

# 1st4sport Level 3 NVQ Diploma in Sports Development

## Qualification Specification



## About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

**Our Mission:** To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

**Our Direction:** We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

## Qualification Specification

Title:	1st4sport Level 3 NVQ Diploma in Sports Development
Qualification Overview:	Provides learners with the knowledge, confidence and competence to advance their career in the world of sports development.
Qualification Code:	L3DSD
Qualification Regulation Number:	600/4301/5
Guided Learning Hours (GLH):	274
Total Qualification Time (TQT):	640
Credit Value (if applicable):	64
Operational Start Date:	19/12/2011
Qualification Review Date:	30/11/2025
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to work in a sports development role in a sports or community setting.
Qualification Purpose:	Confirm competence in an occupational role to the standards required

### Who is this qualification for?

The qualification is aimed at learners who are already employed or in a long term work placement as an Assistant Sports Development Officer, Sports Development Officer, or relevant associated role. They might be new members of staff who require an induction into the job role, or existing members of staff who need further training and development.

## Qualification Progression

The skills and knowledge developed through this qualification may also be used to progress to other industry-relevant qualifications in coaching sport, activity leadership, supporting PE in school sport or sports development.

This qualification can lead to paid or voluntary employment in Sports Development in a sports or community setting. Learners operating in a role at this level, can access CPD opportunities through CIMSPA. The skills and knowledge developed through this qualification may also be used to enable learners to progress to other management qualifications.

Other roles that the learner may consider exploring to include:

- Duty Officer, Shift Supervisor, Assistant Manager
- Sports/Leisure Centre General Manager

## Entry Requirements

Learners must be a minimum of 16 years old at registration and 16 years old at certification.

## Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 16 years of age
- be able to undertake this assessment in English or Welsh (if available)

## Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 1 of 5 mandatory units),
- Portfolio of Evidence (in 1 of 5 mandatory units),
- Practical Demonstration/Assignment (in 4 of 5 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

## Grading Methods

This qualification will be graded Pass / Fail.

## Qualification Structure

Learners must successfully complete all mandatory units and 3 of 17 optional units to achieve this qualification.

### Mandatory Units

Unit ID	Unit Title	GLH
M/503/0534	Contribute to strategic development in sport and active leisure	23
K/502/9690	Provide leadership in sport and active leisure	60
T/503/0535	Promote equality and diversity in sport and physical activity	51
A/503/0651	Ensure the health, safety, welfare and security of customers and staff	23
M/502/8458	Manage own resources and professional development	20

### Optional Units

Unit ID	Unit Title	GLH
F/503/0652	Facilitate community-based sport and physical activity	73
A/502/9287	Develop productive working relationships with colleagues and stakeholders	22
J/503/0653	Support the development of sport and physical activity in education	43
K/602/1843	Provide learning opportunities for colleagues	85
K/503/0645	Lead and motivate volunteers	59
Y/503/0656	Involve, motivate and retain volunteers	60
M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	24
R/503/0655	Apply for external funding for sport and physical activity	58
H/602/1842	Recruit, select and keep colleagues	85
H/602/1839	Contribute to evaluating, developing and promoting services	85
H/502/8456	Support the efficient use of resources	19
D/502/9685	Plan and organise services	15
M/602/1844	Allocate and monitor the progress and quality of work in own area of responsibility	95
K/502/8457	Manage information for action	24
D/601/1553	Work with others to improve customer service	53
J/502/9678	Manage a project	26
T/601/1168	Contribute to the prevention and management of abusive and aggressive behaviour	20

## Pathway Units (where applicable)

There are no pathway units in this qualification

<b>Unit Title</b>	Contribute to strategic development in sport and active leisure
<b>Unit Aim</b>	This unit covers the knowledge and competence that the learner needs to contribute to strategic development in sport and active leisure.
<b>Unique Unit Number</b>	M/503/0534
<b>Unit Assessment Method(s)</b>	Practical Demonstration/Assignment
<b>Assessment Specification</b>	<p>Work activity</p> <p>Evidence must be gathered on more than one occasion, with at least a one-month gap. There should be sufficient observations to ensure that they have met all the requirements.</p> <p>Assessment methods include a combination of assessor observations, witness testimony or authentic records of the learner's work. Simulation is not allowed for any of the learning outcomes in this unit.</p> <p>There must be evidence that they possess all knowledge and understanding listed against 'the learner will know' or 'the learner will understand'. Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence that they know and understand this technique they do not need questioning again.</p> <p>Learning Outcome (LO) 1 assessed by:</p> <ul style="list-style-type: none"> <li>professional discussion</li> <li>oral questions</li> <li>written answers</li> </ul> <p>LO 2 assessed using workplace evidence generated when the learner is contributing to strategic development in sport and active leisure.</p>

## Learning Outcome: 1. know how to contribute to strategic development in sport and active leisure

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 explain the meaning and significance of strategic management	
1.2 differentiate between strategy and policy	

1.3 explain the principles of good practice in strategic management including environmental scanning techniques, monitoring and evaluation	
1.4 explain how to clearly structure strategy documents	
1.5 identify modern approaches to strategic management, including bottom-up decision-making and flexibility in strategy	
1.6 explain the importance of continuing professional development of self and others in relation to strategic management.	
1.7 explain the strategic dimensions to sports development and leisure management	
1.8 explain the role of strategy in achieving organisational outcomes in sport and active leisure	
1.9 explain the importance of strategic planning in the development of staff and volunteers	
1.10 describe the political dimensions to sports development and leisure management	
1.11 explain the role of organisational strategy in implementing wider strategy and policy	
1.12 explain the dynamic nature of the sports development and leisure management environment	
1.13 explain the multi-stakeholder nature of sports development and leisure management and the prevalence of strategic partnerships	
1.14 explain the nature of strategic relationships between influential organisations	
1.15 describe the structure, vision and culture of own organisation and partner organisations	

**Learning Outcome: 2. be able to contribute to strategic development in sport and active leisure**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 achieve planned outcomes with available resources	
2.2 monitor the internal environment to assess organisational capability and identify key issues relevant to own area of responsibility and those of colleagues	
2.3 monitor the external environment to identify potential opportunities and threats relevant to strategic management in own organisation	
2.4 contribute to strategic planning and decision making relevant to own area of responsibility and, where appropriate, to wider settings	
2.5 engage relevant partners to ensure multiple ownership of the strategy	
2.6 coordinate implementation of strategy in own area of responsibility through clear, well-communicated action plans and work programmes	
2.7 work with colleagues and stakeholders to design smart targets and key performance indicators for the effective evaluation of the strategy and its implementation	
2.8 design and implement data collection techniques appropriate to the agreed targets and performance indicators	
2.9 provide stakeholders with timely and accurate progress reports appropriate to their needs	



2.10 evaluate changes in the internal and external environments and make strategic changes accordingly within own area of responsibility	
2.11 report outcomes to colleagues and contribute to ongoing strategic review processes.	

<b>Unit Title</b>	Provide leadership in sport and active leisure
<b>Unit Aim</b>	This unit assesses the competence required to lead other people in a sport and active leisure context.
<b>Unique Unit Number</b>	K/502/9690
<b>Unit Assessment Method(s)</b>	Practical Demonstration/Assignment
<b>Assessment Specification</b>	Evidence must be gathered on more than one occasion, with at least a one-month gap. There should be sufficient observations to ensure that they have met all the requirements. Assessment methods include a combination of assessor observations, witness testimony or authentic records of the work. Simulation is not allowed for this unit. There must be evidence that they possess all knowledge and understanding listed against 'the learner will know' or 'the learner will understand'. Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence that they know and understand this technique they do not need questioning again.

Learning Outcome: 1. understand own personal context for leadership	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 explore how own values, motivations and emotions impact on own leadership skills	
1.2 evaluate own strengths and limitations in the leadership role	
1.3 explain own role, responsibilities and level of power	
1.4 explain the vision and objectives of the overall organisation and how these translate into the vision, objectives, culture and operational plans for own area of responsibility	
1.5 evaluate different leadership styles used across the organisation	

### Learning Outcome: 2. be able to establish the conditions for effective leadership in a sport and active leisure context

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 enable colleagues and stakeholders to contribute towards setting a clear direction	
2.2 encourage a commitment to shared aims and objectives, within existing constraints	
2.3 reinforce the agreed direction with colleagues and stakeholders to ensure shared aims and objectives are achieved	

### Learning Outcome: 3. understand how to lead other people

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain the complementary aspects of leadership, management, coaching and mentoring in sport and active leisure	
3.2 summarise different techniques for setting direction and establishing objectives for other people	
3.3 describe different methods of communicating with colleagues and stakeholders in a sport and active leisure context	
3.4 summarise a range of different leadership styles and when to apply them	
3.5 describe different techniques for improving own leadership performance	

**Learning Outcome: 4. be able to lead people in a sport and active leisure context**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 lead own area of responsibility to achieve agreed aims and objectives whilst overcoming challenges, developing solutions and capitalising on opportunities	
4.2 encourage and celebrate creative conflict, diversity and inclusion within own area of responsibility	
4.3 apply leadership styles that are appropriate to people and situations	
4.4 use of a range of appropriate methods to communicate with colleagues and stakeholders	
4.5 give colleagues and stakeholders in own area of responsibility support and advice when they need it especially during periods of setback and change	
4.6 contribute to a culture of continuous improvement	
4.7 celebrate success in a way that encourages and recognises creativity and innovation	

**Learning Outcome: 5. understand how to empower their people through leadership**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 summarise different methodologies for improvement planning	
5.2 describe different techniques for facilitating creativity and innovation	
5.3 summarise the requirements for equality, diversity and inclusion and how to meet these when leading a team in sport and active leisure	
5.4 describe different techniques for encouraging others to take the lead and ways in which this can be achieved	
5.5 describe different approaches to developing teams and individuals	

**Learning Outcome: 6. be able to empower other people through effective leadership in sport and active leisure**

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 empower colleagues to develop their own ways of working and take their own decisions within agreed boundaries in an environment of trust and respect.	
6.2 encourage and provide opportunities for colleagues and stakeholders to take the lead in their own areas of expertise and show willingness to follow this lead.	

Unit Title	Promote equality and diversity in sport and physical activity
Unit Aim	This unit covers the knowledge and competence that the learner needs to promote equality and diversity in sport and physical activity.
Unique Unit Number	T/503/0535
Unit Assessment Method(s)	Practical Demonstration/Assignment
Assessment Specification	<p>Evidence must be gathered on more than one occasion, with at least a one-month gap. There should be sufficient observations to ensure that they have met all the requirements. Assessment methods include a combination of assessor observations, witness testimony or authentic records of the work. Simulation is not allowed for this unit. There must be evidence that they possess all knowledge and understanding listed against 'the learner will know' or 'the learner will understand'. Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence that they know and understand this technique they do not need questioning again.</p> <p>Learning Outcomes (LO) 1,2 and 4 can be assessed by          professional discussion          oral questions and answers          questions requiring written answers</p> <p>LO 3 and 5 using evidence generated when the learner is promoting equality and diversity in sport and physical activity.</p>

**Learning Outcome: 1. know how to promote equality and diversity in sport and physical activity**

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 identify sources of information on current legal, professional and organisational requirements for equality and diversity in sport and physical activity	
1.2 explain the current legal, professional and organisational requirements for equality and diversity in sport and physical activity that are relevant to own work	
1.3 explain the effects of not promoting opportunities for equality and diversity	
1.4 explain government policies in relation to widening participation	
1.5 identify who are the more isolated groups in the community	
1.6 explain why it is important to address the needs of isolated groups in the community	
1.7 describe the diversity of people in the community and in own organisation	
1.8 explain why it is important to have accurate and up-to-date information on the community in which work is carried out	

**Learning Outcome: 2. know how to identify issues of equality and diversity that impact on communities**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 explain how to collect and analyse information on the community and draw conclusions based on this analysis	
2.2 explain the importance of exploring and challenging own and others' assumptions about the community	
2.3 describe the most common barriers to participation in the community in which work is carried out	
2.4 identify appropriate people in own organisation with whom to work on issues relating to equality and diversity	
2.5 identify other organisations and people in the community who should be worked with on issues relating to equality and diversity, and their responsibilities	
2.6 explain the importance of collaborative working and trying, wherever possible, to align agendas	
2.7 identify sources of information on case studies and models of good practice in addressing issues of equality and diversity that are relevant to own work	



### Learning Outcome: 3. be able to identify issues of equality and diversity that impact on communities

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 keep up-to-date with legal, professional and organisational requirements for equality and diversity in sport and physical activity	Must be assessed using workplace evidence generated when the learner is promoting equality and diversity in sport and physical activity.
3.2 collect, organise and analyse relevant information about the community in which work is carried out, from appropriate people	Must be assessed using workplace evidence generated when the learner is promoting equality and diversity in sport and physical activity.
3.3 identify issues within the community that are relevant to equality and diversity	Must be assessed using workplace evidence generated when the learner is promoting equality and diversity in sport and physical activity.
3.4 identify and compare community needs for sport and physical activity with current provision and participation rates	Must be assessed using workplace evidence generated when the learner is promoting equality and diversity in sport and physical activity.
3.5 identify and consult on inequalities and barriers to participation with appropriate people.	Must be assessed using workplace evidence generated when the learner is promoting equality and diversity in sport and physical activity.
3.6 prioritise the inequalities and barriers to participation which can be addressed through own provision.	Must be assessed using workplace evidence generated when the learner is promoting equality and diversity in sport and physical activity.
3.7 report and communicate issues not able to be addressed, to the appropriate people	Must be assessed using workplace evidence generated when the learner is promoting equality and diversity in sport and physical activity.

### Learning Outcome: 4. know how to ensure that equality and diversity are integrated into the delivery of sport and physical activity

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 explain the importance of being innovative and trying new approaches to overcoming barriers to participation	
4.2 explain the importance of consulting directly and regularly communicating with people in the community	

<p>4.3 explain the importance of making sure that the methods used to overcome barriers to participation, support and 'join up with' other initiatives for the community</p>	
<p>4.4 explain the key aspects of service delivery that are important in overcoming barriers to participation that are relevant to own work</p>	
<p>4.5 identify the key indicators which show that own organisation values equality and diversity</p>	
<p>4.6 identify the types of words and behaviour from staff and customers that are inconsistent with valuing equality and diversity</p>	
<p>4.7 explain how to make sure words and behaviour from staff and customers that are inconsistent with valuing equality and diversity, are challenged</p>	
<p>4.8 explain the importance of monitoring and evaluating own methods for overcoming barriers to participation</p>	
<p>4.9 explain how to monitor and evaluate the effectiveness of own methods for overcoming barriers to participation</p>	
<p>4.10 explain how to use the outcomes of evaluation to improve own methods for overcoming barriers to participation</p>	
<p>4.11 explain the importance of embedding and sustaining own methods of improving service delivery</p>	

**Learning Outcome: 5. be able to ensure that equality and diversity are integrated into the delivery of sport and physical activity**

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 keep up-to-date with current best practice in addressing equality and diversity in sport and physical activity	Must be assessed using workplace evidence generated when the learner is promoting equality and diversity in sport and physical activity.
5.2 work with appropriate people to develop methods of overcoming barriers to participation, and integrate these into service delivery	Must be assessed using workplace evidence generated when the learner is promoting equality and diversity in sport and physical activity.
5.3 where possible, ensure own methods for overcoming barriers to participation complement similar initiatives for the community	Must be assessed using workplace evidence generated when the learner is promoting equality and diversity in sport and physical activity.
5.4 make sure that own and other staff's interactions with customers, show that own organisation values diversity and equality	Must be assessed using workplace evidence generated when the learner is promoting equality and diversity in sport and physical activity.
5.5 make sure that any words and behaviour from staff and customers which are inconsistent with equality and diversity, are challenged	Must be assessed using workplace evidence generated when the learner is promoting equality and diversity in sport and physical activity.
5.6 work with appropriate people to monitor and evaluate own methods of addressing barriers to participation	Must be assessed using workplace evidence generated when the learner is promoting equality and diversity in sport and physical activity.
5.7 work with appropriate people to improve and sustain own methods of addressing barriers to participation.	Must be assessed using workplace evidence generated when the learner is promoting equality and diversity in sport and physical activity.

Unit Title	Ensure the health, safety, welfare and security of customers and staff
Unit Aim	This unit covers the knowledge and competence that the learner needs to ensure the health, safety, welfare and security of customers and staff.
Unique Unit Number	A/503/0651
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Portfolio of Evidence</li> </ul>
Assessment Specification	<p>LO1 2 4 &amp; 6: These can be assessed by professional discussion, questions, written answers</p> <p>LO3 5 &amp; 7: evidence generated when ensuring the health, safety, welfare and security of customers and staff</p> <p>LO3: When identifying hazards and assessing risks they must cover 3 of the following types: colleagues and team members, participants, clients, facility owners. All of the following types: Hazards to health, safety and security</p> <p>LO5: When contributing to developing and maintaining normal and emergency operating procedures, they must cover risks to health, safety and security to following types colleagues and team members, participants, spectators, clients, facility owners</p> <p>LO7: When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover 3 of the following types: colleagues and team members, parents/carers, spectators, clients/participants, facility owners</p> <p>all of the following types: physical, neglect, emotional, sexual, bullying</p>

**Learning Outcome: 1. know how to ensure the health, safety, welfare and security of customers and staff**

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 summarise the key requirements of health and safety legislation that affect own area of work	
1.2 explain own organisation's health, safety and security procedures and policies	
1.3 explain the principles of the duty of care	
1.4 define 'health' including the meaning of emotional/psychological health	
1.5 summarise equipment manufacturers' guidelines, as appropriate to own work	
1.6 explain National Governing Body guidance relating to activities, where appropriate to own work	
1.7 explain relevant operating procedures regarding health and safety	
1.8 summarise the possible impact of weather on health and safety in own area of responsibility	
1.9 explain how to exercise authority and leadership in potentially hazardous situations	
1.10 explain how to identify types of untoward incidents (including 'near misses') which may occur and why they should be reported, in relation to the following: <ul style="list-style-type: none"> <li>• activities,</li> <li>• participant and staff behaviour,</li> <li>• environmental damage</li> </ul>	

**Learning Outcome: 2. know how to identify hazards and assess risks to health, safety and security**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 explain the importance of identifying hazards and assessing risks	
2.2 explain the importance of involving as many relevant people as possible in identifying hazards and assessing risks	
2.3 explain how to involve others in identifying hazards	
2.4 explain how to identify the information which needs to be collected to make an effective risk assessment and how to collect, evaluate and record such information	
2.5 classify the types of hazards which are likely to be present in own area of responsibility	
2.6 explain how to identify existing hazards and controls	
2.7 define risk acceptance criteria and how to determine these	
2.8 explain how to assess risks	
2.9 explain how to determine when risks are unacceptable according to organisational, local and national requirements	
2.10 explain how to identify own technical limitations when assessing risks and who are the competent specialists who need to be consulted when a risk or hazard is beyond own limitation	
2.11 summarise the importance of continuing to monitor for new hazards and assessing the risks presented by these	

**Learning Outcome: 3. be able to identify hazards and assess risks to health, safety and security**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 check facilities, equipment and activities for health, safety and security issues	<p>When identifying hazards and assessing risks to health, safety and security, the learner must cover:</p> <p>three of the following types:</p> <ul style="list-style-type: none"> <li>a relevant people               <ul style="list-style-type: none"> <li>1 colleagues and team members</li> <li>2 participants</li> <li>3 clients</li> <li>4 facility owners</li> </ul> </li> </ul> <p>and all of the following types:</p> <ul style="list-style-type: none"> <li>b hazards               <ul style="list-style-type: none"> <li>1 to health</li> <li>2 to safety</li> <li>3 to security</li> </ul> </li> </ul>
3.2 gather information from all relevant people about possible hazards	<p>When identifying hazards and assessing risks to health, safety and security, the learner must cover:</p> <p>three of the following types:</p> <ul style="list-style-type: none"> <li>a relevant people               <ul style="list-style-type: none"> <li>1 colleagues and team members</li> <li>2 participants</li> <li>3 clients</li> <li>4 facility owners</li> </ul> </li> </ul> <p>and all of the following types:</p> <ul style="list-style-type: none"> <li>b hazards               <ul style="list-style-type: none"> <li>1 to health</li> <li>2 to safety</li> <li>3 to security</li> </ul> </li> </ul>
3.3 record all significant hazards, who is exposed, and any existing safety procedures	<p>When identifying hazards and assessing risks to health, safety and security, the learner must cover:</p> <p>three of the following types:</p> <ul style="list-style-type: none"> <li>a relevant people               <ul style="list-style-type: none"> <li>1 colleagues and team members</li> <li>2 participants</li> <li>3 clients</li> <li>4 facility owners</li> </ul> </li> </ul> <p>and all of the following types:</p> <ul style="list-style-type: none"> <li>b hazards               <ul style="list-style-type: none"> <li>1 to health</li> <li>2 to safety</li> <li>3 to security</li> </ul> </li> </ul>

<p>3.4 assess the risks associated with these hazards and whether these risks are acceptable according to legal and organisational requirements</p>	<p>When identifying hazards and assessing risks to health, safety and security, the learner must cover:  three of the following types:  a relevant people  1 colleagues and team members  2 participants  3 clients  4 facility owners  and all of the following types:  b hazards  1 to health  2 to safety  3 to security</p>
<p>3.5 consult an appropriate person when assessing the risks is beyond own level of competence</p>	<p>When identifying hazards and assessing risks to health, safety and security, the learner must cover:  three of the following types:  a relevant people  1 colleagues and team members  2 participants  3 clients  4 facility owners  and all of the following types:  b hazards  1 to health  2 to safety  3 to security</p>
<p>3.6 report any unacceptable risks following legal and organisational requirements</p>	<p>When identifying hazards and assessing risks to health, safety and security, the learner must cover:  three of the following types:  a relevant people  1 colleagues and team members  2 participants  3 clients  4 facility owners  and all of the following types:  b hazards  1 to health  2 to safety  3 to security</p>



<p>3.7 continue to monitor for new hazards and assess their risks on an ongoing basis</p>	<p>When identifying hazards and assessing risks to health, safety and security, the learner must cover:  three of the following types:  a relevant people  1 colleagues and team members  2 participants  3 clients  4 facility owners  and all of the following types:  b hazards  1 to health  2 to safety  3 to security</p>
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**Learning Outcome: 4. know how to contribute to developing and maintaining normal and emergency operating procedures**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
4.1 explain the importance of safety procedures to manage risks in own area of responsibility	
4.2 explain why it is important to involve as many people as possible in developing such safety procedures and how to do so	
4.3 explain how to develop safety procedures which are consistent with a risk assessment	
4.4 explain how to identify the circumstances in which appropriate authorities would have to be informed about lack of effective risk management	
4.5 summarise who are the appropriate authorities and how to inform them about lack of effective risk management	
4.6 evaluate effective methods of promoting safety to participants and staff	
4.7 explain how to make sure participants and staff know and adhere to the relevant safety requirements	

4.8 explain why participants and colleagues should be encouraged to take responsibility for their own safety	
4.9 summarise the importance of reviewing and adapting procedures on an ongoing basis	
4.10 explain the importance of monitoring the implementation of safety procedures and of intervening promptly when these are not being followed	
4.11 explain why participants and staff should be actively encouraged to provide feedback on risks, hazards and ground rules	
4.12 explain how to encourage such feedback effectively	
4.13 explain how to use participant and staff feedback to improve ground rules	
4.14 classify the types of incidents and emergencies which are likely to occur and how to deal with these	
4.15 explain how to ensure that other team members respond effectively to incidents and emergencies	
4.16 explain how to decide what type of assistance is appropriate to the incident and emergency and how to summon such assistance	
4.17 summarise the information which the people providing assistance will need to know	
4.18 evaluate own level of competence and responsibility in relation to an emergency or incident	
4.19 explain how to record and report incidents and emergencies	

4.20 summarise how to recommend new approaches which might prevent emergencies and incidents being repeated

**Learning Outcome: 5. be able to contribute to developing and maintaining normal and emergency operating procedures**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
5.1 put in place the procedures to keep risks to an acceptable level	When contributing to developing and maintaining normal and emergency operating procedures, the learner must cover: both of the following types: a procedures 1 normal operating procedures 2 emergency operating procedures all of the following types: b risks 1 to health 2 to safety 3 to security and three of the following types c relevant people 1 colleagues and team members 2 participants 3 spectators 4 clients 5 facility owners
5.2 make sure these procedures are consistent with legal and organisational requirements	When contributing to developing and maintaining normal and emergency operating procedures, the learner must cover: both of the following types: a procedures 1 normal operating procedures 2 emergency operating procedures all of the following types: b risks 1 to health 2 to safety 3 to security and three of the following types c relevant people 1 colleagues and team members 2 participants 3 spectators 4 clients 5 facility owners

<p>5.3 give relevant people the information they need about procedures and encourage and motivate them to follow these procedures</p>	<p>When contributing to developing and maintaining normal and emergency operating procedures, the learner must cover:  both of the following types:  a procedures  1 normal operating procedures  2 emergency operating procedures  all of the following types:  b risks  1 to health  2 to safety  3 to security  and three of the following types  c relevant people  1 colleagues and team members  2 participants  3 spectators  4 clients  5 facility owners</p>
<p>5.4 intervene effectively when procedures are not being followed</p>	<p>When contributing to developing and maintaining normal and emergency operating procedures, the learner must cover:  both of the following types:  a procedures  1 normal operating procedures  2 emergency operating procedures  all of the following types:  b risks  1 to health  2 to safety  3 to security  and three of the following types  c relevant people  1 colleagues and team members  2 participants  3 spectators  4 clients  5 facility owners</p>

<p>5.5 continue to review and adapt procedures when necessary</p>	<p>When contributing to developing and maintaining normal and emergency operating procedures, the learner must cover:  both of the following types:  a procedures  1 normal operating procedures  2 emergency operating procedures  all of the following types:  b risks  1 to health  2 to safety  3 to security  and three of the following types  c relevant people  1 colleagues and team members  2 participants  3 spectators  4 clients  5 facility owners</p>
<p>5.6 gather feedback from relevant people on how well procedures are working</p>	<p>When contributing to developing and maintaining normal and emergency operating procedures, the learner must cover:  both of the following types:  a procedures  1 normal operating procedures  2 emergency operating procedures  all of the following types:  b risks  1 to health  2 to safety  3 to security  and three of the following types  c relevant people  1 colleagues and team members  2 participants  3 spectators  4 clients  5 facility owners</p>

<p>5.7 use feedback on how well procedures are working to improve those procedures</p>	<p>When contributing to developing and maintaining normal and emergency operating procedures, the learner must cover:  both of the following types:  a procedures  1 normal operating procedures  2 emergency operating procedures  all of the following types:  b risks  1 to health  2 to safety  3 to security  and three of the following types  c relevant people  1 colleagues and team members  2 participants  3 spectators  4 clients  5 facility owners</p>
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**Learning Outcome: 6. know how to contribute to maintaining and improving procedures for the protection of vulnerable participants**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
6.1 explain the importance of effective protection for vulnerable participants	
6.2 summarise who are vulnerable participants	
6.3 interpret key requirements of legislation for child protection	
6.4 explain how to identify other types of vulnerable people who may need similar protection and legal requirements in relation to these	
6.5 summarise own organisation's policies and procedures for the protection of vulnerable participants, and own responsibilities in this	
6.6 explain the main risks to children and other vulnerable people and procedures - for example criminal record bureau checks - that must be used to ensure protection	

6.7 explain the importance of checking that protection procedures are being followed and how to do so	
6.8 explain how to respond when there are suspicions of abuse according to organisational and legal requirements	
6.9 explain why it is important to collect, assess and share information about possible abuse	
6.10 explain how to identify reporting procedures relating to abuse	
6.11 summarise types of support that may be needed by self or colleagues, and how to access such support	
6.12 summarise the rules and guidelines covering the confidentiality of information relating to abuse	

**Learning Outcome: 7. be able to contribute to maintaining and improving procedures for the protection of vulnerable participants**

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 carry out own responsibilities for the protection of vulnerable participants according to organisational and legal requirements	When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 parents/carers 3 spectators 4 clients/participants 5 facility owners all of the following types: b abuse 1 physical 2 neglect 3 emotional 4 sexual 5 bullying and all of the following types c procedures 1 normal operating procedures 2 emergency operating procedures

<p>7.2 give relevant people the information they need about policies and procedures and encourage and motivate them to follow these</p>	<p>When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover:</p> <p>three of the following types:</p> <ul style="list-style-type: none"> <li>a relevant people             <ul style="list-style-type: none"> <li>1 colleagues and team members</li> <li>2 parents/carers</li> <li>3 spectators</li> <li>4 clients/participants</li> <li>5 facility owners</li> </ul> </li> <li>all of the following types:             <ul style="list-style-type: none"> <li>b abuse                 <ul style="list-style-type: none"> <li>1 physical</li> <li>2 neglect</li> <li>3 emotional</li> <li>4 sexual</li> <li>5 bullying</li> </ul> </li> </ul> </li> <li>and all of the following types             <ul style="list-style-type: none"> <li>c procedures                 <ul style="list-style-type: none"> <li>1 normal operating procedures</li> <li>2 emergency operating procedures</li> </ul> </li> </ul> </li> </ul>
<p>7.3 intervene when policies and procedures are not being followed</p>	<p>When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover:</p> <p>three of the following types:</p> <ul style="list-style-type: none"> <li>a relevant people             <ul style="list-style-type: none"> <li>1 colleagues and team members</li> <li>2 parents/carers</li> <li>3 spectators</li> <li>4 clients/participants</li> <li>5 facility owners</li> </ul> </li> <li>all of the following types:             <ul style="list-style-type: none"> <li>b abuse                 <ul style="list-style-type: none"> <li>1 physical</li> <li>2 neglect</li> <li>3 emotional</li> <li>4 sexual</li> <li>5 bullying</li> </ul> </li> </ul> </li> <li>and all of the following types             <ul style="list-style-type: none"> <li>c procedures                 <ul style="list-style-type: none"> <li>1 normal operating procedures</li> <li>2 emergency operating procedures</li> </ul> </li> </ul> </li> </ul>



<p>7.4 encourage relevant people to report any suspicions they have about possible abuse</p>	<p>When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover:  three of the following types:  a relevant people  1 colleagues and team members  2 parents/carers  3 spectators  4 clients/participants  5 facility owners  all of the following types:  b abuse  1 physical  2 neglect  3 emotional  4 sexual  5 bullying  and all of the following types  c procedures  1 normal operating procedures  2 emergency operating procedures</p>
<p>7.5 follow the correct procedures when there are suspicions of possible abuse</p>	<p>When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover:  three of the following types:  a relevant people  1 colleagues and team members  2 parents/carers  3 spectators  4 clients/participants  5 facility owners  all of the following types:  b abuse  1 physical  2 neglect  3 emotional  4 sexual  5 bullying  and all of the following types  c procedures  1 normal operating procedures  2 emergency operating procedures</p>

<p>7.6 protect, and encourage others to protect, confidential information</p>	<p>When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover:  three of the following types:  a relevant people  1 colleagues and team members  2 parents/carers  3 spectators  4 clients/participants  5 facility owners  all of the following types:  b abuse  1 physical  2 neglect  3 emotional  4 sexual  5 bullying  and all of the following types  c procedures  1 normal operating procedures  2 emergency operating procedures</p>
<p>7.7 make sure staff involved in cases of suspected abuse receive any support they may need</p>	<p>When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover:  three of the following types:  a relevant people  1 colleagues and team members  2 parents/carers  3 spectators  4 clients/participants  5 facility owners  all of the following types:  b abuse  1 physical  2 neglect  3 emotional  4 sexual  5 bullying  and all of the following types  c procedures  1 normal operating procedures  2 emergency operating procedures</p>

<p>7.8 gather feedback from relevant people on how well procedures are working</p>	<p>When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover:  three of the following types:  a relevant people  1 colleagues and team members  2 parents/carers  3 spectators  4 clients/participants  5 facility owners  all of the following types:  b abuse  1 physical  2 neglect  3 emotional  4 sexual  5 bullying  and all of the following types  c procedures  1 normal operating procedures  2 emergency operating procedures</p>
<p>7.9 use feedback on how well procedures are working to improve these procedures</p>	<p>When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover:  three of the following types:  a relevant people  1 colleagues and team members  2 parents/carers  3 spectators  4 clients/participants  5 facility owners  all of the following types:  b abuse  1 physical  2 neglect  3 emotional  4 sexual  5 bullying  and all of the following types  c procedures  1 normal operating procedures  2 emergency operating procedures</p>

<b>Unit Title</b>	Manage own resources and professional development
<b>Unit Aim</b>	This unit assesses the knowledge and competence a manager or someone in a similar position of responsibility needs to plan and engage in continuing professional development.
<b>Unique Unit Number</b>	M/502/8458
<b>Unit Assessment Method(s)</b>	Practical Demonstration/Assignment
<b>Assessment Specification</b>	See assessment guidance.

**Learning Outcome: 1. understand the relationship between the management of personal resources and performance in own work role**

<b>Assessment Criteria</b>	<b>Indicative Delivery Content</b>
The learner can:	
1.1 explain the significance of personal resource management	
1.2 summarise active leisure and learning industry requirements for the development or maintenance of knowledge, understanding and skills	

**Learning Outcome: 2. understand how to identify the requirements of a work role**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 describe methods to identify work role requirements	
2.2 summarise own work role requirements	
2.3 describe the limits of own work role responsibility	
2.4 describe the reporting lines in own organisation	

**Learning Outcome: 3. know how to set work objectives to meet the requirements of a work role**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 explain how to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)	
3.2 summarise work objectives for own work role	

**Learning Outcome: 4. know how to evaluate personal resources against work role requirements and agreed work objectives**

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 explain the importance of performance feedback	
4.2 describe sources through which feedback can be obtained and indicate those sources that are available in own organisation	
4.3 describe methods which can be used to identify development needs/gaps between work role requirements and current knowledge, understanding and skills	
4.4 explain how to record use of own time and identify possible improvements to time management	
4.5 outline and identify gaps in current knowledge, understanding and skills in relation to own work role	

**Learning Outcome: 5. understand how to develop personal resources to meet work role requirements and improve performance**

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 describe the main components of an effective development plan	
5.2 describe the contents of own personal development plan	
5.3 explain how to update work objectives and development plans in the light of performance, feedback, development activities or wider change	
5.4 outline own organisation's policy and procedures in terms of personal development	
5.5 describe the main types of development activities which can be undertaken to address gaps in knowledge, understanding and skills and indicate those that are available via own organisation	
5.6 describe the type of information that could be used to make a personal assessment of whether development activities have contributed to improving own work performance	

### Learning Outcome: 6. be able to identify learning needs in the context of own work role

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 evaluate the current and future requirements of own work role, taking account of the vision and objectives of the organisation	
6.2 evaluate own values, career and personal goals	
6.3 identify information which is relevant to own work role and professional development	
6.4 agree personal work objectives with relevant people	
6.5 agree how to measure personal progress towards work objectives with relevant people	
6.6 identify gaps between the current and future requirements of own work role and own current knowledge, understanding and skills	

### Learning Outcome: 7. be able to plan own continuing professional development

Assessment Criteria	Indicative Delivery Content
The learner can:	
7.1 agree with relevant people in the organisation a development plan to address identified gaps in current knowledge, understanding and skills and support own career and personal goals	



**Learning Outcome: 8. be able to engage in continuing professional development**

Assessment Criteria	Indicative Delivery Content
The learner can:	
8.1 undertake the activities identified in own development plan	
8.2 evaluate the contribution that development activities make to own performance	
8.3 review own personal work objectives in the light of performance, development activities undertaken and any wider changes	
8.4 seek regular feedback on own performance from colleagues	
8.5 ensure own performance consistently meets or goes beyond agreed requirements.	

Unit Title	Facilitate community-based sport and physical activity
Unit Aim	This unit assesses the learner's knowledge and competence in the facilitation of a community-based sport and physical activity.
Unique Unit Number	F/503/0652
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>This unit must be assessed in accordance with the following documents, which can be downloaded from SkillsActive's website: (i) Additional Requirements for Qualifications that use the title NVQ within the QCF (ii) Assessment Strategy for NVQs &amp; SVQs. Learning Outcomes 1, 2, 4 and 6 can be assessed by: (i) professional discussion (ii) oral questions and answers (iii) questions requiring written answers. Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is facilitating community-based sport and physical activity.</p>

### Learning Outcome: 1. know how to facilitate community-based sport and physical activity

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 explain the potential which sport and physical activity have for community development	
1.2 explain government policies in relation to sport and physical activity in the community	
1.3 explain the potential which widening community participation has for the development of sport and physical activity	
1.4 explain the relationship between levels of physical activity and health in the community	
1.5 compare and contrast community sports approaches with conventional sports approaches	
1.6 identify and explain key concepts and principles of a community empowerment approach	
1.7 identify own organisation's strategies and policies for community-based sport and physical activity	
1.8 interpret the policies and practices of other organisations which are relevant to own work in community-based sport and physical activity	

### Learning Outcome: 2. know how to research the community and establish working relationships

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 identify models and case studies of effective practice in community-based sport and physical activity	

<p>2.2 compare and contrast different types of communities – for example, urban and rural – and how their different features and needs will influence working practices</p>	
<p>2.3 explain why it is important to develop an accurate understanding of the community in which work is carried out</p>	
<p>2.4 evaluate the advantages and disadvantages of different sources of information and research methods which should be used to develop an understanding of the community</p>	
<p>2.5 identify the broad types of community issues that may impact on new programmes of activity</p>	
<p>2.6 explain how to analyse the information collected and how to draw conclusions based on this analysis</p>	
<p>2.7 explain the importance of exploring and challenging assumptions of self or others about the community</p>	
<p>2.8 identify partnerships which may already exist in or with the community</p>	
<p>2.9 explain why it is important to understand relationships and hierarchies in communities and partnerships</p>	
<p>2.10 explain how to identify, establish contact and network with the people most relevant to own work in the community</p>	
<p>2.11 explain why it is important to approach people and establish a relationship with them in a way that is appropriate to them and their expectations</p>	
<p>2.12 explain how to approach people and establish a relationship with them in a way that is appropriate to them and their expectations</p>	

2.13 explain how to build lasting and respectful relationships with people in the community	
2.14 explain why it is important to explain own role, aims and objectives and clarify any information about responsibilities	
2.15 explain the importance of collaborative working and trying, wherever possible, to align agendas	
2.16 explain how to identify and bring together people in the community who could contribute to and benefit from possible sport and physical activity programmes	
2.17 explain how to identify community needs and ways in which sport and active recreation might address these needs whilst working closely with target communities	
2.18 describe the typical target groups in the community	
2.19 explain the likely 'hooks' that will involve target groups in sport and active recreation	
2.20 explain how to make programmes accessible to target groups	
2.21 explain how to promote programmes to target groups	

### Learning Outcome: 3. be able to research the community and establish working relationships

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 collect, organise and analyse as much relevant information about the community as possible	
3.2 explore and challenge assumptions where necessary	
3.3 develop an evidence-based community profile and consult to ensure conclusions are valid	
3.4 make contact with the people most relevant to own work in a way that is appropriate to them	
3.5 explain own role, aims and objectives in a way that is consistent with own organisation's strategy	
3.6 where possible, negotiate how to bring own objectives and those of others into alignment	
3.7 identify and agree ways of working collaboratively and building own relationship	
3.8 record what has been learned, for future reference	

### Learning Outcome: 4. know how to plan and deliver sport and physical activity programmes in the community

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 explain how to develop programmes that address issues such as inclusion, personal development, social development, as well as physical and skills-based development	
4.2 explain how to consult effectively in a community and why it is important to make use of community feedback	

<p>4.3 describe why it may be necessary to make use of unconventional facilities for programmes, what types of facilities could be used, and how to adapt them</p>	
<p>4.4 explain how to select staff for community based programmes and the types of skills, qualities and experience to be looked for</p>	
<p>4.5 describe why it is important that staff understand the specific aims and objectives of programme, projects and the organisation as a whole</p>	
<p>4.6 describe why it is important to monitor programmes and respond to new opportunities, interests and needs</p>	
<p>4.7 explain how to encourage and empower people to express community needs</p>	
<p>4.8 explain how to influence people and use evidence-based research to demonstrate how sport and physical activity can benefit communities and stimulate their development</p>	
<p>4.9 explain how to enable people to identify opportunities for participation in sport and physical activity that could address community needs</p>	
<p>4.10 evaluate the advantages and disadvantages of different types of opportunities for participation in sport and physical activity that could address community needs</p>	
<p>4.11 explain why people in the community need to understand their own strengths and weaknesses in relation to planning and providing opportunities</p>	
<p>4.12 explain how to support people in the community to understand their own strengths and weaknesses in relation to planning and providing opportunities</p>	

**Learning Outcome: 5. be able to plan and deliver sport and physical activity programmes in the community**

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 bring together people in the community who could contribute to and benefit from possible programmes	
5.2 enable people to identify community needs and possible target groups	
5.3 enable people to see how sport and physical activity programmes could help to meet these needs	
5.4 develop aims, objectives and plans for programmes which will meet community needs and be attractive and accessible to the target groups	
5.5 carry out effective community consultation on plans with relevant people, using feedback to improve plans	
5.6 organise the programmes, using resources most appropriate to the aims and objectives and ensuring inclusivity for the target group	
5.7 promote the programmes in a way that will be attractive to the target groups, and deal with referrals from other agencies when they occur	
5.8 make sure all staff understand the aims and objectives of the programmes and work in a way which will achieve these	
5.9 monitor the programmes and make adjustments taking account of new and emerging interests, needs and opportunities	
5.10 work with people in the community to evaluate the programmes and identify potential improvements and further developments	



**Learning Outcome: 6. know how to enable communities to organise and sustain opportunities for participation and progression**

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 explain why it is important to encourage people to use their own community resources, for example volunteers, facilities, etc, rather than relying completely on support from other people	
6.2 explain how to identify and address weaknesses in the target community in relation to planning and organising opportunities	
6.3 identify types of conflict that may occur between different sections of the community and how to negotiate conflict resolution	
6.4 explain how to empower people to evaluate and promote the benefits that arise from opportunities for sport and physical activity	
6.5 explain why sustainable development and capacity building are important when developing sport and physical activity within communities	
6.6 explain how to promote the longer term benefits that can arise from target groups having the opportunity to participate in and develop within sport and physical activity	
6.7 explain how to empower people to establish more permanent legacy strategies and structures for sport and physical activity in their community	

**Learning Outcome: 7. be able to enable communities to organise and sustain opportunities for participation and progression**

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 empower people to identify longer term community needs and explore possible opportunities for participation and progression	
7.2 empower people to identify how they can integrate possible opportunities with existing projects and initiatives	
7.3 empower people to identify and assess their own strengths and weaknesses in relation to these possible opportunities	
7.4 encourage people to make best use of community strengths and resources whilst providing them with the professional support they need to address weaknesses	
7.5 empower people to deal with conflict and negotiate effective ways of working together	
7.6 empower people to evaluate opportunities when they have occurred and to identify the benefits	
7.7 support people to plan and develop a legacy of more permanent structures, skills and resources for participation and progression	
7.8 plan, agree and follow through a strategy for the community to sustain participation and progression without own personal involvement	
7.9 maintain contact with people to evaluate progress and identify any other types of support they may need	

<b>Unit Title</b>	Develop productive working relationships with colleagues and stakeholders
<b>Unit Aim</b>	This unit develops productive working relationships with colleagues and stakeholders.
<b>Unique Unit Number</b>	A/502/9287
<b>Unit Assessment Method(s)</b>	Portfolio of Evidence
<b>Assessment Specification</b>	See assessment guidance.

**Learning Outcome: 1. understand how to establish and maintain working relationships with colleagues**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 describe the benefits of developing productive working relationships with colleagues	
1.2 explain how to identify disagreements with colleagues	
1.3 describe techniques for resolving conflicts with colleagues	
1.4 explain how to identify conflicts of interest with colleagues	
1.5 describe the measures that can be used to manage or remove conflicts of interest with colleagues	
1.6 explain how to take account of diversity issues when developing working relationships with colleagues	

**Learning Outcome: 2. be able to establish and maintain working relationships with colleagues**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 establish working relationships with all colleagues who are relevant to own area of responsibility	
2.2 recognise, agree and respect the roles and responsibilities of colleagues	
2.3 take account of the priorities, expectations and authority of colleagues in decisions and actions	

**Learning Outcome: 3. understand how to improve performance with colleagues**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 describe how to get and make use of feedback on own performance from colleagues	
3.2 describe how to provide colleagues with useful feedback on their performance	

**Learning Outcome: 4. be able to improve performance with colleagues**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 provide feedback to colleagues on their performance	
4.2 seek feedback from colleagues on own performance in order to identify areas for improvement	

### Learning Outcome: 5. understand how to communicate with colleagues

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 outline the principles of effective communication	
5.2 describe how to apply the principles of effective communication when working with colleagues	
5.3 outline the importance of exchanging information and resources with colleagues	

### Learning Outcome: 6. understand the sector in which they work with colleagues

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 identify the relevant regulations and codes of practice that apply in the industry or sector	
6.2 describe standards of behaviour and performance in the industry or sector	
6.3 describe the working culture of the industry or sector	

**Learning Outcome: 7. understand the context in which they work with colleagues**

Assessment Criteria	Indicative Delivery Content
The learner can:	
7.1 identify the current and future work being carried out with colleagues	
7.2 identify the colleagues who are relevant to the work being carried out, their work roles and responsibilities	
7.3 describe the processes within the organisation for making decisions	
7.4 describe line management responsibilities and relationships within the organisation	
7.5 describe the organisation's values and culture	
7.6 explain how power, influence and politics works within the organisation	
7.7 identify the standards of behaviour and performance expected in the organisation	
7.8 describe the information and resources that different colleagues might need	
7.9 explain work agreements with colleagues	

## Learning Outcome: 8. be able to work with colleagues

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 fulfil agreements made with colleagues and keep them informed of progress	
8.2 advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements	
8.3 resolve any conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out	
8.4 exchange information and resources with colleagues to make sure that all parties can work effectively.	

Unit Title	Support the development of sport and physical activity in education
Unit Aim	This unit covers the knowledge and competence that the learner needs to support the development of sport and physical activity in education.
Unique Unit Number	J/503/0653
Unit Assessment Method(s)	Practical Demonstration/Assignment
Assessment Specification	<p>Evidence must be gathered on more than one occasion, with at least a one-month gap. There should be sufficient observations to ensure that they have met all the requirements. Assessment methods include a combination of assessor observations, witness testimony or authentic records of the work. Simulation is not allowed for this unit. There must be evidence that they possess all knowledge and understanding listed against 'the learner will know' or 'the learner will understand'. Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence that they know and understand this technique they do not need questioning again.</p>



**Learning Outcome: 1. know how to support the development of sport and physical activity in education**

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 explain effective strategies for equality, diversity and inclusion when developing sport and physical activity in education	
1.2 summarise ways of gathering, recording, analysing and using information to improve sport and physical activity provision	
1.3 evaluate the range of local sport, physical education and physical activity provision for children and young people	
1.4 describe the range of local resources relevant to own work and how to access these	
1.5 explain the relationship between levels of physical activity and the health and well-being of children	
1.6 evaluate the potential which sport, physical education and physical activity has for raising children and young people's educational achievement and attainment	
1.7 explain what creates sustainable sports provision including the contribution of how continuing professional development	
1.8 summarise how to organise sport and physical activity events in order to ensure legacy	

### Learning Outcome: 2. understand the policies and strategies around the development of sport and physical activity in education

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 summarise relevant legislation, government education policy, and national strategies in relation to pe and sport and physical activity in education	
2.2 summarise own organisation's policies in relation to working with young people and vulnerable adults, including those for safeguarding	
2.3 summarise own aims, objectives and priorities in relation to the educational community	

### Learning Outcome: 3. know how to work with key stakeholders to develop sport and physical activity in education

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain the structures of the educational community and the various establishments within it	
3.2 explain the educational establishments' aims, objectives and priorities	
3.3 explain how to align own aims, objectives and priorities with those of the educational establishments	
3.4 summarise the educational community's policies and practices relating to sport and physical activity and working with children and young people	
3.5 summarise the roles and responsibilities of the people in the educational community and its establishments, relevant to developing sport and physical activity in education	

<p>3.6 explain how to identify and build relationships with the people most relevant to own work</p>	
<p>3.7 explain the importance of consulting with key people in the educational community about the development of sport and physical activity</p>	
<p>3.8 evaluate the potential that engaging with education has for the development of sport and physical activity</p>	
<p>3.9 describe the educational establishments' planning processes and cycles and how to integrate own work with these</p>	
<p>3.10 evaluate the main implications of the educational establishments' planning processes and cycles upon programme feasibility</p>	
<p>3.11 evaluate effective practice and models of effective links between sport and physical activity and education</p>	
<p>3.12 explain how to create progressive pathways between education and sport for children and young people</p>	
<p>3.13 evaluate different models of delivery of pe and sport in the educational establishment and how they influence own way of working</p>	
<p>3.14 summarise relevant inspection agencies and their expectations and standards</p>	

**Learning Outcome: 4. be able to work with key stakeholders to develop sport and physical activity in education**

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 identify and work with key stakeholders to agree community needs and priorities in relation to developing sport and physical activity	
4.2 influence key stakeholders in education to use sport and physical activity to address their own needs and priorities	
4.3 negotiate common objectives and ways of working to mutual benefit	
4.4 maintain contact with key stakeholders to evaluate ongoing impact and progress	
4.5 identify and access any further types of support which key stakeholders may need	

**Learning Outcome: 5. be able to support the educational community to develop sport and physical activity**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 research, develop and maintain an accurate profile of the educational community in relation to developing sport and physical activity	
5.2 support the educational community in planning and implementing opportunities for participation and progression that address needs and priorities	
5.3 support the educational community in developing a longer term strategy to sustain sport and physical activity	
5.4 support the educational community in developing more permanent legacy structures for participation and progression	
5.5 support the educational community in building capacity to enable sustainability and further development	
5.6 support the educational community in monitoring and evaluating the impact of joint work	

<b>Unit Title</b>	Provide learning opportunities for colleagues
<b>Unit Aim</b>	This unit assesses the competence of those looking to deliver learning to colleagues with the aim of improving their understanding or performance at work.
<b>Unique Unit Number</b>	K/602/1843
<b>Unit Assessment Method(s)</b>	Practical Demonstration/Assignment
<b>Assessment Specification</b>	Evidence must be gathered on more than one occasion, with at least a one-month gap. There should be sufficient observations to ensure that they have met all the requirements. Assessment methods include a combination of assessor observations, witness testimony or authentic records of the work. Simulation is not allowed for this unit. There must be evidence that they possess all knowledge and understanding listed against 'the learner will know' or 'the learner will understand'. Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence that they know and understand this technique they do not need questioning again.

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

### Learning Outcome: 2. be able to help colleagues identify their learning needs and styles

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 give staff members fair, regular and useful feedback on their work performance	
2.2 discuss and agree with staff members how they can improve their work	
2.3 work with staff members to identify and prioritise learning needs based on any gaps between the requirements of their work-roles and their current knowledge, understanding and skills	
2.4 help staff members to identify the learning style(s) or combination of styles which work best for them	
2.5 ensure that individual learning styles are taken into account in identifying and undertaking learning activities	

### Learning Outcome: 3. be able to help colleagues to plan and implement learning and development

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs	
3.2 discuss and agree with staff members a plan for development which includes: <ul style="list-style-type: none"> <li>• learning activities to be undertaken</li> <li>• the learning objectives to be achieved</li> <li>• the required resources and timescales</li> </ul>	

### Learning Outcome: 4. be able to help colleagues to implement learning opportunities

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 work with staff members to recognise and make use of unplanned learning opportunities	
4.2 seek and make use of specialist expertise in relation to identifying and providing learning for staff members	
4.3 support staff members in undertaking learning activities	
4.4 make sure any required resources are made available	
4.5 make efforts to remove any obstacles to learning	

### Learning Outcome: 5. be able to help colleagues to review and update learning and development plans

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



**Learning Outcome: 6. understand how to encourage learning and development**

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

**Learning Outcome: 7. understand how to help colleagues identify their learning needs and styles**

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

**Learning Outcome: 8. understand how to help colleagues to plan learning and development**

Assessment Criteria	Indicative Delivery Content
The learner can:	
8.1 identify different types of learning activities that may be appropriate for colleagues	
8.2 compare the advantages and disadvantages of different types of appropriate learning activities	
8.3 identify the required resources (for example, time, fees, substitute staff) for different types of learning activities	
8.4 identify how/where to identify and obtain information on different learning activities	
8.5 explain why it is important for colleagues to have a written development plan	
8.6 identify what a learning plan should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources).	
8.7 describe how to set learning objectives which are smart (specific, measurable, achievable, realistic and time-bound)	

**Learning Outcome: 9. understand how to help colleagues to implement learning and development**

Assessment Criteria	Indicative Delivery Content
The learner can:	
9.1 identify sources of specialist expertise in relation to identifying and providing learning for colleagues	
9.2 identify the types of support colleagues might need to undertake learning activities	
9.3 identify the resources needed for colleagues to undertake learning and development	
9.4 identify the types of obstacles colleagues may face when undertaking learning and development	
9.5 describe how obstacles to learning and development can be resolved	

**Learning Outcome: 10. understand how to help colleagues review and update learning and development plans**

Assessment Criteria	Indicative Delivery Content
The learner can:	
10.1 describe how to evaluate whether a learning activity has achieved the desired learning objectives	
10.2 explain the importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes	

**Learning Outcome: 11. understand the sector in which they provide learning opportunities to colleagues**

Assessment Criteria	Indicative Delivery Content
The learner can:	
11.1 identify the regulations and codes of practice that apply in the industry or sector	
11.2 identify standards of behaviour and performance in the industry or sector	
11.3 describe the working culture of the industry or sector	

**Learning Outcome: 12. understand the context in which they provide learning opportunities to colleagues**

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

<b>Unit Title</b>	Lead and motivate volunteers
<b>Unit Aim</b>	This unit assesses the competence required to lead and motivate volunteers in a sport and active leisure context.
<b>Unique Unit Number</b>	K/503/0645
<b>Unit Assessment Method(s)</b>	Practical Demonstration/Assignment
<b>Assessment Specification</b>	Evidence must be gathered on more than one occasion, with at least a one-month gap. There should be sufficient observations to ensure that they have met all the requirements. Assessment methods include a combination of assessor observations, witness testimony or authentic records of the work. Simulation is not allowed for this unit. There must be evidence that they possess all knowledge and understanding listed against 'the learner will know' or 'the learner will understand'. Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence that they know and understand this technique they do not need questioning again.

**Learning Outcome: 1. understand good practice and legal requirements when working with volunteers**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 explain the importance of taking account of people's diverse abilities, styles and motivations	
1.2 explain the importance of making sure that working methods and roles are consistent with volunteers' diverse needs, abilities and potential, and how to do so	
1.3 summarise the legal requirements to consider when agreeing volunteers' working methods and roles.	

**Learning Outcome: 2. understand communication with volunteers when leading and motivating them**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 explain the principles of effective communication and how to apply them when working with volunteers	
2.2 explain the importance of briefing volunteers and the different ways in which this can be done	
2.3 summarise the information that should be given during briefings for volunteers	
2.4 explain the importance of effective methods of communication with and between volunteers	



**Learning Outcome: 3. be able to brief volunteers on work requirements and responsibilities**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 choose a place and a time for the briefing that is appropriate to volunteers and their work	
3.2 explain the purpose and value of the work planned for volunteers and motivate them to achieve high standards	
3.3 encourage and support volunteers to take ownership of their work	
3.4 suggest ways in which plans could be improved or adapted to meet volunteers' diverse needs, abilities and potential	
3.5 agree individual responsibilities and working methods with each volunteer	
3.6 make sure volunteers understand what is expected of them and are confident about taking on these responsibilities	
3.7 agree with volunteers how they should communicate	
3.8 communicate with volunteers at all times in ways that meet their diverse needs and show respect for their volunteer role.	

**Learning Outcome: 4. understand the principles of involving and motivating volunteers**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 explain the importance of seeking new and innovative roles and working methods	
4.2 explain the importance of involving volunteers in selecting and planning their roles and responsibilities	
4.3 explain the importance of giving volunteers the opportunity to evaluate their own work	
4.4 explain the importance of providing feedback to volunteers	
4.5 describe the main points to consider when giving feedback to volunteers	
4.6 explain the importance of basing feedback on an objective evaluation of performance	
4.7 explain the importance of celebrating the achievement of volunteers	
4.8 describe different ways of rewarding volunteers for their efforts	

**Learning Outcome: 5. understand the principles of evaluating the work of volunteers**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 explain how to monitor and evaluate the work of volunteers	
5.2 explain the importance of using fair and objective criteria for evaluation and what types of criteria might be appropriate in a volunteer context	
5.3 explain the importance of using evidence for evaluations and the types of evidence that can be used	
5.4 describe the types of factors that might affect volunteers' performance and how to take account of these when evaluating their work	

**Learning Outcome: 6. be able to provide volunteers with feedback on their work**

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 evaluate volunteers' work against agreed work requirements, using fair and objective criteria	
6.2 choose an appropriate time and place to debrief and provide feedback to volunteers	
6.3 explain the purpose of debriefing and feedback and encourage an open and honest approach	
6.4 encourage and support volunteers to reflect on the work they have done and to provide objective feedback	
6.5 give volunteers feedback that is based on own evaluation of their work and takes account of their views and opinions	
6.6 acknowledge volunteers' achievements in ways that reinforce their motivation	
6.7 provide constructive suggestions to improve volunteers' future performance and agree these with volunteers	
6.8 identify where volunteers may need additional support	
6.9 show respect for volunteers' individual needs and preferences and the nature of their volunteering work	

**Learning Outcome: 7. understand the principles of supporting and supervising volunteers**

Assessment Criteria	Indicative Delivery Content
The learner can:	
7.1 explain how to determine and agree the requirements for the work of volunteers	
7.2 summarise the types of support that volunteers have a right to expect from their supervisor and how to provide these	

**Learning Outcome: 8. be able to support volunteers in solving problems during volunteering activities**

Assessment Criteria	Indicative Delivery Content
The learner can:	
8.1 monitor volunteering activities and identify problems when they occur	
8.2 collect and analyse available information about the nature of the problem	
8.3 identify the implications of the problem and communicate these to those involved	
8.4 provide support to help volunteers overcome problems	
8.5 promote an atmosphere in which individuals are not blamed for the problem, and problems are seen as an opportunity for learning	
8.6 encourage an approach in which volunteers take responsibility for the problem and feel motivated to work towards an acceptable solution	
8.7 work with those involved to identify a solution that is acceptable to them and in line with the organisation's policies and procedures	
8.8 communicate clearly and effectively with those involved in ways that recognise their diverse needs	
8.9 treat confidential information appropriately, whilst being open and transparent about non-confidential issues.	

Unit Title	Involve, motivate and retain volunteers
Unit Aim	This unit assesses the competence required to involve, motivate and retain volunteers in a sport and active leisure organisation.
Unique Unit Number	Y/503/0656
Unit Assessment Method(s)	Practical Demonstration/Assignment
Assessment Specification	<p>Evidence must be gathered on more than one occasion, with at least a one-month gap. There should be sufficient observations to ensure that they have met all the requirements. Assessment methods include a combination of assessor observations, witness testimony or authentic records of the work. Simulation is not allowed for this unit. There must be evidence that they possess all knowledge and understanding listed against 'the learner will know' or 'the learner will understand'. Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence that they know and understand this technique they do not need questioning again.</p>

**Learning Outcome: 1. understand the value and role of volunteering**

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 explain the importance of volunteering to organisations and the wider sector	
1.2 describe the variety of roles volunteers can fulfil and the different ways they can contribute to organisational and sector goals	
1.3 summarise the range of abilities, styles and motivations volunteers have and how these affect the types of roles and activities they carry out	
1.4 summarise the benefits volunteers can derive from volunteering	
1.5 explain the type of commitment volunteers need to make in the sector	
1.6 identify other volunteering opportunities to which it may be appropriate to refer volunteers	
1.7 summarise the details about particular volunteer roles that potential volunteers need to know	



**Learning Outcome: 2. understand how to promote volunteering to potential volunteers**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 summarise own organisation's goals and policies in relation to volunteering	
2.2 describe different methods of identifying the types of people who may wish to volunteer their services and their motivations	
2.3 summarise different methods of communicating with potential volunteers, and how to select and use appropriate methods	
2.4 explain the value of diversity of abilities, styles and motivations amongst volunteers, and how to foster such diversity	
2.5 summarise legislation relating to the recruitment of volunteers	
2.6 explain the importance of concluding agreements with volunteers in ways that leave the opportunity for future volunteering open, and how to do so	

## Learning Outcome: 3. be able to promote volunteering to potential volunteers

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 involve relevant people and use creative methods to identify <ul style="list-style-type: none"> <li>• the types of people who may wish to volunteer</li> <li>• ways of accessing potential volunteers</li> <li>• the key motivations people may have for wishing to volunteer</li> </ul>	
3.2 use appropriate cost- and time-effective communication methods to access groups of potential volunteers	
3.3 support potential volunteers to understand <ul style="list-style-type: none"> <li>• the importance of volunteering in meeting the organisation's goals</li> <li>• how people with diverse abilities, styles and motivations can make valuable contributions as volunteers</li> <li>• the volunteering opportunities available and what is involved</li> <li>• the commitment they need to make as volunteers</li> <li>• the potential benefits of volunteering and how volunteering can meet their needs and expectations</li> </ul>	
3.4 provide factual evidence to illustrate how volunteers have contributed in the past and how they have benefited personally from doing so	
3.5 provide opportunities for people to investigate volunteering opportunities further and make a commitment to becoming a volunteer	
3.6 refer people to other volunteering organisations, where appropriate	
3.7 evaluate the response to promotional activities and use this information to improve future activities.	

**Learning Outcome: 4. understand the principles of involving and motivating volunteers in an organisation**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 summarise the basic principles of motivation and how they apply to managing volunteers	
4.2 explain how to help people articulate their motivations and understand how volunteering can meet their evolving needs and expectations	
4.3 explain the importance of encouraging volunteers to extend their volunteer roles, and how to do so	
4.4 explain the importance of getting informed feedback from people, and how to do so	

## Learning Outcome: 5. be able to involve volunteers in the organisation

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 monitor volunteering activities and identify problems when they occur	
5.2 support volunteers to articulate their motivations and understand how volunteering can meet their evolving needs and expectations	
5.3 help volunteers find placements that <ul style="list-style-type: none"> <li>• meet their evolving needs and expectations</li> <li>• allow them to contribute their experience, knowledge, skills and competence in tangible ways to achieving the organisation's goals</li> </ul>	
5.4 provide support and supervision to allow volunteers to fulfil their roles and carry out their tasks effectively, safely and securely	
5.5 provide opportunities for volunteers to reflect on and articulate their experience of volunteering	
5.6 provide feedback to volunteers on their individual and collective contributions and their value to the organisation	
5.7 encourage volunteers to extend their volunteer roles within the limits of their knowledge, skills and competence	
5.8 provide opportunities for volunteers to be involved in the organisation's wider activities	

**Learning Outcome: 6. understand how to respond to volunteers wishing to change or conclude their volunteering role**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
6.1 describe a range of indications that a volunteer's current role is no longer appropriate, and how to identify these	
6.2 describe other wider volunteering roles that volunteers could take on in the organisation	
6.3 describe the types of relationship volunteers may have with the organisation after their agreement is concluded	
6.4 identify members of the organisation who need to be informed about the reasons why volunteers wish to conclude their agreements and how the experience of volunteering with own organisation could be improved	

**Learning Outcome: 7. be able to support volunteers in changing or concluding their volunteering role**

Assessment Criteria	Indicative Delivery Content
The learner can:	
7.1 ensure volunteers understand what they need to do if they wish to change their role and contribution to the organisation	
7.2 involve volunteers in discussing their contribution to the organisation, whenever there are indications that their current role is no longer appropriate	
7.3 find appropriate alternative placements for volunteers whose current role is no longer appropriate	
7.4 enable volunteers who are concluding their volunteering agreement to provide feedback on their experience of volunteering	
7.5 acknowledge volunteers' contribution to the organisation and agree the nature of the relationship they wish to have with the organisation after their agreement is concluded	
7.6 ensure volunteers return all the organisation's property on conclusion of their agreement	
7.7 report reasons why volunteers conclude their agreements and how the experience of volunteering with the organisation could be improved	

**Learning Outcome: 8. understand the principles of supporting and supervising volunteers in order to retain their contribution**

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 explain the different levels of support and supervision volunteers need, how to assess these levels and provide appropriate support	
8.2 describe the support that volunteers can provide to other volunteers/staff, and how to encourage them to give this support	
8.3 explain the importance of regularly reviewing volunteers' contribution with them, and how to do so.	

Unit Title	Recognise indications of substance misuse and refer individuals to specialists
Unit Aim	This unit assesses the learner's competence in recognising, assessing and monitoring instances of substance abuse; and ensuring that individuals are referred to the appropriate agencies.
Unique Unit Number	M/601/0648
Unit Assessment Method(s)	Practical Demonstration/Assignment
Assessment Specification	<p>There should be sufficient observations and/or expert witness testimonies to ensure that the learner has met all the requirements.</p> <p>The assessor or expert witness will observe the learner in real work activities. Assessment methods include a combination of assessor observations, witness testimony or authentic records of the work. Simulation is not allowed for this unit. The evidence must reflect, normal working procedures, current legislation and the values and principles for good practice in the sector.</p> <p>The learner may include other sources of evidence to support the observation records such as non-confidential records made, or contributed to, by the learner e.g. promotional material relating to the effects of substance misuse and the services available in the local community.</p> <p>Where confidential records are used as evidence, these must not be placed in the learner's portfolio and should only be referred to in the assessor records and portfolio e.g. Case records, care plans and referral forms.</p>



### Learning Outcome: 1. recognise indications of substance misuse

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 identify the range of substances which may be misused and their effects (eg illegal drugs, prescription drugs, over the counter drugs, alcohol and solvents)	
1.2 identify possible indications of substance misuse (eg physical, behavioural, social and emotional)	
1.3 identify other factors which produce indications that may be interpreted as caused by substance misuse	
1.4 show how to obtain specialist assistance where required	
1.5 show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date	

### Learning Outcome: 2. assess and monitor risk

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures	
2.2 review the assessment of risk and explain why this is important	
2.3 demonstrate appropriate action which may be required in the light of changes to the situation and level of risk	

### Learning Outcome: 3. handle information and maintain records

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 identify situations and actions taken in line with organisational requirements and explain the importance of doing so	
3.2 identify the rights of individuals and the principle of confidentiality	

### Learning Outcome: 4. refer individuals to appropriate services

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 identify the range of services relevant to substance misuse available locally and nationally	
4.2 demonstrate how to refer individuals to services in line with organisational requirements	
4.3 provide appropriate services with complete and accurate information about the situation in line with organisational requirements	

Unit Title	Apply for external funding for sport and physical activity
Unit Aim	This unit covers the knowledge and competence that the learner needs to apply for external funding for sport and physical activity.
Unique Unit Number	R/503/0655
Unit Assessment Method(s)	Practical Demonstration/Assignment
Assessment Specification	<p>Evidence must be gathered on more than one occasion, with at least a one-month gap. There should be sufficient observations to ensure that they have met all the requirements. Assessment methods include a combination of assessor observations, witness testimony or authentic records of the work. Simulation is not allowed for this unit. There must be evidence that they possess all knowledge and understanding listed against 'the learner will know' or 'the learner will understand'. Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence that they know and understand this technique they do not need questioning again.</p>

**Learning Outcome: 1. know how to identify sources of funding for sport and physical activity**

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 describe the organisation's objectives and values that may have an impact on choice of funding sources	
1.2 explain the importance of identifying whether anyone else in own organisation has a relationship with the funding organisation or is receiving funds from it	
1.3 explain how to identify sources of expertise that can be drawn on when making applications for funding	
1.4 explain how to determine the availability and sufficiency of funding already available and calculate shortfalls	
1.5 identify the internal and external sources of information about funding that can be drawn on	

### Learning Outcome: 2. be able to identify sources of funding for sport and physical activity

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 identify activities that may qualify for external funding	
2.2 identify funding that is already available and likely shortfalls	
2.3 collect and store accurate and up-to-date information on potential funding sources and the types of organisations and activities they support, and the amount of external funding that may be available	
2.4 check information about funding sources and identify the ones for which own plans will broadly qualify	
2.5 make sure potential funding sources are compatible with own organisation's values and objectives	
2.6 check if anyone else in the organisation is in the process of applying to any of the identified funding sources, to avoid duplicated effort	
2.7 provide relevant people with information about the funding sources identified and prioritised, and take account of their feedback	

### Learning Outcome: 3. know how to prepare bids and tenders

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 describe the relevant aspects of contract law as they apply to making bids and tenders for funding	
3.2 assess the benefits and advantages of using other sources of expertise in developing bids and tenders	

3.3 explain the importance of carefully examining and taking account of information supplied in invitations to apply for funding	
3.4 explain how to prepare bids and tenders so that they meet the requirements of funding sources	
3.5 explain how to deal with any conflicts that may arise between own organisation's objectives and values, and those of the funding organisation	
3.6 describe the procedures that should be followed if requests from funding sources are not compatible with own organisation's objectives and values	
3.7 explain the types of conditions and criteria that may be applied by funding sources	
3.8 explain the importance of having a clear understanding about conditions and criteria that a funding organisation applies	
3.9 explain the importance of prioritising funding sources and the factors that should be used to determine priorities	
3.10 summarise the principles and processes involved in making funding applications	
3.11 summarise the types of information that would normally be contained in invitations to apply for funding	

### Learning Outcome: 4. be able to prepare bids and tenders

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 collect and analyse information relevant to preparing tenders and bids	
4.2 make sure the conditions and criteria for external funding are understood by self and other relevant people	
4.3 draw on own experience and other sources of expertise	
4.4 develop tenders and bids that meet the needs of the funding source and present own organisation and its policies and plans in a way which is likely to obtain the support of the funding source	
4.5 make draft tenders and bids available to relevant people and take account of their feedback	
4.6 provide the funding source with the application within specified timescales	
4.7 provide any additional information and clarifications that the funding source requires	

### Learning Outcome: 5. know how to negotiate and agree funding

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 explain how to negotiate funding with external funding sources	
5.2 explain the importance of communicating own plans to decision makers and stakeholders	
5.3 explain the importance of monitoring best practice in other organisations and learning from their experience	

## Learning Outcome: 6. be able to negotiate and agree funding

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 deal with requests from the funding source for any changes to the application, policies or plans	
6.2 make sure that requested changes are compatible with own organisation's values and objectives and will still entitle the organisation to receive the funding needed	
6.3 if requested changes are not compatible with values and objectives, make this clear to the funding source and try to negotiate an agreed outcome	
6.4 keep relevant people informed of negotiations and draw on their support, if necessary	
6.5 make agreed changes to application for funding	
6.6 maintain an effective working relationship with the funding source throughout the negotiations	
6.7 record all aspects of the negotiations and store these securely	



<b>Unit Title</b>	Recruit, select and keep colleagues
<b>Unit Aim</b>	This unit assesses the competence a manager needs to recruit, select and retain colleagues.
<b>Unique Unit Number</b>	H/602/1842
<b>Unit Assessment Method(s)</b>	Practical Demonstration/Assignment
<b>Assessment Specification</b>	Evidence must be gathered on more than one occasion, with at least a one-month gap. There should be sufficient observations to ensure that they have met all the requirements. Assessment methods include a combination of assessor observations, witness testimony or authentic records of the work. Simulation is not allowed for this unit. There must be evidence that they possess all knowledge and understanding listed against 'the learner will know' or 'the learner will understand'. Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence that they know and understand this technique they do not need questioning again.

**Learning Outcome: 1. be able to identify recruitment and selection needs**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 review on a regular basis the work required in own area of responsibility	
1.2 identify any shortfall in own area of responsibility, including: <ul style="list-style-type: none"> <li>the number of colleagues</li> <li>the pool of knowledge, skills and experience</li> </ul>	
1.3 select the most effective options for addressing any shortfall in colleagues or the pool of knowledge, skills and experience	
1.4 develop job descriptions and person specifications for required roles in consultation with others	

**Learning Outcome: 2. be able to plan a recruitment and selection process**

Assessment Criteria	Indicative Delivery Content
The learner can:	
<p>2.1 plan the following aspects of the recruitment process in consultation with others:</p> <ul style="list-style-type: none"> <li>• main stages in the recruitment and selection process</li> <li>• the recruitment and selection methods to be used</li> <li>• timings for the recruitment and selection process</li> <li>• who will be involved in the recruitment and selection process</li> </ul>	
2.2 ensure that information on vacancies is fair, clear and accurate before it goes to potential applicants	
2.3 seek and make use of specialist expertise in the recruitment and selection process	
2.4 ensure the criteria for selection are consistent with the requirements of the vacancy	

**Learning Outcome: 3. be able to contribute to a recruitment and selection of people for identified vacancies**

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 take part in the recruitment and selection process as planned	
3.2 ensure the recruitment and selection process is fair, consistent and effective	
3.3 ensure applicants who are offered positions are able to perform effectively and work with their new colleagues	
3.4 evaluate whether the recruitment and selection process has been successful in relation to appointments	
3.5 identify any areas for improvement in the recruitment and selection process	

**Learning Outcome: 4. be able to contribute to the retention of colleagues**

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 evaluate reasons for colleagues leaving own area of responsibility	
4.2 identify ways of addressing staff turnover problems	
4.3 implement methods of addressing staff turnover problems that are consistent with own level of authority	
4.4 suggest methods of addressing staff turnover problems that are outside own level of authority to the relevant colleagues	

**Learning Outcome: 5. understand own sector context for recruitment, selection and retention**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 explain recruitment, selection and retention issues in own sector, including working practices and culture	
5.2 explain specific initiatives relating to recruitment, selection and retention in own sector	

**Learning Outcome: 6. understand own organisational context for recruitment, selection and retention**

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

### Learning Outcome: 7. understand how to identify recruitment and selection needs

Assessment Criteria	Indicative Delivery Content
The learner can:	
7.1 explain how to avoid stereotyping with regard to skills levels and work ethics	
7.2 compare the advantages and disadvantages of different options for addressing identified shortfalls in the number of colleagues and the pool of skills, knowledge and experience	
7.3 explain what job descriptions and person specifications should contain	
7.4 explain why it is important to consult with other relevant people when producing job descriptions and person specifications	

### Learning Outcome: 8. understand how to plan recruitment and selection processes

Assessment Criteria	Indicative Delivery Content
The learner can:	
8.1 explain the different stages in the recruitment and selection process	
8.2 clarify why it is important to consult with others when planning recruitment and selection, the methods to be used and the people to involve	
8.3 compare different recruitment and selection methods and their advantages and disadvantages	

**Learning Outcome: 9. understand how to contribute to the recruitment and selection of people for identified vacancies**

Assessment Criteria The learner can:	Indicative Delivery Content
9.1 clarify why it is important to give people fair, clear and accurate information on vacancies to potential applicants	
9.2 explain how to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice when recruiting and selecting people	
9.3 explain how to judge whether applicants meet the stated requirements of a vacancy	

**Learning Outcome: 10. understand how to contribute to the retention of colleagues**

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

Unit Title	Contribute to evaluating, developing and promoting services
Unit Aim	This unit covers the knowledge and competence that the learner needs to contribute to strategic development in sport and active leisure.
Unique Unit Number	H/602/1839
Unit Assessment Method(s)	Practical Demonstration/Assignment
Assessment Specification	<p>Work activity</p> <p>Evidence must be gathered on more than one occasion, with at least a one-month gap. There should be sufficient observations to ensure that they have met all the requirements.</p> <p>Assessment methods include a combination of assessor observations, witness testimony or authentic records of the learner's work. Simulation is not allowed for any of the learning outcomes in this unit.</p> <p>There must be evidence that they possess all knowledge and understanding listed against 'the learner will know' or 'the learner will understand'. Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence that they know and understand this technique they do not need questioning again.</p> <p>Learning Outcome 1 assessed by: i) professional discussion ii) oral questions iii) written answers</p> <p>LO2 assessed using workplace evidence generated when the learner is contributing to strategic development in sport and active leisure.</p>



## Learning Outcome: 1. be able to contribute to the evaluation of service provision

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 choose the following methods of evaluation for assessing service provision: <ul style="list-style-type: none"> <li>• quantitative methods</li> <li>• qualitative methods</li> </ul>	When evaluating service provision, the learner must cover both of the following types of: <ul style="list-style-type: none"> <li>a evaluation methods</li> <li>1 quantitative</li> <li>2 qualitative</li> </ul>
1.2 discuss and agree evaluation methods with the responsible members of staff	When evaluating service provision, the learner must cover both of the following types of: <ul style="list-style-type: none"> <li>a evaluation methods</li> <li>1 quantitative</li> <li>2 qualitative</li> </ul>
1.3 undertake evaluation procedures to: <ul style="list-style-type: none"> <li>• collect information</li> <li>• record information</li> <li>• analyse information</li> <li>• store information</li> </ul>	When evaluating service provision, the learner must cover both of the following types of: <ul style="list-style-type: none"> <li>a evaluation methods</li> <li>1 quantitative</li> <li>2 qualitative</li> </ul>
1.4 convey evaluation results to relevant colleagues	When evaluating service provision, the learner must cover both of the following types of: <ul style="list-style-type: none"> <li>a evaluation methods</li> <li>1 quantitative</li> <li>2 qualitative</li> </ul>
1.5 make recommendations and agree changes based on the results of their evaluation	When evaluating service provision, the learner must cover both of the following types of: <ul style="list-style-type: none"> <li>a evaluation methods</li> <li>1 quantitative</li> <li>2 qualitative</li> </ul>

## Learning Outcome: 2. be able to develop and improve services

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 consult on possible improvements to services with relevant colleagues	When developing and improving services, the learner must cover one of the following types of: a service 1 existing services 2 new services and all of the following types of: b individuals 1 current users of services 2 potential users of services 3 users who experience barriers to access 4 colleagues
2.2 work with appropriate individuals to develop a specification and plan for agreed improvements	When developing and improving services, the learner must cover one of the following types of: a service 1 existing services 2 new services and all of the following types of: b individuals 1 current users of services 2 potential users of services 3 users who experience barriers to access 4 colleagues
2.3 obtain feedback and test the desirability of adjustment plans with representative groups and individuals	When developing and improving services, the learner must cover one of the following types of: a service 1 existing services 2 new services and all of the following types of: b individuals 1 current users of services 2 potential users of services 3 users who experience barriers to access 4 colleagues
2.4 agree a full implementation plan with the responsible colleague	When developing and improving services, the learner must cover one of the following types of: a service 1 existing services 2 new services and all of the following types of: b individuals 1 current users of services 2 potential users of services 3 users who experience barriers to access 4 colleagues

## Learning Outcome: 3. be able to contribute to the promotion of services

Assessment Criteria	Indicative Delivery Content
The learner can:	
<p>3.1 assist in the development and implementation of the following promotional methods:</p> <ul style="list-style-type: none"> <li>• leaflet distribution</li> <li>• media features</li> <li>• visits</li> <li>• events</li> <li>• incentive schemes</li> </ul>	<p>When promoting service provision, the learner must cover a minimum of three of the following types of:</p> <p>a promotional methods</p> <p>1 leaflet distribution</p> <p>2 media features</p> <p>3 visits</p> <p>4 events</p> <p>5 incentive schemes</p>
<p>3.2 make suggestions for promotional methods which are consistent with:</p> <ul style="list-style-type: none"> <li>• agreed target groups</li> <li>• available resources</li> <li>• legal requirements</li> </ul>	<p>When promoting service provision, the learner must cover a minimum of three of the following types of:</p> <p>a promotional methods</p> <p>1 leaflet distribution</p> <p>2 media features</p> <p>3 visits</p> <p>4 events</p> <p>5 incentive schemes</p>
<p>3.3 discuss and agree methods with responsible colleagues</p>	<p>When promoting service provision, the learner must cover a minimum of three of the following types of:</p> <p>a promotional methods</p> <p>1 leaflet distribution</p> <p>2 media features</p> <p>3 visits</p> <p>4 events</p> <p>5 incentive schemes</p>
<p>3.4 develop and agree with the responsible colleague:</p> <ul style="list-style-type: none"> <li>• promotional materials</li> <li>• promotion methods</li> </ul>	<p>When promoting service provision, the learner must cover a minimum of three of the following types of:</p> <p>a promotional methods</p> <p>1 leaflet distribution</p> <p>2 media features</p> <p>3 visits</p> <p>4 events</p> <p>5 incentive schemes</p>
<p>3.5 implement promotional methods in line with agreement</p>	<p>When promoting service provision, the learner must cover a minimum of three of the following types of:</p> <p>a promotional methods</p> <p>1 leaflet distribution</p> <p>2 media features</p> <p>3 visits</p> <p>4 events</p> <p>5 incentive schemes</p>

**Learning Outcome: 4. understand how to carry out evaluations**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 explain how to develop evaluation methods and identify appropriate evaluation criteria	
4.2 explain the importance of implementing methods in line with the agreed strategy	
4.3 explain how evaluations should be collated, analysed, reported on and stored	

## Learning Outcome: 5. understand how to make improvements to services

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 explain how to make suggestions for improvements which are clear, logical and based on research findings	
5.2 summarise the organisational procedures for suggesting improvements to services	
5.3 describe the consultations that may need to take place in relation to different types of improvements	
5.4 specify the following that should be taken account of in the development of services: <ul style="list-style-type: none"> <li>• needs</li> <li>• available resources</li> <li>• legal requirements (including those covering disability and equal opportunities)</li> <li>• organisational policies</li> </ul>	
5.5 explain how to develop specifications and plans for services	
5.6 explain how to test changes to services and the importance of doing so	
5.7 outline the importance of trying to continuously improve service provision	
5.8 explain the difference in developing and improving: <ul style="list-style-type: none"> <li>• existing services</li> <li>• new services</li> </ul>	

**Learning Outcome: 6. know which individuals in the organisation to work with in relation to different activities**

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 identify the responsible member of staff with whom evaluation procedures should be agreed	
6.2 list the range of other people that may need to be involved in the development of services	
6.3 outline the different ways it might be necessary to work with the following list of appropriate individuals to develop a specification and plan for agreed improvements: <ul style="list-style-type: none"> <li>• current users of services</li> <li>• potential new users of services</li> <li>• users who experience barriers to access</li> <li>• colleagues</li> </ul>	
6.4 identify the responsible member of staff to discuss and agree the promotional strategy with.	

Unit Title	Support the efficient use of resources
Unit Aim	This unit covers the knowledge and competence that the learner needs, to support the efficient use of resources.
Unique Unit Number	H/502/8456
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Portfolio of Evidence</li> </ul>
Assessment Specification	<p>Learning Outcomes 1, 2 and 4 can be assessed by: (i) professional discussion (ii) oral questions and answers (iii) questions requiring written answers. Learning Outcomes 3 and 5 must be assessed using workplace evidence generated when the learner is supporting the efficient use of resources. Learning Outcome 3 when making recommendations for the use of resources, the learner must cover one of the following types of relevant people (i) team members (ii) colleagues working at the same level (iii) higher level managers or supervisors, and both of the following types of recommendations: (i) short term (ii) medium term. Learning Outcome 5 when contributing to the control of resources, the learner must cover one of the following types of relevant people: (i) team members (ii) colleagues working at the same level (iii) higher level managers or supervisors, and two of the following types of corrective action: (i) altering activities (ii) modifying the use of resources (iii) re-negotiating the allocation of resources.</p>

### Learning Outcome: 1. know how to support the efficient use of resources

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 explain how to communicate effectively with team members, colleagues and line managers	
1.2 identify team objectives and organisational policies regarding the use of resources	
1.3 describe the organisational procedures for making recommendations on the use of resources	
1.4 explain the importance of effective management of resources to organisational performance	
1.5 describe the principles underpinning the effective and efficient management of resources	

### Learning Outcome: 2. know how to make recommendations for the use of resources

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 explain how to develop and argue an effective case for changes in the management of resources	
2.2 explain how to enable people to identify and communicate the resources they need	
2.3 describe the trends and developments which may influence the future use of resources and how to plan for these	



**Learning Outcome: 3. be able to make recommendations for the use of resources**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 give relevant people the opportunity to provide information on the resources the team needs	
3.2 make recommendations for the use of resources that take account of relevant past experience	
3.3 make recommendations that take account of trends and developments which are likely to affect the use of resources	
3.4 make recommendations that are consistent with team objectives, organisational policies and environmental concerns	
3.5 make recommendations that clearly indicate the potential benefits expected from the planned use of resources	
3.6 present the recommendations to relevant people in an appropriate and timely manner	

**Learning Outcome: 4. know how to contribute to the control of resources**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 explain how to encourage others to take responsibility for the control of resources in own area of work	
4.2 describe the potential environmental impact of the resources being used	
4.3 describe the problems which may occur with resources and how these can be dealt with	
4.4 describe the importance of keeping accurate records on the use of resources	
4.5 explain how to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of products and services	
4.6 explain how to analyse the past use of resources	
4.7 explain how to use results of analysis to make recommendations on more effective use of resources in the future	

**Learning Outcome: 5. be able to contribute to the control of resources**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 explain how to use results of analysis to make recommendations on more effective use of resources in the future give relevant people opportunities to take individual responsibility for the efficient use of resources	
5.2 monitor the use of resources under own control at appropriate intervals	
5.3 make sure the use of resources by the team is efficient and takes into account the potential impact on the environment	
5.4 monitor the quality of resources continuously and ensure consistency in product and service delivery	
5.5 identify problems with resources promptly	
5.6 make recommendations for corrective action to the relevant people as soon as possible	
5.7 make recommendations for improving the use of resources to relevant people in an appropriate and timely manner	
5.8 make sure that records relating to the use of resources are complete, accurate and available to authorised people only	

<b>Unit Title</b>	Plan and organise services
<b>Unit Aim</b>	This unit covers the knowledge and competence that the learner needs to plan and organise services.
<b>Unique Unit Number</b>	D/502/9685
<b>Unit Assessment Method(s)</b>	Practical Demonstration/Assignment
<b>Assessment Specification</b>	<p>Work activity</p> <p>Evidence must be gathered on more than one occasion, with at least a one-month gap. There should be sufficient observations to ensure that they have met all the requirements.</p> <p>Assessment methods include a combination of assessor observations, witness testimony or authentic records of the learner's work. Simulation is not allowed for any of the learning outcomes in this unit.</p> <p>There must be evidence that they possess all knowledge and understanding listed against 'the learner will know' or 'the learner will understand'. Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence that they know and understand this technique they do not need questioning again.</p>

Learning Outcome: 1. know how to plan and organise services	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 interpret organisational procedures for planning and implementing services and operations	
1.2 identify legislation which impacts on the planning and implementation of services and operations	
1.3 describe the legal, organisational and best practice requirements for equality and diversity in relation to planning and implementing services	

**Learning Outcome: 2. know how to plan services and operations to meet requirements and expectations**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 explain the overall importance to the organisation and its customers of ensuring that services and operations meet requirements	
2.2 identify sources of information on requirements	
2.3 describe equal opportunities considerations which might affect customer expectations, including special arrangements for disabled customers or women only sessions	
2.4 explain the importance of clarifying and resolving problems with own line manager and customer	
2.5 explain when to discuss problems with own line manager and when to discuss problems with the customer	
2.6 describe the types of problems which often occur when trying to put requirements and expectations into action	
2.7 identify work planning methods	
2.8 explain why it is important to brief team members fully on plans and requirements	
2.9 explain how to brief team members fully on plans and requirements	
2.10 explain why it is important to encourage team members to make suggestions	
2.11 explain how to encourage team members to make suggestions	
2.12 identify records which need to be kept up-to-date	

**Learning Outcome: 3. be able to plan services and operations to meet requirements and expectations**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 obtain available information on the requirements for services and operations, and check this information for completeness and accuracy	
3.2 identify the implications of requirements for services and operations and any problems which may arise	
3.3 resolve any problems arising from requirements for services and operations, with the relevant people	
3.4 plan the work so that the requirements for services and operations can be met within organisational procedures and legal requirements	
3.5 make sure own plans meet requirements for equality and diversity	
3.6 plan for likely contingencies	
3.7 communicate plans and requirements to team members making clear their roles, responsibilities, targets and schedules	
3.8 encourage team members to suggest methods of improving the planned services and operations	
3.9 keep records of operational plans complete, accurate and up-to-date	

## Learning Outcome: 4. know how to monitor and maintain services and operations

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 explain the importance of careful monitoring of services and operations	
4.2 evaluate direct and indirect monitoring methods	
4.3 describe common variations from plans and appropriate types of corrective action to take in response to these	
4.4 describe the types of potential incidents, accidents and emergencies which may occur during services and operations	
4.5 explain the importance of reporting potential incidents, accidents and emergencies	
4.6 explain how to identify potential incidents, accidents and emergencies and recommend ways of avoiding them in the future	
4.7 interpret procedures for checking equipment and facilities	
4.8 describe the problems which may occur with equipment and facilities following operations and how to deal with these	
4.9 explain the importance of evaluating services and operations	
4.10 explain how to evaluate services and operations	

**Learning Outcome: 5. be able to monitor and maintain services and operations**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 monitor operations and services, identifying variations from plans and taking prompt corrective action	
5.2 identify and respond to incidents, accidents and emergencies following the emergency action plan	
5.3 make sure that equipment and facilities are checked following operations, and dealt with according to organisational and legal requirements	
5.4 evaluate operations for effectiveness and efficiency, noting and reporting any improvements for the future	
5.5 make sure that records of services and operations are accurate and up-to-date	



<b>Unit Title</b>	Allocate and monitor the progress and quality of work in own area of responsibility
<b>Unit Aim</b>	This unit assesses the competence a manager needs to plan and allocate work to colleagues and monitor and improve and their performance.
<b>Unique Unit Number</b>	M/602/1844
<b>Unit Assessment Method(s)</b>	Practical Demonstration/Assignment
<b>Assessment Specification</b>	This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

Learning Outcome: 1. be able to plan work for colleagues	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 confirm the work required in own area of responsibility with the relevant people	
1.2 plan how work will be carried out, taking account of: <ul style="list-style-type: none"> <li>the views of people in own area of responsibility</li> <li>any priorities or critical activities</li> <li>best use of resources</li> </ul>	
1.3 ensure the work is allocated to colleagues on a fair basis, taking account of their skills, knowledge, experience, workloads and opportunities for personal development	
1.4 review and update work plans for own area of responsibility	
1.5 communicate changes to those who will be affected	

### Learning Outcome: 2. be able to brief colleagues on planned work

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 ensure that colleagues are briefed on allocated work with reference to: <ul style="list-style-type: none"> <li>• how the work fits with the vision and objectives for the area of work and organisation</li> <li>• the standard of expected performance</li> </ul>	
2.2 promote ways of working which maximise the opportunities offered by diversity	
2.3 enable colleagues to ask questions, make suggestions and seek clarification in relation to planned work	

### Learning Outcome: 3. be able to monitor colleagues' work

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 monitor the progress and quality of work of colleagues on a regular and fair basis	
3.2 measure the progress and quality of colleagues work against the standard of expected performance	
3.3 provide colleagues with prompt and constructive feedback on their performance	

### Learning Outcome: 4. be able to support colleagues in their work

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

### Learning Outcome: 5. understand own sector context for allocating and monitoring work in own area of responsibility

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 summarise own sector's requirements for the development and maintenance of knowledge, understanding and skills	
5.2 summarise specific legislation, regulations, guidelines and codes of practice for work in own area of responsibility	

**Learning Outcome: 6. understand own organisational context for allocating and monitoring work in own area of responsibility**

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 describe the people and other resources available in own area of responsibility	
6.2 summarise the work requirements in own area of responsibility	
6.3 summarise the operational plans in own area of responsibility	
6.4 explain the vision and objectives of own area of work and those of own organisation	
6.5 summarise own organisation's policy and procedures in relation to: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• people development</li> <li>• standards of performance</li> <li>• dealing with poor performance</li> <li>• grievance and disciplinary issues</li> <li>• performance appraisal</li> </ul>	

### Learning Outcome: 7. understand how to plan work for colleagues

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

### Learning Outcome: 8. understand how to brief colleagues on planned work

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 explain the importance of briefing colleagues on planned work	
8.2 clarify the importance of showing colleagues how their work fits into the overall vision and objectives of own area of responsibility and those of the organisation	
8.3 compare different ways of enabling colleagues to ask questions and seek clarification when being briefed on planned work	

### Learning Outcome: 9. understand how to monitor work carried out by colleagues

Assessment Criteria	Indicative Delivery Content
The learner can:	
9.1 evaluate the advantages and disadvantages of different ways of monitoring colleagues' work	

### Learning Outcome: 10. understand how to support colleagues in their work

Assessment Criteria	Indicative Delivery Content
The learner can:	
10.1 explain how to provide constructive and prompt feedback to colleagues about their work	
10.2 explain how to take account of diversity and inclusion issues when supporting colleagues to complete allocated work	
10.3 clarify the importance of identifying and addressing poor performance by colleagues.	
10.4 describe the types of problems and unforeseen events in own area of responsibility for which colleagues may need support	
10.5 describe the types of support and additional resources colleagues may need to complete planned work	
10.6 compare different methods of motivating and supporting colleagues to complete their work and improve their performance	
10.7 explain how to log and make use of information on colleagues' performance when carrying out formal appraisals	

<b>Unit Title</b>	Manage information for action
<b>Unit Aim</b>	This unit covers the knowledge and competence that the learner needs, to manage information for action.
<b>Unique Unit Number</b>	K/502/8457
<b>Unit Assessment Method(s)</b>	Practical Demonstration/Assignment
<b>Assessment Specification</b>	See assessment guidance.

Learning Outcome: 1. know how to manage information for action	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 explain own role and responsibility in relation to providing information and advice to others	
1.2 explain own role and responsibility in relation to gathering, validating and analysing information	
1.3 identify the types of qualitative and quantitative information which are essential to own role and responsibilities	
1.4 explain how to give information and advice effectively in both oral and written format	
1.5 explain how to record and store the information which is needed	
1.6 explain the importance to team and organisational effectiveness of gathering, validating and analysing information	

## Learning Outcome: 2. know how to gather required information

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 explain how to gather information needed for the job: <ul style="list-style-type: none"> <li>• electronically</li> <li>• manually</li> </ul>	
2.2 describe the types of problems which may occur when gathering information	
2.3 explain how to overcome problems which may occur when gathering information	
2.4 evaluate the effectiveness of current methods of gathering and storing information	
2.5 describe the procedures to follow in order to make recommendations for improvements to systems and procedures	



**Learning Outcome: 3. be able to gather required information**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 gather information that is accurate, sufficient and relevant to the purpose for which it is needed	
3.2 take prompt and effective action to overcome problems in gathering relevant information	
3.3 record and store the information gathered according to organisational systems and procedures	
3.4 ensure that the information gathered is accessible in the required format to authorised people only	
3.5 identify possible improvements to systems and procedures	
3.6 pass on identified possible improvements to systems and procedures to the relevant people	

## Learning Outcome: 4. know how to inform and advise others

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 outline the types of information and advice that other people may require within own area of work	
4.2 explain how to develop and present a reasoned case when providing advice to others	
4.3 explain how to confirm the recipient's understanding of the information and advice which have been provided	
4.4 explain the importance of confirming the recipient's understanding of the information and advice which have been provided	
4.5 explain how to seek feedback on the quality and relevance of the advice and information provided	
4.6 explain the importance of encouraging and enabling feedback on the quality and relevance of the advice and information provided	
4.7 identify organisational policies, procedures and resource constraints which may affect advice and information given to others	
4.8 explain the importance of providing information and advice to others	
4.9 explain how to check the validity of information and advice provided to others	
4.10 explain the importance of checking the validity of information and advice provided to others	
4.11 explain the principles of confidentiality when handling information and advice	

## Learning Outcome: 5. be able to inform and advise others

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 give information and advice at a time and place, and in a form and manner, appropriate to the needs of recipients	
5.2 ensure the information and advice given is accurate, current, relevant and sufficient	
5.3 give information and advice that is consistent with organisational policy, procedures and resource constraints	
5.4 use reasoned arguments and appropriate evidence to support own information and advice	
5.5 check and confirm recipients' understanding of the information and advice that has been given	
5.6 maintain confidentiality according to organisational requirements	
5.7 seek feedback from recipients about the information and advice provided	
5.8 use feedback from recipients to improve the ways in which information and advice is given	

## Learning Outcome: 6. know how to hold meetings

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 explain how to determine when a meeting is the most effective way of dealing with issues, and the possible alternatives available	
6.2 explain the value and limitations of meetings as a method of exchanging information and making decisions	
6.3 explain procedures to follow when calling meetings and preparing for them	
6.4 explain how to determine who are the necessary people to attend the meeting	
6.5 explain how to determine the purpose and objectives of meetings	
6.6 explain the importance of determining the purpose and objectives of meetings	
6.7 explain the styles of leadership which can be used to run meetings	
6.8 describe how to choose a style of leadership according the nature of the meeting	
6.9 explain how to manage discussions so that the objectives of the meeting are met within the allocated time	
6.10 explain how to identify unhelpful arguments and digressions	
6.11 explain strategies which may be used to discourage unhelpful arguments and digressions	

## Learning Outcome: 7. be able to hold meetings

Assessment Criteria	Indicative Delivery Content
The learner can:	
7.1 give sufficient notice of the meeting to allow the necessary people to attend	
7.2 make the purpose and objectives of the meeting clear at the start	
7.3 adopt a style of leadership that helps people to make useful contributions	
7.4 discourage unhelpful arguments and digressions	
7.5 achieve the objectives of the meeting within the allocated time	
7.6 give clear, accurate and concise information about outcomes of the meeting promptly to those who need it	

Unit Title	Work with others to improve customer service
Unit Aim	This unit assesses the competences associated with the improvement of customer service through collaboration with colleagues.
Unique Unit Number	D/601/1553
Unit Assessment Method(s)	Practical Demonstration/Assignment
Assessment Specification	<p>Evidence must be gathered on more than one occasion, with at least a one-month gap. There must be sufficient observations to ensure that all requirements are met. Assessment methods include a combination of assessor observations, witness testimony or authentic records of the work. Simulation is not allowed.</p> <p>There must be evidence that learner's possess all knowledge and understanding required.</p> <p>LO's 1, 2 &amp; 3 require evidence of real work activity. The learner must cover customer service roles and responsibilities in their own and other people's roles. As per the learner's normal job role, they will work with 2 different groups of people (team members or colleagues, suppliers or service partners and supervisors, team leaders or managers) and use at least 2 communication methods (in person, written, telephone, text, e-mail, internet/ social networking and intranet).</p>

### Learning Outcome: 1. improve customer service by working with others

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 contribute constructive ideas for improving customer service	
1.2 identify what they have to do to improve customer service and confirm this with others	
1.3 agree with others what they have to do to improve customer service	
1.4 co-operate with others to improve customer service	
1.5 keep their commitments made to others	
1.6 make others aware of anything that may affect plans to improve customer service	

### Learning Outcome: 2. monitor their own performance when improving customer service

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 discuss with others how what they do affects customer service performance	
2.2 identify how the way they work with others contributes towards improving customer service	

### Learning Outcome: 3. monitor team performance when improving customer service

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 discuss with others how teamwork affects customer service performance	
3.2 work with others to collect information on team customer service performance	
3.3 identify with others how customer service teamwork could be improved	
3.4 take action with others to improve customer service performance	

### Learning Outcome: 4. understand how to work with others to improve customer service

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 describe who else is involved either directly or indirectly in the delivery of customer service	
4.2 describe the roles and responsibilities of others in their organisation	
4.3 describe the roles of others outside their organisation who have an impact on their services or products	
4.4 evaluate what the goals or targets of their organisation are in relation to customer service and how these are set	
4.5 evaluate how their organisation identifies improvements in customer service.	



<b>Unit Title</b>	Manage a project
<b>Unit Aim</b>	This unit assesses the competence a manager needs to manage projects.
<b>Unique Unit Number</b>	J/502/9678
<b>Unit Assessment Method(s)</b>	Practical Demonstration/Assignment
<b>Assessment Specification</b>	Evidence must be gathered on more than one occasion, with at least a one-month gap. There should be sufficient observations to ensure that they have met all the requirements. Assessment methods include a combination of assessor observations, witness testimony or authentic records of the work. Simulation is not allowed for this unit. There must be evidence that they possess all knowledge and understanding listed against 'the learner will know' or 'the learner will understand'. Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence that they know and understand this technique they do not need questioning again.

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

**Learning Outcome: 2. understand how to establish the scope, aims and objectives of a project**

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

**Learning Outcome: 3. be able to establish the scope, aims and objectives of a project**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 agree the key scope, aims and objectives of the proposed project	
3.2 agree the available resources with the project sponsor(s) and any key stakeholders	
3.3 identify how the proposed project integrates with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken	

## Learning Outcome: 4. understand how to plan a project

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

### Learning Outcome: 5. be able to plan a project

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

### Learning Outcome: 6. understand how to implement a project

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

## Learning Outcome: 7. be able to implement a project

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

### Learning Outcome: 8. understand how to close a project

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

### Learning Outcome: 9. be able to close a project

Assessment Criteria The learner can:	Indicative Delivery Content
9.1 confirm satisfactory completion of the project with the project sponsor(s) and any key stakeholders	
9.2 evaluate the success of the project, identifying what lessons can be learned and recognising the contributions of any project team members.	

<b>Unit Title</b>	Contribute to the prevention and management of abusive and aggressive behaviour
<b>Unit Aim</b>	This unit covers the knowledge and competence that the learner needs to prevent and manage abusive and aggressive behaviour.
<b>Unique Unit Number</b>	T/601/1168
<b>Unit Assessment Method(s)</b>	- Coursework - Portfolio of Evidence
<b>Assessment Specification</b>	Learning Outcomes 1, 2, 3 and 4: These can be assessed by: (i) professional discussion (ii) oral questions and answers (iii) questions requiring written answers.

**Learning Outcome: 1. know and understand how to prevent and manage abusive and aggressive behaviour**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 explain the importance of reviewing incidents of abusive and aggressive behaviour	
1.2 identify legislation, policy and procedures relating to the prevention and management of abusive and aggressive behaviour	
1.3 identify sources of specialist support for dealing with abusive and aggressive behaviour	

**Learning Outcome: 2. know and understand the forms, causes and effects of abusive and aggressive behaviour**

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 identify the factors which indicate the potential for abusive or aggressive behaviour to develop	
2.2 identify the forms that abusive and aggressive behaviour can take	
2.3 describe the effects of abusive and aggressive behaviour on those involved and those witnessing	

**Learning Outcome: 3. be able to deal with incidents of abusive and aggressive behaviour**

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 take action which minimises abusive and aggressive behaviour	
3.2 communicate with individuals displaying abusive and aggressive behaviour in a manner which restores a calmer atmosphere	
3.3 respond to physically aggressive behaviour in accordance with statutory and organisational requirements	
3.4 record and report incidents of abusive and aggressive behaviour in accordance with organisational procedure	



**Learning Outcome: 4. be able to contribute to minimising the risk of abusive and aggressive behaviour**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 identify environmental factors which affect behaviour	
4.2 review incidents of abusive and aggressive behaviour and suggest options for reducing the risk of reoccurrence	
4.3 in consultation with others, refer those at risk of displaying abusive and aggressive behaviour to appropriate people and agencies	

### Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

### Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

#### Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

- have employment experience in a relevant sports development context for two years full time (eg Sports Development Officer/ Manager, National Governing Body of Sport Manager).
- hold a relevant sport and recreation qualification (eg. N/SVQ Level 3 or above or a related HND, a related degree or a Level 3 or above qualification from the NQF or Level 8 or above from the SCQF).
- have recent experience and competence in units delivering at the qualification level
- show evidence of keeping up-to-date with developments in the industry (CPD).

There are additional conditions, set by the SkillsActive Assessment Strategy. For taught learning programmes tutors must also have:

- a recognised Introduction to Teaching qualification, Teaching qualification or relevant teaching experience.

#### Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

- hold a recognised assessor qualification in the work environment
- have employment experience in a relevant sports development context for two years full time (eg Sports Development Officer/ Manager, National Governing Body of Sport Manager).
- hold a relevant sport and recreation qualification (eg. N/SVQ Level 3 or above or a related HND, a related degree or a Level 3 or above qualification from the NQF or Level 8 or above from the SCQF).
- Recent experience and competence in units delivering, to the level of the qualification.
- show evidence of keeping up-to-date with developments in the industry (CPD).

#### Internal Verifier(s) and Quality Assurer(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

- hold a recognised IQA qualification
- hold a recognised assessor qualification in the work environment
- have employment experience in a relevant sports development context for two years full time (eg Sports Development Officer/ Manager, National Governing Body of Sport Manager).
- hold a relevant sport and recreation qualification (eg. N/SVQ Level 3 or above or a related HND, a related degree or a Level 3 or above qualification from the NQF or Level 8 or above from the SCQF).
- possess recent experience and competence in units delivering, to the level of the qualification.
- show evidence of keeping up-to-date with developments in the industry (CPD).

### Additional Qualification Requirements

The minimum venue, facility and requirements stated in the centre handbook apply.

This qualification is regulated by Ofqual (600/4301/5), CCEA and QiW (C00/1234/5 - Designated).

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