficient and takes into account the potential impact on the environment</p>		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>When contributing to the control of resources, the learner must cover <b>1</b> of the following types of:</p> <p><b>a relevant people</b></p> <ol style="list-style-type: none"> <li>1 team members</li> <li>2 colleagues working at the same level</li> <li>3 higher level managers or supervisors</li> </ol> <p>with <b>2</b> of the following types of:</p> <p><b>b corrective action</b></p> <ol style="list-style-type: none"> <li>1 altering activities</li> <li>2 modifying the use of resources</li> <li>3 re-negotiating the allocation of resources</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>5.4 Monitor the quality of resources continuously and ensure consistency in product and service delivery</li> <li>5.5 Identify problems with resources promptly</li> <li>5.6 Make recommendations for corrective action to the relevant people as soon as possible               <ol style="list-style-type: none"> <li>1 altering activities</li> <li>2 modifying the use of resources</li> <li>3 re-negotiating the allocation of resources</li> </ol> </li> <li>5.7 Make recommendations for improving the use of resources to relevant people in an appropriate and timely manner</li> <li>5.8 Make sure that records relating to the use of resources are complete, accurate and available to authorised people only</li> </ol> <p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has met all of the requirements listed under 'The learner can' through their own work in a real outdoor recreation/outdoor education/outdoor development training environment.</p> <p><b>Simulation</b></p> <p>Simulation is not allowed for this unit.</p> <p><b>Use of supplementary evidence</b></p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>	✓	

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Apply for external funding for sport and physical activity
<b>Unit no.</b>	R/503/0655
<b>Level:</b>	3
<b>Credit value:</b>	11

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s	
					
<b>The learner will:</b>		<b>The learner can:</b>			
<p>1. Know how to identify sources of funding for sport and physical activity</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	1.1	Describe the organisation's objectives and values that may have an impact on choice of funding sources			
	1.2	Explain the importance of identifying whether anyone else in own organisation has a relationship with the funding organisation or is receiving funds from it			
	1.3	Explain how to identify sources of expertise that can be drawn on when making applications for funding			
	1.4	Explain how to determine the availability and sufficiency of funding already available and calculate shortfalls			
	1.5	Identify the internal and external sources of information about funding that can be drawn on			
	<p>2. Be able to identify sources of funding for sport and physical activity</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is facilitating community-based sport and physical activity.</p>	2.1	Identify activities that may qualify for <b>external funding</b>		
		1	sponsorship		
		2	grants		
		3	matched funding		
		2.2	Identify funding that is already available and likely shortfalls		
2.3		Collect and store accurate and up-to-date information on potential funding sources and the types of organisations and activities they support, and the amount of <b>external funding</b> that may be available			
1		sponsorship			

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>When identifying sources of funding for sport and physical activity, the learner must cover <b>1</b> of the following types of:</p> <p><b>a external funding</b></p> <ol style="list-style-type: none"> <li>1 sponsorship</li> <li>2 grants</li> <li>3 matched funding</li> </ol> <p>with <b>2</b> of the following types of:</p> <p><b>b relevant people</b></p> <ol style="list-style-type: none"> <li>1 trustees</li> <li>2 committee members</li> <li>3 senior administrators</li> <li>4 partner organisations</li> <li>5 existing funding</li> <li>6 organisations</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>2 grants</li> <li>3 matched funding</li> </ol> <p>2.4 Check information about funding sources and identify the ones for which own plans will broadly qualify</p> <p>2.5 Make sure potential funding sources are compatible with own organisation's values and objectives</p> <p>2.6 Check if anyone else in the organisation is in the process of applying to any of the identified funding sources, to avoid duplicated effort</p> <p>2.7 Provide <b>relevant people</b> with information about the funding sources identified and prioritised, and take account of their feedback</p> <ol style="list-style-type: none"> <li>1 trustees</li> <li>2 committee members</li> <li>3 senior administrators</li> <li>4 partner organisations</li> <li>5 existing funding</li> <li>6 organisations</li> </ol>		
<p>3. Know how to prepare bids and tenders</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>3.1 Describe the relevant aspects of contract law as they apply to making bids and tenders for funding</p> <p>3.2 Assess the benefits and advantages of using other sources of expertise in developing bids and tenders</p> <p>3.3 Explain the importance of carefully examining and taking account of information supplied in invitations to apply for funding</p> <p>3.4 Explain how to prepare bids and tenders so that they meet the requirements of funding sources</p>		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
The learner will:	The learner can:		
4. Be able to prepare bids and tenders  This Learning Outcome must be assessed using workplace evidence generated when the learner is facilitating community-based sport and physical activity.  When preparing bids and tenders, the learner must cover <b>1</b> of the following types of:	3.5 Explain how to deal with any conflicts that may arise between own organisation's objectives and values, and those of the funding organisation		
	3.6 Describe the procedures that should be followed if requests from funding sources are not compatible with own organisation's objectives and values		
	3.7 Explain the types of conditions and criteria that may be applied by funding sources		
	3.8 Explain the importance of having a clear understanding about conditions and criteria that a funding organisation applies		
	3.9 Explain the importance of prioritising funding sources and the factors that should be used to determine priorities		
	3.10 Summarise the principles and processes involved in making funding applications		
	3.1.1 Summarise the types of information that would normally be contained in invitations to apply for funding		
	4.1 Collect and analyse information relevant to preparing tenders and bids		
	4.2 Make sure the conditions and criteria for <b>external funding</b> are understood by self and other relevant people		
	1 sponsorship		
2 grants			
3 matched funding			
4.3 Draw on own experience and other <b>sources of expertise</b>			
1 from your own organisation			
2 from other organisations			

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p><b>a external funding</b></p> <ol style="list-style-type: none"> <li>1 sponsorship</li> <li>2 grants</li> <li>3 matched funding</li> </ol> <p>with <b>2</b> of the following types of:</p> <p><b>b relevant people</b></p> <ol style="list-style-type: none"> <li>1 trustees</li> <li>2 committee members</li> <li>3 senior administrators</li> <li>4 partner organisations</li> <li>5 existing funding</li> <li>6 organisations</li> </ol> <p>with <b>both</b> of the following types of:</p> <p><b>c sources of expertise</b></p> <ol style="list-style-type: none"> <li>1 from your own organisation</li> <li>2 from other organisations</li> </ol>	<p>The learner can:</p> <p>4.4 Develop tenders and bids that meet the needs of the funding source and present own organisation and its policies and plans in a way which is likely to obtain the support of the funding source</p> <p>4.5 Make draft tenders and bids available to <b>relevant people</b> and take account of their feedback</p> <ol style="list-style-type: none"> <li>1 trustees</li> <li>2 committee members</li> <li>3 senior administrators</li> <li>4 partner organisations</li> <li>5 existing funding</li> <li>6 organisations</li> </ol> <p>4.6 Provide the funding source with the application within specified timescales</p> <p>4.7 Provide any additional information and clarifications that the funding source requires</p>		
<p>5. Know how to negotiate and agree funding</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>5.1 Explain how to negotiate funding with external funding sources</p> <p>5.2 Explain the importance of communicating own plans to decision makers and stakeholders</p> <p>5.3 Explain the importance of monitoring best practice in other organisations and learning from their experience</p>		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>6. Be able to negotiate and agree funding</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is facilitating community-based sport and physical activity.</p> <p>When negotiating and agreeing funding, the learner must cover <b>1</b> of the following types of:</p> <p><b>a external funding</b></p> <p>1 sponsorship 2 grants 3 matched funding</p> <p>with <b>2</b> of the following types of:</p> <p><b>b relevant people</b></p> <p>1 trustees 2 committee members 3 senior administrators 4 partner organisations 5 existing funding 6 organisations</p>	<p>The learner can:</p> <p>6.1 Deal with requests from the <b>funding source</b> for any changes to the application, policies or plans</p> <p>1 sponsorship 2 grants 3 matched funding</p> <p>6.2 Make sure that requested changes are compatible with own organisation's values and objectives and will still entitle the organisation to receive the funding needed</p> <p>6.3 If requested changes are not compatible with values and objectives, make this clear to the funding source and try to negotiate an agreed outcome</p> <p>6.4 Keep <b>relevant people</b> informed of negotiations and draw on their support, if necessary</p> <p>1 trustees 2 committee members 3 senior administrators 4 partner organisations 5 existing funding 6 organisations</p> <p>6.5 Make agreed changes to application for funding</p> <p>6.6 Maintain an effective working relationship with the funding source throughout the negotiations</p> <p>6.7 Record all aspects of the negotiations and store these securely</p>	<p>✓</p>	

<p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.</p>
<p><b>Simulation</b></p> <p>Simulation is not allowed for this unit.</p>
<p><b>Use of supplementary evidence:</b></p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Manage information for action
<b>Unit no.</b>	K/502/8457
<b>Level:</b>	3
<b>Credit value:</b>	6

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s
				
<b>The learner will:</b>				
1. Know how to manage information for action	The learner can:	1.1 Explain own role and responsibility in relation to providing information and advice to others		
These can be assessed by:		1.2 Explain own role and responsibility in relation to gathering, validating and analysing information		
• professional discussion		1.3 Identify the types of qualitative and quantitative information which are essential to own role and responsibilities		
• oral questions and answers		1.4 Explain how to give information and advice effectively in both oral and written format		
• questions requiring written answers		1.5 Explain how to record and store the information which is needed		
		1.6 Explain the importance to team and organisational effectiveness of gathering, validating and analysing information		
2. Know how to gather required information		2.1 Explain how to gather information needed for the job:		
These can be assessed by:		• electronically		
• professional discussion		• manually		
• oral questions and answers		2.2 Describe the types of problems which may occur when gathering information		
• questions requiring written answers		2.3 Explain how to overcome problems which may occur when gathering information		
		2.4 Evaluate the effectiveness of current methods of gathering and storing information		
		2.5 Describe the procedures to follow in order to make recommendations for improvements to systems and procedures		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>3. Be able to gather required information</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is managing information for action.</p> <p>When gathering required information, the learner must cover <b>2</b> of the following types of:</p> <p><b>a information</b></p> <p>1 quantitative</p> <p>2 qualitative</p> <p>3 in electronic format</p> <p>4 paper-based</p> <p>with <b>1</b> of the following types:</p> <p><b>b systems and procedures</b></p> <p>1 formal</p> <p>2 informal</p> <p>4. Know how to inform and advise others</p>	<p>The learner can:</p> <p>3.1 Gather <b>information</b> that is accurate, sufficient and relevant to the purpose for which it is needed</p> <p>1 quantitative</p> <p>2 qualitative</p> <p>3 in electronic format</p> <p>4 paper-based</p> <p>3.2 Take prompt and effective action to overcome problems in gathering relevant information</p> <p>3.3 Record and store the information gathered according to organisational <b>systems and procedures</b></p> <p>1 formal</p> <p>2 informal</p> <p>3.4 Ensure that the information gathered is accessible in the required format to authorised people only</p> <p>3.5 Identify possible improvements to systems and procedures</p> <p>3.6 Pass on identified possible improvements to systems and procedures to the relevant people</p> <p>4.1 Outline the types of information and advice that other people may require within own area of work</p> <p>4.2 Explain how to develop and present a reasoned case when providing advice to others</p> <p>4.3 Explain how to confirm the recipient's understanding of the information and advice which have been provided</p>	<p>✓</p>	

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> <li>professional discussion</li> <li>oral questions and answers</li> <li>questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>4.4 Explain the importance of confirming the recipient's understanding of the information and advice which have been provided</p> <p>4.5 Explain how to seek feedback on the quality and relevance of the advice and information provided</p> <p>4.6 Explain the importance of encouraging and enabling feedback on the quality and relevance of the advice and information provided</p> <p>4.7 Identify organisational policies, procedures and resource constraints which may affect advice and information given to others</p> <p>4.8 Explain the importance of providing information and advice to others</p> <p>4.9 Explain how to check the validity of information and advice provided to others</p> <p>4.10 Explain the importance of checking the validity of information and advice provided to others</p> <p>4.11 Explain the principles of confidentiality when handling information and advice</p>	<p>✓</p>	
<p>5. Be able to inform and advise others</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is managing information for action.</p>	<p>5.1 Give <b>information and advice</b> at a time and place, and in a form and manner, appropriate to the needs of <b>recipients</b></p> <p>1 spoken</p> <p>2 written</p> <p>3 in electronic format</p> <p>1 team members</p> <p>2 colleagues working at the same level</p> <p>3 higher level managers or sponsors</p>		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>When informing and advising others, the learner must cover <b>2</b> of the following types of:</p> <p><b>a information and advice</b></p> <ol style="list-style-type: none"> <li>1 spoken</li> <li>2 written</li> <li>3 in electronic format</li> </ol> <p>with <b>2</b> of the following types:</p> <p><b>b recipients</b></p> <ol style="list-style-type: none"> <li>1 team members</li> <li>2 colleagues working at the same level</li> <li>3 higher level managers or sponsors</li> <li>4 people not part of own organisation</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>4 people not part of own organisation</li> <li>5.2 Ensure the information and advice given is accurate, current, relevant and sufficient</li> <li>5.3 Give information and advice that is consistent with organisational policy, procedures and resource constraints</li> <li>5.4 Use reasoned arguments and appropriate evidence to support own information and advice</li> <li>5.5 Check and confirm recipients' understanding of the information and advice that has been given</li> <li>5.6 Maintain confidentiality according to organisational requirements</li> <li>5.7 Seek feedback from recipients about the information and advice provided</li> <li>5.8 Use feedback from recipients to improve the ways in which information and advice is given</li> </ol>	<p>✓</p>	
<p>6. Know how to hold meetings</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<ol style="list-style-type: none"> <li>6.1 Explain how to determine when a meeting is the most effective way of dealing with issues, and the possible alternatives available</li> <li>6.2 Explain the value and limitations of meetings as a method of exchanging information and making decisions</li> <li>6.3 Explain procedures to follow when calling meetings and preparing for them</li> <li>6.4 Explain how to determine who are the necessary people to attend the meeting</li> <li>6.5 Explain how to determine the purpose and objectives of meetings</li> <li>6.6 Explain the importance of determining the purpose and objectives of meetings</li> </ol>		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p>	<p>The learner can:</p>	✓	
	6.7 Explain the styles of leadership which can be used to run meetings		
	6.8 Describe how to choose a style of leadership according to the nature of the meeting		
	6.9 Explain how to manage discussions so that the objectives of the meeting are met within the allocated time		
	6.10 Explain how to identify unhelpful arguments and digressions		
	6.1.1 Explain strategies which may be used to discourage unhelpful arguments and digressions		
7. Be able to hold meetings	7.1 Give sufficient notice of the meeting to allow the necessary people to attend		
This Learning Outcome must be assessed using workplace evidence generated when the learner is managing information for action.	7.2 Make the <b>purpose</b> and objectives of the meeting clear at the start		
	1 information giving		
	2 consultation		
	3 decision making		
When holding meetings, the learner must cover <b>1</b> of the following types of: <b>a meetings</b>	7.3 Adopt a style of leadership that helps people to make useful contributions		
1 involving people within own organisation	7.4 Discourage unhelpful arguments and digressions		
2 involving people from outside own organisation	7.5 Achieve the objectives of the <b>meeting</b> within the allocated time		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>with <b>1</b> of the following types:</p> <p><b>b purposes</b></p> <p>1 information giving</p> <p>2 consultation</p> <p>3 decision making</p>	<p>The learner can:</p> <p>1 involving people within own organisation</p> <p>2 involving people from outside own organisation</p> <p>7.6 Give clear, accurate and concise information about outcomes of the meeting promptly to those who need it</p>	<p>✓</p>	
<p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.</p>			
<p><b>Simulation</b></p> <p>Simulation is not allowed for this unit.</p>			
<p><b>Use of supplementary evidence</b></p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>			

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Contribute to evaluating, developing and promoting services
<b>Unit no.</b>	H/602/1839
<b>Level:</b>	4
<b>Credit value:</b>	11

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<b>The learner will:</b>	<b>The learner can:</b>	✓	
1. Be able to contribute to the evaluation of service provision	1.1 Choose the following <b>methods of evaluation</b> for assessing <b>service</b> provision: 1 quantitative methods		
Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.	2 qualitative methods		
When contributing to the evaluation of service provision, the learner must cover <b>both</b> types of <b>(a) methods of evaluation:</b> 1 quantitative methods 2 qualitative methods	1.2 Discuss and agree evaluation methods with the responsible members of staff		
	1.3 Undertake evaluation procedures to: <ul style="list-style-type: none"><li>• collect information</li><li>• record information</li><li>• analyse information</li><li>• store information</li></ul>		
	1.4 Convey evaluation results to relevant colleagues		
With <b>1</b> type of <b>(b) service</b> (criteria not stipulated)	1.5 Make recommendations and agree changes based on the results of their evaluation		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>2. Be able to develop and improve services</p> <p>Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.</p>	<p>The learner can:</p> <p>2.1 Consult on possible improvements to services with relevant colleagues</p> <p>2.2 Work with appropriate individuals to develop a specification and plan for agreed improvements</p> <p>2.3 Obtain feedback and test the desirability of adjustment plans with representative groups and individuals</p> <p>2.4 Agree a full implementation plan with the responsible colleague</p>	✓	
<p>3. Be able to contribute to the promotion of services</p> <p>Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.</p>	<p>3.1 Assist in the development and implementation of the following <b>promotional methods:</b></p> <p>1 leaflet distribution</p> <p>2 media features</p> <p>3 visits</p> <p>4 events</p> <p>5 incentive schemes</p>		
<p>When contributing to the promotion of services, the learner must cover <b>3</b> types of <b>(c) promotional methods:</b></p> <p>1 leaflet distribution</p> <p>2 media features</p> <p>3 visits</p> <p>4 events</p> <p>5 incentive schemes</p>	<p>3.2 Make suggestions for promotional methods which are consistent with:</p> <ul style="list-style-type: none"> <li>• agreed target groups</li> <li>• available resources</li> <li>• legal requirements</li> </ul> <p>3.3 Discuss and agree methods with responsible colleagues</p> <p>3.4 Develop and agree with the responsible colleague:</p> <ul style="list-style-type: none"> <li>• promotional materials</li> <li>• promotion methods</li> </ul> <p>3.5 Implement promotional methods in line with agreement</p>		

Learning outcomes	Assessment criteria	Initial	Evidence	Reference number/s
<p>The learner will:</p> <p>4. Understand how to carry out evaluations</p>	<p>The learner can:</p> <p>4.1 Explain how to develop evaluation methods and identify appropriate evaluation criteria</p> <p>4.2 Explain the importance of implementing methods in line with the agreed strategy</p> <p>4.3 Explain how evaluations should be collated, analysed, reported on and stored</p>			
<p>5. Understand how to make improvements to services</p>	<p>5.1 Explain how to make suggestions for improvements which are clear, logical and based on research findings</p> <p>5.2 Summarise the organisational procedures for suggesting improvements to services</p> <p>5.3 Describe the consultations that may need to take place in relation to different types of improvements</p> <p>5.4 Specify the following that should be taken account of in the development of services:</p> <ul style="list-style-type: none"> <li>• needs</li> <li>• available resources</li> <li>• legal requirements (including those covering Disability and Equal Opportunities)</li> <li>• organisational policies</li> </ul> <p>5.5 Explain how to develop specifications and plans for services</p> <p>5.6 Explain how to test changes to services and the importance of doing so</p> <p>5.7 Outline the importance of trying to continuously improve service provision</p> <p>5.8 Explain the difference in developing and improving existing services and developing and improving new services</p>			

Assessment criteria



Initial

Evidence

Reference number/s

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>6. Know which individuals in the organisation to work with in relation to different activities</p> <p>When knowing which individuals to work with in relation to different activities, the learner must cover <b>all</b> types of <b>(d) appropriate individuals:</b></p> <p>1 current users of services</p> <p>2 potential new users of services</p> <p>3 users who experience barriers to access</p> <p>4 colleagues</p>	<p>The learner can:</p> <p>6.1 Identify the responsible member of staff with whom evaluation procedures should be agreed</p> <p>6.2 List the range of other people that may need to be involved in the development of services</p> <p>6.3 Outline the different ways it might be necessary to work with the following list of <b>appropriate individuals</b> to develop a specification and plan for agreed improvements:</p> <p>1 current users of services</p> <p>2 potential new users of services</p> <p>3 users who experience barriers to access</p> <p>4 colleagues</p> <p>6.4 Identify the responsible member of staff to discuss and agree the promotional strategy with</p>	<p>✓</p>	
<p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.</p>			
<p><b>Simulation</b></p> <p>Simulation is not allowed for this unit.</p>			
<p><b>Use of supplementary evidence:</b></p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>			

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Plan and organise services
<b>Unit no.</b>	D/502/9685
<b>Level:</b>	3
<b>Credit value:</b>	3

Learning outcomes		Assessment criteria	Initial	Evidence Reference number/s
<b>The learner will:</b> 1. Know how to plan and organise services  These can be assessed by: <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>		<b>The learner can:</b> 1.1 Interpret organisational procedures for planning and implementing services and operations  1.2 Identify legislation which impacts on the planning and implementation of services and operations  1.3 Describe the legal, organisational and best practice requirements for equality and diversity in relation to planning and implementing services	✓	
2. Know how to plan services and operations to meet requirements and expectations  These can be assessed by: <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>		2.1 Explain the overall importance to the organisation and its customers of ensuring that services and operations meet requirements  2.2 Identify sources of information on requirements  2.3 Describe equal opportunities considerations which might affect customer expectations, including special arrangements for disabled customers or women only sessions  2.4 Explain the importance of clarifying and resolving problems with own line manager and customer  2.5 Explain when to discuss problems with own line manager and when to discuss problems with the customer  2.6 Describe the types of problems which often occur when trying to put requirements and expectations into action  2.7 Identify work planning methods  2.8 Explain why it is important to brief team members fully on plans and requirements		



Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>with <b>both</b> of the following types of:</p> <p><b>b services</b></p> <ol style="list-style-type: none"> <li>1 routine</li> <li>2 non-routine</li> </ol> <p>with <b>3</b> of the following types of:</p> <p><b>c operations</b></p> <ol style="list-style-type: none"> <li>1 environment</li> <li>2 equipment</li> <li>3 internal staffing</li> <li>4 external staffing</li> <li>5 for participants</li> <li>6 for spectators</li> </ol> <p>with <b>1</b> of the following types of:</p> <p><b>d relevant people</b></p> <ol style="list-style-type: none"> <li>1 line manager</li> <li>2 external customer</li> </ol>	<p>The learner can:</p> <p>3.4 Plan the work so that the <b>requirements</b> for <b>services</b> and operations can be met within organisational procedures and legal requirements</p> <ol style="list-style-type: none"> <li>1 performance requirements</li> <li>2 programme</li> <li>3 individual customer</li> </ol> <ol style="list-style-type: none"> <li>1 routine</li> <li>2 non-routine</li> </ol> <p>3.5 Make sure own plans meet requirements for equality and diversity</p> <p>3.6 Plan for likely contingencies</p> <p>3.7 Communicate plans and requirements to team members making clear their roles, responsibilities, targets and schedules</p> <p>3.8 Encourage team members to suggest methods of improving the planned services and operations</p> <p>3.9 Keep records of operational plans complete, accurate and up-to-date</p>	<p>✓</p>	
<p>4. Know how to monitor and maintain services and operations</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>4.1 Explain the importance of careful monitoring of services and operations</p> <p>4.2 Evaluate direct and indirect monitoring methods</p> <p>4.3 Describe common variations from plans and appropriate types of corrective action to take in response to these</p> <p>4.4 Describe the types of potential incidents, accidents and emergencies which may occur during services and operations</p> <p>4.5 Explain the importance of reporting potential incidents, accidents and emergencies</p>		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
The learner will:	The learner can:		
<p>5. Be able to monitor and maintain services and operations</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is planning and organising services.</p> <p>When monitoring and maintaining services and operations, the learner must cover <b>both</b> of the following types of:</p> <p><b>a services</b></p> <p>1 routine</p> <p>2 non-routine</p>	4.6 Explain how to identify potential incidents, accidents and emergencies and recommend ways of avoiding them in the future		
	4.7 Interpret procedures for checking equipment and facilities		
	4.8 Describe the problems which may occur with equipment and facilities following operations and how to deal with these		
	4.9 Explain the importance of evaluating services and operations		
	4.10 Explain how to evaluate services and operations		
	5.1 <b>Monitor operations</b> and <b>services</b> , identifying variations from plans and taking prompt <b>corrective action</b>		
	1 direct		
	2 indirect		
	1 environment		
	2 equipment		
	3 internal staffing		
	4 external staffing		
	5 for participants		
	6 for spectators		

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <ul style="list-style-type: none"> <li>with <b>3</b> of the following types of:               <ul style="list-style-type: none"> <li><b>b operations</b></li> <li>1 environment</li> <li>2 equipment</li> <li>3 internal staffing</li> <li>4 external staffing</li> <li>5 for participants</li> <li>6 for spectators</li> </ul> </li> <li>with <b>both</b> of the following types of:               <ul style="list-style-type: none"> <li><b>c monitoring</b></li> <li>1 direct</li> <li>2 indirect</li> </ul> </li> <li>with <b>2</b> of the following types of:               <ul style="list-style-type: none"> <li><b>d corrective action</b></li> <li>1 direct</li> <li>2 indirect</li> <li>3 short-term</li> <li>4 medium-term</li> </ul> </li> </ul>	<p>The learner can:</p> <ul style="list-style-type: none"> <li>1 routine</li> <li>2 non-routine</li> <li>1 direct</li> <li>2 indirect</li> <li>3 short-term</li> <li>4 medium-term</li> </ul> <p>5.2 Identify and respond to incidents, accidents and emergencies following the emergency action plan</p> <p>5.3 Make sure that equipment and facilities are checked following operations, and dealt with according to organisational and legal requirements</p> <p>5.4 Evaluate operations for effectiveness and efficiency, noting and reporting any improvements for the future</p> <p>5.5 Make sure that records of services and operations are accurate and up-to-date</p>		
<p><b>Evidence of real work activity</b> There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.</p>			
<p><b>Simulation</b> Simulation is not allowed for this unit.</p>			
<p><b>Use of supplementary evidence:</b> Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>			

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Manage a project
<b>Unit no.</b>	J/502/9678
<b>Level:</b>	4
<b>Credit value:</b>	6

Learning outcomes		Assessment criteria	Initial	Evidence	Reference number/s
					
<b>The learner will:</b>					
1. Understand the principles of project management	<b>The learner can:</b>				
	1.1	Summarise the fundamental characteristics of projects as opposed to routine management functions/activities			
	1.2	Explain the role and key responsibilities of a project manager			
	1.3	Describe the key stages in the project lifecycle			
1.4	Explain the importance of the relationship between the project manager and the project sponsor(s) and any key stakeholders				
2. Understand how to establish the scope, aims and objectives of a project	2.1	Evaluate why it is important to discuss and agree the key objectives and scope of a proposed project with the project sponsor(s) and any key stakeholders before detailed planning commences			
	2.2	Summarise the types of information needed for effective project planning			
	2.3	Explain why it is important to be able to identify and understand how a project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken			
3. Be able to establish the scope, aims and objectives of a project Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.	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 outcomes	Assessment criteria	Initial	Evidence	Reference number/s
<p>The learner will:</p> <p>4. Understand how to plan a project</p>	<p>The learner can:</p> <p>4.1 Explain why it is important to consult with relevant people when developing a project plan</p> <p>4.2 Explain how to consult effectively with relevant people when developing a project plan</p> <p>4.3 Summarise what should be included in a project plan, particularly activities, required resources and timescales</p> <p>4.4 Explain why the project plan needs to be discussed and agreed with the project sponsor(s) and any key stakeholders</p> <p>4.5 Explain why it is important that any project team members are briefed on the project plan, and their roles and responsibilities</p> <p>4.6 Explain how to effectively brief team members on the project plan, and their roles and responsibilities</p> <p>4.7 Evaluate ways of identifying and managing potential risks in relation to the project</p> <p>4.8 Explain the importance of contingency planning</p> <p>4.9 Explain how to effectively carry out contingency planning</p>			
<p>5. Be able to plan a project</p> <p>Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.</p>	<p>5.1 Develop, in consultation with relevant people, a realistic plan for undertaking the project and achieving the key objectives</p> <p>5.2 Agree the project plan with the project sponsor(s) and any key stakeholders, making changes where necessary</p> <p>5.3 Brief any project team members on the project plan and their roles and responsibilities</p> <p>5.4 Put processes and resources in place to manage potential risks arising from the project and deal with contingencies</p>			

Learning outcomes		Assessment criteria	Initial	Evidence	Reference number/s
The learner will:		The learner can:			
6. Understand how to implement a project		6.1 Explain ways of providing ongoing support, encouragement and information to any project team members			
		6.2 Explain how to select from and apply a range of project management tools and techniques to monitor, control and review progress of the project			
		6.3 Summarise effective ways of communicating with project sponsor(s) and any key stakeholders during a project			
		6.4 Explain the importance of agreeing changes to the project plan with the project sponsor(s) and any key stakeholders			
		6.5 Describe the type of changes that might need to be made to a project plan during implementation			
7. Be able to implement a project  Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.		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			
8. Understand how to close a project		8.1 Explain why it is important to confirm satisfactory completion of the project with the project sponsor(s) and any key stakeholders			
		8.2 Explain the procedures to follow to close down a project			
		8.3 Explain how to establish effective systems for evaluating the success of projects and identifying lessons for the future			
		8.4 Summarise the importance of recognising the contributions of project team members to the success of projects			
		8.5 Evaluate different ways of recognising the contributions of project team members to the success of projects			

Learning outcomes	Assessment criteria	Initial	Evidence Reference number/s
<p>The learner will:</p> <p>9. Be able to close a project</p> <p>Evidence for the achievement of this Learning Outcome must come from consistent performance in the workplace over a period of time.</p>	<p>The learner can:</p> <p>9.1 Confirm satisfactory completion of the project with the project sponsor(s) and any key stakeholders</p> <p>9.2 Evaluate the success of the project, identifying what lessons can be learned and recognising the contributions of any project team members</p>	<p>✓</p>	
<p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.</p>			
<p><b>Simulation</b></p> <p>Simulation is not allowed for this unit.</p>			
<p><b>Use of supplementary evidence:</b></p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>			

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Work with others to improve customer service
<b>Unit no.</b>	D/601/1553
<b>Level:</b>	3
<b>Credit value:</b>	8

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

Learning outcomes	Assessment criteria	Initial Evidence Reference Number/s
<p><b>The learner will:</b></p> <p>4. Understand how to work with others to improve customer service</p>	<p><b>The learner can:</b></p> <p>4.1 Describe who else is involved either directly or indirectly in the delivery of customer service</p> <p>4.2 Describe the roles and responsibilities of others in their organisation</p> <p>4.3 Describe the roles of others outside their organisation who have an impact on their services or products</p> <p>4.4 Evaluate what the goals or targets of their organisation are in relation to customer service and how these are set</p> <p>4.5 Evaluate how their organisation identifies improvements in customer service</p>	
<p><b>Evidence Requirements</b></p>		
<p>The learner must cover working with customers who are both:</p>		
<p>1. internal</p>		
<p>2. external</p>		
<p>The learner must agree customer service roles and responsibilities which are both:</p>		
<p>a. part of their own role</p>		
<p>b. part of other people's roles</p>		
<p>The learner must work with <b>two</b> of the following groups of people:</p>		
<p>a. team members or colleagues</p>		
<p>b. suppliers or service partners</p>		
<p>c. supervisors, team leaders or managers</p>		
<p>The learner must show that their work with others involves communication by two of the following types of methods as expected within their job role:</p>		
<p>a. face to face</p>		
<p>b. in writing</p>		
<p>c. by telephone</p>		
<p>d. using text messages</p>		
<p>e. by e-mail</p>		
<p>f. using the internet (including social networking)</p>		
<p>g. using an intranet</p>		

<b>Evidence of real work activity</b> There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work.
<b>Simulation</b> Simulation is not allowed for this unit.
<b>Use of supplementary evidence:</b> Supplementary evidence should only be used for items that do not require evidence of real work activity.

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:



**Active IQ**

Westminster House  
The Anderson Centre  
Ermine Business Park  
Huntingdon PE29 6XY

T 01480 467 950  
F 01480 456 283  
info@activeiq.co.uk  
www.activeiq.co.uk

Active IQ wishes to emphasise that whilst every effort is made to ensure accuracy, the material contained within this document is subject to alteration or amendment in terms of overall policy, financial or other constraints. Reproduction of this publication is prohibited unless authorised by Active IQ Ltd. No part of this document should be published elsewhere or reproduced in any form without prior written permission.

**Active iQ**

