

# YMCA Level 4 Diploma in Spectator Safety Management (603/7362/3)

## Qualification Specification



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# YMCA Level 4 Diploma in Spectator Safety Management (603/7362/3)

## Qualification Specification

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# Introduction

## About YMCA Awards

YMCA Awards is part of Central YMCA – the world’s first YMCA – a national charity that has been helping people make positive changes in their lives since 1844.

We’re experts in education, health and wellbeing with over 20 years’ experience developing UK regulated and globally recognised qualifications.

We work closely with industry experts, employers and training providers to make sure that our products and services deliver life changing opportunities. With over half a million qualifications awarded, 300,000 people have advanced their career with YMCA Awards.

## Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland and regulated by the Council for Curriculum, Examinations and Assessment
- Wales and regulated by Qualifications Wales
- In other UK regions and outside the UK (regulated by Ofqual).

## Qualification aim

The aim of the YMCA Level 4 Diploma in Spectator Safety Management (603/7362/3) is to provide learners with the knowledge, skills and understanding required to work within Spectator Safety at management level; including planning of safety at an event, managing resources, and developing and implementing policies.

### Overview of knowledge, skills and understanding

- Working with teams and other colleagues and stakeholders to provide better customer service and improve customer experience.
- Understanding how to plan for the safety of spectators at events and in crowded places.
- Understanding how to ensure overall safety at an event, checking the venue and all provision to make sure it complies with planned control measures and legal and organisational requirements, and managing these during the event.
- How to manage resources including physical resources such as equipment, facilities and consumables.
- How to identify, assess, mitigate and manage threats and hazards to the event and those present.

- Effective planning and management of a response to malicious or non-malicious significant or major incident on behalf of the organisation.
- Working with others to help an organisation to develop, implement and review policies and procedures.

### Target group and age range

This qualification is aimed at a range of learners aged 16 plus.

### Qualification structure

To achieve the **YMCA Level 4 Diploma in Spectator Safety Management (603/7362/3)** learners must successfully complete **8** mandatory units plus **3** optional units.

#### Mandatory units (complete all units)

Unit reference number	Unit title	Level	Credit
A/618/6800	Plan for the safety of people at spectator events	4	5
F/618/6801	Manage the safety and security of people at spectator events	4	14
J/618/6802	Develop, implement and review policies and procedures for safety and security at spectator events	4	6
L/618/6803	Manage information for action and decision making for spectator events	3	6
R/618/6804	Manage resources for safety and security at events	4	10
Y/618/6805	Manage risks in crowded places	3	8
D/618/6806	Manage the initial response to significant or major incidents and plan for resilience	5	20
H/618/6807	Work with others to improve customer service	3	8

### Optional units (complete 3 units)

Unit reference number	Unit title	Level	Credit
K/618/6808	Monitor and solve customer service problems*	3	6
M/618/6809	Recruit, select and retain people	5	12
H/618/6810	Support individuals' learning and development	4	11
L/618/6820	Identify and evaluate opportunities for innovation and improvement	4	5
M/618/6812	Allocate and monitor the progress and quality of your work in your area of responsibility	4	14
T/618/6813	Develop your knowledge, skills and competence*	3	4
A/618/6814	Manage projects	4	6
F/618/6815	Develop and sustain productive working relationships with stakeholders*	3	4

\* These units can only be selected by learners if they have not previously completed these as part of the level 3 qualification or do not hold a level 3 qualification.

The Total Qualification Time (TQT) for this qualification is 900-1140 hours.

The Guided Learning Hours (GLH) assigned are 391-595 hours.

### Total Qualification Time (TQT)

This is an estimate of the total amount of time (measured in hours) that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following 2 elements:

- a) The number of hours an awarding organisation has assigned to a qualification for guided learning (see below).
- b) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training. This includes assessment which takes place as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training.



## Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team).
- eLearning with a lecturer, teacher or tutor present/available in real time (the learner and tutor can be either remote or in the same physical place during eLearning).
- Invigilated assessment (external tests sat under controlled or open book conditions).
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real time (the learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- eLearning that the learner carries out unsupervised and with no real time support from a lecturer, teacher or tutor.
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real time eg, completing a learner assessment record (LAR) at home.
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended guided learning hours – our ongoing review

Your external quality assurer (EQA) will ask you to give feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to give feedback before your next EQA visit, please email us: [awards.support@ymca.co.uk](mailto:awards.support@ymca.co.uk).

## Entry requirements

There are no formal entry requirements for this qualification.

## Opportunities for progression

This qualification can lead to employment in a variety of sectors as:

- Venue manager
- Security officer/manager
- Football safety officer
- Spectator safety officer
- Event Planner (marches, festivals, carnivals)

The qualification can also lead to further training at the same and higher levels in a range of qualifications.

## Mapping to standards

The assessment strategy for this qualification has been produced in collaboration between the Sports Grounds Safety Authority (SGSA), the awarding organisations offering spectator safety qualifications and in partnership with industry stakeholders; to ensure that the YMCA Level 4 Diploma in Spectator Safety Management (603/7362/3), which has been developed after the approval of SkillsActive's review of the National Occupational Standards (NOS) for spectator safety (2019), has credibility in the industry.

## Centre and qualification approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of the YMCA Awards approvals processes can be found on our website: [www.ymcaawards.co.uk/approvals](http://www.ymcaawards.co.uk/approvals)

## Occupational competence requirements for those involved in the assessment process

To ensure and validate the occupational expertise of witnesses, assessors and those responsible for the internal/external verification of this qualification; the following conditions must be met:

### Witness

The role of the witness is to submit evidence to the assessor regarding the competence of the learner in meeting the standards identified in any given unit. This evidence must directly relate to the learner's performance in the workplace which has been observed first-hand by the witness. Therefore, those who could fulfil the role of a witness for this qualification could include, but are not limited to:

- Venue manager
- Event manager
- Safety officer
- Other professionals at the event including emergency services personnel and statutory bodies
- Professional colleague.

It is not necessary for the witness to hold an assessor's qualification as it is the responsibility of the assessor to make the final assessment decision(s) about the acceptability of all evidence submitted, regardless of the source.

### Tutors

Tutors must:

- Be technically competent in the areas for which they are delivering training. This competence must be at least to the same level as the training being delivered.
- Have recent relevant experience in the specific area they will be delivering.
- Be occupationally knowledgeable in all areas for which they are delivering training. This knowledge must be at least to the same level as the training being delivered.
- Have credible experience of providing training.

Tutors should ideally hold or be working towards 1 of the following qualifications:

- Level 3 Award, Level 4 Certificate or Level 5 Diploma in Education and Training

- Bachelor of Education (BEd)
- Certificate in Education (Cert Ed)
- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- City & Guilds Further and Adult Education Teaching Certificate
- Postgraduate Certificate in Education (PGCE)
- SVQ Learning and Development (units should relate to provision of learning and development).

If none of the above are held, the centre's YMCA Awards external quality assurer will discuss appropriate timescales by which tutors may achieve a recognised teaching qualification.

### Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

- It is strongly recommended that assessors hold, or are working towards:
  - a level 4 qualification in either spectator safety or another relevant sector (preferably security or public safety).
  - a level 3 qualification in spectator safety or another relevant sector and a minimum of 3 years' experience working in the industry.

Where individuals hold qualifications other than the above then their centre should contact their awarding organisation to determine the acceptability of their qualification(s).

- It is advised that, 2 assessors, with different backgrounds and experience are involved in assessing occupational competence.

### Assessors should

- Have sufficient operational experience within the spectator safety sector that can be evidenced, is current and relevant to the qualification.

Experience could be gained through time in a role in the spectator safety sector which may include, but is not limited to:

- Venue manager
- Event manager
- Safety officer
- Other professionals at the event including emergency services personnel and statutory bodies.
- Be occupationally knowledgeable in all areas for which they are carrying out assessment. This knowledge must be at least to the same level as the assessment.

- Have credible experience of providing training and assessment and have access to and be engaging with continuous professional development activities (CPD) in order to keep up to date with developments.
- Ideally hold or be working towards 1 of the following qualifications:
  - Level 3 Certificate in Assessing Vocational Achievement
  - Level 3 Award in Assessing Competence in the Work Environment
  - Assessor unit A1: Assess Candidates Using a Range of Methods
  - D32/33: Assess Candidate Performance Using Differing Sources of Evidence.

Note: Holders of A1 and D32/33 qualifications must work to the reviewed national occupational standards (NOS) for learning and development which can be found on the NOS database: [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

If none of the above qualifications are held, the centre's YMCA Awards external quality assurer will discuss appropriate timescales by which assessors may achieve a recognised assessor qualification. The assessor may be the tutor. However, the assessor cannot be the internal verifier.

#### Internal quality assurers

The role of the IQA is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the IQA and EQA. For further information on the role of the IQA and the EQA go to the website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

Internal quality assurers must:

- Be technically competent in the spectator safety sector that can be evidenced. This competence must be at least to the same level as the qualification.
- Be occupationally knowledgeable in the spectator safety sector that can be evidenced. This knowledge must be at least to the same level as the qualification.
- Have credible experience of internal quality assurance.
- Have access to and be engaging with, continuous professional development activities (CPD).
- Ideally hold or be working towards 1 of the following qualifications:
  - Level 4 Award in Internal Quality Assurance
  - Level 4 Certificate in Leading Internal Quality Assurance
  - SVQ Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
  - V1: Conduct Internal Quality Assurance of the Assessment Process
  - D34: Internally Verify the Assessment Process.

Note: Holders of V1 and D34 qualifications must work to the reviewed national occupational standards for learning and development which can be found on the NOS database: [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

If none of these qualifications are held, the centre's YMCA Awards external quality assurer will discuss appropriate timescales by which internal verifiers may achieve a recognised internal quality assurance qualification.

It is also recommended that internal quality assurers hold a recognised assessor qualification.

## Registration

All learners must be registered within the first 10% of the duration of their course eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest. For further details on registration please go to our website: [www.ymcaawards.co.uk/registration](http://www.ymcaawards.co.uk/registration).

## Certification

In addition to meeting the learning outcomes and assessment criteria for each of the mandatory units, before a learner can be certificated for this qualification, they must show evidence of:

- Attending the ACT Strategic course.  
This is a one-day course delivered regionally through the regional CTUs by licensed CTSAs (Counter Terrorism Security Advisers). The training is delivered free of charge however the candidate/learner must cover their own travel and subsistence costs. Dates will be provided to SGSA by NaCTSO. It will be the responsibility for each candidate to make their own arrangements with each location. SGSA will publish the dates locations and joining details on the SGSA website.
- Attending first aid training or attaining a recognised first aid award such as YMCA Level 3 Award in Emergency First Aid at Work (603/1902/1)/YMCA Level 3 Award in First Aid at Work (603/1903/3).

## Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards have made every attempt to ensure there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](http://www.ymcaawards.co.uk/centres/policies-and-procedures).

## Enquiries and appeals procedures

YMCA Awards have an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](http://www.ymcaawards.co.uk/centres/policies-and-procedures).

## Assessment and quality assurance

### How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is a unit based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as

a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (be able to) are typically assessed through direct observation and these will take place in a real work environment.

Knowledge-based learning outcomes (know or understand) can be assessed in a number of different ways such as worksheets, projects and professional discussion. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with the YMCA Awards assessment policies and procedures: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

This qualification is assessed through internal assessment using a portfolio of evidence generated by the learner during the completion of their course.

### Creating a portfolio of evidence

Evidence produced by learners must be valid, sufficient, reliable, authentic and current and relate directly to specific assessment criteria. Types of acceptable evidence include, but are not limited to, the following:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task-based controlled assessment.

Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

The 'qualification content' section of this specification will give you a guide to selecting appropriate assessment methods.

### Unit content and assessment guidance

#### Assessment of knowledge and understanding

Assessment of knowledge and understanding may take place in a different environment eg, a college or another environment which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance.

The knowledge and understanding required by the learner to support performance in the workplace is detailed within the knowledge and understanding criteria of the spectator safety national occupational standards (NOS).

### Workplace assessment

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

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

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

It is very important that during assessment the learner is not placed under more (or less) pressure than would normally be found in the workplace. It could be the case that the learner may feel more pressure simply because they are being assessed.

### Simulation

Simulation is the imitation of a real-life activity or situation and should only be undertaken:

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

Simulation may be required for the following unit

- Manage initial response to significant or major incidents and plan for resilience (D/618/6806)

Before using simulation, you will need to request approval from the YMCA Awards quality team to ensure the validity of the simulated activity.

### Witness testimony

Assessment of a learner's performance should be carried out by a qualified assessor. However, where this is not possible or practical, the YMCA Awards quality team may approve for a witness testimony to be used to support the assessment process (see occupational requirements for a witness).

A witness testimony is a statement made by someone present while the learner was performing an activity on the job.

Where witnesses are used:

- Evidence must be available that demonstrates the individual has the necessary expertise in the area for which they are providing the testimony.
- Any relationship they have with a learner must be declared to the assessor to determine the value of the testimony provided.

They must be fully briefed and clear about the purpose of their testimony. It will only be regarded as supporting/supplementary evidence and the final decision regarding the learner's ability to meet the evidence requirements will be the responsibility of the assessor.

During delivery and assessment of this unit, it is expected that the below criteria are considered where possible.

#### Equality, diversity and inclusion (Equality Act 2010)

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

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

#### Safeguarding

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

- The Children Act 1989 / 2004
- The Children and Social Work Act 2017
- The Care Act 2014
- Working Together to Safeguard Children 2018.

A 'child' is defined as anyone under the age of 18. An 'adult at risk' is defined as someone over the age of 18 who is in receipt or need of community care service. In a sporting venue a significant proportion of the crowd will be made up of a combination of both groups. However, you should be aware that there may well be children or adults at risk involved in a match day capacity themselves. This could include catering and hospitality staff, mascots, ball girls and boys, flag bearers, and even players. Safety staff should be able to identify individuals who do, or appear to, fit into these categories and recognise they may require additional assistance and/or protection.



## Safety, security and service

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

- **Safety measures:** any measure designed and implemented with the primary aim of protecting the health and wellbeing of all client groups who attend or participate in events.
- **Security measures:** any measure designed and implemented with the primary aim of preventing or reducing the risk and/or responding to any criminal or unlawful activity or disorder committed in connection with events.
- **Service measures:** any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events.

## Qualification content

Unit specifications and recommended assessment methods can be found below:

# Plan for the safety of people at spectator events (A/618/6800)

## Unit aim

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

## Unit content

The learner will:

### 1. Know how to plan for events

The learner can:

- 1.1 Identify all legal, statutory and non-statutory guidance and organisational requirements in relation to controlling safety and security at events and in crowded places
- 1.2 Identify types and sources of information to collect, including information on previous events and historical data
- 1.3 Explain what guidance is available and factors to consider in calculating safe capacity
- 1.4 Explain how to calculate safe capacity using all the available data relating to the access, ingress, movement, egress and dispersal of all those persons at the event including the impact of event overlay
- 1.5 Explain the importance of calculating safe capacity for any event
- 1.6 Identify what guidance is available for producing event organisational policies and procedures
- 1.7 Detail how to produce event organisational policies and procedures
- 1.8 Identify the stakeholders you should involve in developing plans
- 1.9 Explain the importance of establishing ongoing liaison with stakeholders
- 1.10 Explain the importance of considering the implications of event overlay

The learner will:

## 2. Know how to produce, implement, review and evaluate plans

The learner can:

- 2.1 Explain how to select resources for efficiency and effectiveness
- 2.2 Explain how to identify, assess and cost the type and quantity of resources needed for each event
- 2.3 Identify the types of influences and pressures associated with operational plans and how to assess and manage these
- 2.4 Identify the types of risks associated with operational plans and how to assess and manage these
- 2.5 Explain the importance of gaining stakeholders' support for own plans
- 2.6 Describe methods of recording own plan in an agreed format
- 2.7 Describe how to implement own plans
- 2.8 Explain the importance of dynamic review and revision of plans including efficiency and effectiveness
- 2.9 Explain why it is important to communicate changes to the plan and who you should communicate with
- 2.10 Identify the methods of communicating changes to the agreed plan to all stakeholders
- 2.11 Describe ways of recording conclusions and developing recommendations
- 2.12 Explain the importance of gathering stakeholders' feedback
- 2.13 Describe processes for updating and maintaining plans

The learner will:

## 3. Be able to plan for events

The learner can:

- 3.1 Collect all the information about the venue and event and interpret these to help with preparation for the event
- 3.2 Calculate the venue's safe capacity

- 3.3 Produce event procedures in line with organisational policies
- 3.4 Liaise with stakeholders regarding planning and preparation for the event
- 3.5 Assess the impact of temporary event overlay

The learner will:

#### 4. Be able to produce, implement, review and evaluate plans

The learner can:

- 4.1 Agree the roles and responsibilities in the delivery of the operational plan with key stakeholders
- 4.2 Select, prioritise and schedule tasks to achieve these objectives
- 4.3 Assess and cost the resources needed for the event
- 4.4 Follow event or organisational procedures to assess internal and external influences and pressures associated with own plan
- 4.5 Assess risks and implications associated with own plans
- 4.6 Record own operational plans
- 4.7 Put in place monitoring and evaluation methods
- 4.8 Present draft plans to stakeholders and key decision makers
- 4.9 Negotiate changes to the operational plans as a result of stakeholder feedback
- 4.10 Record and implement the agreed plan
- 4.11 Review and revise plans according to event or organisational needs
- 4.12 Communicate any changes to the agreed plan to all stakeholders
- 4.13 Evaluate the effectiveness and efficiency of own plans
- 4.14 Develop and record conclusions and recommendations to improve own plans

## Range coverage requirements when delivering this unit

Information	Factors to consider when calculating safe capacity	Event overlay	Stakeholders	Influences and pressures
Nature of the event and programme	Holding capacity	Services at the venue	Person responsible for the event	Organisational influences and pressures (internal)
Arrival and departure arrangements for client groups	Egress (evacuation) capacity	External environment and other events in the vicinity	Emergency services	Stakeholder influences and pressures (external)
Layout and structure of the venue, its capacity and existing risk assessments	Emergency (evacuation) capacity	Numbers and types of people attending	Local authority	
	Ingress (admittance) capacity	Pre-event information and intelligence – all sources	Line manage relevant staff familiar with venue	
	Venue design including overlay	Available resources	Event staff unfamiliar with venue	
	Audience demographic		Contractors	
	Site survey		Transport provider	
	Staffing levels		Local communities	
	Relevant risk assessments		National Governing Bodies	
	Weather conditions			

## Range coverage requirements when assessing this unit

Learning outcomes	Information	Factors to consider when calculating safe capacity	Event overlay	Stakeholders	Influences and pressures
Knowledge (LO1, LO2)	All	All	All	All	All
Competence (LO3, LO4)	All	All	All	A minimum of 4	All

<b>Assessment specification</b>	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> <li>• Professional discussion</li> <li>• Portfolio of evidence</li> <li>• Reflective diary on own practice in an appropriate working environment</li> <li>• Written assignments</li> <li>• Projects/case studies</li> <li>• Coursework</li> <li>• Task-based controlled assessment.</li> </ul>
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# Manage the safety and security of people at spectator events (F/618/6801)

## Unit aim

This unit is about ensuring overall safety at an event, checking the venue and all provision to make sure it complies with planned control measures and legal and organisational requirements. It also includes managing these requirements during the event.

## Unit content

The learner will:

### 1. Know how to ensure the readiness of the venue and resources prior to events

The learner can:

- 1.1 Identify all relevant legal, statutory, non-statutory and organisational requirements for controlling safety and security at spectator events
- 1.2 Describe procedures for checking the readiness of venues and resources
- 1.3 Identify the types of problems that may occur with provision and how to deal with these
- 1.4 Identify the location and contents of all the event plans including contingency plans
- 1.5 Explain the importance of ensuring that all provision is in line with organisational procedures and legal and statutory requirements
- 1.6 Describe the circumstances where influences and pressures may be exerted to make the event go ahead without adequate provision and how to deal with these
- 1.7 Explain the importance of environmental variables and how they may compromise safety and security
- 1.8 Identify responsibilities delegated to others and how to check that these are understood and in place
- 1.9 Identify the documentation that needs to be completed and how to complete it

The learner will:

## 2. Know how to monitor and coordinate organisational measures during events

The learner can:

- 2.1 Identify available resources for the event
- 2.2 Explain methods of checking regularly that resources and organisational procedures are in line with plans and requirements
- 2.3 Describe how to monitor available information and identify actual and potential situations
- 2.4 Identify the types of information to be monitored during the event, who this information will come from and how to monitor it
- 2.5 Explain methods for assessing received information for accuracy and significance
- 2.6 Explain how to carry out risk assessments
- 2.7 Explain how to implement procedures including dynamic risk assessment
- 2.8 Explain suitable control measures
- 2.9 Explain when and how to activate contingency plans
- 2.10 Identify the agreed procedures for promptly informing relevant stakeholders of situations which have arisen in their area of responsibility
- 2.11 Describe the agreed procedures regarding communication
- 2.12 Explain the importance of recording all information and decisions fully and accurately
- 2.13 Identify methods of debriefing all relevant stakeholders
- 2.14 Explain the importance of evaluating the effectiveness of the organisational procedures and learning lessons for future events

The learner will:

## 3. Ensure the readiness of the venue and resources prior to events

The learner can:

- 3.1 Inspect the venue and all resources for the event



- 3.2 Make sure that all safety provision is in line with organisational requirements and the event plan
- 3.3 Take action promptly when safety provision is below the required standards and record the outcome
- 3.4 Counter any influences and pressures from stakeholders and from environmental factors that are compromising safety and security at the event
- 3.5 Check against the event plan and confirm that all delegated responsibilities are in place
- 3.6 Complete all documentation clearly and accurately according to organisational procedures

The learner will:

#### 4. Monitor and coordinate organisational measures during events

The learner can:

- 4.1 Check that the deployment and functioning of resources are in line with organisational procedures
- 4.2 Monitor available information and note any situations outside acceptable limits
- 4.3 Check this information for accuracy and significance
- 4.4 Take action promptly in response to information received
- 4.5 Record own actions and rationale in the decision log
- 4.6 Activate contingency plans if necessary
- 4.7 Inform stakeholders of situations relating to their area of responsibility following agreed procedures
- 4.8 Keep records of all information and decisions
- 4.9 Debrief all stakeholders

## Range coverage requirements when delivering this unit

Stakeholders	Records	Influences and pressures
Person responsible for the event (promoter)	CCTV footage	Organisational influences and pressures (internal)
Emergency services	Decision logs	Stakeholder influences and pressures (external)
Local authority	Witness statements	
Line manager	Briefing and debriefing notes	
Event staff familiar with venue	Pre-event inspections	
Event staff unfamiliar with venue	Staff attendance records	
Contractors		
Transport providers		

## Range coverage requirements when assessing this unit

Learning outcomes	Stakeholders	Records	Influences and pressures
Knowledge (LO1, LO2)	All	All	All
Competence (LO3, LO4)	A minimum of 4	A minimum of 4	N/A

<b>Assessment specification</b>	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> <li>• Professional discussion</li> <li>• Portfolio of evidence</li> <li>• Reflective diary on own practice in an appropriate working environment</li> <li>• Written assignments</li> <li>• Projects/case studies</li> <li>• Coursework</li> <li>• Task-based controlled assessment.</li> </ul>
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## Explanations and examples of terms

### Organisational procedures

The procedures which set out the way a venue operates on a daily basis. It could include but not be limited to a stewarding plan, medical plan, planned preventative maintenance schedule, fire risk assessment, event day procedures, contingency plans, capacity calculations, site plans and details of safety equipment.

### Agreed standards and procedures

Previously approved procedures which set out the way a venue operates on a daily basis. This can be normal operating procedures, emergency procedures and contingency plans. This covers venue requirements as well as organisational requirements.

# Develop, implement and review policies and procedures for safety and security at spectator events (J/618/6802)

## Unit aim

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

## Unit content

The learner will:

### 1. Know how to develop policies and procedures

The learner can:

- 1.1 Identify types of, and objectives for, policies and procedures the organisation may need to develop, implement and review
- 1.2 Describe the criteria to be followed for the key work areas
- 1.3 Identify methods of drafting policies and procedures
- 1.4 Identify current legislation and guidance, best practice and existing organisational policies and procedures

The learner will:

### 2. Know how to consult on policies and procedures

The learner can:

- 2.1 Explain how to identify the internal and external stakeholders to consult with on policies and procedures

- 2.2 Identify research methods and which methods are most suitable to allow people to contribute
- 2.3 Identify the best sources of information to use for the consultation
- 2.4 Describe the processes for running a consultation
- 2.5 Identify methods of evaluating the consultation inputs

The learner will:

### 3. Know how to finalise and implement policies and procedures

The learner can:

- 3.1 Explain how to analyse consultation responses
- 3.2 Explain why you must take into account the consultation responses when producing final versions of policies and procedures
- 3.3 Describe the implementation processes for new policies and procedures
- 3.4 Identify the training and briefing requirements for policy implementation
- 3.5 Identify the communication strategy for changes to policies and procedures
- 3.6 Identify the criteria for determining the effectiveness of new policies and procedures
- 3.7 Explain why new policies and procedures should be consistent with current legislation and guidance and existing organisational procedures

The learner will:

### 4. Know how to review policies and procedures

The learner can:

- 4.1 Explain why you must monitor policies and procedures
- 4.2 Identify the process for reviewing policies and procedures with internal and external stakeholders
- 4.3 Explain why a review timetable for policies and procedures should be created and followed
- 4.4 Describe how to check that staff are aware of the policies and procedures and that these are being followed

- 4.5 Explain why it is crucial to review security policies and procedures in response to current and revised UK threat levels
- 4.6 Identify the process for reviewing policies and procedures in response to changes to the terrorism threat level
- 4.7 Explain why you must keep records of reviews

The learner will:

## 5. Be able to develop policies and procedures

The learner can:

- 5.1 Select the objectives for policies and procedures
- 5.2 Develop criteria for drafting and writing policies and procedures which will be consulted upon at a later stage
- 5.3 Draft policies and procedures that are consistent with current legislation, current guidance, best practice and existing organisational procedures
- 5.4 Include equality, diversity, inclusion and safeguarding policies in own policies and procedures
- 5.5 Agree draft policies with internal stakeholders

The learner will:

## 6. Be able to consult on policies and procedures

The learner can:

- 6.1 Recommend internal and external stakeholders for consultation
- 6.2 Establish research and consultation methods and timelines
- 6.3 Carry out the consultation with all stakeholders
- 6.4 Evaluate the consultation responses and draw conclusions

The learner will:

## 7. Be able to finalise and implement policies and procedures

The learner can:

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

The learner will:

## 8. Be able to review policies and procedures

The learner can:

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

## Range coverage requirements when delivering this unit

Policies and procedures	Internal stakeholders	External stakeholders	Sources of information
Event safety	Person responsible for the event	Emergency services	Incident / near incident reports
Health and safety	Line manager	Regulatory body	Changes in legislation
Customer care	Event staff familiar with venue	Contractors	
Quality of services	Event staff unfamiliar with venue	Transport providers	
Environmental issues			
Community involvement			
Response to changing legislation			
Safeguarding			
Complaints			
Data protection			
Equality			

## Range coverage requirements when assessing this unit

Learning outcomes	Policies and procedures	Internal stakeholders	External stakeholders	Sources of information
Knowledge (LO1, LO2, LO3, LO4)	All	All	All	All
Competence (LO5, LO6, LO7, LO8)	Minimum of 4	Minimum of 2	Minimum of 2	All



**Assessment  
specification**

Suitable evidence could include:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task-based controlled assessment.

# Manage information for action and decision making for spectator events (L/618/6803)

## Unit aim

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

## Unit content

The learner will:

### 1. Know how to gather required information

The learner can:

- 1.1 Identify methods of gathering information
- 1.2 Describe organisational procedures for recording and storing information
- 1.3 Explain the principles of confidentiality when handling information
- 1.4 Explain how to suggest identified improvements to agreed procedures

The learner will:

### 2. Know how to analyse information to support decision making

The learner can:

- 2.1 Explain how to judge the accuracy, relevance and sufficiency of information required to support decision making in different contexts
- 2.2 Explain how to identify information that may be contradictory, ambiguous or inadequate and how to deal with these
- 2.3 Identify methods of analysing information and how to select the most appropriate method
- 2.4 Outline how to analyse information to identify patterns and trends

2.5 Explain how to draw conclusions on the basis of analysing information

2.6 Explain how to identify the difference between fact and opinion

The learner will:

### 3. Know how to inform and advise others

The learner can:

3.1 Describe types of information to obtain before informing and advising others

3.2 Identify effective communication methods

3.3 Describe the agreed procedures for giving information and advice

3.4 Explain how to develop and present a reasoned case when providing information and advice to others

3.5 Explain the importance of confirming the recipients' understanding of the information and advice

3.6 Explain the importance of maintaining confidentiality when seeking feedback

3.7 Explain the importance of seeking feedback on the information and advice provided

3.8 Explain how to use feedback to inform future methods of providing information and advice

The learner will:

### 4. Be able to gather required information

The learner can:

4.1 Gather information to support decision making in their role

4.2 Record and store the information they gather according to the organisational procedures

4.3 Ensure the information they gather is accessible in the required format to authorised people only

4.4 Identify and propose improvements to agreed procedures

4.5 Provide suggestions on possible improvements to relevant stakeholders

The learner will:

## 5. Be able to analyse information to support decision making

The learner can:

5.1 Analyse information to support decision making

5.2 Differentiate between fact and opinion when presenting the results of the analysis

5.3 Keep records for the audit trail, evidencing decision making at each stage

The learner will:

## 6. Be able to inform and advise others

The learner can:

6.1 Obtain all the required information before informing and advising others

6.2 Summarise the main points to the relevant people and the reasons why these are important

6.3 Give information and advice consistent with the agreed procedures

6.4 Use reasoned arguments and evidence to support the information and advice that has been given

6.5 Check and confirm the recipients' understanding of the information and advice

6.6 Maintain confidentiality following agreed procedures

6.7 Seek feedback from the recipients about the information and advice you provided

6.8 Use this feedback from recipients to improve the process

## Range coverage requirements when delivering this unit

There are no range requirements when delivering this unit.

## Range coverage requirements when assessing this unit

There are no range requirements when assessing this unit.

### Assessment specification

Suitable evidence could include:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task-based controlled assessment.

# Manage resources for safety and security at events (R/618/6804)

## Unit aim

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

## Unit content

The learner will:

### 1. Understand how to plan the use of resources

The learner can:

- 1.1 Explain the importance of involving stakeholders in planning resources
- 1.2 Identify methods of developing plans which take into account past experience, trends and developments and factors likely to affect the use of resources
- 1.3 Explain how and why to obtain specialist advice and guidance in relation to the provision of specialist resources for mitigating threats such as terrorism
- 1.4 Explain how to prepare plans that are consistent with their organisation's objectives, policies and legal requirements including supply chains
- 1.5 Identify methods of presenting plans to stakeholders in an appropriate and timely manner
- 1.6 Identify and explain negotiation techniques in detail

The learner will:

### 2. Understand how to obtain resources

The learner can:

- 2.1 Identify basic principles and processes of cost benefit analysis
- 2.2 Describe the procedure for requesting and obtaining resources in your area of responsibility

### 2.3 Explain the importance of revising plans and updating stakeholders accordingly

The learner will:

## 3. Understand how to ensure the availability of resources

The learner can:

- 3.1 Explain methods of identifying the supplies needed
- 3.2 Explain how to ensure supplies meet with relevant published standards, including prompt response to changed circumstances
- 3.3 Describe the procedures to follow when selecting from a range of suppliers to ensure adequate competition and continuity of supplies
- 3.4 Explain why monitoring supplies at appropriate intervals is important
- 3.5 Identify the procedures for business continuity of the supply chain
- 3.6 Describe their organisation's requirements for resources
- 3.7 Explain the importance of balancing the event's requirements and organisational requirements
- 3.8 Identify methods of dealing with problems with supplies and supply chains
- 3.9 Explain about record keeping in managing supplies and suppliers
- 3.10 Explain the importance of continuously monitoring the quality of resources

The learner will:

## 4. Understand how to monitor the use of resources

The learner can:

- 4.1 Explain the importance of taking prompt corrective action to deal with deviations from plans
- 4.2 Identify methods of monitoring the use of resources against agreed plans
- 4.3 Describe the mitigating actions to take when dealing with deviations from plans
- 4.4 Explain the importance of confidentiality in record keeping in accordance with current legislation

The learner will:

## 5. Plan the use of resources

The learner can:

- 5.1 Ask stakeholders to provide information about the resources required
- 5.2 Develop plans that make the best use of resources
- 5.3 Obtain specialist advice and guidance in relation to the provision of specialist resources for mitigating threats
- 5.4 Prepare plans that are consistent with the organisation's objectives, policies and legal requirements
- 5.5 Present, negotiate and agree these plans with stakeholders

The learner will:

## 6. Obtain resources

The learner can:

- 6.1 Evaluate the response threshold for the incident
- 6.2 Split responsibilities and tasks between all participants involved in the response process according to their roles and responsibilities
- 6.3 Select the person with responsibility and authority to initiate an incident response
- 6.4 Plan the use of resources needed for responding to incidents
- 6.5 Assess the need for training and exercise planning
- 6.6 Develop a training and exercise programme

The learner will:

## 7. Ensure the availability of resources

The learner can:

- 7.1 Choose resources from a range of suppliers to ensure adequate competition and continuity of supplies
- 7.2 Monitor the quality and quantity of supplies



7.3 Obtain supplies that meet the organisation's requirements

7.4 Deal with any problems with supplies and supply chains

7.5 Keep records of supplies

The learner will:

## 8. Monitor the use of resources

The learner can:

8.1 Monitor the quality of resources

8.2 Take corrective action to deal with any deviations from plans

8.3 Keep and be prepared to share records relating to the use of resources with relevant stakeholders

### Range coverage requirements when delivering this unit

Stakeholders	Resources
Team members	Overlay
Colleagues working at the same level	Human resources (employees, volunteers, contractors)
Higher level managers or supervisors	Consumables
People outside the organisation	

### Range coverage requirements when assessing this unit

Learning outcomes	Stakeholders	Resources
Knowledge (LO1, LO2, LO3, LO4)	N/A	All
Competence (LO5, LO6, LO7, LO8)	All	All

<b>Assessment specification</b>	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> <li>• Professional discussion</li> <li>• Portfolio of evidence</li> <li>• Reflective diary on own practice in an appropriate working environment</li> <li>• Written assignments</li> <li>• Projects/case studies</li> <li>• Coursework</li> <li>• Task-based controlled assessment.</li> </ul>
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## Explanations and examples of terms

### Changed circumstances

Any incident occurrence or event that may require the venue owner or event organiser to change, update or modify the event plans. Such circumstances may include:

- Weather conditions
- New or additional risks or threats
- Revised UK threat level.

# Manage risks in crowded places (Y/618/6805)

## Unit aim

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

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

## Unit content

The learner will:

### 1. Know how to identify threats and hazards and assess the risks to the event

The learner can:

- 1.1 Explain what guidance and information is available and where to find them on local and national risk assessments and threat levels
- 1.2 Outline how to undertake a detailed venue or site inspection
- 1.3 Outline procedures for risk assessment
- 1.4 Describe what dynamic risk assessment is and the need to record dynamic decisions
- 1.5 Explain the importance of informing stakeholders of the outcome of the risk assessments

The learner will:

### 2. Know how to specify and agree control measures

The learner can:

- 2.1 Explain what we mean by the hierarchy of control and how this is applied to threats or risks
- 2.2 Explain how to identify and record control measures to minimise risks
- 2.3 Explain the importance of stakeholder engagement and briefing
- 2.4 Outline the process of resource planning for control measures

- 2.5 Explain the importance of informing stakeholders of any deficiencies in resourcing control measures
- 2.6 Explain what integrated response management is and why this is important when managing risk

The learner will:

### 3. Be able to identify threats and hazards and assess the risks to the event

The learner can:

- 3.1 Carry out a site or venue inspection
- 3.2 Use information from national and local risk assessment and threat levels to analyse and assess the level of risk to the event
- 3.3 Liaise with stakeholders about the identified threats, hazards and risks

The learner will:

### 4. Be able to specify and agree control measures

The learner can:

- 4.1 Apply the relevant hierarchy of control to each of the identified threats and hazards or risks
- 4.2 Apply control measures that minimise assessed risks
- 4.3 Consult on these control measures with relevant stakeholders
- 4.4 Check that resources are in place for these control measures
- 4.5 Check that control measures integrate with the responses of other organisations
- 4.6 Record the control measures
- 4.7 Prepare all relevant information before briefing others

## Range coverage requirements when delivering this unit

Stakeholders	Threats and hazards
Person responsible for the event	Safety
Venue management	Security
Emergency services	Hygiene
Regulatory organisations	Environmental
Line manager	Faulty equipment
Event staff familiar with venue	Structural
Event staff unfamiliar with venue	
Contractors	
Transport providers	

## Range coverage requirements when assessing this unit

Learning outcomes	Stakeholders	Threats and hazards
Knowledge (LO1, LO2)	All	All
Competence (LO3, LO4)	Minimum of 4	Safety Security

<b>Assessment specification</b>	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> <li>• Professional discussion</li> <li>• Portfolio of evidence</li> <li>• Reflective diary on own practice in an appropriate working environment</li> <li>• Written assignments</li> <li>• Projects/case studies</li> <li>• Coursework</li> <li>• Task-based controlled assessment.</li> </ul>
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# Manage initial response to significant or major incidents and plan for resilience (D/618/6806)

## Unit aim

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

## Unit content

The learner will:

### 1. Know how to assess the risk and threat of an incident

The learner can:

- 1.1 Identify current legal and regulatory requirements, standards and good practice guidelines
- 1.2 Interpret the impact of the national and regional risk assessment and threat level
- 1.3 Assess the roles and structure of local resilience forums for cooperation on risk assessment
- 1.4 Identify the characteristics of the event that may influence the likelihood and impact of a major incident
- 1.5 Describe the organisation's business continuity and incident plans
- 1.6 Describe the aim, scope and objectives of incident plans and arrangements
- 1.7 Describe the resources available for incident management
- 1.8 Explain the importance of involving all the relevant stakeholders in the planning process
- 1.9 Explain the importance of continuously assessing risk during the incident
- 1.10 Critically compare risk assessment methods and outcomes

### 1.11 Review mitigation measures

The learner will:

## 2. Know how to plan for the response to a significant or major incident

The learner can:

- 2.1 Identify stakeholders and their roles and responsibilities in the response process
- 2.2 Identify the necessary resources needed for a response
- 2.3 Describe the principles of incident management planning
- 2.4 Analyse the emergency planning cycle
- 2.5 Identify the methods of raising awareness of incident plans and arrangements

The learner will:

## 3. Know how to manage the initial response to a significant or major incident

The learner can:

- 3.1 Describe the potential impact of emergencies on client groups
- 3.2 Outline the information that needs to be provided to the emergency services
- 3.3 Identify the different methods of communication during a significant or major incident
- 3.4 Explain the importance of communicating clearly and assertively
- 3.5 Describe the process for initiating a response to a significant or major incident
- 3.6 Explain the importance of recording decisions
- 3.7 Identify the methods of recording discussions, decisions, actions and communications
- 3.8 Identify the methods of managing an incident response
- 3.9 Explain how to lead an incident response team and make decisions
- 3.10 Explain how to modify the response to support priorities
- 3.11 Outline the process of transferring primacy to the emergency services
- 3.12 Identify the types of support that might be required by members of the incident response team and the emergency services



### 3.13 Describe how and why business continuity plans should be developed

The learner will:

## 4. Know how to manage post incident recovery

The learner can:

- 4.1 Identify the types of evidence required for post incident investigation in accordance with the General Data Protection Regulation (GDPR)
- 4.2 Describe how to secure evidence
- 4.3 Explain how to debrief those involved
- 4.4 Outline the process and importance of report writing
- 4.5 Explain the importance of reviewing and evaluating an incident response
- 4.6 Explain how to use evaluation findings to ensure continuous improvement
- 4.7 Identify where and how to access support for those effected by the incident

The learner will:

## 5. Be able to assess the risk and threat of an incident

The learner can:

- 5.1 Obtain and analyse information needed to carry out a risk and threat assessment
- 5.2 Carry out risk and threat assessments
- 5.3 Evaluate the hazards and threats associated with the event
- 5.4 Cooperate with emergency responders to:
  - Maintain an agreed position on the risks affecting the event
  - Plan and prioritise resources required to prepare for those risks.
- 5.5 Record risk assessments in accordance with organisational requirements and guidelines
- 5.6 Explain risk and threat assessments to stakeholders
- 5.7 Integrate the mitigation measures in response to the risk and threat assessment
- 5.8 Review and update risk and threat assessments in response to changes in the risk environment

5.9 Maintain and update contingency plans

5.10 Liaise with stakeholders to update emergency plans

The learner will:

## 6. Be able to plan for the response to a significant or major incident

The learner can:

6.7 Evaluate the response threshold for the incident

6.8 Split responsibilities and tasks between all participants involved in the response process according to their roles and responsibilities

6.9 Select the person with responsibility and authority to initiate an incident response

6.10 Plan the use of resources needed for responding to incidents

6.11 Assess the need for training and exercise planning

6.12 Develop a training and exercise programme

The learner will:

## 7. Be able to manage the initial response to a significant or major incident

The learner can:

7.1 Assess client groups at risk of harm and injury

7.2 Contact the emergency services with detailed information about the incident

7.3 Initiate the incident response

7.4 Operate a system to record decisions and policies

7.5 Continue to dynamically assess the risks and modify the response in support of priorities

7.6 Transfer primacy to the emergency services and provide them with up-to-date information on the incident

7.7 Continue to support the emergency services throughout the incident

7.8 Contribute to or initiate business continuity plans

The learner will:

## 8. Be able to manage post incident recovery

The learner can:

- 8.1 Retain and secure evidence to support a post incident investigation in accordance with the GDPR
- 8.2 Debrief all stakeholders and produce a report on the incident
- 8.3 Review contingency planning arrangements
- 8.4 Provide access to specialist resources to support those affected by the incident

### Range coverage requirements when delivering this unit

There are no range requirements when delivering this unit.

### Range coverage requirements when assessing this unit

There are no range requirements when assessing this unit.

<b>Assessment specification</b>	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"><li>• Professional discussion</li><li>• Portfolio of evidence</li><li>• Reflective diary on own practice in an appropriate working environment</li><li>• Written assignments</li><li>• Projects/case studies</li><li>• Coursework</li><li>• Task-based controlled assessment.</li></ul>
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## Explanations and examples of terms

### Emergency responders

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

### Category 1 or Category 2 responders

As defined by the Civil Contingencies Act 2004 and updated by the Cabinet Office, Civil Contingencies Secretariat:

Currently:

- Category 1 responders are public bodies including emergency services, NHS trusts, HM coastguard and local authorities.
- Category 2 responders are private sector bodies including utility companies and transport providers.

### Organisational requirements

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

### Business continuity planning

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

### Business continuity management

The implementation of the pre-prepared business continuity plans.

### Major incident

A major incident may be declared by 1 or more of the category 1 or category 2 responders as defined in the Civil Contingencies Act 2004.

### Mitigation measures

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

### Significant incident

A significant incident is where the organisation is required to initiate their incident management plans or contingency plans to deal with and respond to an incident that has taken place and may disrupt the safe operation of the event. The incident response may require additional stakeholder resources and support.

### Training and exercise programme

A rolling programme of training sessions and exercises to test, validate, review and revise the venue and/or event incident planning arrangements.

### Transfer of primacy

When during the response to an incident control is formally transferred over to 1 or more of the responding authorities. Issues relating to the transfer of primacy should be agreed in organisational procedures prior to an event.

# Work with others to improve customer services (H/618/6807)

## Unit aim

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

## Unit content

The learner will:

### 1. Understand how to work with others to improve customer service

The learner can:

- 1.1 Describe who else is involved either directly or indirectly in the delivery of customer service
- 1.2 Describe the roles and responsibilities of others in the organisation
- 1.3 Describe the roles of others outside the organisation who have an impact on their services or products
- 1.4 Evaluate what the goals or targets of their organisation are in relation to customer service and how these are set
- 1.5 Evaluate how their organisation identifies improvements in customer service

The learner will:

### 2. Be able to improve customer service by working with others

The learner can:

- 2.1 Contribute constructive ideas for improving customer service
- 2.2 Identify what they have to do to improve customer service and confirm this with others
- 2.3 Agree with others what they have to do to improve customer service
- 2.4 Cooperate with others to improve customer service

2.5 Keep their commitments made to others

2.6 Make others aware of anything that may affect plans to improve customer service

The learner will:

### 3. Be able to monitor own performance when improving customer service

The learner can:

3.1 Discuss with others how what they do affects customer service performance

3.2 Identify how the way they work with others contributes towards improving customer service

The learner will:

### 4. Be able to monitor team performance when improving customer service

The learner can:

4.1 Discuss with others how teamwork affects customer service performance

4.2 Work with others to collect information on team customer service performance

4.3 Identify with others how customer service teamwork could be improved

4.4 Take action with others to improve customer service performance

## Range coverage requirements when delivering this unit

There are no range requirements when delivering this unit.

## Range coverage requirements when assessing this unit

There are no range requirements when assessing this unit.

### Assessment specification

Suitable evidence could include:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task-based controlled assessment.

# Monitor and solve customer service problems (K/618/6808)

## Unit aim

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

## Unit content

The learner will:

### 1. Understand how to monitor and solve customer service problems

The learner can:

- 1.1 Describe organisational procedures and systems for dealing with customer service problems
- 1.2 Describe organisational procedures and systems for identifying repeated customer service problems
- 1.3 Explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer
- 1.4 Explain how the successful resolution of customer service problems contributes to improved working relationships with service partners or internal customers
- 1.5 Explain how to communicate with and reassure customers while their problems are being solved
- 1.6 Identify the opportunities and potential for monitoring and solving customer service problems presented by remote information collection and sharing such as through social media



The learner will:

## 2. Be able to solve immediate customer service problems

The learner can:

- 2.1 Respond positively to customer service problems following organisational procedures
- 2.2 Solve customer service problems when you have sufficient authority
- 2.3 Work with others to solve customer service problems
- 2.4 Keep customers informed of the actions being taken
- 2.5 Check with customers that they are comfortable with the actions being taken
- 2.6 Solve problems with service systems and procedures that might affect customers before they become aware of them
- 2.7 Inform managers and colleagues of the steps taken to solve specific problem

The learner will:

## 3. Be able to identify repeated customer service problems and options for solving them

The learner can:

- 3.1 Identify repeated customer service problems
- 3.2 Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option
- 3.3 Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation

The learner will:

## 4. Be able to take action to avoid the repetition of customer service problems

The learner can:

- 4.1. Obtain authorisation to change organisational procedures in order to reduce the chances of future occurrences
- 4.2. Implement the agreed action
- 4.3. Keep customers informed of steps being taken to solve any service problems

4.4. Monitor the changes made

4.5. Adjust the changes made if required

### Range coverage requirements when delivering this unit

There are no range requirements when delivering this unit.

### Range coverage requirements when assessing this unit

There are no range requirements when assessing this unit.

#### Assessment specification

Suitable evidence could include:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task-based controlled assessment.

# Recruit, select and retain people (M/618/6809)

## Unit aim

This unit is about recruiting and selecting people to undertake identified activities or work roles within own area of responsibility.

This unit is not intended for human resources specialists. It is relevant to managers and leaders who are responsible for recruiting and selecting people for their organisation or their particular area of responsibility.

## Unit content

The learner will:

### 1. Understand how to identify recruitment and selection needs

The learner can:

- 1.1 Explain how to identify skills levels and work ethics within the organisation
- 1.2 Compare different options for addressing identified shortfalls and their associated advantages and disadvantages
- 1.3 Outline what job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them

The learner will:

### 2. Understand how to plan the recruitment and selection process

The learner can:

- 2.1 Describe different stages in the recruitment and selection process
- 2.2 Explain why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved
- 2.3 Describe different recruitment and selection methods and their associated advantages and disadvantages

The learner will:

### 3. Understand how to contribute to the recruitment and selection of people for identified vacancies

The learner can:

- 3.1 Explain why it is important to give fair, clear and accurate information on vacancies to potential applicants
- 3.2 Explain how to measure applicants' competence and capability and assess whether they meet the stated requirements of the vacancy
- 3.3 Explain how to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues
- 3.4 Explain the importance of keeping applicants informed about progress and how to do so
- 3.5 Outline how to review the effectiveness of recruitment and selection
- 3.6 Explain the importance of identifying areas for improvements

The learner will:

### 4. Understand how to contribute to the retention of colleagues

The learner can:

- 4.1 Summarise active listening and questioning techniques
- 4.2 Explain the importance of recognising individual performance and how to do so
- 4.3 Explain the importance of providing opportunities for individuals to discuss issues with you
- 4.4 Explain the importance of career progression and personal development
- 4.5 Explain the importance of understanding the reasons why individuals are leaving an organisation

The learner will:

## 5. Be able to identify recruitment and selection needs

The learner can:

- 5.1 Review, on a regular basis, the work required in own area of responsibility
- 5.2 Identify any shortfall in own area of responsibility in identifying the number of people required and their knowledge, skills and competence
- 5.3 Identify and evaluate the options for addressing any identified shortfalls and decide on the best options to follow
- 5.4 Ensure the availability of up-to-date job descriptions and person specifications

The learner will:

## 6. Be able to plan the recruitment and selection process

The learner can:

- 6.1 Engage appropriate people within own organisation and other key stakeholders in recruiting and selecting people
- 6.2 Establish the main stages in the recruitment and selection process for identified vacancies
- 6.3 Establish the recruitment and selection methods that will be used
- 6.4 Plan the associated timings of the recruitment and selection process
- 6.5 Plan who will be involved in the recruitment and selection process
- 6.6 Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants
- 6.7 Seek and make use of specialist resources, where required
- 6.8 Ensure compliance with own organisation's recruitment and selection policies and procedures

The learner will:

## 7. Be able to contribute to the recruitment and selection of people for identified vacancies

The learner can:

- 7.1 Draw up fair, clear and appropriate criteria for assessing and selecting applicants, taking into account their knowledge, skills and competence and their potential to work effectively with colleagues
- 7.2 Ensure the recruitment and selection process is carried out fairly, consistently and effectively
- 7.3 Keep applicants fully informed about the progress of their applications, in line with organisational policy
- 7.4 Offer positions to applicants who best meet the selection criteria
- 7.5 Evaluate whether the recruitment and selection process has been successful in relation to appointments
- 7.6 Identify any areas for improvements in the process

The learner will:

## 8. Be able to contribute to the retention of colleagues

The learner can:

- 8.1 Seek to provide work opportunities that challenge individuals to make effective use of their knowledge, skills and competences and develop their potential
- 8.2 Review individuals' performance and development and provide feedback
- 8.3 Recognise individuals' performance and recognise their achievements in line with organisational procedures
- 8.4 Help individuals understand the opportunities for career and professional development
- 8.5 Provide opportunities for individuals to discuss issues about their work or development
- 8.6 Discuss with individuals the reasons why they are planning to leave the organisation and seek to resolve any issues

## Range coverage requirements when delivering this unit

There are no range requirements when delivering this unit.

## Range coverage requirements when assessing this unit

There are no range requirements when assessing this unit.

<b>Assessment specification</b>	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"><li>• Professional discussion</li><li>• Portfolio of evidence</li><li>• Reflective diary on own practice in an appropriate working environment</li><li>• Written assignments</li><li>• Projects/case studies</li><li>• Coursework</li><li>• Task-based controlled assessment.</li></ul>
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# Support individuals' learning and development (H/618/6810)

## Unit aim

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

## Unit content

The learner will:

### 1. Understand how to encourage learning and development

The learner can:

- 1.1 Identify the benefits of learning for individuals
- 1.2 Describe how to promote the benefits of learning
- 1.3 Identify ways in which to develop a culture in which learning is valued and willingness and efforts to learn are recognised
- 1.4 Explain why it is important to encourage people to take responsibility for their own learning and development, including personal reflection on own performance
- 1.5 Describe how to take account of equality legislation, any relevant codes of practice and general diversity and inclusion issues in providing learning opportunities for colleagues

The learner will:

### 2. Understand how to help colleagues identify their learning needs and styles

The learner can:

- 2.1 Describe how to provide individuals with objective, specific and valid feedback designed to improve their performance
- 2.2 Describe how to prioritise individuals' learning needs, including taking account of organisational needs and priorities and the personal and career development needs of individuals



2.3 Explain the importance of taking into account the potential future roles and responsibilities for colleagues

2.4 Explain how to provide individuals with the support and supervision they need

The learner will:

### 3. Understand how to help colleague to plan and implement learning and development

The learner can:

3.1 Identify the different types of learning activities that may be appropriate for colleagues

3.2 Compare their advantages and disadvantages

3.3 Identify the resources required. For example, time, fees, substitute staff

3.4 Explain why it is important for colleagues to have a written personal development plan

3.5 Identify what the learning plan should contain, for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources

3.6 Outline how/where to identify and obtain information on different learning activities

3.7 Explain how to set learning objectives which are smart (specific, measurable, agreed, realistic and time bound)

3.8 Identify what type of support individuals might need to undertake learning activities

3.9 Identify the resources needed to undertake learning activities

3.10 Identify the types of obstacles colleagues may face when undertaking learning and how these can be resolved

3.11 Identify sources of specialist expertise in relation to identifying and providing learning for colleagues

The learner will:

### 4. Understand how to help colleagues review and update learning development plans

The learner can:

4.1 Describe how to evaluate whether learning activities have achieved their intended learning objectives

4.2 Explain the importance of regularly reviewing and updating personal development plans in the light of performance, any learning activities or any wider changes.

The learner will:

## 5. Sector specific knowledge and understanding

The learner can:

- 5.1 Outline sector requirements for the development or maintenance of knowledge, skills and competence
- 5.2 Outline learning issues and specific initiatives and arrangements that apply within the sector
- 5.3 Describe working culture and practices of the sector and organisation
- 5.4 Outline organisation's own policies and procedures for:
  - Learning and personal and professional development within the sector and organisation
  - Equality and diversity
  - Performance appraisal systems.
- 5.5 Explain how to engage employees and other stakeholders in learning and development activities
- 5.6 Summarise key individuals within own area of responsibility, their roles, responsibilities, competences and potential
- 5.7 Summarise specialist resources available to support learning and development and how to make use of them
- 5.8 Outline learning activities and resources available in/to own organisation
- 5.9 Outline opportunities for colleagues' career development in own organisation
- 5.10 Outline opportunities for applying developing competences in the workplace
- 5.11 Summarise support and supervision available to individuals within own organisation
- 5.12 Summarise sources of specialist expertise available in relation to identifying and providing learning and development opportunities for individuals

The learner will:

## 6. Be able to encourage learning and development

The learner can:

- 6.1 Promote the benefits of learning to people in own area of responsibility
- 6.2 Recognise their willingness and efforts to learn
- 6.3 Encourage people to take responsibility for their own learning and development, including practising and reflecting on what they have learnt

The learner will:

## 7. Be able to help colleagues identify their learning needs and styles

The learner can:

- 7.1 Give individuals objective, specific and valid feedback on their work performance, discussing and agreeing how they can improve
- 7.2 Discuss with individuals' future roles and responsibilities that are compatible with their competences and potential

The learner will:

## 8. Be able to help colleagues plan and implement learning and development

The learner can:

- 8.1 Discuss and agree personal development plans with colleagues which include learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales
- 8.2 Support individuals in undertaking learning activities, making required resources available and making efforts to remove any obstacles to learning
- 8.3 Recognise and make use of unplanned learning opportunities
- 8.4 Seek and make use of specialist expertise, where required
- 8.5 Provide individuals with appropriate opportunities to apply their developing competences in the workplace
- 8.6 Appoint individuals to roles and responsibilities that are compatible with their competences and potential

The learner will:

## 9. Be able to help colleagues to review and update learning development plans

The learner can:

- 9.1. Discuss with individuals their progress and their readiness to take on new roles and responsibilities and agree the support and supervision they will require
- 9.2. Discuss with individuals their experience of learning activities and the extent to which learning objectives have been achieved
- 9.3. Provide individuals with the support and supervision they require and ensure they receive specific feedback to enable them to improve their performance
- 9.4. Discuss and agree revisions to personal development plans in the light of their performance, learning activities undertaken and any wider changes

## Range coverage requirements when delivering this unit

There are no range requirements when delivering this unit.

## Range coverage requirements when assessing this unit

There are no range requirements when assessing this unit.

### Assessment specification

Suitable evidence could include:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task-based controlled assessment.

# Identify and evaluate opportunities for innovation and improvement (L/618/6820)

## Unit aim

This unit is about identifying opportunities to develop new services, markets or processes or to improve existing services, markets or processes. It also covers evaluating potential innovations and improvements against agreed criteria.

This activity is rarely carried out by 1 person alone. A diverse range of people within the organisation and other key stakeholders eg, customers and suppliers, may need to be engaged both in identifying and evaluating opportunities for innovation and improvement.

This unit is relevant to managers and leaders who are responsible for identifying and evaluating opportunities for innovation and improvement across the organisation or within their particular area of responsibility.

## Unit content

The learner will:

### 1. Know how to identify and evaluate opportunities for innovation and improvement

The learner can:

- 1.1 Explain how to engage employees and stakeholders in identifying and evaluating opportunities for innovation and improvement
- 1.2 Summarise different types of monitoring principles, methods, tools and techniques
- 1.3 Summarise different types of benchmarking principles, methods, tools and techniques
- 1.4 Summarise different types of change management principles, methods, tools and techniques
- 1.5 Outline how to develop and gain consensus on criteria for evaluating potential innovations and improvements
- 1.6 Explain how to gather and validate information
- 1.7 Explain how to evaluate potential innovations and improvements against criteria

- 1.8 Summarise different types of innovation principles, methods, tools and techniques
- 1.9 Summarise the principles and methods of effective communication and how to apply them
- 1.10 Explain how to protect intellectual property rights

The learner will:

## 2. Sector specific knowledge and understanding

The learner can:

- 2.1 Outline comparable organisations in own sector
- 2.2 Summarise political, economic, social, technological, legal and environmental factors that affect own organisation
- 2.3 Outline key individuals within own area of work, their roles, responsibilities, competences and potential
- 2.4 Identify current and emerging trends and developments in own sector and area of work
- 2.5 Summarise external experts and other organisations with whom you may collaborate to generate and develop ideas
- 2.6 Summarise own organisation's stakeholders, their interests and expectations
- 2.7 Summarise own organisation's services
- 2.8 Summarise change management frameworks and methods used in own organisation

The learner will:

## 3. Be able to identify and evaluate opportunities for innovation and improvement

The learner can:

- 3.1 Summarise the benefits of innovation to the organisation
- 3.2 Explain the difference between creativity and innovation
- 3.3 Engage appropriate people within own organisation in identifying and evaluating opportunities for innovation and improvement
- 3.4 Identify and pursue opportunities to work in collaboration with external experts and other organisations to generate and develop ideas

- 3.5 Monitor trends and developments in own sectors and organisation's operating environment
- 3.6 Monitor the performance of own organisation's services and processes and benchmark with comparable organisations
- 3.7 Identify potential new services, new markets, new processes and improvements to existing services and processes
- 3.8 Agree clear criteria with key stakeholders for evaluating potential innovations and improvements
- 3.9 Gather sufficient and valid information to allow potential innovations and improvements to be evaluated
- 3.10 Evaluate potential innovations and improvements against agreed criteria
- 3.11 Communicate evaluation to key stakeholders in ways that help them appreciate the potential value of innovations and improvements
- 3.12 Communicate evaluation to those involved in ways that reinforce their commitment to seek opportunities for innovation and improvement
- 3.13 Take action to protect the intellectual property rights of innovations, where required

#### Range coverage requirements when delivering this unit

There are no range requirements when delivering this unit.

#### Range coverage requirements when assessing this unit

There are no range requirements when assessing this unit.

**Assessment  
specification**

Suitable evidence could include:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task-based controlled assessment.



# Allocate and monitor the progress and quality of your work in your area of responsibility (M/618/6812)

## Unit aim

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

## Unit content

The learner will:

### 1. Understand own sector and organisational context for allocation work in own area of responsibility

The learner can:

- 1.1 Describe people and other resources available in own area of responsibility
- 1.2 Summarise the work requirements in own area of responsibility
- 1.3 Summarise the operational plan in own area of responsibility
- 1.4 Explain the vision and objectives for own area of work and for the organisation overall
- 1.5 Summarise organisation's policies and procedures for:
  - Health and safety
  - Personal development
  - Standards of expected performance
  - Dealing with below standards performance
  - Grievance and disciplinary issues
  - Performance appraisal systems.

- 1.6 Detail industry/sector requirements for the development or maintenance of knowledge, understanding and skills
- 1.7 Detail industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work

The learner will:

## 2. Understand how to plan and allocate work for colleagues

The learner can:

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

The learner will:

## 3. Understand how to brief colleagues on planned work

The learner can:

- 3.1 Explain the importance of briefing colleagues on planned work
- 3.2 Clarify the importance of showing colleagues how their work fits with the overall vision and objectives of own area of responsibility and those of the organisation
- 3.3 Compare different ways of encouraging colleagues to ask questions and/or seek clarification in relation to the planned work

The learner will:

## 4. Understand how to monitor and support colleagues in their work

The learner can:

- 4.1 Evaluate the advantages and disadvantages of different ways of monitoring colleagues' work
- 4.2 Outline how to provide prompt and constructive feedback to individuals and/or teams

- 4.3 Clarify why it is important to identify unacceptable or poor performance and how to discuss the causes and agree ways of improving performance
- 4.4 Describe the type of problems and unforeseen events that may occur and how to support colleagues in dealing with them
- 4.5 Describe types of additional support and/or resources colleagues might require to complete the planned work
- 4.6 Compare different methods for motivating and supporting colleagues to complete their work and improve their performance
- 4.7 Explain how to log and make use of information on the ongoing performance of colleagues for formal performance appraisals
- 4.8 Clarify the importance of reviewing and updating plans of work in the light of developments
- 4.9 Explain how to reallocate work and resources and clearly communicate the changes to those affected

The learner will:

## 5. Be able to plan and allocate the work for colleagues

The learner can:

- 5.1 Confirm the work required in own area of responsibility with the responsible colleague
- 5.2 Plan how the work will be carried out, taking account of:
  - The views of people in own area of responsibility
  - Any identified priorities or critical activities
  - Best use of the available resources.
- 5.3 Ensure the work is allocated to colleagues on a fair basis., taking account of skills, knowledge and understanding, experience, workloads and the opportunity for development

The learner will:

## 6. Be able to brief colleagues on planned work

The learner can:

6.1 Ensure that colleagues are briefed on allocated work considering:

- How the work fits with the vision and objectives for the area of work and the overall organisation
- The standard or level of expected performance

6.2 Enable colleagues to ask questions, make suggestions and seek clarification in relation to planned work

The learner will:

## 7. Be able to monitor and support colleagues in their work

The learner can:

7.1 Monitor the progress and quality of the work of colleagues on a regular and fair basis

7.2 Measure the progress and quality of the work against the standard or level of expected performance

7.3 Provide colleagues with prompt and constructive feedback on their performance

7.4 Support colleagues in identifying and dealing with problems and unforeseen events

7.5 Motivate colleagues to complete allocated work providing additional support and/or resources to help completion

7.6 Address any conflict that arises in a way that supports effective working

7.7 Identify unacceptable or poor performance, discuss the causes and agree ways of improving performance

7.8 Acknowledge successful completion of significant pieces of work or work activities

7.9 Use information collected on colleagues' performance in any formal appraisals of their performance

7.10 Review and update plans of work for own area, clearly communicating any changes to those affected

## Range coverage requirements when delivering this unit

There are no range requirements when delivering this unit.

## Range coverage requirements when assessing this unit

There are no range requirements when assessing this unit.

### Assessment specification

Suitable evidence could include:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task-based controlled assessment.

# Develop your knowledge, skills and competence (T/618/6813)

## Unit aim

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

## Unit content

The learner will:

### 1. Know how to develop knowledge and competence

The learner can:

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

1.10 Evaluate the extent to which development activities have contributed to their performance

1.11 Explain how to update development plans in the light of own performance, any development activities undertaken and any wider changes

1.12 Identify and use appropriate sources of feedback on own performance

The learner will:

## 2. Be able to develop knowledge and competence

The learner can:

2.1 Monitor trends and developments in own sector and area of professional expertise and evaluate their impact on their work role

2.2 Evaluate, at appropriate intervals, the current and future requirements of their work role, taking account of the vision and objectives of their organisation

2.3 Identify the learning methods which work best for them and ensure that they take these into account in identifying and undertaking development activities

2.4 Identify any gaps between the current and future requirements of their work role and current knowledge, skills and competences

2.5 Discuss and agree, with those they report to, a development plan which both addresses any identified gaps in own knowledge, skills and competence and supports own career and personal goals

2.6 Undertake the activities identified in their development plan and evaluate their contribution to own performance

2.7 Get regular feedback on own performance from those who are able to provide objective, specific and valid feedback

2.8 Review and update their development plan in light of own performance, any development activities undertaken and any wider changes

## Range coverage requirements when delivering this unit

There are no range requirements when delivering this unit.

## Range coverage requirements when assessing this unit

There are no range requirements when assessing this unit.

### **Assessment specification**

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



# Manage projects (A/618/6814)

## Unit aim

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

## Unit content

The learner will:

### 1. Understand the principles of project management

The learner can:

- 1.1 Summarise the characteristics of projects as opposed to routine management functions/activities
- 1.2 Explain the role and key responsibilities of a project manager
- 1.3 Describe the key stages in the project life cycle
- 1.4 Explain the importance of the relationship between the project manager and the project sponsors and any key stakeholders
- 1.5 Outline project management tools and techniques commonly used in the sector

The learner will:

### 2. Understand how to establish the scope, aim and objectives of a project

The learner can:

- 2.1 Explain why it is important to discuss and agree the key objectives and scope of a proposed project with the project sponsors and any key stakeholders before detailed planning commences
- 2.2 Summarise the type of information needed for effective project planning
- 2.3 Explain why it is important to be able to identify and understand how a project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken
- 2.4 Outline sector specific legislation, regulations, guidelines and codes of practice relating to project management

The learner will:

### 3. Understand how to plan a project

The learner can:

- 3.1 Explain why it is important to consult with relevant people in developing a project plan
- 3.2 Explain how to consult effectively
- 3.3 Summarise key stakeholders and potential sponsors within own area of responsibility, their roles, responsibilities, competences and potential
- 3.4 Summarise what should be included in a project plan, particularly activities, required resources and timescales
- 3.5 Explain why the plan needs to be discussed and agreed with the project sponsors and any key stakeholders
- 3.6 Explain why it is important that any project team members are briefed on the project plan, their roles and responsibilities
- 3.7 Explain how to effectively brief team members on the project plan, their roles and responsibilities
- 3.8 Evaluate ways of identifying and managing potential risks in relation to the project
- 3.9 Explain the importance of contingency planning
- 3.10 Explain how to effectively carry out contingency planning

The learner will:

### 4. Understand how to implement and close a project

The learner can:

- 4.1 Explain ways of providing ongoing support, encouragement and information to any project team members
- 4.2 Explain how to select from and apply a range of project management tools and techniques to monitor, control and review progress of the project
- 4.3 Summarise effective ways of communicating with project sponsors and any key stakeholders during a project

- 4.4 Explain the importance of agreeing changes to the project plan with the project sponsors and any key stakeholders
- 4.5 Describe the type of changes that might need to be made to a project plan during implementation
- 4.6 Explain the procedures to follow to close a project
- 4.7 Explain the importance of confirming successful completion of the project with the project sponsors and key stakeholders
- 4.8 Explain how to establish an effective system for evaluating the success of projects and identifying what lessons can be learned and shared
- 4.9 Summarise the importance in recognising the contributions of project team members

The learner will:

## 5. Be able to establish the scope, aims and objectives of a project

The learner can:

- 5.1 Discuss and agree the key objectives and scope of the proposed project
- 5.2 Agree the available resources with the project sponsors and other key stakeholders
- 5.3 Identify how the proposed project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken

The learner will:

## 6. Be able to plan a project

The learner can:

- 6.1 Develop, in consultation with the established project team, a realistic and thorough plan for undertaking the project and achieving its objectives
- 6.2 Discuss and agree the project plan with the project sponsors and other key stakeholders, making changes where necessary
- 6.3 Brief project team members on the project plan and their roles and responsibilities
- 6.4 Put processes and resources in place to manage potential risks arising from the project and deal with contingencies

The learner will:

## 7. Be able to implement and close a project

The learner can:

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

### Range coverage requirements when delivering this unit

There are no range requirements when delivering this unit.

### Range coverage requirements when assessing this unit

There are no range requirements when assessing this unit.

**Assessment  
specification**

Suitable evidence could include:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task-based controlled assessment.

# Develop and sustain productive working relationships with stakeholders (F/618/6815)

## Unit aim

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

## Unit content

The learner will:

### 1. Understand how to work with colleagues and stakeholders

The learner can:

- 1.1 Summarise the principles of effective communication with colleagues and stakeholders
- 1.2 Explain why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders
- 1.3 Explain the importance of taking account of the views of colleagues and stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks
- 1.4 Explain why communication with colleagues and stakeholders on fulfilment of agreements is important

The learner will:

### 2. Understand how to monitor and review relationships with colleagues and stakeholders

The learner can:

- 2.1 Explain how to monitor and evaluate the effectiveness of working relationships with colleagues and stakeholders
- 2.2 Describe how to obtain and use feedback on the effectiveness of working relationships from colleagues and stakeholders

- 2.3 Explain how to provide colleagues and stakeholders with feedback on the effectiveness of working relationships
- 2.4 Summarise the importance of monitoring wider developments in relation to stakeholders
- 2.5 Explain how to effectively monitor wider developments in relation to stakeholders

The learner will:

### 3. Understand how to deal with conflict of interest in relation to colleagues and stakeholders

The learner can:

- 3.1 Explain how to manage the expectations of colleagues and stakeholders
- 3.2 Describe the types of conflict that may occur with colleagues and stakeholders
- 3.3 Explain the damage which conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and organisations
- 3.4 Evaluate different techniques for conflict resolution with colleagues and stakeholders

The learner will:

### 4. Be able to establish and monitor working relationships with colleagues and stakeholders

The learner can:

- 4.1 Identify key stakeholders for own area of responsibility
- 4.2 Evaluate the key stakeholders' interest in the activities and performance of the organisation
- 4.3 Establish working relationships with relevant colleagues and stakeholders
- 4.4 Monitor the effectiveness of working relationships with colleagues and stakeholders
- 4.5 Review working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement
- 4.6 Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future

The learner will:

## 5. Be able to work with colleagues and stakeholders

The learner can:

- 5.1 Provide colleagues and stakeholders with appropriate information to enable them to perform effectively
- 5.2 Consult colleagues and stakeholders in relation to key decisions and activities
- 5.3 Take account of colleagues' and stakeholders' views, including their priorities, expectations and attitudes to potential risks
- 5.4 Fulfil agreements made with colleagues and stakeholders, keeping them informed of progress
- 5.5 Advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements
- 5.6 Resolve conflicts of interest and disagreements with colleagues and stakeholders to minimise damage to work and activities and to those involved



## Range coverage requirements when delivering this unit

There are no range requirements when delivering this unit.

## Range coverage requirements when assessing this unit

There are no range requirements when assessing this unit.

### Assessment specification

Suitable evidence could include:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task-based controlled assessment.





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