

Qualification Specification

QNUK Level 4 Diploma in Spectator Safety Management (RQF)

603/6864/0

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1. Introduction

Qualifications Network Limited (QNUK) is an Awarding Organisation recognised and regulated by the Office of Qualifications and Examinations (Ofqual) in England, the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland and Qualifications Wales.

This specification outlines key information required by users of the qualification to ensure they can make an informed decision about the suitability of the qualification they are taking or proposing to take for the purposes that they intend to use it.

2. Contact Us

Please get in touch if you need any advice or guidance with this qualification.

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3. Version Number

Centres should make sure they are using the most up to date document by checking the footer which will confirm the current version number.

Document owner	Qualifications Manager
Date last updated	21/10/2020
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4. Qualification Objective

The qualification confirms occupational competence, providing learners with the skills, knowledge and understanding of Spectator Safety Management, enabling them to work as Safety Officers or equivalent at spectator events. This qualification is intended for those learners who work in an environment where they fulfil the role of a Safety Officer or equivalent. This qualification will support a role in the workplace.

5. Sector Support and Industry Recognition

The qualification content has been developed in conjunction with AOs from the Spectator Safety AO Forum, SkillsActive, the Sports Ground Safety Authority (SGSA) and industry stakeholders. The qualification is based on the SkillsActive Spectator Safety NOS 2019. The qualification is supported by the Qualification Assessment Strategy for Awarding Organisations: Level 4 Diploma in Spectator Safety Management (October 2020).

6. Geographical Coverage of this Qualification

This qualification is available in England, Wales and Northern Ireland and internationally.

7. Benefit for Learners

Learners develop transferable skills and knowledge that can benefit them in the workplace including planning, managing resources and information, managing risks, and developing, implementing and reviewing policies and procedures for safety and security at events. Learners will also develop skills in managing an initial response to significant or major incidents and planning for resilience and will work with colleagues to improve customer service. A range of optional units will develop transferable skills that will support them in the Spectator Safety workplace and across a range of industries.

8. Progression

Learners could progress to:

- Higher level qualifications in Risk, Security or Crowd Safety Management
- Employment

9. Recognition of Prior Learning

QNUK would welcome requests for recognition of prior learning (RPL) where a learner is able to provide sufficient, reliable and valid evidence, such as achievement of the:

- QNUK Level 3 Certificate in Spectator Safety Supervision (RQF)
- QNUK Level 3 Extended Certificate in Spectator Safety Supervision (RQF)

10. Complementary Courses

The following qualifications would complement the Level 4 Diploma in Spectator Safety Management (RQF):

- ACT Strategic Counter Terrorism training: **required for completion of this qualification**
- QNUK Level 3 Award in Emergency First Aid at Work (RQF)
- QNUK Level 3 Award in Emergency First Aid for Sport (RQF)
- QNUK Level 3 Award in Emergency Outdoor First Aid (RQF)
- QNUK Level 3 Award in Health and Safety in the Workplace (RQF)

11. Qualification Information

Qualification Number (QN)	603/6864/0
Learning Aim	60368640
Total Qualification Time (TQT)	900-1140
Guided Learning Hours (GLH)	391-595
Credit value	90-114
Level	4
Validity	Lifetime
Assessment	Portfolio of Evidence
Achieving the qualification	Learners must achieve the 8 mandatory units plus 3 optional units. In addition, learners must show evidence of attending the ACT Strategic Counter Terrorism training prior to certification.

12. Qualification Structure

Unit No.	Unit Title	Level	Credit	GLH
Mandatory units				
T/618/3717	Plan for the Safety of People at Spectator Events	4	5	24
A/618/3718	Manage the Safety and Security of People at Spectator Events	4	14	52
Y/618/5282	Develop, Implement and Review Policies and Procedures for Safety and Security at Spectator Events	4	6	20
R/618/3708	Manage Information for Action and Decision Making at Events	3	6	26
R/618/3711	Manage Resources for Safety and Security at Events	4	10	35
K/618/3715	Manage Risks in Crowded Places	3	8	40
H/618/3714	Manage the Initial Response to Significant or Major Incidents and Plan for Resilience	5	20	80
D/618/5283	Work with Others to Improve Customer Services	3	8	53
Optional units				
L/618/3710	Monitor and Solve Customer Service Problems*	3	6	40
K/618/5285	Recruit, Select and Retain People	5	12	85
M/618/5286	Support Individual's Learning and Development	4	11	85
A/618/5288	Identify and Evaluate Opportunities for Innovation and Improvement	4	5	30
T/618/5290	Allocate and Monitor the Progress and Quality of Your Work in Your Area of Responsibility	4	14	95
D/618/3713	Develop Your Knowledge, Skills and Competence*	3	4	15
A/618/5291	Manage Projects	4	6	26
Y/618/3709	Develop and Sustain Productive Working Relationship with Stakeholders*	3	4	16

* It is strongly recommended that these units are only selected by learners if they have **not** previously completed these as part of the Level 3 Spectator Safety Supervision qualification or do not hold a Level 3 Spectator Safety qualification.

The learning outcomes for the qualification may be found in Appendix 1 – Mandatory units and Appendix 2 – Optional units. The Assessment Guidance details the assessment criteria which are used to determine if a

learner has met the requirements of the learning outcomes. Further depth of coverage is also provided in the Assessment Guidance.

13. Learner Entry Requirements

There are no specific recommended prior learning requirements for this qualification. Entry is at the discretion of the centre; however, learners should be aged 18 years and over to take this qualification.

Learners must have sufficient command of the English language to understand and undertake the recommended assessment methods for this qualification.

There are no other pre-requisites for this qualification. However, learners should be able to work at level 3 and above.

14. Delivery

This qualification is delivered via a variety of formats. Learners should aim to complete the qualification within 24 months from commencing the training.

14.1. Additional criteria to be considered during delivery and assessment

Throughout delivery and assessment of this qualification learners will consider the following where possible:

Equality, diversity and inclusion (Equality Act 2010)

It is anticipated that organisations will have procedures and guidelines for staff to follow that satisfy the following as a minimum:

- Different physical needs
- Different cultural needs
- Language needs
- Beliefs

Safeguarding

Current relevant legislation and guidance (to be maintained and updated as necessary) regarding the safeguarding of children and vulnerable adults is as follows:

- The Children Act 1989 (as amended)
- The Children and Social Work Act 2017
- The Safeguarding Vulnerable Groups Act 2006
- Working Together to Safeguard Children 2018

A 'child' is defined as anyone under the age of 18.

An 'adult at risk' is defined as someone over the age of 18 who is in receipt or need of community care service.

In a sporting venue a significant proportion of the crowd will be made up of a combination of both groups. However, you should be aware that there may well be children or adults at risk involved in a matchday capacity themselves, such as catering and hospitality staff, mascots, ball girls and boys, flag bearers, and

even players. Safety staff should be able to identify individuals who do, or appear to, fit into these categories and recognise they may require additional assistance and/or protection.

Safety, security and service

It is expected that all services carried out at spectator events and crowded places are done so in line with the below measures:

Safety measures: any measure designed and implemented with the primary aim of protecting the health and well-being of all client groups who attend, or participate in events

Security measures: any measure designed and implemented with the primary aim of preventing, reducing the risk and/or responding to any criminal or unlawful activity or disorder committed in connection with events

Service measures: any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events

UK Terrorism Threat Levels

It is expected that Senior Stewards, Safety Officers and similar staff holding overall responsibility for the safety and security of events will be familiar with the current UK Terrorism threat levels.

The threat level indicates the likelihood of a terrorist attack in the UK.

The level is set by the Joint Terrorism Analysis Centre and the Security Service (MI5). Threat levels do not have an expiry date, but they can change at any time as different information becomes available to security agents.

Information on the most up to date levels can be found on this link:

<https://www.gov.uk/terrorism-national-emergency>

14.2. Venue Requirements

The training venue should be suitable for learning and meet all relevant Health and Safety requirements.

14.3. Equipment Requirements

There are no specific equipment requirements to deliver this qualification, although learners may benefit from having access to a computer or other means of access of online delivery materials.

14.4. Blended Learning

Blended learning is acceptable for this qualification provided suitable controls are in place to ensure learners complete all elements.

14.5. Trainer to Learner Ratio

There is no prescribed ratio for Trainers to learners. Centres should ensure Trainers have sufficient time and resources to support their learners.

14.6. Recommended Resources

- SkillsActive Spectator Safety National Occupational Standards 2019
- Guide to Safety at Sports Grounds, the “Green Guide” – there is a cost associated with this resource
- Sports Ground Safety Authority: <https://sgsa.org.uk/>

- Terrorism and National Emergencies: <https://www.gov.uk/terrorism-national-emergency>
- Qualification Assessment Strategy: Level 4 Diploma in Spectator Safety Management (October 2020)

15. Centre Personnel Requirements

It is advised that there are two Assessors with different backgrounds and experience involved in assessing occupational competence in this qualification.

All those who deliver and assess this qualification must:

1. Hold (it is strongly recommended Assessors hold or are working towards) the Level 4 NVQ Diploma in Spectator Safety Management or an equivalent qualification preferably in security or public safety; in addition to this, it is also strongly recommended that Assessors hold a level 3 qualification in Spectator Safety or another relevant sector; and
2. Have a minimum of 3 years' current experience working in the industry, including sufficient operational experience within the Spectator Safety sector which is relevant and current to the sector; such experience could be gained in the following roles:
 - a. Venue manager
 - b. Event manager
 - c. Safety Officer
 - d. Other professionals at the event, including emergency services personnel and statutory bodies; or
3. Have relevant occupational experience from other sectors of public safety and security that can be evidenced, is relevant and current to the sector; and
4. Have in-depth technical knowledge of this Level 4 Diploma in Spectator Safety Management (RQF); and
5. Relevant CPD in the subject / sector area which must be demonstrated through a personal development plan (PDP) or as a reflective diary; and
6. Hold, or be working towards a valid Assessor's qualification based on LSIS, formally LLUK, Learning and Development National Occupational Standards (2010):
 - a. Learning and Development Unit 9D - Assess workplace competence using direct methods; or
 - b. Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
 - c. Level 3 Certificate in Assessing Vocational Achievement (QCF/RQF); or
 - d. Level 3 Award in Assessing Competence in the Work Environment (QCF/RQF) or hold one of the following:
 - i. A1 Assess candidates using a range of methods; or
 - ii. D32/33 Assess candidate performance, using differing sources of evidence

NB: Holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

Internal Quality Assurance Requirements

Each centre must have access to a suitably qualified IQA. The IQA cannot verify the delivery or assessment of individual learners or cohorts of learners where the IQA has been involved in the delivery or assessment of the qualification for those learners.

All those who are involved with the quality assurance of this qualification **internally** must:

1. Have up-to-date working knowledge and experience of best practice in assessment and quality assurance; and
2. Meet the delivery and assessing staff requirements for this qualification; and
3. Have in-depth technical knowledge of this Level 4 Diploma in Spectator Safety Management (RQF); and
4. Relevant CPD in the subject / sector area which must be demonstrated through a personal development plan (PDP) or as a reflective diary; and
5. Hold a relevant verifying qualification:
 - a. Learning and Development Unit 11 – Internal Quality Assurance; or
 - b. Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF); or
 - c. V1 Conduct Internal Quality Assurance of the Assessment Process; or
 - d. D34 Internally Verify the Assessment Process.

NB: Holders of A1, D32/33, V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

16. Assessment Requirements

This qualification must be assessed in accordance with the Qualification Assessment Strategy for Awarding Organisations: Level 4 Diploma in Spectator Safety Management (October 2020). It has been produced in collaboration between the SGSA, Awarding Organisations and in partnership with industry stakeholders. The Assessment Strategy outlines the principles and requirements to be applied to the assessment of knowledge, understanding, performance and competence and its associated units.

16.1. Workplace Assessment

Learners are expected to demonstrate competence to the standards required over a period of time. To ensure validity, evidence should be naturally occurring and collected through performance in the workplace.

Not all employer workplaces are the same, therefore assessment conditions may not be identical. To safeguard the integrity of the qualification and ensure a robust and consistent approach to assessment the Assessor must ensure the assessment conditions reflect, as far as possible, those to which the learner is expected to work.

QNUK encourage a holistic approach towards the collection of evidence for this qualification. The focus should be assessing activities generated in the workplace, through naturally occurring evidence, rather than focusing on specific tasks. Taken as a whole, the evidence must show the learner meets all learning outcomes and assessment criteria consistently, over a period of time. It should be clear where each learning outcome/assessment criteria has been covered and achieved.

Centres should ensure that the learner is not placed under more, or less pressure, during assessment than found normally in the workplace.

Minimum occurrences performance needs to be observed for competency:

The number and frequency of learning outcome assessments shall be determined by QNUK. Best practice recommends that all learning outcomes are assessed on a minimum of two separate occasions at least 3 months apart.

Each learning outcome shall be assessed on **at least one occasion**. Assessors and/or IQAs may require additional assessment in the event the quality and depth of evidence provided does not meet the relevant standard.

16.2. Simulation

Learners should be assessed through performance in the workplace. Only in circumstances where it is difficult to collect evidence through a real work environment situation may simulation be permitted.

Simulation should only be undertaken:

- where events/incidents either never or infrequently occur and yet a high degree of confidence is needed that the learner would act appropriately, e.g. dealing with a fire, health and safety activities that fall outside, or are secondary to, normal practices; or
- where events/incidents happen frequently but where there is risk of harm to the learner or client in a real situation, e.g. dealing with relationship difficulties and conflicts.

Centres must ensure that the demands placed on the learner during a simulated activity are no more or less than what they would experience in a real work situation.

For simulated activities Centre Assessors must discuss first with their IQAs, and then IQAs must consult with QNUK to ensure the validity of the activity and should allow one month for their proposed assessment to be reviewed. QNUK will advise if any amendments are required to be made prior to being approved for delivery.

Units where simulation is permitted in the Level 4 Diploma in Spectator Safety Management (RQF):

- Manage Initial Response to Significant or Major Incidents and Plan for Resilience (H/618/3714)

Learners are assessed for this qualification through:

16.3. Portfolio of evidence

Learners are assessed for this qualification using a portfolio of evidence. The portfolio can include a range of assessment methods including:

- Written assignments
- Project/case studies
- Personal Development Plan
- Coursework
- Reflective diary on own practice in an appropriate working environment
- Assessor observations/records of observations
- Witness testimonies
- Work products
- Record of professional discussions

Language of assessment	English
Duration	As required
Pass mark	100%
Grading	Pass/Fail

Centres are expected to devise their own tasks for assessing underpinning knowledge in this qualification. Theses must be submitted to QNUK for review and approval before first use. There is a chargeable fee of £350+VAT to verify assessment methods.

16.4. ACT Strategic Counter Terrorism Training

Learners are required to provide evidence of attending the ACT Strategic Counter Terrorism training prior to certification. Training is delivered by NACTO staff at face-to-face regional training events.

Further information on the ACT Strategic Counter Terrorism training will be available on the QNUK website.

17. Moderation

The level of external moderation required for this qualification will be risk based and in line with the Centre Assessment Standards Scrutiny Strategy applicable to this qualification.

There may be situations within the centre devised assessment methodology that require observations, in these situations QNUK EQA Department will also require to conduct verification visits to ensure the accuracy and consistency of assessment decisions.

QNUK EQA Department will advise the centre of the required levels of moderation/verification to anticipate for this qualification upon centre approval for delivery.

18. Resits

As this qualification is evidence based, resits are not required; however, appropriate referral of submitted work from the learner may be used where additional detail or depth of knowledge is required. Learners may resubmit work once for remarking.

19. Reasonable Adjustments

Learners are required to complete the assessments in a manner appropriate to the purpose of the qualification.

The prescribed assessment methods for this qualification should not unfairly disadvantage learners who would otherwise be able to demonstrate competence in line with the purpose of the qualification. Learners should contact their centre to discuss reasonable adjustment if they feel the prescribed assessment methods would disadvantage them.

20. Results

The centre is required to submit learner results within 10 working days of assessment to Qualifications Network UK for moderation. We will issue verified results and appropriate certification to the approved centre within 7 working days of receiving the results. Centres will forward results and/or certificates to learners, who can expect to receive them within 20 working days of taking the assessment. If learners have not received results and/or certificates within 25 working days, they should contact the centre in the first instance.

Appendix 1: Mandatory Units

Unit 1 Plan for the Safety of People at a Spectator Event (T/618/3717)

Unit Summary

This unit develops competence in planning for the safety of spectators at events and in crowded places. Learners will identify hazards and threats, assessing the risks involved and specifying procedures to control these.

1. The learner will: Know how to plan for events		
Assessment Guidance		Types of Evidence
1.1	The learner must identify all legal, statutory and non-statutory guidance and organisational requirements in relation to controlling safety and security at events and in crowded places	Portfolio
1.2	The learner must identify types and sources of information to collect, including information on previous events and historical data	Portfolio
1.3	The learner must explain what guidance is available and factors to consider in calculating safe capacity , including: <ul style="list-style-type: none"> • holding capacity • egress capacity • emergency egress capacity • ingress capacity • venue design including overlay • audience demographic • site survey • staffing levels • relevant risk assessments • weather conditions All to be covered when assessing knowledge.	Portfolio
1.4	The learner must explain how to calculate safe capacity using all the available data relating to the access, ingress, movement, egress and dispersal of all those persons at the event including the impact of event overlay , including: <ul style="list-style-type: none"> • services at the venue • external environment and other events in the vicinity • numbers and types of people attending • pre-event information and intelligence – all sources • available resources All to be covered when assessing knowledge.	Portfolio
1.5	The learner must explain the importance of calculating safe capacity for any event . All aspects of safe capacity noted in AC1.3 should be covered when assessing knowledge.	Portfolio
1.6	The learner must identify what guidance is available for producing event organisational policies and procedures	Portfolio
1.7	The learner must detail how to produce event organisational policies and procedures	Portfolio

1.8	<p>The learner must identify the stakeholders you should involve in developing plans, including:</p> <ul style="list-style-type: none"> • person responsible for the event • emergency services • local authority • line manage relevant staff familiar with venue • event staff unfamiliar with venue • contractors • transport provider • local communities • NGBs <p>All to be covered when assessing knowledge.</p>	Portfolio
1.9	<p>The learner must explain the importance of establishing ongoing liaison with stakeholders. All stakeholders noted in AC1.8 must be covered when assessing knowledge.</p>	Portfolio
1.10	<p>The learner must explain the importance of considering the implications of event overlay. All aspects of event overlay noted in AC1.4 to be covered when assessing knowledge.</p>	Portfolio

2. The learner will: Know how to produce, implement, review and evaluate plans		
Assessment Guidance		Types of Evidence
2.1	The learner must explain how to select resources for efficiency and effectiveness	Portfolio
2.2	The learner must explain how to identify, assess and cost the type and quantity of resources needed for each event	Portfolio
2.3	<p>The learner must identify the types of influences and pressures associated with operational plans and how to assess and manage these, including:</p> <ul style="list-style-type: none"> • organisational influences and pressures (internal) • stakeholder influences and pressures (external) <p>All to be covered when assessing knowledge.</p>	Portfolio
2.4	The learner must identify the types of risks associated with operational plans and how to assess and manage these	Portfolio
2.5	The learner must explain the importance of gaining stakeholders' support for own plans . All stakeholders noted in AC1.8 must be covered when assessing knowledge.	Portfolio
2.6	The learner must describe methods of recording own plan in an agreed format	Portfolio
2.7	The learner must describe how to implement own plans	Portfolio
2.8	The learner must explain the importance of dynamic review and revision of plans including efficiency and effectiveness	Portfolio
2.9	The learner must explain why it is important to communicate changes to the plan and who you should communicate with	Portfolio
2.10	The learner must identify the methods of communicating changes to the agreed plan to all stakeholders	Portfolio
2.11	The learner must describe ways of recording conclusions and developing recommendations	Portfolio
2.12	The learner must explain the importance of gathering stakeholders' feedback . All stakeholders noted in AC1.8 must be covered when assessing knowledge.	Portfolio
2.13	The learner must describe processes for updating and maintaining plans	Portfolio

3. The learner will: Be able to plan for events		
Assessment Guidance		Types of Evidence
3.1	The learner must collect all the information about the venue and event and interpret these to help with preparation for the event , including: <ul style="list-style-type: none"> nature of the event and programme arrival and departure arrangements for client groups layout and structure of the venue, its capacity and existing risk assessments 	Portfolio
3.2	The learner must calculate the venue's safe capacity . All aspects of safe capacity noted in AC1.3 should be covered when assessing competence.	Portfolio
3.3	The learner must produce event procedures in line with organisational policies	Portfolio
3.4	The learner must liaise with stakeholders regarding planning and preparation for the event . A minimum of four stakeholders noted in AC1.8 must be covered when assessing competence.	Portfolio
3.5	The learner must assess the impact of temporary event overlay . All aspects of event overlay noted in AC1.4 must be covered when assessing competence.	Portfolio

4. The learner will: Be able to produce, implement, review and evaluate plans		
Assessment Guidance		Types of Evidence
4.1	The learner must agree the roles and responsibilities in the delivery of the operational plan with key stakeholders . A minimum of four stakeholders noted in AC1.8 must be covered when assessing competence.	Portfolio
4.2	The learner must select, prioritise and schedule tasks to achieve these objectives	Portfolio
4.3	The learner must assess and cost the resources needed for the event	Portfolio
4.4	The learner must follow event or organisational procedures to assess internal and external influences and pressures associated with own plan . All influences and pressures noted in AC2.3 must be covered when assessing competence.	Portfolio
4.5	The learner must assess risks and implications associated with own plans	Portfolio
4.6	The learner must record own operational plans	Portfolio
4.7	The learner must put in place monitoring and evaluation methods	Portfolio
4.8	The learner must present draft plans to stakeholders and key decision makers . A minimum of four stakeholders noted in AC1.8 must be covered when assessing competence.	Portfolio
4.9	The learner must negotiate changes to the operational plans as a result of stakeholder feedback	Portfolio
4.10	The learner must record and implement the agreed plan	Portfolio
4.11	The learner must review and revise plans according to event or organisational needs	Portfolio
4.12	The learner must communicate any changes to the agreed plan to all stakeholders . A minimum of four stakeholders noted in AC1.8 must be covered when assessing competence.	Portfolio
4.13	The learner must evaluate the effectiveness and efficiency of own plans	Portfolio
4.14	The learner must develop and record conclusions and recommendations to improve own plans	Portfolio

Unit 2 Manage the Safety and Security of People at Spectator Events (A/618/3718)

Unit Summary

This unit develops knowledge and competence to ensure overall safety at an event, checking the venue and all provision to make sure it complies with planned control measures and legal and organisational requirements, and managing these during the event.

1. The learner will: Know how to ensure the readiness of the venue and resources prior to events		
Assessment Guidance		Types of Evidence
1.1	The learner must identify all relevant legal, statutory, non-statutory and organisational requirements for controlling safety and security at spectator events	Portfolio
1.2	The learner must describe procedures for checking the readiness of venues and resources	Portfolio
1.3	The learner must identify the types of problems that may occur with provision and how to deal with these	Portfolio
1.4	The learner must identify the location and contents of all the event plans including contingency plans	Portfolio
1.5	The learner must explain the importance of ensuring that all provision is in line with organisational procedures and legal and statutory requirements	Portfolio
1.6	The learner must describe the circumstances where influences and pressures may be exerted to make the event go ahead without adequate provision and how to deal with these , including: <ul style="list-style-type: none"> organisational influences and pressures (internal) stakeholder influences and pressures (external) All to be covered when assessing knowledge.	Portfolio
1.7	The learner must explain the importance of environmental variables and how they may compromise safety and security	Portfolio
1.8	The learner must identify responsibilities delegated to others and how to check that these are understood and in place	Portfolio
1.9	The learner must identify the documentation that needs to be completed and how to complete it	Portfolio

2. The learner will: Know how to monitor and co-ordinate organisational measures during events		
Assessment Guidance		Types of Evidence
2.1	The learner must identify available resources for the event	Portfolio
2.2	The learner must explain methods of checking regularly that resources and organisational procedures are in line with plans and requirements	Portfolio
2.3	The learner must describe how to monitor available information and identify actual and potential situations	Portfolio
2.4	The learner must identify the types of information to be monitored during the event, who this information will come from and how to monitor it	Portfolio
2.5	The learner must explain methods for assessing received information for accuracy and significance	Portfolio
2.6	The learner must explain how to carry out risk assessments	Portfolio
2.7	The learner must explain how to implement procedures including dynamic risk assessment	Portfolio
2.8	The learner must explain suitable control measures	Portfolio
2.9	The learner must explain when and how to activate contingency plans	Portfolio

2.10	The learner must identify the agreed procedures for promptly informing relevant stakeholders of situations which have arisen in their area of responsibility , including: <ul style="list-style-type: none"> • person responsible for the event (promoter) • emergency services • local authority • line manager • event staff familiar with venue • event staff unfamiliar with venue • contractors • transport providers All must be covered when assessing knowledge.	Portfolio
2.11	The learner must describe the agreed procedures regarding communication	Portfolio
2.12	The learner must explain the importance of recording all information and decisions fully and accurately , including: <ul style="list-style-type: none"> • CCTV footage • decision logs • witness statements • briefing and debriefing notes • pre event inspections • staff attendance records All to be covered when assessing knowledge.	Portfolio
2.13	The learner must identify methods of debriefing all relevant stakeholders . All stakeholders noted in AC2.10 must be covered when assessing knowledge.	Portfolio
2.14	The learner must explain the importance of evaluating the effectiveness of the organisational procedures and learning lessons for future events	Portfolio

3. The learner will: Ensure the readiness of the venue and resources prior to events		
Assessment Guidance		Types of Evidence
3.1	The learner must inspect the venue and all resources for the event	Portfolio
3.2	The learner must make sure that all safety provision is in line with organisational requirements and the event plan	Portfolio
3.3	The learner must take action promptly when safety provision is below the required standards and record the outcome	Portfolio
3.4	The learner must counter any influences and pressures from stakeholders and from environmental factors that are compromising safety and security at the event . A minimum of stakeholders noted in AC2.10 must be covered when assessing competence.	Portfolio
3.5	The learner must check against the event plan and confirm that all delegated responsibilities are in place	Portfolio
3.6	The learner must complete all documentation clearly and accurately according to organisational procedures	Portfolio

4. The learner will: Monitor and co-ordinate organisational measures during events		
Assessment Guidance		Types of Evidence
4.1	The learner must check that the deployment and functioning of resources are in line with organisational procedures	Portfolio

4.2	The learner must monitor available information and note any situations outside acceptable limits	Portfolio
4.3	The learner must check this information for accuracy and significance	Portfolio
4.4	The learner must take action promptly in response to information received	Portfolio
4.5	The learner must record own actions and rationale in the decision log	Portfolio
4.6	The learner must activate contingency plans if necessary	Portfolio
4.7	The learner must inform stakeholders of situations relating to their area of responsibility following agreed procedures . A minimum of four stakeholders noted in AC2.10 must be covered when assessing competence.	Portfolio
4.8	The learner must keep records of all information and decisions . A minimum of four records noted in AC2.12 must be covered when assessing competence.	Portfolio
4.9	The learner must debrief all stakeholders . A minimum of four stakeholders noted in AC2.10 must be covered when assessing competence.	Portfolio

Unit 3 Develop, Implement and Review Policies and Procedures for Safety and Security at Spectator Events (Y/618/5282)

Unit Summary

This unit is about helping the organisation to develop, implement and review policies and procedures affecting key areas of work. The key areas of work which policies and procedures relate to are health and safety, customer care, environmental issues, quality of service, community involvement, responses to changing legislation, safeguarding, data protection, complaints and equality and diversity.

1. The learner will: Know how to develop policies and procedures		
Assessment Guidance		Types of Evidence
1.1	The learner must identify types of, and objectives for, policies and procedures the organisation may need to develop, implement and review including: <ul style="list-style-type: none"> • event safety • health and safety • customer care • quality of services • environmental issues • community involvement • response to changing legislation • safeguarding • complaints • data protection • equality All must be covered when assessing knowledge.	Portfolio
1.2	The learner must describe the criteria to be followed for the key work areas	Portfolio
1.3	The learner must identify methods of drafting policies and procedures . All policies and procedures noted in AC1.1 to be covered when assessing knowledge.	Portfolio
1.4	The learner must identify current legislation and guidance, best practice and existing organisational policies and procedures . All policies and procedures noted in AC1.1 to be covered when assessing knowledge.	Portfolio

2. The learner will: Know how to consult on policies and procedures		
Assessment Guidance		Types of Evidence
2.1	The learner must explain how to identify the internal and external stakeholders to consult with on policies and procedures , including: <ul style="list-style-type: none"> • Internal stakeholders: person responsible for the event; line manager; event staff familiar with venue; event staff unfamiliar with venue • External stakeholders: emergency services; regulatory body; contractors; transport providers All policies and procedures noted in AC1.1 to be covered when assessing knowledge.	Portfolio
2.2	The learner must identify research methods and which methods are most suitable to allow people to contribute	Portfolio
2.3	The learner must identify the best sources of information to use for the consultation , including: <ul style="list-style-type: none"> • incident/near incident reports • changes in legislation 	Portfolio
2.4	The learner must describe the processes for running a consultation	Portfolio

2.5	The learner must identify methods of evaluating the consultation inputs	Portfolio
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3. The learner will: Know how to finalise and implement policies and procedures		
Assessment Guidance		Types of Evidence
3.1	The learner must explain how to analyse consultation responses	Portfolio
3.2	The learner must explain why you must take into account the consultation responses when producing final versions of policies and procedures . All policies and procedures noted in AC1.1 to be covered when assessing knowledge.	Portfolio
3.3	The learner must describe the implementation processes for new policies and procedures . All policies and procedures noted in AC1.1 to be covered when assessing knowledge.	Portfolio
3.4	The learner must identify the training and briefing requirements for policy implementation	Portfolio
3.5	The learner must identify the communication strategy for changes to policies and procedures . All policies and procedures noted in AC1.1 to be covered when assessing knowledge.	Portfolio
3.6	The learner must identify the criteria for determining the effectiveness of new policies and procedures . All policies and procedures noted in AC1.1 to be covered when assessing knowledge.	Portfolio
3.7	The learner must explain why new policies and procedures should be consistent with current legislation and guidance and existing organisational procedures . All policies and procedures noted in AC1.1 to be covered when assessing knowledge.	Portfolio

4. The learner will: Know how to review policies and procedures		
Assessment Guidance		Types of Evidence
4.1	The learner must explain why you must monitor policies and procedures . All policies and procedures noted in AC1.1 to be covered when assessing knowledge.	Portfolio
4.2	The learner must identify the process for reviewing policies and procedures with internal and external stakeholders . All policies and procedures noted in AC1.1 to be covered when assessing knowledge.	Portfolio
4.3	The learner must explain why a review timetable for policies and procedures should be created and followed . All policies and procedures noted in AC1.1 to be covered when assessing knowledge.	Portfolio
4.4	The learner must describe how to check that staff are aware of the policies and procedures and that these are being followed . All policies and procedures noted in AC1.1 to be covered when assessing knowledge.	Portfolio
4.5	The learner must explain why it is crucial to review security policies and procedures in response to current and revised UK threat levels	Portfolio
4.6	The learner must identify the process for reviewing policies and procedures in response to changes to the terrorism threat level . All policies and procedures noted in AC1.1 to be covered when assessing knowledge.	Portfolio
4.7	The learner must explain why you must keep records of reviews	Portfolio

5. The learner will: Be able to develop policies and procedures		
Assessment Guidance		Types of Evidence
5.1	The learner must select the objectives for policies and procedures . A minimum of four policies and procedures noted in AC1.1 to be covered when assessing competence.	Portfolio
5.2	The learner must develop criteria for drafting and writing policies and procedures which will be consulted upon at a later stage . A minimum of four policies and procedures noted in AC1.1 to be covered when assessing competence.	Portfolio
5.3	The learner must draft policies and procedures that are consistent with current legislation, current guidance, best practice and existing organisational procedures . A minimum of four policies and procedures noted in AC1.1 to be covered when assessing competence.	Portfolio
5.4	The learner must include equality, diversity, inclusion and safeguarding policies in own policies and procedures	Portfolio
5.5	The learner must agree draft policies with internal stakeholders , including: <ul style="list-style-type: none"> Internal stakeholders: person responsible for the event; line manager; event staff familiar with venue; event staff unfamiliar with venue 	Portfolio

6. The learner will: Be able to consult on policies and procedures		
Assessment Guidance		Types of Evidence
6.1	The learner must recommend internal and external stakeholders for consultation , including: <ul style="list-style-type: none"> Internal stakeholders: person responsible for the event; line manager; event staff familiar with venue; event staff unfamiliar with venue External stakeholders: emergency services; regulatory body; contractors; transport providers 	Portfolio
6.2	The learner must establish research and consultation methods and timelines	Portfolio
6.3	The learner must carry out the consultation with all stakeholders	Portfolio
6.4	The learner must evaluate the consultation responses and draw conclusions	Portfolio

7. The learner will: Be able to finalise and implement policies and procedures		
Assessment Guidance		Types of Evidence
7.1	The learner must finalise policies and procedures taking into account the conclusions from the evaluation of consultation responses . A minimum of four policies and procedures noted in AC1.1 to be covered when assessing competence.	Portfolio
7.2	The learner must agree with internal stakeholders : <ol style="list-style-type: none"> the measures for implementing policies and procedure the arrangements for any training required how the changes should be communicated <ul style="list-style-type: none"> Internal stakeholders: person responsible for the event; line manager; event staff familiar with venue; event staff unfamiliar with venue. A minimum of four policies and procedures noted in AC1.1 to be covered when assessing competence.	Portfolio
7.3	The learner must check the policies and procedures before publication ensuring consistency with organisational requirements . A minimum of four policies and procedures noted in AC1.1 to be covered when assessing competence.	Portfolio

7.4	The learner must alert all staff to any revisions to policies and procedures and the reasons for the revisions . A minimum of four policies and procedures noted in AC1.1 to be covered when assessing competence.	Portfolio
7.5	The learner must confirm staff are aware of policies and procedures . A minimum of four policies and procedures noted in AC1.1 to be covered when assessing competence.	Portfolio
7.6	The learner must agree with internal stakeholders how often policies and procedures are reviewed, including: <ul style="list-style-type: none"> • Internal stakeholders: person responsible for the event; line manager; event staff familiar with venue; event staff unfamiliar with venue. A minimum of four policies and procedures noted in AC1.1 to be covered when assessing competence.	Portfolio

8. The learner will: Be able to review policies and procedures		
Assessment Guidance		Types of Evidence
8.1	The learner must monitor the effectiveness of policies and procedures . A minimum of four policies and procedures noted in AC1.1 to be covered when assessing competence.	Portfolio
8.2	The learner must review policies and procedures with internal and external stakeholders in accordance with the review timetable , including: <ul style="list-style-type: none"> • Internal stakeholders: person responsible for the event; line manager; event staff familiar with venue; event staff unfamiliar with venue • External stakeholders: emergency services; regulatory body; contractors; transport providers 	Portfolio
8.3	The learner must review security policies and procedures in response to revised UK threat level	Portfolio
8.4	The learner must keep records of any reviews	Portfolio

Unit 4 Manage Information for Action and Decision Making for Spectator Events (R/618/3708)

Unit Summary

This unit develops the skills and knowledge to support the efficient management of information. It covers gathering the information needed and providing information and advice to others for all arrangements relating to spectator events and venues where these events take place.

1. The learner will: Know how to gather required information		
Assessment Guidance		Types of Evidence
1.1	The learner must identify methods of gathering information	Portfolio
1.2	The learner must describe organisational procedures for recording and storing information	Portfolio
1.3	The learner must explain the principles of confidentiality when handling information	Portfolio
1.4	The learner must explain how to suggest identified improvements to agreed procedures	Portfolio

2. The learner will: Know how to analyse information to support decision-making		
Assessment Guidance		Types of Evidence
2.1	The learner must explain how to judge the accuracy, relevance and sufficiency of information required to support decision making in different contexts	Portfolio
2.2	The learner must explain how to identify information that may be contradictory, ambiguous or inadequate and how to deal with these	Portfolio
2.3	The learner must identify methods of analysing information and how to select the most appropriate method	Portfolio
2.4	The learner must outline how to analyse information to identify patterns and trends	Portfolio
2.5	The learner must explain how to draw conclusions on the basis of analysing information	Portfolio
2.6	The learner must explain how to identify the difference between fact and opinion	Portfolio

3. The learner will: Know how to inform and advise others		
Assessment Guidance		Types of Evidence
3.1	The learner must describe types of information to obtain before informing and advising others	Portfolio
3.2	The learner must identify effective communication methods	Portfolio
3.3	The learner must describe the agreed procedures for giving information and advice	Portfolio
3.4	The learner must explain how to develop and present a reasoned case when providing information and advice to others	Portfolio
3.5	The learner must explain the importance of confirming the recipients' understanding of the information and advice	Portfolio
3.6	The learner must explain the importance of maintaining confidentiality when seeking feedback	Portfolio
3.7	The learner must explain the importance of seeking feedback on the information and advice provided	Portfolio
3.8	The learner must explain how to use feedback to inform future methods of providing information and advice	Portfolio

4. The learner will: Be able to gather required information		
Assessment Guidance		Types of Evidence
4.1	The learner must gather information to support decision making in their role	Portfolio
4.2	The learner must record and store the information they gather according to the organisational procedures	Portfolio
4.3	The learner must ensure the information they gather is accessible in the required format to authorised people only	Portfolio
4.4	The learner must identify and propose improvements to agreed procedures	Portfolio
4.5	The learner must provide suggestions on possible improvements onto relevant stakeholders	Portfolio

5. The learner will: Be able to analyse information to support decision-making		
Assessment Guidance		Types of Evidence
5.1	The learner must analyse information to support decision making	Portfolio
5.2	The learner must differentiate between fact and opinion when presenting the results of the analysis	Portfolio
5.3	The learner must keep records for the audit trail evidencing decision making at each stage	Portfolio

6. The learner will: Be able to inform and advise others		
Assessment Guidance		Types of Evidence
6.1	The learner must obtain all the required information before informing and advising others	Portfolio
6.2	The learner must summarise the main points to the relevant people and the reasons why these are important	Portfolio
6.3	The learner must give information and advice consistent with the agreed procedures	Portfolio
6.4	The learner must use reasoned arguments and evidence to support the information and advice that has been given	Portfolio
6.5	The learner must check and confirm the recipients' understanding of the information and advice	Portfolio
6.6	The learner must maintain confidentiality following agreed procedures	Portfolio
6.7	The learner must seek feedback from the recipients about the information and advice you provided	Portfolio
6.8	The learner must use this feedback from recipients to improve the process	Portfolio

Unit 5 Manage Resources for Safety and Security at Spectator Events (R/618/3711)

Unit Summary

This unit develops skills and knowledge to manage resources including physical resources such as equipment, facilities and consumables. This unit also covers personnel resources which are viewed as assets in this context.

1. The learner will: Understand how to plan the use of resources		
Assessment Guidance		Types of Evidence
1.1	The learner must explain the importance of involving stakeholders in planning resources , including: <ul style="list-style-type: none"> • overlay • human resources (employees, volunteers, contractors) • consumables All must be covered when assessing knowledge	Portfolio
1.2	The learner must identify methods of developing plans which take into account past experience, trends and developments and factors likely to affect the use of resources . All resources noted in AC1.1 must be covered when assessing knowledge.	Portfolio
1.3	The learner must explain how and why to obtain specialist advice and guidance in relation to the provision of specialist resources for mitigating threats such as terrorism . All resources noted in AC1.1 must be covered when assessing knowledge.	Portfolio
1.4	The learner must explain how to prepare plans that are consistent with their organisation's objectives, policies and legal requirements including supply chains	Portfolio
1.5	The learner must identify methods of presenting plans to stakeholders in an appropriate and timely manner	Portfolio
1.6	The learner must identify and explain negotiation techniques in detail	Portfolio

2. The learner will: Understand how to obtain resources		
Assessment Guidance		Types of Evidence
2.1	The learner must identify basic principles and processes of cost benefit analysis	Portfolio
2.2	The learner must describe the procedure for requesting and obtaining resources in own area of responsibility . All resources noted in AC1.1 must be covered when assessing knowledge.	Portfolio
2.3	The learner must explain the importance of revising plans and updating stakeholders accordingly	Portfolio

3. The learner will: Understand how to ensure the availability of resources		
Assessment Guidance		Types of Evidence
3.1	The learner must explain methods of identifying the supplies needed	Portfolio
3.2	The learner must explain how to ensure supplies meet with relevant published standards, including prompt response to changed circumstances . Learners should consider that any incident occurrence may require the venue owner or event organiser to change, update or modify the event plans. Such circumstances may include weather conditions, new or additional risks or threats, revised UK threat level.	Portfolio
3.3	The learner must describe the procedures to follow when selecting from a range of suppliers to ensure adequate competition and continuity of supplies	Portfolio

3.4	The learner must explain why monitoring supplies at appropriate intervals is important	Portfolio
3.5	The learner must identify the procedures for business continuity of the supply chain	Portfolio
3.6	The learner must describe their organisation's requirements for resources . All resources noted in AC1.1 must be covered when assessing knowledge.	Portfolio
3.7	The learner must explain the importance of balancing the event's requirements and organisational requirements	Portfolio
3.8	The learner must identify methods of dealing with problems with supplies and supply chains	Portfolio
3.9	The learner must explain about record keeping in managing supplies and suppliers	Portfolio
3.10	The learner must explain the importance of continuously monitoring the quality of resources . All resources noted in AC1.1 must be covered when assessing knowledge.	Portfolio

4. The learner will: Understand how to monitor the use of resources		
Assessment Guidance		Types of Evidence
4.1	The learner must explain the importance of taking prompt corrective action to deal with deviations from plans	Portfolio
4.2	The learner must identify methods of monitoring the use of resources against agreed plans . All resources noted in AC1.1 must be covered when assessing knowledge.	Portfolio
4.3	The learner must describe the mitigating actions to take when dealing with deviations from plans	Portfolio
4.4	The learner must explain the importance of confidentiality in record keeping in accordance with current legislation	Portfolio

5. The learner will: Plan the use of resources		
Assessment Guidance		Types of Evidence
5.1	The learner must ask stakeholders to provide information about the resources required , including: <ul style="list-style-type: none"> • team members • colleagues working at the same level • higher level managers or supervisors • people outside the organisation All must be covered when assessing competence.	Portfolio
5.2	The learner must develop plans that make the best use of resources	Portfolio
5.3	The learner must obtain specialist advice and guidance in relation to the provision of specialist resources for mitigating threats	Portfolio
5.4	The learner must prepare plans that are consistent with the organisation's objectives, policies and legal requirements	Portfolio
5.5	The learner must present, negotiate and agree these plans with stakeholders . All stakeholders noted in AC5.1 must be covered when assessing competence.	Portfolio

6. The learner will: Obtain resources		
Assessment Guidance		Types of Evidence
6.1	The learner must ask for resources that support activities in their area of responsibility . All resources noted in AC1.1 must be covered when assessing competence.	Portfolio
6.2	The learner must negotiate and reach agreement with suppliers for resources . All resources noted in AC1.1 must be covered when assessing competence.	Portfolio
6.3	The learner must agree amendments to plans with stakeholders when they cannot obtain the required and / or planned resources . All resources noted in AC1.1 and stakeholders noted in AC5.1 must be covered when assessing competence.	Portfolio

7. The learner will: Ensure the availability of resources		
Assessment Guidance		Types of Evidence
7.1	The learner must choose resources from a range of suppliers to ensure adequate competition and continuity of supplies . All resources noted in AC1.1 must be covered when assessing knowledge.	Portfolio
7.2	The learner must monitor the quality and quantity of supplies	Portfolio
7.3	The learner must obtain supplies that meet the organisation's requirements	Portfolio
7.4	The learner must deal with any problems with supplies and supply chains	Portfolio
7.5	The learner must keep records of supplies	Portfolio

8. The learner will: Monitor the use of resources		
Assessment Guidance		Types of Evidence
8.1	The learner must monitor the quality of resources . All resources noted in AC1.1 must be covered when assessing competence.	Portfolio
8.2	The learner must take corrective action to deal with any deviations from plans	Portfolio
8.3	The learner must keep and be prepared to share records relating to the use of resources with relevant stakeholders . All stakeholders noted in AC5.1 must be covered when assessing competence.	Portfolio

Unit 6 Manage Risks in Crowded Places (K/618/3715)

Unit Summary

This unit develops the knowledge and competence necessary to identify, assess, mitigate and manage threats and hazards to the event and those present. Learners must be aware of local and national risk assessment and threat levels and use these to prepare for the event.

1. The learner will: Know how to identify threats and hazards and assess the risks to the event		
Assessment Guidance		Types of Evidence
1.1	The learner must explain what guidance and information is available and where to find them on local and national risk assessments and threat levels	Portfolio
1.2	The learner must outline how to undertake a detailed venue or site inspection	Portfolio
1.3	The learner must outline procedures for risk assessment	Portfolio
1.4	The learner must describe what dynamic risk assessment is and the need to record dynamic decisions	Portfolio
1.5	The learner must explain the importance of informing stakeholders of the outcome of the risk assessments , including: <ul style="list-style-type: none"> • person responsible for the event • venue management • emergency services • regulatory organisations • line manager • event staff familiar with venue • event staff unfamiliar with venue • contractors • transport providers All to be covered when assessing knowledge.	Portfolio

2. The learner will: Know how to specify and agree control measures		
Assessment Guidance		Types of Evidence
2.1	The learner must explain what we mean by the hierarchy of control and how this is applied to threats or risks , including: <ul style="list-style-type: none"> • safety • security • hygiene • environmental • faulty equipment • structural All to be covered when assessing knowledge.	Portfolio
2.2	The learner must explain how to identify and record control measures to minimise risks	Portfolio
2.3	The learner must explain the importance of stakeholder engagement and briefing . All stakeholders noted in AC1.5 to be covered when assessing knowledge.	Portfolio
2.4	The learner must outline the process of resource planning for control measures	Portfolio
2.5	The learner must explain the importance of informing stakeholders of any deficiencies in resourcing control measures . All stakeholders noted in AC1.5 to be covered when assessing knowledge.	Portfolio

2.6	The learner must explain what integrated response management is and why this is important when managing risk	Portfolio
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3. The learner will: Be able to identify threats and hazards and assess the risks to the event		
Assessment Guidance		Types of Evidence
3.1	The learner must carry out a site or venue inspection	Portfolio
3.2	The learner must use information from national and local risk assessment and threat levels to analyse and assess the level of risk to the event	Portfolio
3.3	The learner must liaise with stakeholders about the identified threats, hazards and risks . Of the types of threats and hazards noted in AC2.1 safety and security must be covered as a minimum when assessing competence. Learners may be assessed for the other types noted if appropriate to their workplace. A minimum of four of the stakeholders noted in AC1.5 to be covered when assessing competence.	Portfolio

4. The learner will: Be able to specify and agree control measures		
Assessment Guidance		Types of Evidence
4.1	The learner must apply the relevant hierarchy of control to each of the identified threats and hazards or risks . Of the types of threats and hazards noted in AC2.1 safety and security must be covered as a minimum when assessing competence. Learners may be assessed for the other types noted if appropriate to their workplace.	Portfolio
4.2	The learner must apply control measures that minimise assessed risks	Portfolio
4.3	The learner must consult on these control measures with relevant stakeholders . A minimum of four of the stakeholders noted in AC1.5 to be covered when assessing competence	Portfolio
4.4	The learner must check that resources are in place for these control measures	Portfolio
4.5	The learner must check that control measures integrate with the responses of other organisations	Portfolio
4.6	The learner must record the control measures	Portfolio
4.7	The learner must prepare all relevant information before briefing others	Portfolio

Unit 7 Manage Initial Response to Significant or Major Incidents and Plan for Resilience (H/618/3714)

Unit Summary

This unit develops the knowledge and competence necessary for the effective planning and management of a response to malicious or non-malicious significant or major incident on behalf of the organisation. Learners will support and work with emergency responding organisations as well as ensuring continuity of business and return to normality. Simulation is acceptable in this unit.

1. The learner will: Know how to assess the risk and threat of an incident		
Assessment Guidance		Types of Evidence
1.1	The learner must identify current legal and regulatory requirements, standards and good practice guidelines	Portfolio
1.2	The learner must interpret the impact of the national and regional risk assessment and threat level	Portfolio
1.3	The learner must assess the roles and structure of local resilience forums for co-operation on risk assessment	Portfolio
1.4	The learner must identify the characteristics of the event that may influence the likelihood and impact of a major incident , considering: <ul style="list-style-type: none"> major incident: may be declared by one or more of the category 1 or category 2 responders as defined in the Civil Contingencies Act 2004 and updated by the Cabinet Officer, Civil Contingencies Secretariat category 1 responders: public bodies including emergency services, NHS Trusts, HM Coastguard and local authorities category 2 responders: private sector bodies including utility companies and transport providers 	Portfolio
1.5	The learner must describe the organisation's business continuity and incident plans , considering: <ul style="list-style-type: none"> business continuity planning: preparing and developing plans so that in the event of an incident the business can continue to operate 	Portfolio
1.6	The learner must describe the aim, scope and objectives of incident plans and arrangements	Portfolio
1.7	The learner must describe the resources available for incident management	Portfolio
1.8	The learner must explain the importance of involving all the relevant stakeholders in the planning process	Portfolio
1.9	The learner must explain the importance of continuously assessing risk during the incident	Portfolio
1.10	The learner must critically compare risk assessment methods and outcomes	Portfolio
1.11	The learner must review mitigation measures , considering: <ul style="list-style-type: none"> mitigation measures: those measures identified and followed by the organisation to limit the impact of any issue, risk hazard or threat. 	Portfolio

2. The learner will: Know how to plan for the response to a significant or major incident		
Assessment Guidance		Types of Evidence
2.1	The learner must identify stakeholders and their roles and responsibilities in the response process	Portfolio
2.2	The learner must identify the necessary resources needed for a response	Portfolio
2.3	The learner must describe the principles of incident management planning	Portfolio
2.4	The learner must analyse the emergency planning cycle	Portfolio

2.5	The learner must identify the methods of raising awareness of incident plans and arrangements	Portfolio
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3. The learner will: Know how to manage the initial response to a significant or major incident

	Assessment Guidance	Types of Evidence
3.1	The learner must describe the potential impact of emergencies on client groups	Portfolio
3.2	The learner must outline the information that needs to be provided to the emergency services	Portfolio
3.3	The learner must identify the different methods of communication during a significant or major incident , considering: <ul style="list-style-type: none"> • major incident: may be declared by one or more of the category 1 or category 2 responders defined in AC1.4 	Portfolio
3.4	The learner must explain the importance of communicating clearly and assertively	Portfolio
3.5	The learner must describe the process for initiating a response to a significant or major incident , considering: <ul style="list-style-type: none"> • significant incident: where the organisation is required to initiate their incident management plans or contingency plans to deal with and respond to an incident that has taken place and may disrupt the safe operation of the event. The incident response may require additional stakeholder resources and support. 	Portfolio
3.6	The learner must explain the importance of recording decisions	Portfolio
3.7	The learner must identify the methods of recording discussions, decisions, actions and communications	Portfolio
3.8	The learner must identify the methods of managing an incident response	Portfolio
3.9	The learner must explain how to lead an incident response team and make decisions	Portfolio
3.10	The learner must explain how to modify the response to support priorities	Portfolio
3.11	The learner must outline the process of transferring primacy to the emergency services , considering: <ul style="list-style-type: none"> • transfer of primacy: when, during the response to an incident, control is formally transferred over to one or more of the responding authorities; issues relating to the transfer of primacy should be agreed in organisational procedures prior to an event. 	Portfolio
3.12	The learner must identify the types of support that might be required by members of the incident response team and the emergency services	Portfolio
3.13	The learner must describe how to and why develop business continuity plans	Portfolio

4. The learner will: Know how to manage post incident recovery

	Assessment Guidance	Types of Evidence
4.1	The learner must identify the types of evidence required for post incident investigation in accordance with the General Data Protection Regulation (GDPR)	Portfolio
4.2	The learner must describe how to secure evidence	Portfolio
4.3	The learner must explain how to debrief those involved	Portfolio
4.4	The learner must outline the process and importance of report writing	Portfolio
4.5	The learner must explain the importance of reviewing and evaluating an incident response	Portfolio
4.6	The learner must explain how to use evaluation findings to ensure continuous improvement	Portfolio

4.7	The learner must identify where and how to access support for those effected by the incident	Portfolio
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5. The learner will: Be able to assess the risk and threat of an incident

Assessment Guidance		Types of Evidence
5.1	The learner must obtain and analyse information needed to carry out a risk and threat assessment	Portfolio
5.2	The learner must carry out risk and threat assessments	Portfolio
5.3	The learner must evaluate the hazards and threats associated with the event	Portfolio
	The learner must co-operate with emergency responders to: a. maintain an agreed position on the risks affecting the event b. plan and prioritise resources required to prepare for those risks	Portfolio
5.4	The learner must record risk assessments in accordance with organisational requirements and guidelines , considering: <ul style="list-style-type: none"> • organisational requirements: could refer to the venue requirements or the event owner’s requirements; clarification of primacy will need to be established. 	Portfolio
5.5	The learner must explain risk and threat assessments to stakeholders	Portfolio
5.6	The learner must integrate the mitigation measures in response to the risk and threat assessment	Portfolio
5.7	The learner must review and up-date risk and threat assessments in response to changes in the risk environment	Portfolio
5.8	The learner must maintain and update contingency plans	Portfolio
5.9	The learner must liaise with stakeholders to update emergency plans	Portfolio
5.10	The learner must record risk assessments in accordance with organisational requirements and guidelines , considering: <ul style="list-style-type: none"> • organisational requirements: could refer to the venue requirements or the event owner’s requirements; clarification of primacy will need to be established. 	Portfolio

6. The learner will: Be able to plan for the response to a significant or major incident

Assessment Guidance		Types of Evidence
6.1	The learner must evaluate the response threshold for the incident	Portfolio
6.2	The learner must split responsibilities and tasks between all participants involved in the response process according to their roles and responsibilities	Portfolio
6.3	The learner must select the person with responsibility and authority to initiate an incident response	Portfolio
6.4	The learner must plan the use of resources needed for responding to incidents	Portfolio
6.5	The learner must assess the need for training and exercise planning	Portfolio
6.6	The learner must develop a training and exercise programme , considering: <ul style="list-style-type: none"> • training and exercise programme: a rolling programme of training sessions and exercises to test, validate, review and revise the venue and/or event incident planning arrangements 	Portfolio

7. The learner will: Be able to manage the initial response to a significant or major incident

Assessment Guidance		Types of Evidence
7.1	The learner must assess client groups at risk of harm and injury	Portfolio

7.2	The learner must contact the emergency services with detailed information about the incident	Portfolio
7.3	The learner must initiate the incident response	Portfolio
7.4	The learner must operate a system to record decisions and policies	Portfolio
7.5	The learner must continue to dynamically assess the risks and modify the response in support of priorities	Portfolio
7.6	The learner must transfer primacy to the emergency services and provide them with up-to-date information on the incident , considering: <ul style="list-style-type: none"> transfer of primacy: when, during the response to an incident, control is formally transferred over to one or more of the responding authorities; issues relating to the transfer of primacy should be agreed in organisational procedures prior to an event 	Portfolio
7.7	The learner must continue to support the emergency services throughout the incident	Portfolio
7.8	The learner must contribute to or initiate business continuity plans	Portfolio

8. The learner will: Be able to manage post incident recovery		
Assessment Guidance		Types of Evidence
8.1	The learner must retain and secure evidence to support a post incident investigation in accordance with the GDPR	Portfolio
8.2	The learner must debrief all stakeholders and produce a report on the incident	Portfolio
8.3	The learner must review contingency planning arrangements	Portfolio
8.4	The learner must provide access to specialist resources to support those affected by the incident	Portfolio

Unit 8 Work with Others to Improve Customer Services (D/618/5283)

Unit Summary

This unit is about the learner working with their team and other colleagues and stakeholders to provide better customer service and improve customer experience.

1. The learner will: Understand how to work with others to improve customer service		
Assessment Guidance		Types of Evidence
1.1	The learner must describe who else is involved either directly or indirectly in the delivery of customer service	Portfolio
1.2	The learner must describe the roles and responsibilities of others in the organisation	Portfolio
1.3	The learner must describe the roles of others outside the organisation who have an impact on their services or products	Portfolio
1.4	The learner must evaluate what the goals or targets of their organisation are in relation to customer service and how these are set	Portfolio
1.5	The learner must evaluate how their organisation identifies improvements in customer service	Portfolio

2. The learner will: Be able to improve customer service by working with others		
Assessment Guidance		Types of Evidence
2.1	The learner must contribute constructive ideas for improving customer service	Portfolio
2.2	The learner must identify what they have to do to improve customer service and confirm this with others	Portfolio
2.3	The learner must agree with others what they have to do to improve customer service	Portfolio
2.4	The learner must cooperate with others to improve customer service	Portfolio
2.5	The learner must keep their commitments made to others	Portfolio
2.6	The learner must make others aware of anything that may affect plans to improve customer service	Portfolio

3. The learner will: Be able to monitor own performance when improving customer service		
Assessment Guidance		Types of Evidence
3.1	The learner must discuss with others how what they do affects customer service performance	Portfolio
3.2	The learner must identify how the way they work with others contributes towards improving customer service	Portfolio

4. The learner will: Be able to monitor team performance when improving customer service		
Assessment Guidance		Types of Evidence
4.1	The learner must discuss with others how teamwork affects customer service performance	Portfolio
4.2	The learner must work with others to collect information on team customer service performance	Portfolio

4.3	The learner must identify with others how customer service teamwork could be improved	Portfolio
4.4	The learner must take action with others to improve customer service performance	Portfolio

Appendix 2: Optional Units

Unit 9 Monitor and Solve Customer Service Problems (L/618/3710)

Unit Summary

This unit develops the competence to support the part of the job involving solving immediate customer service problems. It also explores changing systems to avoid repeated customer service problems.

1. The learner will: Understand how to monitor and solve customer service problems		
Assessment Guidance		Types of Evidence
1.1	The learner must describe organisational procedures and systems for dealing with customer service problems	Portfolio
1.2	The learner must describe organisational procedures and systems for identifying repeated customer service problems	Portfolio
1.3	The learner must explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer	Portfolio
1.4	The learner must explain how the successful resolution of customer service problems contributes to improved working relationships with service partners or internal customers	Portfolio
1.5	The learner must explain how to communicate with and reassure customers while their problems are being solved	Portfolio
1.6	The learner must identify the opportunities and potential for monitoring and solving customer service problems presented by remote information collection and sharing such as through social media	Portfolio

2. The learner will: Be able to solve immediate customer service problems		
Assessment Guidance		Types of Evidence
2.1	The learner must respond positively to customer service problems following organisational procedures	Portfolio
2.2	The learner must solve customer service problems when you have sufficient authority	Portfolio
2.3	The learner must work with others to solve customer service problems	Portfolio
2.4	The learner must keep customers informed of the actions being taken	Portfolio
2.5	The learner must check with customers that they are comfortable with the actions being taken	Portfolio
2.6	The learner must solve problems with service systems and procedures that might affect customers before they become aware of them	Portfolio
2.7	The learner must inform managers and colleagues of the steps taken to solve specific problem	Portfolio

3. The learner will: Be able to identify repeated customer service problems and options for solving them		
Assessment Guidance		Types of Evidence
3.1	The learner must identify repeated customer service problems	Portfolio
3.2	The learner must identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option	Portfolio

3.3	The learner must work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation	Portfolio
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4. The learner will: Be able to take action to avoid the repetition of customer service problems		
Assessment Guidance		Types of Evidence
4.1	The learner must obtain authorisation to change organisational procedures in order to reduce the chances of future occurrences	Portfolio
4.2	The learner must implement the agreed action	Portfolio
4.3	The learner must keep customers informed of steps being taken to solve any service problems	Portfolio
4.4	The learner must monitor the changes made	Portfolio
4.5	The learner must adjust the changes made if required	Portfolio

Unit 10 Recruit, Select and Retain People (K/618/5285)

Unit Summary

This unit is about recruiting and selecting people to undertake identified activities or work roles within own area of responsibility. This unit is not intended for human resources specialists. It is relevant to managers and leaders who are responsible for recruiting and selecting people for their organisation or their particular area of responsibility.

1. The learner will: Understand how to identify recruitment and selection needs		
Assessment Guidance		Types of Evidence
1.1	The learner must explain how to identify skills levels and work ethics within the organisation	Portfolio
1.2	The learner must compare different options for addressing identified shortfalls and their associated advantages and disadvantages	Portfolio
1.3	The learner must outline what job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them	Portfolio

2. The learner will: Understand how to plan the recruitment and selection process		
Assessment Guidance		Types of Evidence
2.1	The learner must describe different stages in the recruitment and selection process	Portfolio
2.2	The learner must explain why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved	Portfolio
2.3	The learner must describe different recruitment and selection methods and their associated advantages and disadvantages	Portfolio

3. The learner will: Understand how to contribute to the recruitment and selection of people for identified vacancies		
Assessment Guidance		Types of Evidence
3.1	The learner must explain why it is important to give fair, clear and accurate information on vacancies to potential applicants	Portfolio
3.2	The learner must explain how to measure applicants' competence and capability and assess whether they meet the stated requirements of the vacancy	Portfolio
3.3	The learner must explain how to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues	Portfolio
3.4	The learner must explain the importance of keeping applicants informed about progress and how to do so	Portfolio
3.5	The learner must outline how to review the effectiveness of recruitment and selection	Portfolio
3.6	The learner must outline how to review the effectiveness of recruitment and selection	Portfolio

4. The learner will: Understand how to contribute to the retention of colleagues		
Assessment Guidance		Types of Evidence
4.1	The learner must summarise active listening and questioning techniques	Portfolio
4.2	The learner must explain the importance of recognising individual performance and how to do so	Portfolio
4.3	The learner must explain the importance of providing opportunities for individuals to discuss issues with you	Portfolio
4.4	The learner must explain the importance of career progression and personal development	Portfolio
4.5	The learner must explain the importance of understanding the reasons why individuals are leaving an organisation	Portfolio

5. The learner will: Be able to identify recruitment and selection needs		
Assessment Guidance		Types of Evidence
5.1	The learner must review, on a regular basis, the work required in own area of responsibility	Portfolio
5.2	The learner must identify any shortfall in own area of responsibility in the number of people and their knowledge, skills and competence required	Portfolio
5.3	The learner must identify any shortfall in own area of responsibility in the number of people and their knowledge, skills and competence required	Portfolio
5.4	The learner must ensure the availability of up-to-date job descriptions and person specifications	Portfolio

6. The learner will: Be able to plan the recruitment and selection process		
Assessment Guidance		Types of Evidence
6.1	The learner must engage appropriate people within own organisation and other key stakeholders in recruiting and selecting people	Portfolio
6.2	The learner must establish the main stages in the recruitment and selection process for identified vacancies	Portfolio
6.3	The learner must establish the recruitment and selection methods that will be used	Portfolio
6.4	The learner must plan the associated timings of the recruitment and selection process	Portfolio
6.5	The learner must plan who will be involved in the recruitment and selection process	Portfolio
6.6	The learner must ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants	Portfolio
6.7	The learner must seek and make use of specialist resources, where required	Portfolio
6.8	The learner must ensure compliance with own organisation's recruitment and selection policies and procedures	Portfolio

7. The learner will: Be able to contribute to the recruitment and selection of people for identified vacancies		
Assessment Guidance		Types of Evidence
7.1	The learner must draw up fair, clear and appropriate criteria for assessing and selecting applicants, taking into account their knowledge, skills and competence and their potential to work effectively with colleagues	Portfolio

7.2	The learner must ensure the recruitment and selection process is carried out fairly, consistently and effectively	Portfolio
7.3	The learner must keep applicants fully informed about the progress of their applications, in line with organisational policy	Portfolio
7.4	The learner must offer positions to applicants who best meet the selection criteria	Portfolio
7.5	The learner must evaluate whether the recruitment and selection process has been successful in relation to appointments	Portfolio
7.6	The learner must identify any areas for improvements in the process	Portfolio

8. The learner will: Be able to contribute to the retention of colleague		
Assessment Guidance		Types of Evidence
8.1	The learner must seek to provide work opportunities that challenge individuals to make effective use of their knowledge, skills and competences and develop their potential	Portfolio
8.2	The learner must review individuals' performance and development and provide feedback	Portfolio
8.3	The learner must recognise individuals' performance and recognise their achievements in line with organisational procedures	Portfolio
8.4	The learner must help individuals understand the opportunities for career and professional development	Portfolio
8.5	The learner must provide opportunities for individuals to discuss issues about their work or development	Portfolio
8.6	The learner must discuss the reasons with individuals planning to leave the organisation and seek to resolve any issues	Portfolio

Unit 11 Support Individual's Learning and Development (M/618/5286)

Unit Summary

This unit is about providing individuals within own team or area of responsibility with opportunities to address their learning needs and develop their potential to the full

1. The learner will: Understand how to encourage learning and development		
Assessment Guidance		Types of Evidence
1.1	The learner must identify the benefits of learning for individuals	Portfolio
1.2	The learner must describe how to promote the benefits of learning	Portfolio
1.3	The learner must identify ways in which to develop a culture in which learning is valued and willingness and efforts to learn are recognised	Portfolio
1.4	The learner must explain why it is important to encourage people to take responsibility for their own learning and development, including personal reflection on own performance	Portfolio
1.5	The learner must describe how to take account of equality legislation, any relevant codes of practice and general diversity and inclusion issues in providing learning opportunities for colleagues	Portfolio

2. The learner will: Understand how to help colleagues identify their learning needs and styles		
Assessment Guidance		Types of Evidence
2.1	The learner must describe how to provide individuals with objective, specific and valid feedback designed to improve their performance	Portfolio
2.2	The learner must describe how to prioritise individuals' learning needs, including taking account of organisational needs and priorities and the personal and career development needs of individuals	Portfolio
2.3	The learner must explain the importance of taking into account the potential future roles and responsibilities for colleagues	Portfolio
2.4	The learner must explain how to provide individuals with the support and supervision they need	Portfolio

3. The learner will: Understand how to help colleague to plan and implement learning and development		
Assessment Guidance		Types of Evidence
3.1	The learner must identify the different types of learning activities that may be appropriate for colleagues	Portfolio
3.2	The learner must compare their advantages and disadvantages	Portfolio
3.3	The learner must identify the required resources needed for example, time, fees, substitute staff	Portfolio
3.4	The learner must explain why it is important for colleagues to have a written personal development plan	Portfolio
3.5	The learner must identify what the 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	Portfolio
3.6	The learner must outline how/where to identify and obtain information on different learning activities	Portfolio
3.7	The learner must explain how to set learning objectives which are SMART (specific, measurable, agreed, realistic and time-bound)	Portfolio

3.8	The learner must identify what type of support individuals might need to undertake learning activities	Portfolio
3.9	The learner must identify the resources needed to undertake learning activities	Portfolio
3.10	The learner must identify the types of obstacles colleagues may face when undertaking learning and how these can be resolved	Portfolio
3.11	The learner must identify sources of specialist expertise in relation to identifying and providing learning for colleagues	Portfolio

4. The learner will: Understand how to help colleagues to review and update learning and development plans		
Assessment Guidance		Types of Evidence
4.1	The learner must describe how to evaluate whether learning activities have achieved their intended learning objectives	Portfolio
4.2	The learner must explain the importance of regularly reviewing and updating personal development plans in the light of performance, any learning activities undertaken and any wider changes	Portfolio

5. The learner will: Sector specific knowledge and understanding		
Assessment Guidance		Types of Evidence
5.1	The learner must outline sector requirements for the development or maintenance of knowledge, skills and competence	Portfolio
5.2	The learner must outline learning issues and specific initiatives and arrangements that apply within the sector	Portfolio
5.3	The learner must describe working culture and practices of the sector and organisation	Portfolio
5.4	The learner must outline organisation's own policies and procedures for: 1. learning and personal and professional development within the sector and organisation 2. equality and diversity 3. performance appraisal systems	Portfolio
5.5	The learner must explain how to engage employees and other stakeholders in learning and development activities	Portfolio
5.6	The learner must summarise key individuals within own area of responsibility, their roles, responsibilities, competences and potential	Portfolio
5.7	The learner must summarise specialist resources available to support learning and development and how to make use of them	Portfolio
5.8	The learner must outline learning activities and resources available in/to own organisation	Portfolio
5.9	The learner must outline opportunities for colleagues' career development in own organisation	Portfolio
5.10	The learner must outline opportunities for applying developing competences in the workplace	Portfolio
5.11	The learner must summarise support and supervision available to individuals within own organisation	Portfolio
5.12	The learner must summarise sources of specialist expertise available in relation to identifying and providing learning and development opportunities for individuals	Portfolio

6. The learner will: Be able to encourage learning and development		
Assessment Guidance		Types of Evidence
6.1	The learner must promote the benefits of learning to people in own area of responsibility	Portfolio
6.2	The learner must recognise their willingness and efforts to learn	Portfolio
6.3	The learner must encourage people to take responsibility for their own learning and development, including practising and reflecting on what they have learnt	Portfolio

7. The learner will: Be able to help colleagues to identify their learning needs and styles		
Assessment Guidance		Types of Evidence
7.1	The learner must give individuals objective, specific and valid feedback on their work performance, discussing and agreeing how they can improve	Portfolio
7.2	The learner must discuss with individuals' future roles and responsibilities that are compatible with their competences and potential	Portfolio

8. The learner will: Be able to help colleagues to plan and implement learning and development		
Assessment Guidance		Types of Evidence
8.1	The learner must discuss and agree personal development plans with colleagues which include learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales	Portfolio
8.2	The learner must support individuals in undertaking learning activities, making required resources available and making efforts to remove any obstacles to learning	Portfolio
8.3	The learner must recognise and make use of unplanned learning opportunities	Portfolio
8.4	The learner must seek and make use of specialist expertise, where required	Portfolio
8.5	The learner must provide individuals with appropriate opportunities to apply their developing competences in the workplace	Portfolio
8.6	The learner must appoint individuals to roles and responsibilities that are compatible with their competences and potential	Portfolio

9. The learner will: Be able to help colleagues to review and update learning development plans		
Assessment Guidance		Types of Evidence
9.1	The learner must discuss with individuals their progress and their readiness to take on new roles and responsibilities and agree the support and supervision they will require	Portfolio
9.2	The learner must discuss with individuals their experience of learning activities and the extent to which learning objectives have been achieved	Portfolio
9.3	The learner must provide individuals with the support and supervision they require and ensure they receive specific feedback to enable them to improve their performance	Portfolio
9.4	The learner must discuss and agree revisions to personal development plans in the light of their performance, learning activities undertaken and any wider changes	Portfolio

Unit 12 Identify and Evaluate Opportunities for Innovation and Improvement (A/618/5288)

Unit Summary

This unit is about identifying opportunities to develop new services, markets or processes or to improve existing services, markets or processes. It also covers evaluating potential innovations and improvements against agreed criteria. This activity is rarely carried out by one person alone. A diverse range of people within the organisation and other key stakeholders – including, for example, customers and suppliers – may need to be engaged both in identifying and evaluating opportunities for innovation and improvement. This unit is relevant to managers and leaders who are responsible for identifying and evaluating opportunities for innovation and improvement across the organisation or within their particular area of responsibility.

1. The learner will: Know how to identify and evaluate opportunities for innovation and improvement		
Assessment Guidance		Types of Evidence
1.1	The learner must explain how to engage employees and stakeholders in identifying and evaluating opportunities for innovation and improvement	Portfolio
1.2	The learner must summarise different types of monitoring principles, methods, tools and techniques	Portfolio
1.3	The learner must summarise different types of benchmarking principles, methods, tools and techniques	Portfolio
1.4	The learner must summarise different types of change management principles, methods, tools and techniques	Portfolio
1.5	The learner must outline how to develop and gain consensus on criteria for evaluating potential innovations and improvements	Portfolio
1.6	The learner must explain how to gather and validate information	Portfolio
1.7	The learner must explain how to evaluate potential innovations and improvements against criteria	Portfolio
1.8	The learner must summarise different types of innovation principles, methods, tools and techniques	Portfolio
1.9	The learner must summarise the principles and methods of effective communication and how to apply them	Portfolio
1.10	The learner must explain how to protect the intellectual property rights	Portfolio

2. The learner will: Sector specific knowledge and understanding		
Assessment Guidance		Types of Evidence
2.1	The learner must outline comparable organisations in own sector	Portfolio
2.2	The learner must summarise political, economic, social, technological, legal and environmental factors that affect own organisation	Portfolio
2.3	The learner must outline key individuals within own area of work, their roles, responsibilities, competences and potential	Portfolio
2.4	The learner must identify current and emerging trends and developments in own sector and area of work	Portfolio
2.5	The learner must summarise external experts and other organisations with whom you may collaborate to generate and develop ideas	Portfolio
2.6	The learner must summarise own organisation's stakeholders, their interests and expectations	Portfolio
2.7	The learner must summarise own organisation's services	Portfolio
2.8	The learner must summarise change management frameworks and methods used in own organisation	Portfolio

3. The learner will: Be able to identify and evaluate opportunities for innovation and improvement		
Assessment Guidance		Types of Evidence
3.1	The learner must summarise the benefits of innovation to the organisation	Portfolio
3.2	The learner must explain the difference between creativity and innovation	Portfolio
3.3	The learner must engage appropriate people within own organisation in identifying and evaluating opportunities for innovation and improvement	Portfolio
3.4	The learner must identify and pursue opportunities to work in collaboration with external experts and other organisations to generate and develop ideas	Portfolio
3.5	The learner must monitor trends and developments in own sector's and organisation's operating environment	Portfolio
3.6	The learner must monitor the performance of own organisation's services and processes and benchmark with comparable organisations	Portfolio
3.7	The learner must identify potential new services, new markets, new processes and improvements to existing services and processes	Portfolio
3.8	The learner must agree clear criteria with key stakeholders for evaluating potential innovations and improvements	Portfolio
3.9	The learner must gather sufficient and valid information to allow potential innovations and improvements to be evaluated	Portfolio
3.10	The learner must evaluate potential innovations and improvements against agreed criteria	Portfolio
3.11	The learner must communicate evaluation to key stakeholders in ways that help them appreciate the potential value of innovations and improvements	Portfolio
3.12	The learner must communicate evaluation to those involved in ways that reinforce their commitment to seek opportunities for innovation and improvement	Portfolio
3.13	The learner must take action to protect the intellectual property rights of innovations, where required	Portfolio

**Unit 13 Allocate and Monitor the Progress and Quality of Your Work in Your Area of Responsibility
(T/618/5290)**

Unit Summary

This unit is about ensuring that the work required is effectively planned and fairly allocated to individuals and/or teams. It also involves monitoring the progress and quality of the work of individuals and/or teams to ensure that the required level or standard of performance is being met and reviewing and updating plans of work in the light of developments.

1. The learner will: Understand own sector and organisational context for allocation of work in own area of responsibility		
Assessment Guidance		Types of Evidence
1.1	The learner must describe people and other resources available in own area of responsibility	Portfolio
1.2	The learner must summarise the work requirements in own area of responsibility	Portfolio
1.3	The learner must summarise the operational plan in own area of responsibility	Portfolio
1.4	The learner must explain the vision and objectives for own area of work and for the organisation overall	Portfolio
1.5	The learner must summarise organisation's policies and procedures for: 1. health and safety 2. personal development 3. standards of expected performance 4. dealing with below standards performance 5. grievance and disciplinary issues 6. performance appraisal systems	Portfolio
1.6	The learner must detail industry/sector requirements for the development or maintenance of knowledge, understanding and skills	Portfolio
1.7	The learner must detail industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work	Portfolio

2. The learner will: Understand how to plan and allocate work for colleagues		
Assessment Guidance		Types of Evidence
2.1	The learner must clarify the importance of confirming the work required in own area of responsibility	Portfolio
2.2	The learner must outline how to take due account of health and safety issues when planning, allocating and monitoring work	Portfolio
2.3	The learner must clarify the importance of seeking views on planned work from people working in own area of responsibility	Portfolio
2.4	The learner must explain why it is important to allocate work to colleagues on a fair basis	Portfolio

3. The learner will: Understand how to brief colleagues on planned work		
Assessment Guidance		Types of Evidence
3.1	The learner must explain the importance of briefing colleagues on planned work	Portfolio
3.2	The learner must clarify the importance of showing colleagues how their work fits with the overall vision and objectives of own area of responsibility and those of the organisation	Portfolio

3.3	The learner must compare different ways of encouraging colleagues to ask questions and/or seek clarification in relation to the planned work	Portfolio
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4. The learner will: Understand how to monitor and support colleagues in their work		
Assessment Guidance		Types of Evidence
4.1	The learner must evaluate the advantages and disadvantages of different ways of monitoring colleagues' work	Portfolio
4.2	The learner must outline how to provide prompt and constructive feedback to individuals and/or teams	Portfolio
4.3	The learner must clarify why it is important to identify unacceptable or poor performance and how to discuss the causes and agree ways of improving performance	Portfolio
4.4	The learner must describe the type of problems and unforeseen events that may occur and how to support colleagues in dealing with them	Portfolio
4.5	The learner must describe types of additional support and/or resources colleagues might require to complete the planned work	Portfolio
4.6	The learner must compare different methods for motivating and supporting colleagues to complete their work and improve their performance	Portfolio
4.7	The learner must explain how to log and make use of information on the ongoing performance of colleagues for formal performance appraisals	Portfolio
4.8	The learner must clarify the importance of reviewing and updating plans of work in the light of developments	Portfolio
4.9	The learner must explain how to reallocate work and resources and clearly communicate the changes to those affected	Portfolio

5. The learner will: Be able to plan and allocate the work for colleagues		
Assessment Guidance		Types of Evidence
5.1	The learner must confirm the work required in own area of responsibility with the responsible colleague	Portfolio
5.2	The learner must plan how the work will be carried out, taking account of: a. the views of people in own area of responsibility b. any identified priorities or critical activities c. best use of the available resources	Portfolio
5.3	The learner must ensure the work is allocated to colleagues on a fair basis taking account of skills, knowledge and understanding, experience, workloads and the opportunity for development	Portfolio

6. The learner will: Be able to brief colleagues on planned work		
Assessment Guidance		Types of Evidence
6.1	The learner must ensure that colleagues are briefed on allocated work considering: a. how the work fits with the vision and objectives for the area of work and the overall organisation b. the standard or level of expected performance	Portfolio
6.2	The learner must enable colleagues to ask questions, make suggestions and seek clarification in relation to planned work	Portfolio

7. The learner will: Be able to monitor and support colleagues in their work		
Assessment Guidance		Types of Evidence
7.1	The learner must monitor the progress and quality of the work of colleagues on a regular and fair basis	Portfolio
7.2	The learner must measure the progress and quality of the work against the standard or level of expected performance	Portfolio
7.3	The learner must provide colleagues with prompt and constructive feedback on their performance	Portfolio
7.4	The learner must support colleagues in identifying and dealing with problems and unforeseen events	Portfolio
7.5	The learner must motivate colleagues to complete allocated work providing additional support and/or resources to help completion	Portfolio
7.6	The learner must address any conflict that arises in a way that supports effective working	Portfolio
7.7	The learner must identify unacceptable or poor performance, discuss the causes and agree ways of improving performance	Portfolio
7.8	The learner must acknowledge successful completion of significant pieces of work or work activities	Portfolio
7.9	The learner must use information collected on colleagues' performance in any formal appraisals of their performance	Portfolio
7.10	The learner must review and update plans of work for own area, clearly communicating any changes to those affected	Portfolio

Unit 14 Develop your Knowledge, Skills and Competence (D/618/3713)

Unit Summary

This unit supports the learner to take responsibility for developing their own knowledge, skills and competence to meet the current and future requirements of their work and to support own personal and career development.

1. The learner will: Know how to develop knowledge and competence		
Assessment Guidance		Types of Evidence
1.1	The learner must identify the principles which underpin their professional development	PDP
1.2	The learner must evaluate the current requirements of their work role and how the requirements may evolve in the future	PDP
1.3	The learner must describe how to monitor changes, trends and developments	PDP
1.4	The learner must evaluate the impact of different factors on their role	PDP
1.5	The learner must identify development needs to address any identified gaps between the requirements of their work role and current knowledge, understanding and skills	PDP
1.6	The learner must outline what an effective development plan should contain and the length of time that it should cover	PDP
1.7	The learner must explain the importance of taking account of own career and personal goals when planning professional development	PDP
1.8	The learner must describe the range of different learning methods and how to identify the methods which work best for them	PDP
1.9	The learner must identify the type of development activities that can be undertaken to address identified gaps in your knowledge, skills and competence	PDP
1.10	The learner must evaluate the extent to which development activities have contributed to their performance	PDP
1.11	The learner must explain how to update development plans in the light of own performance, any development activities undertaken and any wider changes	PDP
1.12	The learner must identify and use appropriate sources of feedback on own performance	PDP

2. The learner will: Be able to develop knowledge and competence		
Assessment Guidance		Types of Evidence
2.1	The learner must monitor trends and developments in own sector and area of professional expertise and evaluate their impact on their work role	PDP
2.2	The learner must evaluate, at appropriate intervals, the current and future requirements of their work role, taking account of the vision and objectives of their organisation	PDP
2.3	The learner must identify the learning methods which work best for them and ensure that they take these into account in identifying and undertaking development activities	PDP
2.4	The learner must identify any gaps between the current and future requirements of their work role and current knowledge, skills and competences	PDP
2.5	The learner must discuss and agree, with those they report to, a development plan which both addresses any identified gaps in own knowledge, skills and competence and supports own career and personal goals	PDP

2.6	The learner must undertake the activities identified in their development plan and evaluate their contribution to own performance	PDP
2.7	The learner must get regular feedback on own performance from those who are able to provide objective, specific and valid feedback	PDP
2.8	The learner must review and update your development plan in the light of own performance, any development activities undertaken and any wider changes	PDP

Unit 15 Manage Projects (A/618/5291)

Unit Summary

This unit is about managing projects for which the learner has been given responsibility in their organisation.

1. The learner will: Understand the principles of project management		
Assessment Guidance		Types of Evidence
1.1	The learner must summarise the characteristics of projects as opposed to routine management functions/activities	Portfolio
1.2	The learner must explain the role and key responsibilities of a project manager	Portfolio
1.3	The learner must describe the key stages in the project life cycle	Portfolio
1.4	The learner must explain the importance of the relationship between the project manager and the project sponsors and any key stakeholders	Portfolio
1.5	The learner must outline project management tools and techniques commonly used in the sector	Portfolio

2. The learner will: Understand how to establish the scope, aim and objectives of a project		
Assessment Guidance		Types of Evidence
2.1	The learner must explain why it is important to discuss and agree the key objectives and scope of a proposed project with the project sponsors and any key stakeholders before detailed planning commences	Portfolio
2.2	The learner must summarise the type of information needed for effective project planning	Portfolio
2.3	The learner must 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	Portfolio
2.4	The learner must outline sector specific legislation, regulations, guidelines and codes of practice relating to project management	Portfolio

3. The learner will: Understand how to plan a project		
Assessment Guidance		Types of Evidence
3.1	The learner must explain why it is important to consult with relevant people in developing a project plan	Portfolio
3.2	The learner must explain how to consult effectively	Portfolio
3.3	The learner must summarise key stakeholders and potential sponsors within own area of responsibility, their roles, responsibilities, competences and potential	Portfolio
3.4	The learner must summarise what should be included in a project plan, particularly activities, required resources and timescales	Portfolio
3.5	The learner must explain why the plan needs to be discussed and agreed with the project sponsors and any key stakeholders	Portfolio
3.6	The learner must explain why it is important that any project team members are briefed on the project plan, their roles and responsibilities	Portfolio
3.7	The learner must explain how to effectively brief team members on the project plan, their roles and responsibilities	Portfolio
3.8	The learner must evaluate ways of identifying and managing potential risks in relation to the project	Portfolio

3.9	The learner must explain the importance of contingency planning	Portfolio
3.10	The learner must explain how to effectively carry out contingency planning	Portfolio

4. The learner will: Understand how to implement and close a project		
Assessment Guidance		Types of Evidence
4.1	The learner must explain ways of providing ongoing support, encouragement and information to any project team members	Portfolio
4.2	The learner must explain how to select from and apply a range of project management tools and techniques to monitor, control and review progress of the project	Portfolio
4.3	The learner must summarise effective ways of communicating with project sponsors and any key stakeholders during a project	Portfolio
4.4	The learner must explain the importance of agreeing changes to the project plan with the project sponsors and any key stakeholders	Portfolio
4.5	The learner must describe the type of changes that might need to be made to a project plan during implementation	Portfolio
4.6	The learner must explain the procedures to follow to close a project	Portfolio
4.7	The learner must explain the importance of confirming successful completion of the project with the project sponsors and key stakeholders	Portfolio
4.8	The learner must explain how to establish an effective system for evaluating the success of projects and identifying what lessons can be learned and shared	Portfolio
4.9	The learner must summarise the importance recognising the contributions of project team members	Portfolio

5. The learner will: Be able to establish the scope, aims and objectives of a project		
Assessment Guidance		Types of Evidence
5.1	The learner must discuss and agree the key objectives and scope of the proposed project	Portfolio
5.2	The learner must agree the available resources with the project sponsors and other key stakeholders	Portfolio
5.3	The learner must identify how the proposed project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken	Portfolio

6. The learner will: Be able to plan a project		
Assessment Guidance		Types of Evidence
6.1	The learner must develop, in consultation with the established project team, a realistic and thorough plan for undertaking the project and achieving its objectives	Portfolio
6.2	The learner must discuss and agree the project plan with the project sponsors and other key stakeholders, making changes where necessary	Portfolio
6.3	The learner must brief project team members on the project plan and their roles and responsibilities	Portfolio
6.4	The learner must put processes and resources in place to manage potential risks arising from the project and deal with contingencies	Portfolio

7. The learner will: Be able to implement and close a project		
Assessment Guidance		Types of Evidence
7.1	The learner must implement the project plan, selecting and applying effective project management tools and techniques to monitor, control and review progress	Portfolio
7.2	The learner must provide ongoing support, encouragement and information	Portfolio
7.3	The learner must communicate progress to the project sponsor, other key stakeholders and project team members on a regular basis	Portfolio
7.4	The learner must in the light of progress: identify: 1. any problems encountered 2. any changes to organisational objectives 3. any required changes to the project plan	Portfolio
7.5	The learner must agree with project sponsors and other key stakeholders to reflect above changes in an updated project plan	Portfolio
7.6	The learner must deliver project objectives on time and within budget	Portfolio
7.7	The learner must confirm satisfactory completion of the project with the project sponsor and any key stakeholders	Portfolio
7.8	The learner must evaluate the success of the project, identifying what lessons can be learned and shared	Portfolio
7.9	The learner must celebrate the completion of the project, recognising the contributions of project team members	Portfolio

Unit 16 Develop and Sustain Productive Working Relationships with Stakeholders (Y/618/3709)

Unit Summary

This unit supports the learner to develop and sustain productive working relationships with stakeholders. These include colleagues within their own organisation, people within other organisations with which their organisation works and other external stakeholders.

1. The learner will: Understand how to work with colleagues and stakeholders		
Assessment Guidance		Types of Evidence
1.1	The learner must summarise the principles of effective communication with colleagues and stakeholders	Portfolio
1.2	The learner must explain why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders	Portfolio
1.3	The learner must explain the importance of taking account of the views of colleagues and stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks	Portfolio
1.4	The learner must explain why communication with colleagues and stakeholders on fulfilment of agreements is important	Portfolio

2. The learner will: Understand how to monitor and review relationships with colleagues and stakeholders		
Assessment Guidance		Types of Evidence
2.1	The learner must explain how to monitor and evaluate the effectiveness of working relationships with colleagues and stakeholders	Portfolio
2.2	The learner must describe how to obtain and use feedback on the effectiveness of working relationships from colleagues and stakeholders	Portfolio
2.3	The learner must explain how to provide colleagues and stakeholders with feedback on the effectiveness of working relationships	Portfolio
2.4	The learner must summarise the importance of monitoring wider developments in relation to stakeholders	Portfolio
2.5	The learner must explain how to effectively monitor wider developments in relation to stakeholders	Portfolio

3. The learner will: Understand how to deal with conflict of interest in relation to colleagues and stakeholders		
Assessment Guidance		Types of Evidence
3.1	The learner must explain how to manage the expectations of colleagues and stakeholders	Portfolio
3.2	The learner must describe the types of conflict that may occur with colleagues and stakeholders	Portfolio
3.3	The learner must explain the damage which conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and organisations	Portfolio
3.4	The learner must evaluate different techniques for conflict resolution with colleagues and stakeholders	Portfolio

4. The learner will: Be able to establish and monitor working relationships with colleagues and stakeholders		
Assessment Guidance		Types of Evidence
4.1	The learner must identify key stakeholders for own area of responsibility	Portfolio
4.2	The learner must evaluate the key stakeholders' interest in the activities and performance of the organisation	Portfolio
4.3	The learner must establish working relationships with relevant colleagues and stakeholders	Portfolio
4.4	The learner must monitor the effectiveness of working relationships with colleagues and stakeholders	Portfolio
4.5	The learner must review working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement	Portfolio
4.6	The learner must monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future	Portfolio

5. The learner will: Be able to work with colleagues and stakeholders		
Assessment Guidance		Types of Evidence
5.1	The learner must provide colleagues and stakeholders with appropriate information to enable them to perform effectively	Portfolio
5.2	The learner must consult colleagues and stakeholders in relation to key decisions and activities	Portfolio
5.3	The learner must take account of colleagues' and stakeholders' views, including their priorities, expectations and attitudes to potential risks	Portfolio
5.4	The learner must fulfil agreements made with colleagues and stakeholders, keeping them informed of progress	Portfolio
5.5	The learner must advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements	Portfolio
5.6	The learner must resolve conflicts of interest and disagreements with colleagues and stakeholders to minimise damage to work and activities and to those involved	Portfolio

Appendix 3: Command Verbs

To ensure that learners can meet the requirements of each criterion, they should be explained to the learner prior to assessment and fully understood by the Assessor for this qualification.	
Analyse	Examine in detail to discover meaning or break down into component parts to develop understanding
Assess	Consider information in order to make decisions
Clarify	Explain the information in a clear, concise way showing depth and understanding
Compare	Describing relative features, effectiveness or outcome of two or more examples
Critically compare	Examine in detail, consider and contrast similarities and differences and identify the positive aspects and limitations
Describe	Write or speak about the topic or activity giving detailed information
Detail	Give full information about a subject, specific process or activity
Evaluate	Review evidence from different perspectives and come to a valid conclusion or reasoned judgement
Explain	Make clear; give reasons for
Identify	Provide brief information about a subject, specific process or activity
Interpret	Understand the context and provide meaning
Outline	Give a short description of the main points; give the main features or general principles; emphasise the structure, leaving out minor details
Review	Make a judgement about a topic, recommendations about further actions
Summarise	Brief account giving the main points