

Sports Development Level 3 NVQ/SVQ Agreed Common Evidence Requirements and Assessment Guidance November 2005

Introduction

In August 2005, UKCG approved new national occupational standards and a qualification framework for Sports Development at level 3. Awarding bodies will shortly be developing and submitting proposals to the regulatory bodies for new NVQs and SVQs based on these new standards. SkillsActive, the SSC for Active Leisure and Learning is anxious to ensure that the Assessment Guidance and Evidence Requirements for these new NVQs and SVQs is as uniform as possible. Therefore it has co-ordinated work across the awarding bodies, with appropriate inputs from Sports Development experts and experienced assessors and verifiers, to provide Assessment Guidance and Evidence Requirements for the awarding bodies to implement during the delivery of the new NVQs and SVQs.

This document must be used with close reference to the SkillsActive Assessment Strategy for this NVQ/SVQ.

The Need for Holistic Assessment

This NVQ/SVQ consists of five mandatory units, four optional units and the Sports Development Body of Knowledge requirements. At least one optional unit must come from Option Block 1, the remainder can be drawn from Option block 1 or 2.

Mandatory Units

All candidates must successfully complete the following units:

- A323 Manage your own resources and professional development (Management Standards Centre Unit A2)
- A12 Contribute to change through implementing and reviewing strategy and policy
- A322 Provide leadership in your area of responsibility (Management Standards Centre Unit B6)
- D210 Promote equality and diversity in sport and physical activity
- C27 Ensure the health, safety, welfare and security of customers and staff

Optional Units

Option Block 1

- D61 Facilitate community based sport and physical activity
- D62 Support the development of sport and physical activity in education

Option Block 2

- A325 Lead and motivate volunteers (VSNT0 D2)
- A319 Recruit, select and keep colleagues (Management Standards Centre unit D3)
- A326 Involve, motivate and retain volunteers (VSNT0 B2)
- A324 Develop productive working relationships with colleagues (Management Standards Centre unit D1)
- A320 Allocate and monitor the progress and quality of work in your area of responsibility (Management Standards Centre unit D6)
- A321 Provide learning opportunities for colleagues (Management Standards Centre unit D7)
- D211 Contribute to the prevention and management of abusive and aggressive behaviour (DANOS AB3, Skills for Health)
- D212 Recognise indications of substance misuse and refer individuals to specialists (DANOS AA1, Skills for Health)
- A21 Support the efficient use of resources
- A211 Apply for external funding for sport and physical activity
- A41 Manage information for action
- B227 Contribute to evaluating, developing and promoting services
- B229 Plan and organise services
- A44 Manage a project (Management Standards Centre unit F1)
- C33 Work with others to improve customer service (ICS Level 3, Unit 3), (Management Standards Centre Unit F8)

In addition all candidates must show that they have a full understanding of the Sports Development body of knowledge that is set out in Annex A of this document.

Whilst the S/NVQ is broken down into separate units, the work of the sports development candidate is not. This means that as the sports development candidate does their job they will generate evidence across a number of S/NVQ units. Using this evidence for all the units it relates to is part of Holistic Assessment.

Many of these units cover inter-related responsibilities, for example, A323, A322, D210, C27, and either D61 or D62, and much of the naturally occurring evidence for these is likely to come from observing the candidate going about their normal day-to-day activities in an active leisure environment.

For this reason, we strongly recommend that, if the candidate is attempting the whole NVQ or SVQ that inter-related units are assessed together in a holistic manner. In other words, when assessor visits and meetings occur, the assessor is strongly advised not to consider evidence on separate occasions for each of these units, but to visit the sport development location, consider the candidate's work and identify how the evidence the candidate generates matches the requirements of all five of these units.

Separate assessments for each of these units should only be necessary if the candidate is not attempting the whole of the NVQ or SVQ, but seeks unit accreditation only. If more than one unit is being attempted, opportunities should also be sought for a 'holistic' approach.

For an S/NVQ to be delivered successfully, with the candidate it is worth noting that the S/NVQ process is one of awarding a qualification to a worker who demonstrates that their work is competent. This means the sports development candidate showing that they meet the criteria laid down in the National Occupational Standards

If a pre-assessment investigation of the sports development candidate indicates that they may not yet be competent, the sports development candidate should undertake appropriate training and/or gain more experience before embarking on their S/NVQ assessment.

As the S/NVQ is about the candidate demonstrating their competence, most of the evidence should come from being observed at work and/or looking at other forms of evidence from the candidate's real work that show how they meet the standard.

The Sports Development S/NVQ is not intended as a snapshot of the candidate's work, but rather a qualification that shows they meet the standards consistently. It is expected that their evidence will show that they meet this standard on at least two occasions when the assessor is present and that evidence is also available to indicate the standard is met on occasions when the assessor is not present. These assessment occasions should be separated by a reasonable period of time sufficient to infer consistent practice. We recommend that these occasions are separated by at least two months. In the case of some units, assessors and verifiers should take account of the fact that opportunities for the candidate to generate evidence will be rare and therefore it will be acceptable to use 'historical evidence' – produced before the candidate has actually registered for the N/SVQ. However, this evidence should not be drawn from more than two years before the particular unit is assessed and should be validated as being authentic.

Assessment Guidance and Evidence Requirements for Each Unit

Mandatory Units

A12 Contribute to change through implementing and reviewing strategy and policy

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real sports development environment (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real sports development environment has met the following requirements:

- A12.1 both types of **colleagues**, a minimum of two types of **those affected by the change**, three types of **plans** and three types of **support**
- A12.2 a minimum of three types of **plans**, both types of **those involved**, and one type of support

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may also be used for A12.1.2, if no naturally occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as oral questioning, written questions and answers, case studies, reflective accounts, projects and assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

D210 Promote equality and diversity in sport and physical activity

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real sports development environment (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real sports development environment has met the following requirements:

- D210.1 a minimum of two types of **appropriate people**, four types of **issues within the community** and six types of **inequalities and barriers to participation**
- D210.2 a minimum of two types of **appropriate people**, six types of **barriers to participation**, and three types of **service delivery** and all types of appropriate **individuals**

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may also be used for D210.2.3 if no naturally occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as oral questioning, written questions and answers, case studies, reflective accounts, projects and assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

C27 Ensure the health, safety, welfare and security of customers and staff

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real sports development environment (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real sports development environment has met the following requirements:

- C27.1 all types of hazards
- C27.2 all types of procedures
- C27.3 a minimum of two types of abuse

This may be gathered through a combination of assessor observations, witness testimony, professional discussion and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit, except as detailed below.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may also be used for C27.3.5 and C27.3.6, if no naturally occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

Optional Units

Option Block 1

D61 Facilitate community based sport and physical activity

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real sports development environment (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real sports development environment has met the following requirements:

- D61.1 a minimum of three types of **ways to collect information**, five **key features of the community** and three types of **people**
- D61.2 a minimum of three types of **people**, three types of **aims and objectives** and three types of **resources**
- D61.3 a minimum of four types of people and six types of **professional support**

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may also be used for D61.1.6 if no naturally occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. and the detailed amplification of these points in Annex A 'Knowledge and Understanding Specification for Sports Development Level 3'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as oral questioning, written questions and answers, case studies, reflective accounts, projects and assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

D62 Support the development of sport and physical activity in education

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real sports development environment (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real sports development environment has met the following requirements:

- D62.1 a minimum of three types of **ways to gather information**, five types of **key features of the educational community** and three types of **people**
- D62.2 a minimum of three types of **people** and six types of **professional support**
- D62.3 a minimum of three types of **people**

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. and the detailed amplification of these points in Annex A 'Knowledge and Understanding Specification for Sports Development Level 3'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as oral questioning, written questions and answers, case studies, reflective accounts, projects and assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

Option Block 2

A325 Lead and motivate volunteers

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real sports development environment working with volunteers (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real sports development environment has met the following requirements:

- A325.1 no additional requirements
- A325.2. no additional requirements
- A325.3 no additional requirements

Elements A325.1 and A325.3 should be assessed through observation. The candidate should arrange with the assessor at least two occasions each when they will be briefing and then debriefing volunteers, individually and in groups. The assessor must observe this work, measure it against the national standards and provide the candidate with feedback and the opportunity to comment. If direct assessor observation is difficult to achieve, the use of expert witness testimony – for example from a more experienced colleague who was present during briefings and debriefings – is allowed. However, the assessor must satisfy themselves that the witness testimony shows how all the performance criteria were met.

D325.2 may also be assessed by observation. However, it may not be so easy to arrange a time and place when the candidate is dealing with volunteer problems. In this case it will be acceptable for the candidate to write a brief account covering at least two types of problems that their volunteers encountered and how they went about supporting them. This account must cover real events that the candidate has been involved in. The account must show how the candidate met each of the performance criteria. The account should be authenticated by witnesses – for example, the volunteers themselves or the candidate's colleagues who were present at the time. Witnesses do not need to provide their own account, simply a signed statement that the candidate's account is authentic.

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may also be used for A325.2.4, A325.2.9 and A325.3.8, if no naturally occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because

there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

A326 Involve, motivate and retain volunteers

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real sports development environment working with volunteers (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real sports development environment has met the following requirements:

- A326.1 no additional requirements
- A326.2. no additional requirements
- A326.3 no additional requirements

Elements A326.1 and A326.3 should be assessed through observation. The candidate should arrange with the assessor at least two occasions each when they will be briefing and then debriefing volunteers, individually and in groups. The assessor must observe this work, measure it against the national standards and provide the candidate with feedback and the opportunity to comment. If direct assessor observation is difficult to achieve, the use of expert witness testimony – for example from a more experienced colleague who was present during briefings and debriefings – is allowed. However, the assessor must satisfy themselves that the witness testimony shows how all the performance criteria were met.

A326.2 may also be assessed by observation. However, it may not be so easy to arrange a time and place when the candidate is dealing with volunteer problems. In this case it will be acceptable for the candidate to write a brief account covering at least two types of problems that their volunteers encountered and how they went about supporting them. This account must cover real events that the candidate has been involved in. The account must show how the candidate met each of the performance criteria. The account should be authenticated by witnesses – for example, the volunteers themselves or the candidate's colleagues who were present at the time. Witnesses do not need to provide their own account, simply a signed statement that the candidate's account is authentic.

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may also be used for A326.2.4, A326.2.9 and A326.3.8, if no naturally occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from

the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

D211 Contribute to the prevention and management of abusive and aggressive behaviour

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real sports development environment (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real sports development environment has met the following requirements:

- D211.1 no additional requirements
- D211.2 no additional requirements
- D211.3 no additional requirements

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Realistic simulations may be used for performance criteria D211.1.3, 4, 5; whole of element D211.2 and D211.3,4 if there is no naturally occurring evidence.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

D212 Recognise indications of substance misuse and refer individuals to specialists

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real sports development environment (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real sports development environment has met the following requirements:

- D212.1 a minimum of three types of **substances**, all types of **indications**, one type of **specialist** and two types of **actions**
- D212.2 a minimum of three types of **substances**, one type of **specialist** and two types of **actions**

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

A21 Support the efficient use of resources

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real sports development environment (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real sports development environment has met the following requirements:

- A21.1 a minimum of one type of relevant people and both types of recommendations
- A21.2 a minimum of one type of relevant people and two types of corrective action

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

A211 Apply for external funding for sport and physical activity

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real sports development environment (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real sports development environment has met the following requirements:

- A211.1 a minimum of one types of **external funding** and two types of **relevant people**
- A211.2 a minimum of one types of **external funding**, two types of **relevant people** and both types of **sources of expertise**
- A211.3 a minimum of one types of **external funding** and two types of **relevant people**

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

A41 Manage information for action

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real sports development environment (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real sports development environment has met the following requirements:

- A41.1 a minimum of both types of **information** and one type of **systems and procedures**
- A41.2 a minimum of both types of **information and action** and two types of **recipients**
- A41.3 a minimum of one type of **meeting** and one type of **purpose**

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the assessor and candidate. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

B227 Contribute to evaluating, developing and promoting services

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real sports development environment (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real sports development environment has met the following requirements:

- B227.1 both types of **evaluation methods**
- B227.2 a minimum of one type of **service** and all types of appropriate **individuals**

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

B229 Plan and organise services

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real sports development environment (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real sports development environment has met the following requirements:

- B229.1 a minimum of two types of **requirements**, both types of **services**, three types of **operations**, and one type of **relevant people**
- B229.2 both types of **services**, a minimum of three types of **operations** both types of **monitoring**, and two types of **corrective action**

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Realistic simulations may be used for performance criteria B229.2.2 if there is no naturally occurring evidence

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

C33 Work with others to improve customer service

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real sports development environment. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real sports development environment has met the following requirements for the unit:

- Working with **customers**, who are both internal and external to the organisation
- agreeing **customer service roles and responsibilities**, which are part of their job role and also that have been agreed with others as part of their job
- Working with a minimum of **two from**: team members, colleagues, suppliers, supervisors/team leaders, service partners, manufacturers, individuals from other departments, individuals from other sites or regions, individuals from other organisations

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence is not required for this unit.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

Units Imported from the Management Standards Centre

The following guidance applies to the *Evidence requirements* of each Unit and should be read in conjunction with the Unit specification.

In order to achieve any unit you must demonstrate that you meet all its requirements. This means all of the stated outcomes and behaviours and every item of knowledge and understanding. Your assessor must be able to observe you in the workplace and/or you must provide **tangible evidence** to your assessor – you should agree with your assessor the balance between observation and other ways of evidencing performance. Please note that **simulation** is **not** allowed for any unit (*i.e. all your evidence must relate to real work activities*) unless, in exceptional cases, the External Verifier agrees.

To help you identify relevant, tangible, evidence, the *Evidence requirements* of each Unit list a wide range of possible items of evidence, and show which *Outcomes, Behaviours* and *Knowledge and Understanding* these items might be used to evidence.

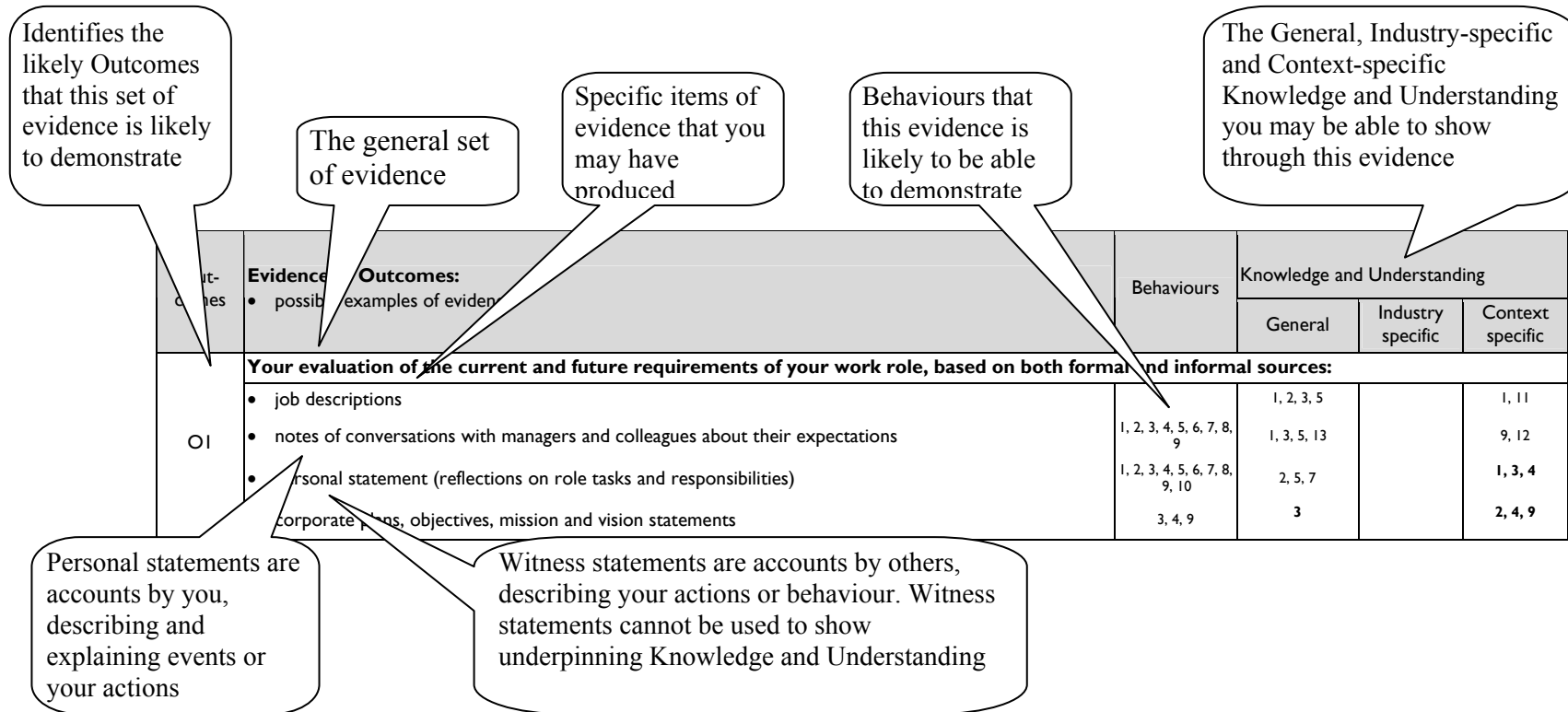
Please note, you are not expected to produce each item of evidence listed – the evidence requirements identify examples of the evidence that you might be able to produce. Similarly, the references to *Behaviours* and to *Knowledge and Understanding* suggest what the evidence **may** demonstrate. It is your responsibility to collect appropriate evidence, make sure that it demonstrates the *Outcomes* required, and show which *Behaviours* and *Knowledge and Understanding* are also apparent.

A Personal Statement may **accompany** the evidence for each Unit. The *Evidence requirements* identify certain *Outcomes* where this is more likely to be of value. A Personal statement is not real work evidence, but it can be useful in explaining **and reflecting on your behaviour** in achieving certain outcomes and why you behaved as you did, thus helping to link evidence of *Outcomes* to *Behaviours* and *Knowledge and Understanding*. **Witness statements should be made both by those who report to you and those to whom you report (except if you do not report to anyone – for example, if you own the organisation).**

Your assessor must be given sufficient time to become familiar with the evidence. The physical evidence will provide the basis for **a dialogue** between you and your assessor. This discussion will provide you with an opportunity to show how the physical evidence you have presented covers the outcomes, behaviours and items of knowledge and understanding.

You must appreciate that your assessor may feel that further evidence is required and the discussion could be used to identify the type of further evidence required and where this can be obtained.

What the Evidence requirements look like:



A323 Manage your own resources and professional development (MSC A2)

Outcomes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Your evaluation of the current and future requirements of your work role, and your career and personal work objectives and your reflections on your values:				
○1	<ul style="list-style-type: none"> job descriptions, records of appraisal or performance review meetings, work plans and objectives notes of conversations with managers and colleagues about their expectations personal statement (reflections on your role and responsibilities, work objectives and values) 	2, 3, 4, 6, 7, 8	1, 2, 3, 5	-	1, 11
○2		1, 2, 3, 5, 7, 8, 9	1, 3, 5, 13	-	9, 12
○3		1, 2, 3, 5, 7, 8, 9	2, 5, 7	-	1, 3, 4
	Assessment of your personal learning style and its implications:				
○4	<ul style="list-style-type: none"> reports from providers of assessment instrument personal statement (reflection on implications of learning style for development activities) 	6, 8, 10	1, 7, 13	-	5
		6, 8, 9, 10	1, 7, 8	-	5, 9, 10
	Assessment of your current knowledge, understanding and skills, and an analysis of how well these reflect the current and future requirements of your work role:				
○5	<ul style="list-style-type: none"> qualification certificates and transcripts personality and skill inventory reports records of appraisal or performance review meetings, and personal development plans and objectives personal statement (reflections on the relationship between knowledge, understanding and skills and the requirements of your work role) witness statements from managers and other work colleagues 		1	1	6
○6		8	1, 5	1	6, 7
		8	1, 5, 9, 10, 11, 12, 13	1	6, 7, 9, 10, 11, 12
		8, 10	1, 5, 8, 12	1	6, 7, 9
		8, 9	-	-	-

O7	Evidence of having undertaken training and development activity to meet identified development needs and reflect preferred learning style:				
	• attendance certificates	9	1, 7, 8	1	9
	• post-course evaluation reports that you have written	10	1, 9	1	-
	• personal statement (reflections on your learning and application of your learning to your work role)	9, 10	1, 7, 8, 9	1	9
O8 O9 O10	Records of feedback (both formal and informal) you have received on your performance and achievement of your objectives:				
	• records of appraisal or performance review meetings	4, 5, 7	1, 10, 12, 13	-	1, 3, 4, 8, 11, 12
	• emails, memos, notes or other records of informal feedback from others on your performance	4, 5, 7	1, 13	-	1, 4, 11, 12
	• work schedules or plans, outputs of proprietary or self-designed time planner systems (paper or electronic)	1, 2, 3, 4, 7, 10	3, 4, 10, 11	-	1, 4
	• witness statements (comments on your work performance and achievement of objectives)	1, 2, 3, 4, 7, 10	-	-	-

A322 Provide leadership in your area of responsibility (MSC B6)

Outcomes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Plans, procedures, records of meetings and other communications you have prepared that clearly articulate your vision and show how it is to be translated into action				
○1	<ul style="list-style-type: none"> vision statement, policy statements, operational objectives plans and procedures notes, presentations and materials from team briefings and other meetings and discussions, newsletters, notices, intranet and internet pages personal statements (how you ensured that your vision was understood and used by others to shape their behaviour) witness statements (by those using your vision to shape their behaviour) 	1, 2, 3, 6	1, 2, 3, 7	1, 2	1, 2, 3, 4, 5, 6, 7, 8
○2		1, 2, 3, 4, 5, 6, 7, 8, 10, 11	1, 2, 3, 4, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 5, 6, 7, 8
○5		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 5, 6, 7, 8
○6		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 5, 6, 7, 8
○7		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 5, 6, 7, 8
○8					
○9					
○10					
	Records of critical incidents that show decisions you have made and how you have delegated responsibility to others, and have authorised activities designed to address significant problems and seized opportunities				
○2	<ul style="list-style-type: none"> contemporaneous notes, diary entries or memoranda to record significant difficulties or problems (eg those with possible disciplinary, business or legal consequences) letters, memoranda, emails, reports and other communications to inform appropriate people and make a formal records of your decisions and actions (eg to resolve problems and delegate responsibility for future actions) minutes or notes of progress report meetings personal statements (how you made significant decisions and delegated responsibility to others) witness statements (how you made significant decisions and delegated responsibility to others) 	2, 3, 5, 6, 11	1, 3, 4, 6, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 7, 8
○3		2, 3, 4, 5, 6, 8, 10, 11	1, 3, 4, 6, 8, 9, 10	1, 2	1, 2, 3, 4, 7, 8
○4		2, 3, 5, 6, 7, 8, 9, 10, 11	1, 4, 5, 6, 8, 9, 10	1, 2	1, 2, 3, 4, 7, 8
○5		3, 5, 6, 7, 8, 9, 10, 11	1, 4, 6, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 7, 8
○6		3, 5, 6, 7, 8, 9, 10, 11	1, 4, 6, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 7, 8
○7					
○8					
○9					
○10					

○1 ○3 ○4 ○5 ○9 ○10	Proposals you have made, parameters you have set, plans you have made and records you have kept of development meetings and projects designed to encourage creative ideas-generation and innovation:				
	• proposals for, and agenda and reports of meetings	1, 2, 3, 5, 6, 11	4, 6, 7, 8, 9, 10	2	2, 3, 4, 5, 6, 7,
	• criteria used to sort and evaluate creative ideas	6, 8	4, 7	2	4, 5, 6
	• proposals to develop new and innovative products, production systems or operational procedures	1, 3, 4, 6	2, 3, 7	2	4, 5, 6
	Records of feedback you have received from managers, peers, those you manage and other colleagues, about your management and leadership performance:				
	• records of appraisal or performance review interviews with your line manager	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5	1, 2	1, 2, 4, 7, 8
○1 ○2 ○11	• records of 360° appraisals by colleagues	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5	1, 2	1, 2, 4, 7, 8
	• notes of informal feedback, reflective logs or CPD records	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5	1, 2	1, 2, 4, 7, 8
	• critical incident personal reports	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5	1, 2	1, 2, 4, 7, 8
	• witness statements (experiences of your leadership and management performance)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	-	-	-

A319 Recruit, select and keep colleagues (MSC Unit D3)

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Data on staff turnover, records of exit interviews and strategies for retaining staff:				
O1	• spreadsheets and other records of staff turnover you have compiled and analyses to identify patterns and trends	2, 4	1, 3, 4	1	4
O2	• notes or records of formal staff exit interviews and informal feedback form staff leaving the organisation, and summaries or analyses of the information collected	2, 5	1, 2, 3, 4	1, 2	4
	• reports, proposals, action plans and other records of strategies you have developed for reducing staff turnover	2, 3, 8	1, 2, 3, 4, 5	1, 2	1, 2, 4, 9
	Reviews of the workforce in your area of responsibility that you have organised or prepared:				
	• analyses of business and/or operational plans to identify likely future employment requirements (numbers of people, skills levels, employment patterns, etc)	2, 3, 6, 9, 10	6	3	1, 2, 3
O3	• reviews of current workforce profile (numbers, skill levels, age, etc) to identify any potential shortfalls in requirements	1, 6, 9	6	3	1, 2, 3
O4	• notes, emails, memos or other records of discussions with colleagues to identify possible solutions to current or potential workforce requirements	1, 6, 9	7	3	1, 2, 3, 9
	• reports or proposals you have prepared for addressing current or potential workforce requirements (eg recruitment, transfer or promotion, training, redundancy, early retirement, etc)	1, 3, 6, 7, 9	7	3	1, 2, 3
	• personal statement (reflection on your role in developing strategies to address current or potential workforce requirements)	1, 3, 6	6, 7	3	1, 2, 3
O5	Records of your role in the recruitment and selection of new staff:				
O6	• notes of discussions about, and copies of, job descriptions and person specifications you have developed	1, 3, 4, 6, 7	8, 13, 14	2, 3	5
O7	• notes, emails, memos or other records of discussions about the recruitment and selection process for new staff and your proposals for selection criteria	1, 4, 6, 8, 9	9, 10, 11, 13, 14	2, 3	6, 8, 9
O8	• notes of interviews or records of other selection process you have engaged in	5, 6, 9	10, 12, 14	2, 3	7, 8
O9	• reports, emails, memos or other records of your evaluation of the recruitment and selection process	9	13, 14, 15	2, 3	8
O10					
O11					

<input type="checkbox"/>	<ul style="list-style-type: none"> personal statement (reflection on your role in recruiting and selecting new staff) 	1, 3, 9	8, 9, 10, 11, 12, 13, 14, 15	2, 3	6, 7, 8
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A324 Develop productive working relationships with colleagues (MSC Unit D1)

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
Records of activities and agreements with work colleagues that you have completed successfully:					
O1	• notes, minutes or other records of formal and informal meetings with colleagues relating to agreements for action by you and your performance in relation to these agreements	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9
O2	• emails, memos and other correspondence with colleagues relating to actions you have agreed to undertake and your performance in relation to these agreements	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9
O3	• personal statements (reflections on the nature and effectiveness of your relationships with work colleagues and your fulfilment of your commitments to them)	5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8
O4	• witness statements (comments by colleagues on the nature and effectiveness of your relationships with them and your fulfilment of your commitments to them)	1, 2, 3, 4, 6, 7, 10	-	-	-
O5					
O8					
Records of relationship difficulties or conflicts at work that you have successfully addressed and feedback you have given and received:					
O1	• notes, minutes or other records of formal and informal meetings with colleagues relating to relationship difficulties or conflicts	1, 2, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9
O2	• emails, memos and other correspondence with colleagues relating to relationship difficulties or conflicts	1, 2, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9
O3					
O5	• notes or other records of verbal feedback and copies of memos, emails and letters you have sent in which you have given feedback to colleagues	1, 2, 3, 4, 5, 6, 8, 10	1, 2, 3, 4, 5, 6, 8	2, 3	5, 6, 7, 8
O6	• notes or other records of verbal feedback and copies of memos, emails and letters you have received in which colleagues have given feedback to you	10	1, 2, 3, 4, 5, 6, 7	2, 3	5, 6, 7
O7					
O8	• personal statements (reflections on your ability to deal effectively with relationship difficulties or conflicts)	5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8
	• witness statements (comments by colleagues on your ability to deal effectively with relationship difficulties or conflicts)	1, 2, 3, 4, 6, 7, 10	-	-	-

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Records of activities and agreements with work colleagues and stakeholders that you have completed successfully:				
O1 O2 O3 O4 O5 O6 O10	• notes and other records of information you have collected on developments in the organisation and its environment that will be of interest to colleagues and stakeholders	7, 11	2, 3, 6, 7, 20	1, 2, 5	5
	• records of new stakeholders you have met or have identified	3, 7	1, 2, 3	5	3
	• notes, minutes or other records of formal and informal meetings with colleagues and with stakeholders relating to consultations, decisions and agreements for action by you and your performance in relation to these consultations, decisions and agreements	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
	• emails, memos and other correspondence with colleagues and with stakeholders relating to decisions you have taken, actions you have agreed to undertake and your performance in relation to these agreements	1, 2, 4, 5, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
	• personal statements (reflections on the nature and effectiveness of your relationships with work colleagues and your fulfilment of your commitments to them)	2, 3, 7, 9	1, 5, 6, 7, 8, 9	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
	• witness statements (comments by colleagues on the nature and effectiveness of your relationships with them and your fulfilment of your commitments to them)	1, 2, 4, 5, 6, 7, 8, 10, 11	-	-	-
O1 O2 O3 O4 O7 O8 O9	Records of relationship or other difficulties or conflicts with work colleagues and stakeholders that you have successfully addressed and feedback you have given and received:				
	• notes, minutes or other records of formal and informal meetings with colleagues and stakeholders relating to difficulties or conflicts	1, 2, 3, 4, 5, 6, 7, 9, 10, 11	1, 4, 5, 9, 11, 12, 13, 14, 15, 16, 17	2, 3, 4	2, 3, 8, 9, 10, 11
	• emails, memos and other correspondence with colleagues and stakeholders relating to difficulties or conflicts	1, 2, 3, 4, 5, 6, 7, 9, 10, 11	1, 4, 5, 9, 11, 12, 13, 14, 15, 16, 17	2, 3, 4	2, 3, 8, 9, 10, 11
	• notes or other records of verbal feedback and copies of memos, emails and letters you have sent in which you have given feedback to colleagues and stakeholders	1, 2, 3, 9, 10, 11	11, 12, 13, 14, 15, 16, 17, 18, 19	3, 4	2, 3, 6, 8, 9, 10, 11

	<ul style="list-style-type: none"> • notes or other records of verbal feedback and copies of memos, emails and letters you have received in which colleagues and stakeholders have given feedback to you 	2, 11	11, 12, 13, 14, 15, 16, 17, 18, 19	3, 4	2, 3, 6, 8, 9, 10, 11
	<ul style="list-style-type: none"> • personal statements (reflections on your ability to monitor and review the effectiveness of relationships with colleagues and stakeholders and to deal effectively with difficulties or conflicts) 	1, 2, 3, 4, 5, 6, 7, 9, 10, 11	9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	2, 3, 4	9, 10, 11
	<ul style="list-style-type: none"> • witness statements (comments by colleagues and stakeholders on your ability to deal effectively with difficulties or conflicts) 	1, 2, 4, 5, 6, 7, 8, 10, 11	-	-	-

A320 Allocate and monitor the progress and quality of work in your area of responsibility (MSC Unit D6)

Evidence requirements

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
Records of work allocation to people and teams in your area of responsibility:					
O1 O2 O3 O4 O5	• notes or minutes of meetings with your manager regarding the work required from your team, and any priorities	1, 2, 4, 9, 10	1, 2, 3, 18	1, 2	1, 2, 3, 4, 5, 7
	• business, operational or production plans or schedules and other documents identifying the work required from your area of responsibility that you have agreed, and any priorities you have identified	1, 2, 4, 7, 9, 10	1, 2, 3, 18	1, 2	1, 2, 3, 4, 5, 7
	• detailed work plans or schedules, timetables and other plans for individuals' and teams' work activities, tasks, production targets or other ways of defining workloads	1, 2, 4, 7, 9, 10, 11	3, 4, 5, 6, 18	1, 2	1, 2, 3, 4, 5, 6, 7
	• notes of meetings and briefings to discuss work plans or schedules, timetables and allocate individual and team work activities, tasks, production targets, etc	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	3, 4, 5, 6, 7, 8, 9	1, 2	1, 2, 3, 4, 5, 6, 7
	• personal statements (reflections on the process and reasoning behind work planning and allocation, including work priorities, availability of resources, and the relative abilities and development needs of team members)	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12	2, 3, 4, 5, 6, 7, 8	1, 2	1, 2, 3, 4, 5, 6, 7
	• witness statements (comments on the process of work planning and allocation and perceptions of its fairness, appropriateness and clarity)	3, 6, 7, 8, 11, 12	-	-	-
Records of the quality and quantity of the work of people and teams in your area of responsibility:					
O5 O6 O7 O8	• records of the monitoring of work output/production for quality, consistency with specifications, etc (eg quality control sampling records, control charts, etc) that you have collected or commissioned	7, 9, 10	10, 13, 14, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 9
O9 O10	• records of individual and team work output or production records, production/operational reports that you have prepared, etc	1, 7, 9, 10	13, 14, 15, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 9

O11 O12 O13	• records of any changes to work plans or schedules that you have initiated	1, 4, 6, 7, 9, 10, 12	14, 15, 16, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 9
	• notes, reports, recommendations to managers or other records of problems or critical incidents and action you have taken in relation to supplied materials; equipment, vehicles or facilities; product/service quality; health, safety or security; customers; or team members' work performance (including issues requiring disciplinary action, and training or coaching activity you have organised or undertaken)	1, 4, 5, 6, 7, 9, 10, 12	12, 13, 14, 15, 16, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
	• notes, emails, memos or other records of formal or informal feedback or performance appraisal of team members	3, 5, 6, 7, 8, 10, 11, 12	10, 11, 12, 13, 14, 15, 16, 17, 18	1, 2	1, 4, 5, 6, 7, 8, 9, 10, 11, 12
	• personal statement (reflections on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services)	1, 3, 5, 6, 10, 11, 12	10, 11, 12, 13, 14, 15, 16, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
	• witness statements (comments on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services)	3, 6, 7, 8, 11, 12	-	-	-

A321 Provide learning opportunities for colleagues (MSC Unit D7)

Evidence requirements

Out-comes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Identification of development needs, plans to meet development needs and monitoring and review of development activity:				
O1	<ul style="list-style-type: none"> notes, memos, emails or other records of feedback and performance appraisals/reviews, and of discussions or identification of learning and development preferences and needs (including learning styles, personal constraints, learning disabilities and difficulties that affect learning) details of support arrangements inside and outside the organisation (eg a training department's or external supplier's assessment services) that you have identified and arranged for a colleague to access training and development opportunities (eg coaching, internal and external courses, learning centre/e-learning programmes) that you have identified and enabled colleagues to access to meet agreed learning and development requirements copies of development or learning plans you have discussed, agreed, reviewed and revised with colleagues notes, memos, emails or other records of meeting or discussions you have had with colleagues to review their learning and its effect on their performance personal statement (your reflections on your role in identifying learning requirements, organisation of development activity and review of its effectiveness in improving or enhancing performance) witness statement (comments on your role in identifying learning requirements, organising development activity and reviewing of its effectiveness in improving or enhancing performance) 	3, 4, 5, 6, 7, 8, 9, 10	1, 4, 5, 6, 7, 8, 12, 16	1, 2, 3	1, 2, 3, 4, 5, 6, 8, 10, 11, 12
O2		2, 3, 4, 5	1, 4, 12, 13, 16	1, 2, 3	5, 6, 8, 9, 10, 11, 12
O3		1, 2, 3, 4, 5, 7, 9, 10	1, 2, 3, 5, 6, 8, 9, 10, 12, 13, 16	1, 2, 3	3, 4, 5, 6, 7, 8, 9, 10, 11, 12
O4					
O5					
O6					
O7					
O8		3, 4, 5, 7, 10	1, 2, 3, 10, 11	1, 2, 3	4, 5, 6, 7, 9, 10, 11, 12
O9					
O10					
O11		3, 4, 5, 6, 8, 10	1, 2, 3, 14, 15	1, 2, 3	1, 2, 3, 4, 5, 10, 11, 12
O12					
		1, 2, 4, 5, 6, 8, 9	2, 3, 4, 5, 6, 7, 8, 10, 13, 14, 15, 16	1, 2, 3	1, 2, 3, 4, 5, 6, 9, 10, 11, 12
		2, 3, 4, 5, 6, 7, 10	-	-	-

A44 Manage a project (MSC Unit F1)

Outcomes	Evidence of Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O1 O2 O3 O4 O5 O6	Project terms of reference you have agreed and project plans that you have prepared:				
	• notes or minutes of meetings you have attended, and emails, memos, letters, project proposals, terms of reference, scoping or feasibility studies and other documents that you have written, to agree the objectives, scope, resources, plans and timescales with sponsors and stakeholders	3, 4, 5, 7	1, 2, 3, 4, 5, 6, 7, 8, 9	2, 3	1, 2, 3, 4
	• schedules, action plans, contingency plans, risk assessments, budgets, Gantt charts, network diagrams (eg CPA, PERT or Precedence diagrams) and other tools for planning the project that you have used	3, 5	1, 3, 6, 9, 13, 14	1, 2, 3	3, 6, 7, 11
	• notes or minutes from, and records of presentations at, briefings or meetings that you have organised, and emails, memos, letters you have sent to members of the project team and other stakeholders, to agree project plans and roles and responsibilities	4, 5, 6, 7, 9	2, 3, 6, 8, 9, 10, 11, 12	2, 3	3, 4, 5, 6, 7, 8
	• procedure specifications, operational guidelines and other documents you have prepared to ensure that project team members perform to the required standard and to minimise risks to health and safety	3, 4, 5, 6, 7, 9	6, 9, 10, 11, 12	2, 3	6, 7, 9
	• personal statement (reflections on your role and performance in agreeing the project terms of reference, and organising and planning the project)	5, 6, 7, 8, 9	1, 2, 3, 4, 5, 7, 8, 9, 10	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
O7 O8 O9 O10 O11 O12	Your records of monitoring and evaluating projects you have managed:				
	• project reports, newsletters, emails, memos and letters, and action plans, project schedules, Gantt charts and network diagrams and other project management tools, recording and reporting progress against agreed milestones, any problems identified, resources required or any changes to the project plans	1, 2, 3, 5, 6, 7, 8, 9	2, 3, 11, 12, 13, 14, 15, 16, 17	1, 2	6, 7, 8, 9, 10, 11, 12, 13
	• notes or minutes and records of presentations at briefings and meetings of the project team and/or steering group, reporting progress against agreed milestones, any problems identified, resources required or any changes to the project plans	1, 2, 3, 5, 6, 7, 8, 9	2, 3, 11, 12, 13, 14, 15, 16, 17	1, 2	6, 7, 8, 9, 10, 11, 12, 13
	• end of project evaluation report, identifying the outcomes of the project against the planned outcomes, resourcing and timescales, and any conclusions that could be drawn about the project planning, operation and management	1, 2, 3, 5, 6, 7, 8, 9	2, 3, 15, 17, 18, 19, 20	-	6, 7, 8, 9, 10, 11, 14, 15, 16
	• notes or minutes and records of presentations at the final meeting of the project team and/or steering group, discussing and agreeing the outcomes of the project against the planned outcomes, resourcing and timescales, and any conclusions that could be drawn about the project planning, operation and management	1, 2, 3, 5, 6, 7, 8, 9	2, 3, 15, 17, 18, 19, 20	-	6, 7, 8, 9, 10, 11, 14, 15, 16
	• personal statement (reflections on the effectiveness of the project in achieving its goals and your performance in managing the project)	1, 2, 3, 5, 6, 7, 8, 9	1, 2, 7, 9, 18, 19	1, 2	3, 4, 6, 11, 15

Annex A
Knowledge and Understanding Specification for Level 3
Sports Development

This document specifies the broad areas of knowledge and understanding that underpins sports development.

Each unit contains a brief summary of the required knowledge to be applied in the work place.

<i>To demonstrate competency, sports development professionals must understand the following:</i>	
A	Structure of Sport in the UK
Macro View	
1	the structure and function of Govt departments and their relationship with Sports Councils
2	the complex nature of key agencies and their relationship with each other (Sports Councils, CCPR, Youth Sport Trust, sports coach UK , British Olympic Committee, Sports Institutes)
3	Funding for sport (Exchequer, Sports Councils, Lottery, Sponsorship)
4	the structure and function of governing bodies & local authorities
5	the local infrastructure and networking in sport
6	Funding for sport (Local Government, Local Sports Councils, minor grants)
B	Sports Development
The history	
1	the key interventions (or landmarks) that have impacted on the evolution of sports development (Wolfenden Report, the birth of the Sports Council, Action Sport, Compulsory Competitive Tendering, the birth of the National Coaching Foundation, the birth of Youth Sport Trust, National Lottery, 'Raising the Game', Sports Council re-structure, Best Value, the Government's 'Plan for Sport')
2	the variety of definitions of sports development that have contributed to its complexity
3	the models of sports development (the traditional sports development continuum, the modified continuum, the House of Sport)
The purpose and outcomes	
4	to initiate and manage a process of structural change in order to create pathways of opportunities for all individuals to achieve their potential through and in sport
Working in sports development	
5	relevant legislation (organisational, personal, employees, volunteers, participants),
6	the principles and processes of sports development in a variety of contexts (rural, urban, local authority, governing body, lone officer, part of a team, education, leisure)
7	the role of development professionals (generic, sport-specific, targeted)

8	stakeholders (internal and external)
9	planning for sports development (reflecting current practice)
C Sport and Society	
1	the ways in which society affects sport and sport affects society
2	social and sporting statistics (sports participation trends)
3	the social and situational circumstances that affect participation (income, social class, social climate, social filters, opportunity)
Political Dimensions	
The government agenda and policy	
4	modernising of the sporting landscape
5	equity issues (gender, ethnicity and disability)
6	cross-cutting issues (health, education, crime prevention, social inclusion)
7	evidence-based accountability
Community Development	
8	the importance of engaging the community
9	developing the community 'through' sport (achievement of other/wider policy objectives using sport as the medium)
10	developing sport 'in' the community
11	local community networks
Club Development	
12	the role of the club in local communities
13	the network within which the club operates
14	the ways in which clubs can be supported (capacity building, relevant training)
Facility Development	
15	facility audits and plans
16	facilities specific to individual sports
17	how to influence facility development
18	advising clubs on facilities and sources of funding
Volunteer Development	
19	the variety of roles undertaken by volunteers
20	the networks within which volunteers operate
21	the ways in which volunteers may be recruited, retained and developed
22	managing volunteers (human resource – motivation/reward)
Coach Development	
23	recruitment, retention and deployment of coaches
24	management of coaches
25	continuing professional development, UK Coaching Certificate and the range of appropriate courses
Performance Pathways	
26	the variety of performance pathways that exist at different levels and within different sports (local to national)
27	the functional roles that individuals and organisations play in creating, developing and sustaining performance pathways
Elite Development	
28	talent identification (systems and processes)
29	Resources for the talented athlete (grants, equipment)
30	Supporting the talented athlete (Athlete, Career, Education)

Health and Physical Activity (Wellbeing)	
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| 31 | the meaning of health and physical activity in the context of sports development (i.e. physical activity levels sufficient to achieve health benefits) |
| 32 | trends in physical activity levels and differences with age, gender and social class |
| 33 | the barriers to participation and the role of sports development professionals in the health and physical activity agenda |
| 34 | national targets (UK) to achieve a health benefit |
| 35 | effective partnerships and grass roots development supported by national policies (UK dimension) |
| 36 | the variety of intervention programmes designed to improve the health of the nation |