Qualification Specification

Highfield Level 4 Diploma in Spectator Safety Management (RQF)

Qualification Number: 603/6963/2

Version 1.2 June 2021

Contents

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Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 4 Diploma in Spectator Safety Management (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). This qualification is regulated by Ofqual and Qualifications Wales.

Key facts

Qualification number:	603/6963/2
Learning aim reference:	60369632
Credit value:	90
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	391
Total qualification time (TQT):	900

Qualification overview and objective

The objective of this qualification is to confirm occupational competence and provide learners with the knowledge, skills and understanding of spectator safety at management level. Learners will cover topics such as:

- Planning for the safety of people at spectator events
- Managing the safety and security of people at spectator events
- Developing, implementing and reviewing policies and procedures for safety and security at spectator events
- Managing information for action and decision-making for spectator events
- Managing resources for safety and security at events
- Managing risks in crowded places
- Managing the initial response to significant or major incidents and plan for resilience
- Working with others to improve customer services

Entry requirements

To register on to this qualification, learners are required to be 18 years of age or above.

Geographical coverage

This qualification is suitable for delivery in England and Wales.

Pre-requisite requirements

In addition to the specific outcomes detailed within this specification, prior to certification, learners are required to show evidence of attending ACT Strategic counterterrorism training.

Guidance on delivery

The total qualification time for this qualification is 900 hours, of which 391 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

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

It is acknowledged not all employer workplaces are the same, therefore assessment conditions may not be identical. However, 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.

Only in circumstances where it is difficult to collect evidence through a real work environment situation, and is deemed acceptable in specific unit guidance, may simulation be permitted.

Simulation should **only** be undertaken:

- where events either never or infrequently occur and yet a high degree of confidence is needed that the learner would act appropriately, for example: dealing with a fire, health and safety activities that fall outside, or are secondary to, normal practices; or
- where events happen frequently but where there is risk of harm to the learner or client in a real situation, for example, dealing with relationship difficulties and conflicts (although evidence from direct observation should be used where possible).

Units where simulation is permitted:

- Manage initial response to significant or major incidents and plan for resilience

During delivery and assessment of the qualification units, it is expected that the below criteria are considered where possible:

Equality, diversity and inclusion (Equality Act 2010)

It is anticipated that organisations will have procedures and guidelines for their staff to follow that will satisfy the following requirements 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

Guidance on assessment

This qualification is assessed through the completion of a portfolio of evidence that will also be internally quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed, and Highfield Qualifications promotes holistic assessment. Suggested assessment paperwork is available on the Highfield Qualifications website.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing a learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) Policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Assessor requirements

Highfield Qualifications strongly recommend nominated assessors for this qualification meet the following:

- hold or be working towards a level 4 qualification in spectator safety or another relevant subject area such as security or public safety which could include any of the following:
    - Highfield Level 4 Diploma in Spectator Safety Management (RQF)
- hold a level 3 qualification in spectator safety or another relevant sector and have a minimum of 3 years occupational experience
- have in-depth technical knowledge of the qualification, units and standards of competence required
- hold or be working towards a recognised assessing qualification, which could include any of the following:
    - Highfield Level 3 Certificate in Assessing Vocational Achievement (RQF)
    - Highfield Level 3 Award in Assessing Competence in the Work Environment (RQF)
    - A1
    - D32/33
- maintain appropriate continued professional development for the subject area

It is advised that there are two assessors, with different backgrounds and experience, involved in assessing occupational competence.

Internal quality assurance (IQA) requirements

Highfield Qualifications strongly recommend internal quality assurers for this qualification meet the following:

- have sufficient operational experience within the spectator safety sector that can be evidenced, is current and relevant to the qualification at or above the level being verified
- have in-depth technical knowledge of the qualification, units and standards of competence required
- hold a valid assessing qualification or be working towards a recognised assessing qualification **OR** hold or be working towards an internal quality assurance qualification, which could include any of the following:
    - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF)
    - V1 Conduct Internal Quality Assurance of the Assessment Process
    - D34 Internally Verify the Assessment Process
- maintain appropriate continued professional development for the subject area

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those

requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card, etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking further education and training in management.

Useful websites

- www.highfieldqualifications.com
- www.highfieldproducts.com
- www.sgsa.org.uk
- www.skillsactive.com
- The Event Safety Guide: www.thepurpleguide.co.uk

Recommended training materials

Understanding Stewarding at Spectator Events. Highfield.co.uk Ltd
Understanding Stewarding at Spectator Events Training PowerPoint™. Highfield.co.uk Ltd

Appendix 1: Qualification structure

To complete the **Highfield Level 4 Diploma in Spectator Safety Management (RQF)**, learners must complete:

all units contained within the mandatory group, and
3 units contained within Optional Group A

Mandatory group
Learners must achieve **all units** in this group

Unit reference	Unit title	Level	GLH	Credit
D/618/5851	Plan for the safety of people at spectator events	4	24	5
H/618/5852	Manage the safety and security of people at spectator events	4	52	14
K/618/5853	Develop, implement and review policies and procedures for safety and security at spectator events	4	20	6
M/618/5823	Manage information for action and decision-making for spectator events	3	26	6
F/618/5826	Manage resources for safety and security at events	4	35	10
Y/618/5850	Manage risks in crowded places	3	40	8
H/618/5849	Manage initial response to significant or major incidents and plan for resilience	5	80	20
M/618/5854	Work with others to improve customer services	3	53	8

Optional group
Learners must achieve **3 units** in this group

Unit reference	Unit title	Level	GLH	Credit
A/618/5825	Monitor and solve customer service problems*	3	40	6
T/618/5855	Recruit, select and retain people	5	85	12
A/618/5856	Support individuals' learning and development	4	85	11
F/618/5857	Identify and evaluate opportunities for innovation and improvement	4	30	5
J/618/5858	Allocate and monitor the progress and quality of your work in your area of responsibility	4	95	14
L/618/5828	Develop your knowledge, skills and competence*	3	15	4
L/618/5859	Manage projects	4	26	6
T/618/5824	Develop and sustain productive working relationships with colleagues and stakeholders*	3	16	4

* it is strongly recommended that these units are only selected by learners who have not previously completed these as part of a level 3 qualification in spectator safety

Appendix 2: Qualification content

Unit 1:   **Plan for the safety of people at spectator events**
Unit number: D/618/5851
Credit: 5
GLH: 24
Level: 4

Unit Introduction

This unit is about planning for the safety of spectators at events and in crowded places. This includes identifying hazards and threats, assessing the risks involved and specifying procedures to control these.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know how to plan for events**	1.1 Identify all legal, statutory and non-statutory guidance and organisational requirements in relation to controlling safety and security at events and in crowded places 1.2 Identify types and sources of information to collect, including information on previous events and historical data 1.3 Explain what guidance is available and **factors to consider in calculating safe capacity** 1.4 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 1.5 Explain the importance of calculating safe capacity for any event 1.6 Identify what guidance is available for producing event organisational policies and procedures 1.7 Detail how to produce event organisational policies and procedures 1.8 Identify the **stakeholders** you should involve in developing plans 1.9 Explain the importance of establishing ongoing liaison with **stakeholders** 1.10 Explain the importance of considering the implications of event overlay
2. **Know how to produce, implement, review and evaluate plans**	2.1 Explain how to select resources for efficiency and effectiveness 2.2 Explain how to identify, assess and cost the type and quantity of resources needed for each event

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	2.3 Identify the types of **influences and pressures** associated with operational plans and how to assess and manage these
	2.4 Identify the types of risks associated with operational plans and how to assess and manage these
	2.5 Explain the importance of gaining **stakeholders'** support for own plans
	2.6 Describe methods of recording own plan in an agreed format
	2.7 Describe how to implement own plans
	2.8 Explain the importance of dynamic review and revision of plans including efficiency and effectiveness
	2.9 Explain why it is important to communicate changes to the plan and who you should communicate with
	2.10 Identify the methods of communicating changes to the agreed plan to all stakeholders
	2.11 Describe ways of recording conclusions and developing recommendations
	2.12 Explain the importance of gathering **stakeholders'** feedback
	2.13 Describe processes for updating and maintaining plans
3. Be able to plan for events	3.1 Collect all the **information** about the venue and event and interpret these to help with preparation for the event
	3.2 Calculate the venue's safe capacity
	3.3 Produce event procedures in line with organisational policies
	3.4 Liaise with **stakeholders** regarding planning and preparation for the event
	3.5 Assess the impact of temporary **event overlay**
4. Be able to produce, implement, review and evaluate plans	4.1 Agree the roles and responsibilities in the delivery of the operational plan with key **stakeholders**
	4.2 Select, prioritise and schedule tasks to achieve these objectives
	4.3 Assess and cost the resources needed for the event
	4.4 Follow event or organisational procedures to assess internal and external influences and pressures associated with own plan
	4.5 Assess risks and implications associated with own plans
	4.6 Record own operational plans

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	4.7 Put in place monitoring and evaluation methods
	4.8 Present draft plans to **stakeholders** and key decision-makers
	4.9 Negotiate changes to the operational plans as a result of stakeholder feedback
	4.10 Record and implement the agreed plan
	4.11 Review and revise plans according to event or organisational needs
	4.12 Communicate any changes to the agreed plan to all **stakeholders**
	4.13 Evaluate the effectiveness and efficiency of own plans
	4.14 Develop and record conclusions and recommendations to improve own plans

Range

Information
All must be covered when assessing for both competence and knowledge.
1. nature of the event and programme
2. arrival and departure arrangements for client groups
3. layout and structure of the venue, its capacity and existing risk assessments

Factors to consider when calculating safe capacity
All must be covered when assessing for both competence and knowledge.
1. Holding capacity
2. Egress capacity
3. Emergency egress capacity
4. Ingress capacity
5. Venue design including overlay
6. Audience demographic
7. Site survey
8. Staffing levels
9. Relevant risk assessments
10. Weather conditions

Event overlay
All must be covered when assessing for both competence and knowledge.
1. services at the venue
2. external environment and other events in the vicinity
3. numbers and types of people attending
4. pre-event information and intelligence – all sources
5. available resources

Stakeholders
A minimum of four must be covered when assessing for competence and all must be covered when assessing for knowledge.

1. person responsible for the event
2. emergency services
3. local authority
4. line manage relevant staff familiar with venue
5. event staff unfamiliar with venue
6. contractors
7. transport provider
8. local communities
9. NGBs

Influences and pressures
All must be covered when assessing for both competence and knowledge.
1. organisational influences and pressures (internal)
2. stakeholder influences and pressures (external)

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Unit 2: **Manage the safety and security of people at spectator events**

Unit number: H/618/5852
Credit: 14
GLH: 52
Level: 4

Unit Introduction

This unit is about ensuring 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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Know how to ensure the readiness of the venue and resources prior to events	1.1 Identify all relevant legal, statutory, non-statutory and organisational requirements for controlling safety and security at spectator events 1.2 Describe procedures for checking the readiness of venues and resources 1.3 Identify the types of problems that may occur with provision and how to deal with these 1.4 Identify the location and contents of all the event plans including contingency plans 1.5 Explain the importance of ensuring that all provision is in line with organisational procedures and legal and statutory requirements 1.6 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 1.7 Explain the importance of environmental variables and how they may compromise safety and security 1.8 Identify responsibilities delegated to others and how to check that these are understood and in place 1.9 Identify the documentation that needs to be completed and how to complete it
2. Know how to monitor and co-ordinate organisational measures during events	2.1 Identify available resources for the event 2.2 Explain methods of checking regularly that resources and organisational procedures are in line with plans and requirements 2.3 Describe how to monitor available information and identify actual and potential situations 2.4 Identify the types of information to be monitored during the event, who this

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	information will come from and how to monitor it 2.5 Explain methods for assessing received information for accuracy and significance 2.6 Explain how to carry out risk assessments 2.7 Explain how to implement procedures including dynamic risk assessment 2.8 Explain suitable control measures 2.9 Explain when and how to activate contingency plans 2.10 Identify the agreed procedures for promptly informing relevant **stakeholders** of situations which have arisen in their area of responsibility 2.11 Describe the agreed procedures regarding communication 2.12 Explain the importance of recording all information and decisions fully and accurately 2.13 Identify methods of debriefing all relevant **stakeholders** 2.14 Explain the importance of evaluating the effectiveness of the organisational procedures and learning lessons for future events
3. **Ensure the readiness of the venue and resources prior to events**	3.1 Inspect the venue and all resources for the event 3.2 Make sure that all safety provision is in line with organisational requirements and the event plan 3.3 Take action promptly when safety provision is below the required standards and record the outcome 3.4 Counter any influences and pressures from **stakeholders** and from environmental factors that are compromising safety and security at the event 3.5 Check against the event plan and confirm that all delegated responsibilities are in place 3.6 Complete all documentation clearly and accurately according to organisational procedures
4. **Monitor and co-ordinate organisational measures during events**	4.1 Check that the deployment and functioning of resources are in line with organisational procedures 4.2 Monitor available information and note any situations outside acceptable limits 4.3 Check this information for accuracy and significance

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	4.4 Take action promptly in response to information received
	4.5 Record own actions and rationale in the decision log
	4.6 Activate contingency plans if necessary
	4.7 Inform **stakeholders** of situations relating to their area of responsibility following agreed procedures
	4.8 Keep **records** of all information and decisions
	4.9 Debrief all **stakeholders**

Range
Stakeholders *A minimum of four must be covered when assessing for competence and all must be covered when assessing for knowledge.* 1. person responsible for the event (promoter) 2. emergency services 3. local authority 4. line manager 5. event staff familiar with venue 6. event staff unfamiliar with venue 7. contractors 8. transport providers **Records** *A minimum of four must be covered when assessing for competence and all must be covered when assessing for knowledge.* 1. CCTV footage 2. decision logs 3. witness statements 4. briefing and debriefing notes 5. pre-event inspections 6. staff attendance records **Influences and pressures** *All must be covered when assessing for knowledge.* 1. organisational influences and pressures (internal) 2. stakeholder influences and pressures (external)

Unit 3: **Develop, implement and review policies and procedures for safety and security at spectator events**

Unit number: K/618/5853
Credit: 6
GLH: 20
Level: 4

Unit Introduction

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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know how to develop policies and procedures**	1.1 Identify types of, and objectives for, **policies and procedures** the organisation may need to develop, implement and review 1.2 Describe the criteria to be followed for the key work areas 1.3 Identify methods of drafting **policies and procedures** 1.4 Identify current legislation and guidance, best practice and existing organisational **policies and procedures**
2. **Know how to consult on policies and procedures**	2.1 Explain how to identify the **internal and external stakeholders** to consult with on **policies and procedures** 2.2 Identify research methods and which methods are most suitable to allow people to contribute 2.3 Identify the best **sources of information** to use for the consultation 2.4 Describe the processes for running a consultation 2.5 Identify methods of evaluating the consultation inputs
3. **Know how to finalise and implement policies and procedures**	3.1 Explain how to analyse consultation responses 3.2 Explain why you must take into account the consultation responses when producing final versions of **policies and procedures** 3.3 Describe the implementation processes for new **policies and procedures** 3.4 Identify the training and briefing requirements for policy implementation

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.5 Identify the communication strategy for changes to **policies and procedures** 3.6 Identify the criteria for determining the effectiveness of new **policies and procedures** 3.7 Explain why new **policies and procedures** should be consistent with current legislation and guidance and existing organisational procedures
4. **Know how to review policies and procedures**	4.1 Explain why you must monitor **policies and procedures** 4.2 Identify the process for reviewing **policies and procedures** with **internal and external stakeholders** 4.3 Explain why a review timetable for **policies and procedures** should be created and followed 4.4 Describe how to check that staff are aware of the **policies and procedures** and that these are being followed 4.5 Explain why it is crucial to review security policies and procedures in response to current and revised UK threat levels 4.6 Identify the process for reviewing policies and procedures in response to changes to the terrorism threat level 4.7 Explain why you must keep records of reviews
5. **Be able to develop policies and procedures**	5.1 Select the objectives for **policies and procedures** 5.2 Develop criteria for drafting and writing **policies and procedures** which will be consulted upon at a later stage 5.3 Draft **policies and procedures** that are consistent with current legislation, current guidance, best practice and existing organisational procedures 5.4 Include equality, diversity, inclusion and safeguarding policies in own policies and procedures 5.5 Agree draft policies with **internal stakeholders**
6. **Be able to consult on policies and procedures**	6.1 Recommend **internal and external stakeholders** for consultation 6.2 Establish research and consultation methods and timelines 6.3 Carry out the consultation with all stakeholders

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	6.4 Evaluate the consultation responses and draw conclusions

7. Be able to finalise and implement policies and procedures	7.1 Finalise **policies and procedures** taking into account the conclusions from the evaluation of consultation responses
	7.2 Agree with **internal stakeholders:**
	    a. the measures for implementing **policies and procedure**
	    b. the arrangements for any training required
	    c. how the changes should be communicated
	7.3 Check the **policies and procedures** before publication ensuring consistency with organisational requirements
	7.4 Alert all staff to any revisions to **policies and procedures** and the reasons for the revisions
	7.5 Confirm staff are aware of **policies and procedures**
	7.6 Agree with **internal stakeholders** how often **policies and procedures** are reviewed

8. Be able to review policies and procedures	8.1 Monitor the effectiveness of **policies and procedures** 8.2 Review policies and procedures with **internal and external stakeholders** in accordance with the review timetable 8.3 Review security policies and procedures in response to revised UK threat level 8.4 Keep records of any reviews

Range
Policies and procedures *A minimum of four of the below must be covered when assessing for competence and all must be covered when assessing knowledge.* 1. event safety 2. health and safety 3. customer care 4. quality of services 5. environmental issues 6. community involvement 7. response to changing legislation 8. safeguarding 9. complaints 10. data protection 11. equality

Internal stakeholders

A minimum of two of the below must be covered when assessing for competence and all must be covered when assessing knowledge.

1. person responsible for the event
2. line manager
3. event staff familiar with venue
4. event staff unfamiliar with venue

External stakeholders

A minimum of two of the below must be covered when assessing for competence and all must be covered when assessing knowledge.

1. emergency services
2. regulatory body
3. contractors
4. transport providers

Sources of information

All must be covered when assessing for both competence and knowledge.

1. incident / near incident reports
2. changes in legislation

Unit 4: **Manage information for action and decision-making for spectator events**
Unit number: M/618/5823
Credit: 6
GLH: 26
Level: 3

Unit Introduction

This unit is about 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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know how to gather required information**	1.1 Identify methods of gathering information 1.2 Describe organisational procedures for recording and storing information 1.3 Explain the principles of confidentiality when handling information 1.4 Explain how to suggest identified improvements to agreed procedures
2. **Know how to analyse information to support decision-making**	2.1 Explain how to judge the accuracy, relevance and sufficiency of information required to support decision-making in different contexts 2.2 Explain how to identify information that may be contradictory, ambiguous or inadequate and how to deal with these 2.3 Identify methods of analysing information and how to select the most appropriate method 2.4 Outline how to analyse information to identify patterns and trends 2.5 Explain how to draw conclusions on the basis of analysing information 2.6 Explain how to identify the difference between fact and opinion
3. **Know how to inform and advise others**	3.1 Describe types of information to obtain before informing and advising others 3.2 Identify effective communication methods 3.3 Describe the agreed procedures for giving information and advice 3.4 Explain how to develop and present a reasoned case when providing information and advice to others 3.5 Explain the importance of confirming the recipients' understanding of the information and advice 3.6 Explain the importance of maintaining confidentiality when seeking feedback

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.7 Explain the importance of seeking feedback on the information and advice provided 3.8 Explain how to use feedback to inform future methods of providing information and advice
4. Be able to gather required information	4.1 Gather information to support decision-making in their role 4.2 Record and store the information they gather according to the organisational procedures 4.3 Ensure the information they gather is accessible in the required format to authorised people only 4.4 Identify and propose improvements to agreed procedures 4.5 Provide suggestions on possible improvements onto relevant stakeholders
5. Be able to analyse information to support decision-making	5.1 Analyse information to support decision-making 5.2 Differentiate between fact and opinion when presenting the results of the analysis 5.3 Keep records for the audit trail evidencing decision-making at each stage
6. Be able to inform and advise others	6.1 Obtain all the required information before informing and advising others 6.2 Summarise the main points to the relevant people and the reasons why these are important 6.3 Give information and advice consistent with the agreed procedures 6.4 Use reasoned arguments and evidence to support the information and advice that has been given 6.5 Check and confirm the recipients' understanding of the information and advice 6.6 Maintain confidentiality following agreed procedures 6.7 Seek feedback from the recipients about the information and advice you provided 6.8 Use this feedback from recipients to improve the process

Unit 5: **Manage resources for safety and security at spectator events**
Unit number: F/618/5826
Credit: 10
GLH: 35
Level: 4

Unit Introduction

This unit is about managing resources including physical resources such as equipment, facilities and consumables. This unit also covers personnel resources which are viewed as assets in this context.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand how to plan the use of resources**	1.1 Explain the importance of involving stakeholders in planning **resources** 1.2 Identify methods of developing plans which take into account past experience, trends and developments and factors likely to affect the use of **resources** 1.3 Explain how and why to obtain specialist advice and guidance in relation to the provision of specialist **resources** for mitigating threats such as terrorism 1.4 Explain how to prepare plans that are consistent with their organisation's objectives, policies and legal requirements including supply chains 1.5 Identify methods of presenting plans to stakeholders in an appropriate and timely manner 1.6 Identify and explain negotiation techniques in detail
2. **Understand how to obtain resources**	2.1 Identify basic principles and processes of cost-benefit analysis 2.2 Describe the procedure for requesting and obtaining **resources** in your area of responsibility 2.3 Explain the importance of revising plans and updating **stakeholders** accordingly
3. **Understand how to ensure the availability of resources**	3.1 Explain methods of identifying the supplies needed 3.2 Explain how to ensure supplies meet with relevant published standards, including prompt response to **changed circumstances** 3.3 Describe the procedures to follow when selecting from a range of suppliers to ensure adequate competition and continuity of supplies

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.4 Explain why monitoring supplies at appropriate intervals is important
	3.5 Identify the procedures for business continuity of the supply chain
	3.6 Describe their organisation's requirements for **resources**
	3.7 Explain the importance of balancing the event's requirements and organisational requirements
	3.8 Identify methods of dealing with problems with supplies and supply chains
	3.9 Explain about record keeping in managing supplies and suppliers
	3.10 Explain the importance of continuously monitoring the quality of **resources**
4. **Understand how to monitor the use of resources**	4.1 Explain the importance of taking prompt corrective action to deal with deviations from plans
	4.2 Identify methods of monitoring the use of **resources** against agreed plans
	4.3 Describe the mitigating actions to take when dealing with deviations from plans
	4.4 Explain the importance of confidentiality in record keeping in accordance with current legislation
5. **Plan the use of resources**	5.1 Ask **stakeholders** to provide information about the resources required
	5.2 Develop plans that make the best use of resources
	5.3 Obtain specialist advice and guidance in relation to the provision of specialist resources for mitigating threats
	5.4 Prepare plans that are consistent with the organisation's objectives, policies and legal requirements
	5.5 Present, negotiate and agree these plans with **stakeholders**
6. **Obtain resources**	6.1 Ask for resources that support activities in their area of responsibility
	6.2 Negotiate and reach agreement with suppliers for resources
	6.3 Agree amendments to plans with **stakeholders** when they cannot obtain the required and/or planned resources

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
7. Ensure the availability of resources	7.1 Choose resources from a range of suppliers to ensure adequate competition and continuity of supplies 7.2 Monitor the quality and quantity of supplies 7.3 Obtain supplies that meet the organisation's requirements 7.4 Deal with any problems with supplies and supply chains 7.5 Keep records of supplies
8. Monitor the use of resources	8.1 Monitor the quality of resources 8.2 Take corrective action to deal with any deviations from plans 8.3 Keep and be prepared to share records relating to the use of resources with relevant **stakeholders**

Amplification
• **Changed circumstances:** Any incident occurrence or event that may require the venue owner or event organizer to change, update or modify the event plans. Such circumstances may include, weather conditions, new or additional risks or threats, revised UK threat level.

Range
Stakeholders *All must be covered when assessing for competence* 1. team members 2. colleagues working at the same level 3. higher-level managers or supervisors 4. people outside the organisation **Resources** *All must be covered when assessing for both competence and knowledge* 1. overlay 2. human resources (employees, volunteers, contractors) 3. consumables

Unit 6:   **Manage risks in crowded places**
Unit number: Y/618/5850
Credit: 8
GLH: 40
Level: 3

Unit Introduction

This unit is about identifying, assessing, mitigating and managing threats and hazards to the event and those present.

This unit requires the learner to be aware of local and national risk assessment and threat levels and use these to prepare for the event.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know how to identify threats and hazards and assess the risks to the event**	1.1 Explain what guidance and information is available and where to find them on local and national risk assessments and threat levels 1.2 Outline how to undertake a detailed venue or site inspection 1.3 Outline procedures for risk assessment 1.4 Describe what dynamic risk assessment is and the need to record dynamic decisions 1.5 Explain the importance of informing stakeholders of the outcome of the risk assessments
2. **Know how to specify and agree control measures**	2.1 Explain what we mean by the hierarchy of control and how this is applied to threats or risks 2.2 Explain how to identify and record control measures to minimise risks 2.3 Explain the importance of **stakeholder** engagement and briefing 2.4 Outline the process of resource planning for control measures 2.5 Explain the importance of informing stakeholders of any deficiencies in resourcing control measures 2.6 Explain what integrated response management is and why this is important when managing risk
3. **Be able to identify threats and hazards and assess the risks to the event**	3.1 Carry out a site or venue inspection 3.2 Use information from national and local risk assessment and threat levels to analyse and assess the level of risk to the event 3.3 Liaise with **stakeholders** about the identified threats, hazards and risks

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
4. **Be able to specify and agree control measures**	4.1 Apply the relevant hierarchy of control to each of the identified **threats and hazards** or risks
	4.2 Apply control measures that minimise assessed risks
	4.3 Consult on these control measures with relevant **stakeholders**
	4.4 Check that resources are in place for these control measures
	4.5 Check that control measures integrate with the responses of other organisations
	4.6 Record the control measures
	4.7 Prepare all relevant information before briefing others

Range
Stakeholders *A minimum of four of the below criteria must be covered when assessing competence and all to be covered when assessing knowledge:* 1. person responsible for the event 2. venue management 3. emergency services 4. regulatory organisations 5. line manager 6. event staff familiar with venue 7. event staff unfamiliar with venue 8. contractors 9. transport providers **Threats and hazards** *Numbers one and two to be covered as a minimum as part of assessing competence, all to be covered when assessing knowledge:* 1. safety 2. security 3. hygiene 4. environmental 5. faulty equipment 6. structural

Unit 7: **Manage initial response to significant or major incidents and plan for resilience**
Unit number: H/618/5849
Credit: 20
GLH: 80
Level: 5

Unit Introduction

This unit is about the effective planning and management of the response to a malicious or non-malicious significant or major incident on behalf of the organisation. It also covers supporting and working with emergency responding organisations as well as ensuring continuity of business and return to normality.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know how to assess the risk and threat of an incident**	1.1 Identify current legal and regulatory requirements, standards and good practice guidelines 1.2 Interpret the impact of the national and regional risk assessment and threat level 1.3 Assess the roles and structure of local resilience forums for co-operation on risk assessment 1.4 Identify the characteristics of the event that may influence the likelihood and impact of a major incident 1.5 Describe the organisation's business continuity and incident plans 1.6 Describe the aim, scope and objectives of incident plans and arrangements 1.7 Describe the resources available for incident management 1.8 Explain the importance of involving all the relevant stakeholders in the planning process 1.9 Explain the importance of continuously assessing risk during the incident 1.10 Critically compare risk assessment methods and outcomes 1.11 Review **mitigation measures**
2. **Know how to plan for the response to a significant or major incident**	2.1 Identify stakeholders and their roles and responsibilities in the response process 2.2 Identify the necessary resources needed for a response 2.3 Describe the principles of incident management planning 2.4 Analyse the emergency planning cycle 2.5 Identify the methods of raising awareness of incident plans and arrangements

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
3. Know how to manage the initial response to a significant or major incident	3.1 Describe the potential impact of emergencies on client groups 3.2 Outline the information that needs to be provided to the emergency services 3.3 Identify the different methods of communication during a **significant or major incident** 3.4 Explain the importance of communicating clearly and assertively 3.5 Describe the process for initiating a response to a **significant or major incident** 3.6 Explain the importance of recording decisions 3.7 Identify the methods of recording discussions, decisions, actions and communications 3.8 Identify the methods of managing an incident response 3.9 Explain how to lead an incident response team and make decisions 3.10 Explain how to modify the response to support priorities 3.11 Outline the process of transferring primacy to the emergency services 3.12 Identify the types of support that might be required by members of the incident response team and the emergency services 3.13 Describe how to and why to develop **business continuity plans**
4. Know how to manage post-incident recovery	4.1 Identify the types of evidence required for post-incident investigation in accordance with the General Data Protection Regulation (GDPR) 4.2 Describe how to secure evidence 4.3 Explain how to debrief those involved 4.4 Outline the process and importance of report writing 4.5 Explain the importance of reviewing and evaluating an incident response 4.6 Explain how to use evaluation findings to ensure continuous improvement 4.7 Identify where and how to access support for those affected by the incident
5. Be able to assess the risk and threat of an incident	5.1 Obtain and analyse information needed to carry out a risk and threat assessment 5.2 Carry out risk and threat assessments 5.3 Evaluate the hazards and threats associated with the event 5.4 Co-operate with **emergency responders** to:

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	a. maintain an agreed position on the risks affecting the event b. plan and prioritise resources required to prepare for those risks 5.5 Record risk assessments in accordance with **organisational requirements** and guidelines 5.6 Explain risk and threat assessments to stakeholders 5.7 Integrate the **mitigation measures** in response to the risk and threat assessment 5.8 Review and up-date risk and threat assessments in response to changes in the risk environment 5.9 Maintain and update contingency plans 5.10 Liaise with stakeholders to update emergency plans
6. Be able to plan for the response to a significant or major incident	6.1 Evaluate the response threshold for the incident 6.2 Split responsibilities and tasks between all participants involved in the response process according to their roles and responsibilities 6.3 Select the person with responsibility and authority to initiate an incident response 6.4 Plan the use of resources needed for responding to incidents 6.5 Assess the need for training and exercise planning 6.6 Develop a **training and exercise programme**
7. Be able to manage the initial response to a significant or major incident	7.1 Assess client groups at risk of harm and injury 7.2 Contact the emergency services with detailed information about the incident 7.3 Initiate the incident response 7.4 Operate a system to record decisions and policies 7.5 Continue to dynamically assess the risks and modify the response in support of priorities 7.6 **Transfer primacy** to the emergency services and provide them with up-to-date information on the incident 7.7 Continue to support the emergency services throughout the incident 7.8 Contribute to or initiate **business continuity plans**
8. Be able to manage post-incident recovery	8.1 Retain and secure evidence to support a post-incident investigation in accordance with the GDPR

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	8.2 Debrief all stakeholders and produce a report on the incident 8.3 Review contingency planning arrangements 8.4 Provide access to specialist resources to support those affected by the incident

Amplification

Emergency responders

Any agency that may be able to or required to respond to an emergency occurrence at a venue. This may be one or more of the Category 1 responders supported by one or more of the Category 2 responders.

Category 1 or Category 2 responders

As defined by the Civil Contingencies Act 2004 and updated by the Cabinet Office, Civil Contingencies Secretariat, currently Category 1 responders are public bodies including emergency services, NHS Trusts, HM Coastguard and local authorities. Category 2 responders are private sector bodies including utility companies and transport providers.

Organisational requirements

This could refer to the venue requirements or the event owner's requirements. Clarification of primacy will need to be established.

Business continuity planning

Preparing and developing plans so that in the event of an incident the business can continue to operate.

Business continuity management

The implementation of the pre-prepared business continuity plans.

Major incident

A major incident may be declared by one or more of the category one or category two responders as defined in the Civil Contingencies Act 2004.

Mitigation measures

Those measures identified and followed by the organisation to limit the impact of any issue, risk hazard or threat.

Significant incident

A significant incident is 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.

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.

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.

Unit 8:   **Work with others to improve customer service**
Unit number: M/618/5854
Credit: 8
GLH: 53
Level: 3

Unit Introduction

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand how to work with others to improve customer service**	1.1 Describe who else is involved either directly or indirectly in the delivery of customer service 1.2 Describe the roles and responsibilities of others in the organisation 1.3 Describe the roles of others outside the organisation who have an impact on their services or products 1.4 Evaluate what the goals or targets of their organisation are in relation to customer service and how these are set 1.5 Evaluate how their organisation identifies improvements in customer service
2. **Be able to improve customer service by working with others**	2.1 Contribute constructive ideas for improving customer service 2.2 Identify what they have to do to improve customer service and confirm this with others 2.3 Agree with others what they have to do to improve customer service 2.4 Cooperate with others to improve customer service 2.5 Keep their commitments made to others 2.6 Make others aware of anything that may affect plans to improve customer service
3. **Be able to monitor own performance when improving customer service**	3.1 Discuss with others how what they do affects customer service performance 3.2 Identify how the way they work with others contributes towards improving customer service
4. **Be able to monitor team performance when improving customer service**	4.1 Discuss with others how teamwork affects customer service performance 4.2 Work with others to collect information on team customer service performance 4.3 Identify with others how customer

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	service teamwork could be improved
	4.4 Take action with others to improve customer service performance

Unit 9: **Monitor and solve customer service problems**
Unit number: A/618/5825
Credit: 6
GLH: 40
Level: 3

Unit Introduction

This unit is about the part of the job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand how to monitor and solve customer service problems**	1.1 Describe organisational procedures and systems for dealing with customer service problems 1.2 Describe organisational procedures and systems for identifying repeated customer service problems 1.3 Explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer 1.4 Explain how the successful resolution of customer service problems contributes to improved working relationships with service partners or internal customers 1.5 Explain how to communicate with and reassure customers while their problems are being solved 1.6 Identify the opportunities and potential for monitoring and solving customer service problems presented by remote information collection and sharing such as through social media
2. **Be able to solve immediate customer service problems**	2.1 Respond positively to customer service problems following organisational procedures 2.2 Solve customer service problems when you have sufficient authority 2.3 Work with others to solve customer service problems 2.4 Keep customers informed of the actions being taken 2.5 Check with customers that they are comfortable with the actions being taken

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	2.6 Solve problems with service systems and procedures that might affect customers before they become aware of them 2.7 Inform managers and colleagues of the steps taken to solve specific problem
3. **Be able to identify repeated customer service problems and options for solving them**	3.1 Identify repeated customer service problems 3.2 Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option 3.3 Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation
4. **Be able to take action to avoid the repetition of customer service problems**	4.1 Obtain authorisation to change organisational procedures in order to reduce the chances of future occurrences 4.2 Implement the agreed action 4.3 Keep customers informed of steps being taken to solve any service problems 4.4 Monitor the changes made 4.5 Adjust the changes made if required

Unit 10:   **Recruit, select and retain people**
Unit number: T/618/5855
Credit: 12
GLH: 85
Level: 5

Unit Introduction

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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand how to identify recruitment and selection needs**	1.1 Explain how to identify skills levels and work ethics within the organisation 1.2 Compare different options for addressing identified shortfalls and their associated advantages and disadvantages 1.3 Outline what job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them
2. **Understand how to plan the recruitment and selection process**	2.1 Describe different stages in the recruitment and selection process 2.2 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 2.3 Describe different recruitment and selection methods and their associated advantages and disadvantages
3. **Understand how to contribute to the recruitment and selection of people for identified vacancies**	3.1 Explain why it is important to give fair, clear and accurate information on vacancies to potential applicants 3.2 Explain how to measure applicants' competence and capability and assess whether they meet the stated requirements of the vacancy 3.3 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 3.4 Explain the importance of keeping applicants informed about progress and how to do so

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.5 Outline how to review the effectiveness of recruitment and selection 3.6 Explain the importance of identifying areas for improvements
4. **Understand how to contribute to the retention of colleagues**	4.1 Summarise active listening and questioning techniques 4.2 Explain the importance of recognising individual performance and how to do so 4.3 Explain the importance of providing opportunities for individuals to discuss issues with you 4.4 Explain the importance of career progression and personal development 4.5 Explain the importance of understanding the reasons why individuals are leaving an organisation
5. **Be able to identify recruitment and selection needs**	5.1 Review, on a regular basis, the work required in own area of responsibility 5.2 Identify any shortfall in own area of responsibility in the number of people and their knowledge, skills and competence required 5.3 Identify and evaluate the options for addressing any identified shortfalls and decide on the best options to follow 5.4 Ensure the availability of up-to-date job descriptions and person specifications
6. **Be able to plan the recruitment and selection process**	6.1 Engage appropriate people within own organisation and other key stakeholders in recruiting and selecting people 6.2 Establish the main stages in the recruitment and selection process for identified vacancies 6.3 Establish the recruitment and selection methods that will be used 6.4 Plan the associated timings of the recruitment and selection process 6.5 Plan who will be involved in the recruitment and selection process 6.6 Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants 6.7 Seek and make use of specialist resources, where required

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	6.8 Ensure compliance with own organisation's recruitment and selection policies and procedures
7. Be able to contribute to the recruitment and selection of people for identified vacancies	7.1 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 7.2 Ensure the recruitment and selection process is carried out fairly, consistently and effectively 7.3 Keep applicants fully informed about the progress of their applications, in line with organisational policy 7.4 Offer positions to applicants who best meet the selection criteria 7.5 Evaluate whether the recruitment and selection process has been successful in relation to appointments 7.6 Identify any areas for improvements in the process
8. Be able to contribute to the retention of colleagues	8.1 Seek to provide work opportunities that challenge individuals to make effective use of their knowledge, skills and competences and develop their potential 8.2 Review individuals' performance and development and provide feedback 8.3 Recognise individuals' performance and recognise their achievements in line with organisational procedures 8.4 Help individuals understand the opportunities for career and professional development 8.5 Provide opportunities for individuals to discuss issues about their work or development 8.6 Discuss the reasons with individuals planning to leave the organisation and seek to resolve any issues

Unit 11: **Support individuals' learning and development**
Unit number: A/618/5856
Credit: 11
GLH: 85
Level: 4

Unit Introduction

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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand how to encourage learning and development**	1.1 Identify the benefits of learning for individuals 1.2 Describe how to promote the benefits of learning 1.3 Identify ways in which to develop a culture in which learning is valued and willingness and efforts to learn are recognised 1.4 Explain why it is important to encourage people to take responsibility for their own learning and development, including personal reflection on own performance 1.5 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
2. **Understand how to help colleagues identify their learning needs and styles**	2.1 Describe how to provide individuals with objective, specific and valid feedback designed to improve their performance 2.2 Describe how to prioritise individuals' learning needs, including taking account of organisational needs and priorities and the personal and career development needs of individuals 2.3 Explain the importance of taking into account the potential future roles and responsibilities for colleagues 2.4 Explain how to provide individuals with the support and supervision they need
3. **Understand how to help colleague to plan and implement learning and development**	3.1 Identify the different types of learning activities that may be appropriate for colleagues 3.2 Compare their advantages and disadvantages 3.3 Identify the required resources needed, for example, time, fees, substitute staff

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.4 Explain why it is important for colleagues to have a written personal development plan
	3.5 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
	3.6 Outline how/where to identify and obtain information on different learning activities
	3.7 Explain how to set learning objectives which are SMART (specific, measurable, agreed, realistic and time-bound)
	3.8 Identify what type of support individuals might need to undertake learning activities
	3.9 Identify the resources needed to undertake learning activities
	3.10 Identify the types of obstacles colleagues may face when undertaking learning and how these can be resolved
	3.11 Identify sources of specialist expertise in relation to identifying and providing learning for colleagues
4. **Understand how to help colleagues to review and update learning and development plans**	4.1 Describe how to evaluate whether learning activities have achieved their intended learning objectives
	4.2 Explain the importance of regularly reviewing and updating personal development plans in the light of performance, any learning activities undertaken and any wider changes
5. **Sector-specific knowledge and understanding**	5.1 Outline sector requirements for the development or maintenance of knowledge, skills and competence
	5.2 Outline learning issues and specific initiatives and arrangements that apply within the sector
	5.3 Describe working culture and practices of the sector and organisation
	5.4 Outline organisation's own policies and procedures for: a. learning and personal and professional development within the sector and organisation b. equality and diversity c. performance appraisal systems

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	5.5 Explain how to engage employees and other stakeholders in learning and development activities
	5.6 Summarise key individuals within own area of responsibility, their roles, responsibilities, competences and potential
	5.7 Summarise specialist resources available to support learning and development and how to make use of them
	5.8 Outline learning activities and resources available in/to own organisation
	5.9 Outline opportunities for colleagues' career development in own organisation
	5.10 Outline opportunities for applying developing competences in the workplace
	5.11 Summarise support and supervision available to individuals within own organisation
	5.12 Summarise sources of specialist expertise available in relation to identifying and providing learning and development opportunities for individuals
6. Be able to encourage learning and development	6.1 Promote the benefits of learning to people in own area of responsibility
	6.2 Recognise their willingness and efforts to learn
	6.3 Encourage people to take responsibility for their own learning and development, including practising and reflecting on what they have learnt
7. Be able to help colleagues to identify their learning needs and styles	7.1 Give individuals objective, specific and valid feedback on their work performance, discussing and agreeing how they can improve
	7.2 Discuss with individuals' future roles and responsibilities that are compatible with their competences and potential
8. Be able to help colleagues to plan and implement learning and development	8.1 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
	8.2 Support individuals in undertaking learning activities, making required resources available and making efforts to remove any obstacles to learning

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	8.3 Recognise and make use of unplanned learning opportunities 8.4 Seek and make use of specialist expertise, where required 8.5 Provide individuals with appropriate opportunities to apply their developing competences in the workplace 8.6 Appoint individuals to roles and responsibilities that are compatible with their competences and potential
9. Be able to help colleagues to review and update learning development plans	9.1 Discuss with individuals their progress and their readiness to take on new roles and responsibilities and agree the support and supervision they will require 9.2 Discuss with individuals their experience of learning activities and the extent to which learning objectives have been achieved 9.3 Provide individuals with the support and supervision they require and ensure they receive specific feedback to enable them to improve their performance 9.4 Discuss and agree revisions to personal development plans in the light of their performance, learning activities undertaken and any wider changes

Unit 12:   Identify and evaluate opportunities for innovation and improvement

Unit number: F/618/5857
Credit: 5
GLH: 30
Level: 4

Unit Introduction

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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know how to identify and evaluate opportunities for innovation and improvement**	1.1 Explain how to engage employees and stakeholders in identifying and evaluating opportunities for innovation and improvement 1.2 Summarise different types of monitoring principles, methods, tools and techniques 1.3 Summarise different types of benchmarking principles, methods, tools and techniques 1.4 Summarise different types of change management principles, methods, tools and techniques 1.5 Outline how to develop and gain consensus on criteria for evaluating potential innovations and improvements 1.6 Explain how to gather and validate information 1.7 Explain how to evaluate potential innovations and improvements against criteria 1.8 Summarise different types of innovation principles, methods, tools and techniques 1.9 Summarise the principles and methods of effective communication and how to apply them 1.10 Explain how to protect intellectual property rights
2. **Sector-specific knowledge and understanding**	2.1 Outline comparable organisations in own sector

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	2.2 Summarise political, economic, social, technological, legal and environmental factors that affect own organisation
	2.3 Outline key individuals within own area of work, their roles, responsibilities, competences and potential
	2.4 Identify current and emerging trends and developments in own sector and area of work
	2.5 Summarise external experts and other organisations with whom you may collaborate to generate and develop ideas
	2.6 Summarise own organisation's stakeholders, their interests and expectations
	2.7 Summarise own organisation's services
	2.8 Summarise change management frameworks and methods used in own organisation
3. **Be able to identify and evaluate opportunities for innovation and improvement**	3.1 Summarise the benefits of innovation to the organisation
	3.2 Explain the difference between creativity and innovation
	3.3 Engage appropriate people within own organisation in identifying and evaluating opportunities for innovation and improvement
	3.4 Identify and pursue opportunities to work in collaboration with external experts and other organisations to generate and develop ideas
	3.5 Monitor trends and developments in own sector's and organisation's operating environment
	3.6 Monitor the performance of own organisation's services and processes and benchmark with comparable organisations
	3.7 Identify potential new services, new markets, new processes and improvements to existing services and processes
	3.8 Agree clear criteria with key stakeholders for evaluating potential innovations and improvements
	3.9 Gather sufficient and valid information to allow potential innovations and improvements to be evaluated
	3.10 Evaluate potential innovations and improvements against agreed criteria
	3.11 Communicate evaluation to key stakeholders in ways that help them appreciate the

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	potential value of innovations and improvements 3.12 Communicate evaluation to those involved in ways that reinforce their commitment to seek opportunities for innovation and improvement 3.13 Take action to protect the intellectual property rights of innovations, where required

Unit 13: **Allocate and monitor the progress of your work in your area of responsibility**

Unit number: J/618/5858
Credit: 14
GLH: 95
Level: 4

Unit Introduction

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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*

1. **Understand own sector and organisational context for allocation work in own area of responsibility**	1.1 Describe people and other resources available in own area of responsibility
	1.2 Summarise the work requirements in own area of responsibility
	1.3 Summarise the operational plan in own area of responsibility
	1.4 Explain the vision and objectives for own area of work and for the organisation overall
	1.5 Summarise organisation's policies and procedures for:
	  a. health and safety
	  b. personal development
	  c. standards of expected performance
	  d. dealing with below standards performance
	  e. grievance and disciplinary issues
	  f. performance appraisal systems
	1.6 Detail industry/sector requirements for the development or maintenance of knowledge, understanding and skills
	1.7 Detail industry/sector-specific legislation, regulations, guidelines, codes of practice relating to carrying out work

2. **Understand how to plan and allocate work for colleagues**	2.1 Clarify the importance of confirming the work required in own area of responsibility 2.2 Outline how to take due account of health and safety issues when planning, allocating and monitoring work 2.3 Clarify the importance of seeking views on planned work from people working in own area of responsibility 2.4 Explain why it is important to allocate work to colleagues on a fair basis
3. **Understand how to brief colleagues on planned work**	3.1 Explain the importance of briefing colleagues on planned work

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.2 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 3.3 Compare different ways of encouraging colleagues to ask questions and/or seek clarification in relation to the planned work
4. **Understand how to monitor and support colleagues in their work**	4.1 Evaluate the advantages and disadvantages of different ways of monitoring colleagues' work 4.2 Outline how to provide prompt and constructive feedback to individuals and/or teams 4.3 Clarify why it is important to identify unacceptable or poor performance and how to discuss the causes and agree ways of improving performance 4.4 Describe the type of problems and unforeseen events that may occur and how to support colleagues in dealing with them 4.5 Describe types of additional support and/or resources colleagues might require to complete the planned work 4.6 Compare different methods for motivating and supporting colleagues to complete their work and improve their performance 4.7 Explain how to log and make use of information on the ongoing performance of colleagues for formal performance appraisals 4.8 Clarify the importance of reviewing and updating plans of work in the light of developments 4.9 Explain how to reallocate work and resources and clearly communicate the changes to those affected

5. **Be able to plan and allocate the work for colleagues**	5.1 Confirm the work required in own area of responsibility with the responsible colleague
	
	5.2 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
	
	5.3 Ensure the work is allocated to colleagues on a fair basis taking account of skills, knowledge

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	and understanding, experience, workloads and the opportunity for development

6. Be able to brief colleagues on planned work	6.1 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
	6.2 Enable colleagues to ask questions, make suggestions and seek clarification in relation to planned work

7. Be able to monitor and support colleagues in their work	7.1 Monitor the progress and quality of the work of colleagues on a regular and fair basis 7.2 Measure the progress and quality of the work against the standard or level of expected performance 7.3 Provide colleagues with prompt and constructive feedback on their performance 7.4 Support colleagues in identifying and dealing with problems and unforeseen events 7.5 Motivate colleagues to complete allocated work providing additional support and/or resources to help completion 7.6 Address any conflict that arises in a way that supports effective working 7.7 Identify unacceptable or poor performance, discuss the causes and agree ways of improving performance 7.8 Acknowledge successful completion of significant pieces of work or work activities 7.9 Use information collected on colleagues' performance in any formal appraisals of their performance 7.10 Review and update plans of work for own area, clearly communicating any changes to those affected

Unit 14: **Develop your knowledge, skills and competence**
Unit number: L/618/5828
Credit: 4
GLH: 15
Level: 3

Unit Introduction

This unit is about taking responsibility for developing a learner's own knowledge, skills and competence to meet the current and future requirements of their work and to support own personal and career development.

This unit will be assessed in the form of a personal development plan discussed and signed off by the person the learner is reporting to.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know how to develop knowledge and competence**	1.1 Identify the principles which underpin their professional development 1.2 Evaluate the current requirements of their work role and how the requirements may evolve in the future 1.3 Describe how to monitor changes, trends and developments 1.4 Evaluate the impact of different factors on their role 1.5 Identify development needs to address any identified gaps between the requirements of their work role and current knowledge, understanding and skills 1.6 Outline what an effective development plan should contain and the length of time that it should cover 1.7 Explain the importance of taking account of own career and personal goals when planning professional development 1.8 Describe the range of different learning methods and how to identify the methods which work best for them 1.9 Identify the type of development activities that can be undertaken to address identified gaps in your knowledge, skills and competence

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	1.10 Evaluate the extent to which development activities have contributed to their performance
	1.11 Explain how to update development plans in the light of own performance, any development activities undertaken and any wider changes
	1.12 Identify and use appropriate sources of feedback on own performance.
2. Be able to develop knowledge and competence	2.1 Monitor trends and developments in own sector and area of professional expertise and evaluate their impact on their work role
	2.2 Evaluate, at appropriate intervals, the current and future requirements of their work role, taking account of the vision and objectives of their organisation
	2.3 Identify the learning methods which work best for them and ensure that they take these into account in identifying and undertaking development activities
	2.4 Identify any gaps between the current and future requirements of their work role and current knowledge, skills and competences
	2.5 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
	2.6 Undertake the activities identified in their development plan and evaluate their contribution to own performance
	2.7 Get regular feedback on own performance from those who are able to provide objective, specific and valid feedback
	2.8 Review and update your development plan in the light of own performance, any development activities undertaken and any wider changes

Additional unit guidance
This unit will be assessed in the form of a personal development plan discussed and signed off by the person the learner is reporting to.

Unit 15:   **Manage projects**
Unit number: L/618/5859
Credit: 6
GLH: 26
Level: 4

Unit Introduction

This unit is about managing projects for which you have been given responsibility.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand the principles of project management**	1.1 Summarise the characteristics of projects as opposed to routine management functions/activities 1.2 Explain the role and key responsibilities of a project manager 1.3 Describe the key stages in the project life cycle 1.4 Explain the importance of the relationship between the project manager and the project sponsors and any key stakeholders 1.5 Outline project management tools and techniques commonly used in the sector
2. **Understand how to establish the scope, aim and objectives of a project**	2.1 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 2.2 Summarise the type of information needed for effective project planning 2.3 Explain why it is important to be able to identify and understand how a project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken 2.4 Outline sector-specific legislation, regulations, guidelines and codes of practice relating to project management
3. **Understand how to plan a project**	3.1 Explain why it is important to consult with relevant people in developing a project plan 3.2 Explain how to consult effectively 3.3 Summarise key stakeholders and potential sponsors within own area of responsibility, their roles, responsibilities, competences and potential 3.4 Summarise what should be included in a project plan, particularly activities, required resources and timescales

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.5 Explain why the plan needs to be discussed and agreed with the project sponsors and any key stakeholders
	3.6 Explain why it is important that any project team members are briefed on the project plan, their roles and responsibilities
	3.7 Explain how to effectively brief team members on the project plan, their roles and responsibilities
	3.8 Evaluate ways of identifying and managing potential risks in relation to the project
	3.9 Explain the importance of contingency planning
	3.10 Explain how to effectively carry out contingency planning
4. Understand how to implement and close a project	4.1 Explain ways of providing ongoing support, encouragement and information to any project team members
	4.2 Explain how to select from and apply a range of project management tools and techniques to monitor, control and review progress of the project
	4.3 Summarise effective ways of communicating with project sponsors and any key stakeholders during a project
	4.4 Explain the importance of agreeing changes to the project plan with the project sponsors and any key stakeholders
	4.5 Describe the type of changes that might need to be made to a project plan during implementation
	4.6 Explain the procedures to follow to close a project
	4.7 Explain the importance of confirming successful completion of the project with the project sponsors and key stakeholders
	4.8 Explain how to establish an effective system for evaluating the success of projects and identifying what lessons can be learned and shared.
	4.9 Summarise the importance recognising the contributions of project team members
5. Be able to establish the scope, aims and objectives of a project	5.1 Discuss and agree the key objectives and scope of the proposed project
	5.2 Agree the available resources with the project sponsors and other key stakeholders

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	5.3 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
6. Be able to plan a project	6.1 Develop, in consultation with the established project team, a realistic and thorough plan for undertaking the project and achieving its objectives 6.2 Discuss and agree the project plan with the project sponsors and other key stakeholders, making changes where necessary 6.3 Brief project team members on the project plan and their roles and responsibilities 6.4 Put processes and resources in place to manage potential risks arising from the project and deal with contingencies

7. Be able to implement and close a project	7.1 Implement the project plan, selecting and applying effective project management tools and techniques to monitor, control and review progress
	7.2 Provide ongoing support, encouragement and information
	7.3 Communicate progress to the project sponsor, other key stakeholders and project team members on a regular basis
	7.4 In the light of progress: identify:
	  a. any problems encountered
	  b. any changes to organisational objectives
	  c. any required changes to the project plan
	7.5 Agree with project sponsors and other key stakeholders to reflect above changes in an updated project plan
	7.6 Deliver project objectives on time and within budget
	7.7 Confirm satisfactory completion of the project with the project sponsor and any key stakeholders
	7.8 Evaluate the success of the project, identifying what lessons can be learned and shared
	7.9 Celebrate the completion of the project, recognising the contributions of project team members

Unit 16: **Develop and sustain productive working relationships with colleagues and stakeholders**

Unit number: T/618/5824
Credit: 4
GLH: 16
Level: 3

Unit Introduction

This unit is about developing and sustaining productive working relationships with stakeholders. These include colleagues within the learner's own organisation, people within other organisations with which their organisation works and other external stakeholders.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand how to work with colleagues and stakeholders**	1.1 Summarise the principles of effective communication with colleagues and stakeholders 1.2 Explain why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders 1.3 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 1.4 Explain why communication with colleagues and stakeholders on fulfilment of agreements is important
2. **Understand how to monitor and review relationships with colleagues and stakeholders**	2.1 Explain how to monitor and evaluate the effectiveness of working relationships with colleagues and stakeholders 2.2 Describe how to obtain and use feedback on the effectiveness of working relationships from colleagues and stakeholders 2.3 Explain how to provide colleagues and stakeholders with feedback on the effectiveness of working relationships 2.4 Summarise the importance of monitoring wider developments in relation to stakeholders 2.5 Explain how to effectively monitor wider developments in relation to stakeholders
3. **Understand how to deal with conflict of interest in relation to colleagues and stakeholders**	3.1 Explain how to manage the expectations of colleagues and stakeholders 3.2 Describe the types of conflict that may occur with colleagues and stakeholders 3.3 Explain the damage which conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	organisations 3.4 Evaluate different techniques for conflict resolution with colleagues and stakeholders
4. Be able to establish and monitor working relationships with colleagues and stakeholders	4.1 Identify key stakeholders for own area of responsibility 4.2 Evaluate the key stakeholders' interest in the activities and performance of the organisation 4.3 Establish working relationships with relevant colleagues and stakeholders 4.4 Monitor the effectiveness of working relationships with colleagues and stakeholders 4.5 Review working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement 4.6 Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future
5. Be able to work with colleagues and stakeholders	5.1 Provide colleagues and stakeholders with appropriate information to enable them to perform effectively 5.2 Consult colleagues and stakeholders in relation to key decisions and activities 5.3 Take account of colleagues' and stakeholders' views, including their priorities, expectations and attitudes to potential risks 5.4 Fulfil agreements made with colleagues and stakeholders, keeping them informed of progress 5.5 Advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements 5.6 Resolve conflicts of interest and disagreements with colleagues and stakeholders to minimise damage to work and activities and to those involved

Appendix 3: Sample assessment material

Portfolio of evidence

Please refer to the Assessment Pack (which is available for centres to download from the Highfield Qualifications website) for information to help learners compile and keep track of evidence to support the successful completion of the qualification.

Assessors must ensure that the learner's portfolio sufficiently covers all learning outcomes and assessment criteria as defined in each unit of the qualification.

The evidence that is collected to make up the portfolio will be in a variety of formats. Assessors are responsible for ensuring learners compile their portfolio correctly, by gathering evidence for each unit that is both adequate and suitable for the requirements of the unit/qualification.

Suggested types of evidence for this qualification may include the following:

- observation
- questions
- products of work
- professional discussion
- witness testimonies
- learning logs
- video or audio recordings

Please see below a screenshot of the Evidence Tracking sheet that can be found in the Assessment Pack that should be used to support the successful completion of the qualification.