Final Approved Suite

National Occupational Standards

Event Security Operations

March 2013

Event Security Operations
National Occupational Standards

Key purpose	The establishment of a safe and secure event through the provision of a professional service for all stakeholders*
	Stakeholders – encompasses; patrons, event managers, sponsors

Overview

These Standards define the competencies required to carry out the functions carried out by those who are employed in the Event Security Sector.

The NOS are intended as a high level strategic overview of the competencies required to fulfil the tasks required in the workplace. The NOS are not designed to describe specific roles; role definitions are normally based on a number of the functions and therefore a number of the standards.

There is no expectation, therefore, that a job role would encompass all the performance requirements across every standard, rather that specific jobs utilise appropriate standards.

The standards have been devised based on best practice for the definition of NOS. Each comprises a number of performance criteria which an individual should demonstrate to be competent in the sector. Each standard also has underpinning knowledge and understanding, although in the NOS there is not an immediate and direct relationship between an individual performance criterion and a knowledge and/or understanding statement; the latter underpin the whole of the standard.

It should be noted that the approach to working may differ across the four nations of the UK. The NOS have been written to enable any differences to be accommodated and to enable different terminology to be applied as appropriate. However, regardless of the national context, at the heart of work is to establish a safe and secure event through the provision of a professional service for all stakeholders.

Event Security Operations
National Occupational Standards

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Technical NOS	
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SFS EVS 8 Conduct searches of people and their property before entering an event	Search people and their property for unauthorised items
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NOS Contents

Imported NOS	
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SKA A42	Provide information to support decision making
SKA A41	Manage information for action
SKA A22	Manage the use of physical resources
SKA C211	Monitor spectators and deal with crowd problems
CFAM&LFA5	Manage projects
CFAM&LFA4	Manage programmes
CFAM&LEA3	Manage the use of financial resources
CFAM&LBB1	Manage risks to your organisation
CFACSB2	Deliver reliable customer service
SFJCCAD1	Develop, maintain and evaluate business continuity plans and arrangements
SFJCCAC1	Develop, maintain and evaluate emergency plans and arrangements
CCSCCS17	Contribute to safeguarding children, young people and vulnerable adults

Common Core NOS – Skills for Security	
No	**Title**
SFS 1 / WRV 2	Protect yourself from the risk of violence at work
SFS 2 / HSS1	Make sure your own actions reduce risks to health and safety
SFS 3 / HSS4	Promote a healthy and safe culture in the workplace
SFS 4	Communicate effectively with others
SFS 5	Give a positive image of yourself
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SFS 11 / B8	Ensure compliance with legal, regulatory, ethical and social requirements
SFS 13 / A2	Manage your own resources and professional development
SFS 14	Promote equality and value diversity
SFS 16	Assess and address risk to the environment
SFS 17	Use radio communication effectively
SFS 19 / AG12	Report writing

SFS EVS 1
Support the planning of an event

Overview   This NOS sets out the skills, knowledge and understanding for you to gather the relevant information to develop an event profile.

SFS EVS 1
Support the planning of an event

Performance criteria

You must be able to:

P1   liaise with all relevant people to enable you to produce a retrievable plan that clearly identifies the sequence and duration of activities, and the allocation of resources

P2   create a timeline and allocate sufficient time to each stage in the event process to enable objectives to be met and for resources to be used effectively

P3   liaise closely with relevant people involved with the planning and scheduling of event activities

P4   identify and take account of factors which are likely to cause delays and cancellations to event activities

P5   make realistic contingency plans to deal with any delays and cancellations which may arise

P6   obtain the necessary permissions and clearances

P7   check that event plans and schedules are accurate and that they contain all the essential information

P8   present plans and schedules clearly, and distribute them promptly to all relevant people

P9   encourage relevant people to identify and express any concerns they have about the feasibility of plans and schedules

P10   suggest realistic solutions, when difficulties in implementing the plan are identified

P11   communicate changes to schedules promptly to all relevant people

P12   contribute to the creation and maintenance of the event plan and refer to it at all times

P13   identify and prioritise key performance measures and methods for monitoring and evaluating the strategy

P14   identify resource requirements of the event

SFS EVS 1
Support the planning of an event

Knowledge and understanding

You need to know and understand:

K1   the required sequence and likely duration of activities in the different stages of the event process

K2   the importance of the timeline

K3   factors which affect the way activities are timetabled

K4   the nature and relative importance of activities which occur in the different stages of the event process

K5   how different event environments, types and scales of event are likely to affect the scheduling of activities

K6   the plans in place to deal with the types of situations that can occur and require contingency planning between relevant organisations

K7   factors that should be included in the retrievable event plan

K8   the sorts of difficulties that might arise in implementing the plan, and how these may be resolved

K9   who needs to be informed of changes to a event plan

K10   the importance of the event plan

K11   how and why to identify and prioritise the key performance measures and methods for monitoring and evaluating the strategy

K12   how and why it is important to identify resource requirements of the event

K13   identify the roles and responsibilities of relevant people and organisations

K14   the appropriate format, accessibility and distribution of the event plan

SFS EVS 1
Support the planning of an event

In these National Occupational Standards;

event plan: event timetable, schedule

SFS EVS 1
Support the planning of an event

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Originating organisation	Skills for Security
Original URN	SFS EVS 1
Relevant occupations	Elementary Occupations; Elementary Security Occupations
Suite	Event Security Operations
Key words	event; concert; gig; show; performance; planning; schedules; resources

SFS EVS 2

Develop a strategic plan for the provision of event security

Overview

This NOS sets out the skills, knowledge and understanding for you to determine the strategic priorities, upon which the resources for providing Event Security are to be focused, and developing and implementing an associated strategic plan for the delivery of the relevant services.

This standard is recommended for managers whose responsibilities include developing strategy for the provision of event security.

SFS EVS 2
Develop a strategic plan for the provision of event security

Performance criteria

You must be able to:

P1 identify and prioritise strategic objectives for the provision of event security which are consistent with the organisation's financial objectives and business strategy and requirements for corporate social responsibility

P2 assess strategic options towards achieving the objectives and document suggestions considered but not adopted

P3 identify and assess relevant market, competitor, stakeholder and business risks associated with the options considered

P4 balance the identified risks with the desired outcomes

P5 explore and assess the opportunity for possible partnerships and affiliations towards achieving the strategy

P6 agree a strategy which builds upon the preferred option(s), including specific and relevant objectives

P7 identify and prioritise key performance measures and methods for monitoring and evaluating the strategy, establishing whether these require to be outsourced

P8 identify the actions and resources required to implement the agreed strategy, with a timescale for undertaking the actions identified

P9 communicate the strategic plan, and gain commitment to their achievement from all relevant stakeholders

P10 maintain accurate and up to date retrievable records and documentation, in line with your organisation's requirements

P11 create a statement of intent outlining clear actions, accountabilities, boundaries of responsibilities and milestones

SFS EVS 2

Develop a strategic plan for the provision of event security

You need to know and understand:

K1 current relevant legislation, regulations, codes of practice, guidelines and organisational requirements relating to developing strategic plans for the provision of event security, and their impact for your area of operations

K2 the role of your organisation and that of other organisations involved in event security services in your area

K3 your organisation's overall strategy relevant to the provision of event security

K4 the limits of your authority and responsibility, and the actions to take should these be exceeded

K5 relevant national and local initiatives, and their impact for providing event security in your area

K6 the factors affecting the demand for event security in your local area

K7 the importance of long and medium-term planning to the success of an organisation

K8 the principles of strategic planning

K9 the topics to be addressed within a strategic plan for event security

K10 the customers needs and expectations relating to event security

K11 how to identify potential risks in relation to the achievements of objectives

K12 how to develop a statement of intent outlining clear actions, accountabilities, boundaries of responsibilities and milestones

K13 how to delegate responsibility and allocate resources to support a strategic plan

K14 how to develop contingency plans to address risks and changing circumstances

K15 the importance of consulting with colleagues and other stakeholders during the development of the strategic plan, and how to do this effectively

K16 how to develop measures and methods for monitoring and evaluating performance against the strategic plan, including key performance indicators

K17 sources of information to assist in monitoring and evaluation of the strategic plan

SFS EVS 2
Develop a strategic plan for the provision of event security

Glossary

In these National Occupational Standards;

statement of intent: a written statement expressing the intention of the undersigned to enter into a formal agreement, especially a business arrangement or transaction

SFS EVS 2

Develop a strategic plan for the provision of event security

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Suite	Event Security Operations
Key words	strategic priorities; developing; implementing; delivery; services

SFS EVS 3
Respond to an occurrence during an event

Overview	This NOS sets out the skills, knowledge and understanding for you to provide an initial response to occurrences.

This NOS covers the following activities:

1. Gather information and plan a response
2. Respond to occurrences

This NOS applies to all people responding to occurrences.

SFS EVS 3
Respond to an occurrence during an event

Performance criteria	**Gather accurate information and plan a response**

You must be able to:

P1   assess the nature of the occurrence based on the available information

P2   obtain any necessary additional information in order to determine the appropriate response to the occurrence

P3   prioritise and plan your actions according to the nature of the occurrence

P4   respond to the occurrence within the appropriate timescales and according to current policy

P5   provide the necessary information to others regarding the occurrence

Respond to occurrences

You must be able to:

P6   take into account the health and safety of yourself and others during the occurrence

P7   communicate any required information and intelligence to others attending the scene of the occurrence

P8   identify and prioritise any casualties, providing any necessary assistance

P9   deal with individuals in an ethical manner, recognising their needs with respect to race, diversity and human rights

P10 take control of occurrences in accordance with current policy

P11 challenge and deal appropriately with any unacceptable behaviour

P12 use appropriate personal safety skills in accordance with current policy, legislation and training

P13 liaise and communicate effectively and accurately with other agencies or partnerships relevant to the occurrence

P14 identify and request any other resources required for the occurrence

P15 identify and record any information, intelligence and sources from the occurrence

P16 take any necessary steps to protect the scene of the occurrence and preserve evidence

P17 fully document all data, decisions, actions, options and rationale in accordance with current policy and legislation, and submit for supervision within agreed timescales

P18 document options considered but not adopted

SFS EVS 3
Respond to an occurrence during an event

Legal and organisational requirements

*You need to know and
understand:*

K1   current relevant legislation, regulation, codes of practice and guidelines
for responding to occurrences

K2   current relevant legislation and organisational requirements in relation to
health and safety

K3   the importance of adhering to national guidelines relating to working
appropriately with children and young people

Information and intelligence gathering

*You need to know and
understand:*

K4   how to gather and assess information about an occurrence

K5   how to use information and intelligence to plan your response

K6   how to identify potential intelligence sources

Liaison and communication with others

*You need to know and
understand:*

K7   how to communicate effectively and accurately

K8   the types of specialists that may need to be brought into the occurrence

K9   the types of other agencies that may be involved in the occurrence

K10 systems and protocols for communicating with other agencies

The local community

*You need to know and
understand:*

K11 the composition and diversity of the local community

Responding to occurrences

*You need to know and
understand:*

K12 the types of occurrences you are likely to attend, including; crime, non-
crime and traffic

K13 the procedures for responding to different types of occurrences

K14 your role and the courses of action to take in the event of a critical
occurrence

K15 how to provide support to victims, witnesses and other individuals at the
occurrence

K16 the type of support you can provide to victims, witnesses and other
individuals at the occurrence

K17 how to deal with suspects who may have been involved in the
occurrence

K18 how to challenge and deal with unacceptable behaviour

K19 the personal safety techniques (including the use of force) that may be
lawfully used and when it is appropriate to use them

K20 how to identify and take into account the health and safety of self and
others

K21 how to administer first aid within the limits of your training

K22 how to protect the scene of an occurrence and preserve evidence

SFS EVS 3
Respond to an occurrence during an event

Documentation

You need to know and understand:

K23	the types of documentation that must be completed
K24	how to complete occurrence related documentation
K25	the timescales within which documentation must be completed, filed and forwarded to others

SFS EVS 3
Respond to an occurrence during an event

Glossary   In these National Occupational Standards;

occurrence: an unplanned incident or happening

SFS EVS 3
Respond to an occurrence during an event

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Suite	Event Security Operations
Key words	security; event; occurrence; information; response

SFS EVS 4
Deal with people suspected of committing an offence during an event

Overview

This NOS sets out the skills, knowledge and understanding for you to deal with people suspected of committing an offence.

This NOS covers the following activities:

1. Apprehend suspected people
2. Detention of suspected people
3. Preserve the integrity of potential evidence

SFS EVS 4
Deal with people suspected of committing an offence during an event

Performance criteria	**Apprehend suspected people**

You must be able to:

P1 confirm that you have sufficient and valid evidence to apprehend people suspected of committing or having committed an offence

P2 take appropriate action to apprehend suspects that is within the constraints of the law and in line with your operational instructions

P3 follow your instructions and relevant codes of practice when apprehending suspects, particularly related to what you say to them

P4 protect scenes of crime and potential evidence, following approved policies, procedures and guidelines

P5 ensure the health, safety and welfare of yourself, others and the suspect, when apprehending suspects

P6 inform the relevant people and authorities that you have apprehended a suspect, in line with your instructions and within required timescales

P7 complete the required records relevant to the circumstances when you apprehend suspects, accurately, legibly and as soon as practicable

P8 ensure that all witnesses are correctly identified and contactable

Detention of suspected people

You must be able to:

P9 allow suspects their legal rights at all times while you detain them

P10 follow approved procedures for segregating and accompanying suspects

P11 follow approved policies and procedures and guidelines when detaining people

P12 ensure suspects do not destroy or dispose of potential evidence

P13 ensure the health, safety and welfare of yourself, others and the suspect, while detaining suspects, including searching them and their possessions for weapons in line with your organisation's policies and procedures

P14 perform a correct hand over of suspects to the relevant authority, giving clear and concise details of detentions, in line with your instructions and within required timescales

P15 complete the required records relevant to the details of detentions, fully, accurately, legibly and within required timescales

Preserve the integrity of potential evidence

You must be able to:

P16 take all reasonable precautions to prevent potential evidence from being lost or removed by unauthorised people

P17 take all reasonable precautions to prevent potential evidence from being contaminated

P18 prevent access to a scene of a suspected offence to unauthorised people

P19 make sure that no alterations to a scene of a suspected offence are made

P20 ensure that all witnesses are correctly identified and contact details

obtained

P21 complete the required records, accurately, legibly and within required
timescales

SFS EVS 4

Deal with people suspected of committing an offence during an event

Knowledge and understanding	**Legal and organisational requirements**

K1   current relevant legislation, regulations, codes of practice and guidelines relating to arresting and apprehending people

K2   your instructions and the codes of practice relevant to apprehending suspects

K3   current relevant legislation, regulations, codes of practice and guidelines relating to arrest and detaining people

K4   current relevant legislation, regulations, codes of practice and guidelines relating to preserving the integrity of potential evidence

Apprehend suspected people

K5   the implications of wrongful arrest and the necessary actions thereafter

K6   the situations where you are allowed to apprehend suspects and the limits of your authority

K7   the concept of reasonable force, and when and how it may be used to apprehend suspects

K8   which authorities you should inform that you have apprehended a suspect and how to contact these authorities

K9   the importance of identifying any witnesses and effecting their co-operation

K10 how and why it is important to make full and accurate notebook entries and records as soon as practicable

K11 how and why it is important to record full details when force is used

Detention of suspected people

K12 where the dedicated detention area is and how it must be maintained within your organisation's policies and procedures

K13 the current law relating to the rights of suspects, including the restrictions on your searching them or their possessions

K14 the implications of unlawful arrest

K15 your instructions relating to detaining suspects, particularly with regard to your and their safety and well being

K16 why and how you should monitor suspects to prevent their escaping or destroying potential evidence

K17 which authority you should inform that you have detained a suspect and how to contact these authorities

K18 how and why to restrain suspects using appropriate and approved techniques and devices with reasonable force

K19 the implications of the use of restraint techniques

SFS EVS 4

Deal with people suspected of committing an offence during an event

Preserve the integrity of potential evidence

You need to know and understand:

K20 your responsibility to look after potential evidence and what you should do to preserve this evidence

K21 what constitutes potential evidence, including anything said by suspects

K22 what actions you can take to preserve potential evidence

K23 the importance of identifying any witnesses and effecting their co-operation

K24 how and why it is important to make full and accurate notebook entries and records soon as practicable

K25 how and why to preserve a crime scene and evidence

K26 how and why it is important to restrict access to a crime scene

K27 how and why it is important to identify and preserve evidence and record accurate details at the time you apprehend suspects and thereafter preserve the 'chain of evidence' or 'audit trail'

SFS EVS 4

Deal with people suspected of committing an offence during an event

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Relevant occupations	Elementary Occupations; Elementary Security Occupations
Suite	Event Security Operations
Key words	security; event; offence; apprehend; detain, detention; suspect; evidence

SFS EVS 5
Develop operational plans and policies for event security

Overview

This NOS sets out the skills, knowledge and understanding for you to develop operational plans and policies.

This NOS covers the following activities:

1. Develop operational plans for event security
2. Develop operational policies for event security

SFS EVS 5
Develop operational plans and policies for event security

Performance criteria	**Develop operational plans for event security**

You must be able to:

P1   balance new ideas with tried and tested solutions

P2   balance risk with desired outcomes

P3   make sure your plans are consistent with the objectives of your area of responsibility

P4   make sure your plan is flexible and complements related areas of work

P5   develop and assign objectives to people together with the associated resources

Develop operational policies for event security

You must be able to:

P6   involve organisations and individuals who have the information and expertise to make a positive contribution to the policy

P7   make sure the draft policy is based on objective research into relevant factors

P8   make sure the draft policy is in line with the objectives and values of the organisation or report any inconsistencies to the appropriate person

P9   make sure the draft policy is consistent with relevant legislation and identified best practice

P10 make sure the draft policy balances the interests of the organisation's key stakeholders

P11 agree the draft policy with all those organisations and individuals who have been involved

P12 identify all those organisations and individuals who should be consulted on the policy

P13 agree consultation methods and a schedule that are consistent with the needs of the organisation, and enable all those with an interest to make a useful contribution

P14 carry out the consultation methods as agreed

P15 collate and objectively analyse all inputs to the consultation

P16 provide a report on the consultation that presents all inputs and makes recommendations that fairly reflect these inputs

P17 agree the final policy with those who were involved in drafting it

SFS EVS 5
Develop operational plans and policies for event security

Knowledge and understanding

Legal and organisational requirements

You need to know and understand:

K1   current relevant legislation, regulations, standards and codes of practice relating to your sector

Develop operational plans for event security

You need to know and understand:

K2   principles and methods of short to medium-term planning

K3   the importance of creativity and innovation in operational planning

K4   how to develop and assign objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time–bound)

K5   how to analyse and manage a risk assessment based approach

K6   how to develop and plan for contingencies

K7   principles and methods of delegation

K8   how to use resources effectively to achieve objectives

K9   how to consult with colleagues and other key stakeholders

K10   partners, and their strategies and plans

K11   the overall vision of your organisation and the goals you are responsible for achieving with regard to best practice

K12   colleagues and other key stakeholders, and their needs and expectations

K13   procedures for reporting and making recommendations

Develop operational policies for event security

You need to know and understand:

K14   why organisations need policies on certain issues and the types of issues that the organisation should have policies for

K15   your organisation's and others relevant policies with reference to the event

K16   the range of organisations and individuals that could help you to develop policies and how to identify the ones that are most relevant and likely to make a useful contribution

K17   the types of relevant factors that are likely to influence the development of policy

K18   the importance of the policy being consistent with the objectives and values of the organisation and what to do if there is a difference

K19   how to identify relevant legislation and best practice in the area covered by the policy and check to make sure the policy is consistent with these

K20   who are the organisation's key stakeholders, why it is important to identify and balance their interests

K21   why you need to agree draft policy with all those who have been involved in drafting it

K22   the importance of consulting on policy and what may happen if you do not

K23   the organisations and individuals who will have an interest in the policy and how to identify them

K24   the range of consultation methods available and how to select ones that

will enable those affected to make a meaningful contribution

K25   the importance of being objective in analysing inputs to the consultation process

K26   the importance of reviewing the impact of the final policy based on consultation

K27   the responsibility, structure, framework and procedure for the participation in the development of the plans and policies

SFS EVS 5
Develop operational plans and policies for event security

Glossary   In these National Occupational Standards;

memorandum of understanding: a document that describes the general principles of an agreement between parties, but does not amount to a substantive contract

SFS EVS 5
Develop operational plans and policies for event security

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Suite	Event Security Operations
Key words	security; event; operational plans; operational policies

SFS EVS 6
Implement operational plans and policies for event security

Overview

This NOS sets out the skills, knowledge and understanding for you to implement operational plans and policies for event security.

This NOS covers the following activities:

1. Implement operational plans for event security
2. Implement operational policies for event security

SFS EVS 6
Implement operational plans and policies for event security

Performance criteria	**Implement operational plans for event security**

You must be able to:

P1   assign objectives to people together with the associated resources

P2   identify and brief people who can assist the implementation of plans

P3   support key colleagues and other stakeholders

P4   monitor and control your plan so that it achieves its overall objectives

P5   evaluate the implementation of your plan and make recommendations that identify good practice and areas for improvement

Implement operational policies for event security

You must be able to:

P6   identify the implications of the policy for the work of all those affected

P7   identify and test the objectives of the policy implementation, the possible obstacles and methods of overcoming these obstacles

P8   agree a schedule and budget for implementation

P9   invite them to suggest improvements to the implementation strategy and take account of these suggestions

P10   put in place effective support methods for those who will be implementing the policy

P11   keep policy implementation under continual review

SFS EVS 6
Implement operational plans and policies for event security

Legal and organisational requirements

K1   current relevant legislation, regulations, standards and codes of practice relating to your sector

Implement operational plans for event security

K2   how to analyse and manage a risk assessment based approach taking into consideration the audience profile

K3   how to develop and plan for contingencies

K4   principles and methods of delegation

K5   how to use resources effectively to achieve objectives

K6   how to consult with colleagues and other key stakeholders

K7   how to monitor and control operational plans to achieve their objectives

K8   how to develop and use an evaluation framework

K9   partners, and their strategies and plans

K10   the overall vision of your organisation and the goals you are responsible for achieving with respect to best practice

K11   colleagues and other key stakeholders, and their needs and expectations

K12   processes for consultation

K13   sources of information you can use to monitor and evaluate plans

K14   procedures for reporting and making recommendations

Implement operational policies for event security

K15   why it is important to identify the implications of the policy for the work of those who will be affected

K16   why it is important to identify objectives for the implementation phase

K17   likely obstacles to implementation, how to identify these and deal with them

K18   the range of people in the organisation who could assist in implementation and how to identify those whose assistance will be most effective

K19   the importance of involving other people in deciding how to implement policy

K20   why people will need support in implementing policy and the types of support that may be appropriate

K21   the importance of keeping policy implementation under review

SFS EVS 6

Implement operational plans and policies for event security

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Key words	security; event; implement; operational plans; operational policies

SFS EVS 7
Control the movement of people at an event

Overview

This NOS sets out the skills, knowledge and understanding for you to deal with ingress and egress for an event.

This NOS covers the following activities:

1. Control the ingress of people at an event
2. Control the movement of people at an event
3. Control the egress of people at an event

SFS EVS 7
Control the movement of people at an event

Performance criteria	**Control the ingress of people at an event**

You must be able to:

P1 carry out site familiarisation and pre event check of area of responsibility
P2 greet customers to the event in line with your organisational procedures
P3 monitor and maintain the route through whole system of entry
P4 ensure signage is correct for the ingress of the event
P5 report any factors that will negatively affect the flow rate in line with your organisational procedures
P6 ensure public are queuing at correct entrance
P7 identify right of access to areas prior to the event
P8 use effective communication to ensure optimum movement
P9 ensure appropriate flow through entrances in area
P10 pay careful attention to your designated area throughout your period of duty
P11 admit people and refuse entry according to agreed policies and procedures
P12 provide people with clear reasons why they have been refused entry
P13 control the queues in a safe and orderly manner
P14 direct people to alternative entry points if required
P15 move to various positions needed for times during an event
P16 recommend positive suggestions for ingress in line with your organisational procedures at a venue
P17 report sudden migration or unexpected movement within a crowd
P18 monitor and report any queue build up within a venue
P19 minimise the effect of queue build up within a venue

Control the movement of people at an event

You must be able to:

P20 monitor the foot fall throughout an event and designated areas
P21 monitor densities and capacities throughout an event and designated areas

Control the egress of people at an event

You must be able to:

P22 carry out pre egress checks of your area of responsibility
P23 monitor the safe exit of people in line with your organisational procedures
P24 use appropriate action to assist in clearing site of public
P25 remove negative influences on egress flow
P26 ensure there is no re-entry of the public during egress
P27 direct people to alternative exit points if required
P28 recommend positive suggestions for egress in line with your organisational procedures at a venue

SFS EVS 7
Control the movement of people at an event

Knowledge and understanding	**Legal and organisational requirements**

K1   current relevant legislation, regulation, codes of practice and guidelines relevant to the event

K2   your area of responsibility

K3   your roles and responsibilities within the event plan

K4   how environmental conditions may influence ground conditions

K5   why it is important to be flexible to move to various positions during an event

K6   your schedule and duration of deployments throughout the event

K7   relevant interpersonal skills and how to use them effectively

Control the ingress of people at an event

K8   how and why it is important to carry out pre event checks of your area

K9   the policies and entry conditions for the venue

K10 the expected flow rate of people

K11 how to admit entry to people according to agreed policies and procedures

K12 what correct signage is required for the ingress of the event

K13 what factors could create a negative affect on the entry flow rate

K14 the policies and procedures for reporting negative influences to the entry flow, to your supervisor

K15 locations and layout of entrances to site

K16 how and why it is important to ensure equal flow through all entrances

K17 how to control queues in a safe and orderly manner

K18 how long queues will influence audience attitude and behaviour

K19 'right of access' to areas prior to the event

K20 how and why it is important to maintain a clear entrance by monitoring rubbish removal

K21 how and why its important to monitor crowd dynamics for migration, unexpected movement, signs of distress and density within a crowd

K22 how and why it is important to monitor and report any queue build up with other services within venue

K23 how to minimise affect of queue build up within a venue

K24 the procedures to follow when refusing entry

K25 why you must provide people with clear reasons why they have been refused entry

K26 the possible reactions to refusing entry

K27 what to do when the crowd become stationary during ingress

Control the egress of people at an event

K28 how and why it is important to carry out pre egress checks of area

K29 how and why is it important to monitor the safe exit of people according

to the agreed procedures

K30 appropriate action to aid in clearing site of public

K31 how to remove negative factors on egress flow

K32 how and why it is important to ensure there is no re-entry of the public during egress

K33 locations and layout of exit points

K34 what to do when the crowd become stationary during egress

K35 how to deal with lost property during egress

K36 how to deal with lost persons during egress

K37 your own organisational procedures for the closure of the event

SFS EVS 7
Control the movement of people at an event

Developed by	Skills for Security
Version number	1
Date approved	March 2013
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Validity	Current
Status	Original
Originating organisation	Skills for Security
Original URN	SFS EVS 7
Relevant occupations	Elementary Occupations; Elementary Security Occupations
Suite	Event Security Operations
Key words	security; event; movement of people; ingress; egress

SFS EVS 8
Conduct searches of people and their property before entering an event

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Overview

This NOS sets out the skills, knowledge and understanding for you to promote public safety and safeguard commercial interests through search.

This NOS covers the following activities:

1. Search people and their property for unauthorised items
2. Respond to finding unauthorised items

SFS EVS 8

Conduct searches of people and their property before entering an event

Performance criteria

Search people and their property for unauthorised items

You must be able to:

P1 create a suitable environment and identify resources to conduct searches

P2 identify the people to be searched on entry according to the agreed procedures

P3 ensure searches are conducted as agreed with the event organiser

P4 utilise appropriate search tools in line with your organisation's policies and procedures

P5 make sure you have consent to search, before you search individuals

P6 take appropriate and permitted action when a person refuses to give consent to a search, in line with your organisation's policies and procedures

P7 give clear reasons for the search to individuals that have been selected to be searched and confirm that the reasons given have been understood

P8 carry out searches of people at frequencies and in patterns that are in line with your organisation's policies and procedures

P9 carry out searches in locations and in the presence of witnesses in line with your organisations guidelines, policies and procedures

P10 be polite, professional and courteous while you carry out searches of individuals

P11 maintain your own health, safety and welfare while carrying out searches of people

P12 take prompt and appropriate action, in line with your organisation's policies and procedures, when you find unauthorised items during a search

P13 complete the required records accurately, legibly and within required timescales

P14 report the details of searches in line with your instructions and organisation's policies and procedures

Respond to finding unauthorised items

You must be able to:

P15 correctly identify unauthorised items found during searches

P16 take appropriate action when dealing with unauthorised items found during a search

P17 record and report the relevant details relating to the unauthorised items to the appropriate person

P18 complete the required documentation accurately, legibly and within required timescales

P19 maintain the health, safety and welfare of yourself and others

SFS EVS 8

Conduct searches of people and their property before entering an event

Knowledge and understanding

Legal and organisational requirements

You need to know and understand:

K1   current relevant legislation, regulations, codes of practice and guidelines relating to your authority to search people and their property

K2   your organisation's policies, procedures and instructions you should follow when finding unauthorised items

K3   your organisation's policies, procedures and instructions for searching people

Search people and their property for unauthorised items

You need to know and understand:

K4   the procedures and instructions you should follow when searching people or their property, including: –
- K4.1   why it is good practice to have witnesses during searches
- K4.2   different types of search
- K4.3   the implications of carrying out searches incorrectly
- K4.4   the use of specific search tools

K5   interpersonal skills and how to use them during searches of people and their property

K6   the possible reactions to the request to submit to a search and how to deal with them in line with your organisation's policies and procedures

K7   the range of unauthorised items that you should look for during searches

K8   the precautions to take to protect yourself and others against items which may cause injuries during the search

Respond to finding unauthorised items

You need to know and understand:

K9   interpersonal skills and how to use them when you find unauthorised items

K10 the possible reactions of persons searched to finding unauthorised items and how to deal with them

K11 what you should do when you find unauthorised items, and to whom this should be reported, in line with your organisation's policies and procedures

SFS EVS 8
Conduct searches of people and their property before entering an event

Glossary   In these National Occupational Standards;

unauthorised items: an item not permitted within the event as defined by the venue, the event organiser or the law

SFS EVS 8

Conduct searches of people and their property before entering an event

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Originating organisation	Skills for Security
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Relevant occupations	Elementary Occupations; Elementary Security Occupations
Suite	Event Security Operations
Key words	security; event; people; property; search; unauthorised items

SFS EVS 9
Reduce and manage conflict at events

Overview	This NOS sets out the skills, knowledge and understanding for you to help reduce and manage conflict at events. The NOS focuses first on avoiding conflict through positive communication and behaviours. It then considers how to recognise an escalation in conflict and risk and how to defuse conflict.

The NOS also acknowledges that conflict can occur when addressing problematic behaviour in crowd situations, and that this can be reduced through careful choice and timing of approach.

This NOS covers the following activities:

1. Help avoid conflict
2. Defuse and resolve conflict
3. Deal with challenging behaviour

This NOS is relevant to security personnel and stewards operating at a wide range of events.

SFS EVS 9
Reduce and manage conflict at events

Performance criteria	**Help avoid conflict**

You must be able to:

P1   communicate appropriately with customers showing respect for individuals and their property

P2   explain actions and listen to any concerns

P3   avoid stereotyping and discrimination

P4   overcome barriers to communication and reduce triggers

P5   demonstrate a sound knowledge of the event, your role, and relevant policy and powers

Defuse and resolve conflict

You must be able to:

P6   apply dynamic risk assessment to identify potential conflict

P7   identify signs of escalation to reduce the threat or risk of conflict in a crowd situation

P8   plan exit strategies and routes to ensure your personal safety and protect others

P9   communicate effectively with colleagues, event controllers and staff from other agencies

P10   deliver a positive first impression and calming approach

P11   use appropriate techniques to resolve conflict in line with your organisation's policies and procedures

Deal with challenging behaviour

You must be able to:

P12   seek alternatives to confrontation

P13   recognise the potential impact of intervention in a crowd situation

P14   choose appropriate methods for dealing with challenging behaviour

P15   remain polite and respectful at all times

P16   report and account for actions in line with your organisation's policies and procedures

SFS EVS 9
Reduce and manage conflict at events

Knowledge and understanding

How to help avoid conflict

You need to know and understand:

K1 why it is important to be helpful and approachable
K2 the need to listen and respond professionally to people's concerns
K3 the importance of respecting individuals and their property
K4 the benefits of explaining intended actions and giving reasons for these
K5 how it can help to view a situation from a visitor perspective
K6 actions and behaviours that can trigger an escalation in a crowd situation, and which should be avoided
K7 potential barriers to communication and how to overcome these
K8 the importance of avoiding stereotyping and discrimination
K9 key requirements of your role and relevant policy and powers
K10 arrangements at the event to be able to respond knowledgably to questions

How to defuse and resolve conflict

You need to know and understand:

K11 how to apply a model for dynamic risk assessment
K12 threats and risks of aggression and violence
K13 common stages and signs of escalation with violence
K14 your duty of care to reduce risk to yourself and others
K15 safe positioning and teamwork
K16 the environment you are operating in and how to access help
K17 verbal exit strategies and exit routes
K18 the importance of identifying and protecting vulnerable individuals
K19 how to communicate effectively with colleagues, event controllers and staff from other agencies
K20 how to make a positive first impression through appearance, words, tone and calming body language
K21 why it helps to acknowledge emotions and show empathy
K22 how to reassure people that you are there to help
K23 how to listen effectively and reflect understanding
K24 the options at your disposal and room for discretion

How to deal with challenging behaviour

You need to know and understand:

K25 potential types of challenging and non-permitted behaviour
K26 alternatives to directly confronting behaviour
K27 the importance of avoiding indiscriminate or heavy handed action in a crowd situation
K28 how a crowd may perceive and react to your intervention
K29 different methods for dealing with challenging behaviour
K30 factors that influence when, where and how to address behaviour
K31 the importance of remaining polite and respectful
K32 how to report and account for actions

SFS EVS 9
Reduce and manage conflict at events

Glossary In these National Occupational Standards;

conflict: a disagreement through which the parties involved perceive a threat to their needs, interests or concerns

SFS EVS 9
Reduce and manage conflict at events

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Original URN	SFS EVS 9
Relevant occupations	Elementary Occupations; Elementary Security Occupations
Suite	Event Security Operations
Key words	event; security; conflict; reduce; crowd; discrimination; behaviour; dynamic; risk

SFS EVS 10
Respond to emergencies during an event

Overview

This NOS sets out the skills, knowledge and understanding for you to provide a response to emergencies during an event to aid preservation of life, assets and the welfare of individuals.

SFS EVS 10
Respond to emergencies during an event

Performance criteria

You must be able to:

P1 obtain relevant information to determine the current status of response and aid decision making within event command protocols

P2 make an initial assessment of the situation and report this to relevant people in accordance with established procedures

P3 take any immediate action required to prevent significant loss, harm or injury to self or others

P4 formulate a plan of action within your remit of responsibility, which takes account of all available information

P5 confirm the availability and location of relevant services and facilities, taking account of the possible escalation of emergencies

P6 identify any resources required to meet the demands of the response

P7 work and communicate effectively with partner organisations, stakeholders and other responders

P8 ensure the actions taken reflect any current relevant legislation, regulation, codes of practice and guidelines

P9 ensure accurate information is shared with all relevant organisations to enable effective co-ordination and response

P10 implement action at the appropriate level in a timely manner, confirming roles, responsibilities, tasks, and communication channels

P11 conduct on-going risk assessment and management in response to the dynamic nature of emergencies

P12 obtain and provide technical and professional advice

P13 monitor and maintain the health, safety and welfare of individuals during the response

P14 ensure that any individuals under your area of responsibility are fully briefed and de-briefed

P15 evaluate the effectiveness of the response in conjunction with other relevant parties and use this information to inform future practice

P16 fully record your decisions, actions, options and rationales in accordance with current information, policy and legislation

SFS EVS 10

Respond to emergencies during an event

Knowledge and understanding

You need to know and understand:

K1 current, relevant legislation, regulations, codes of practice and guidelines in relation to emergency response

K2 current, relevant legislation and organisational requirements in relation to health, safety and welfare

K3 your role and level of responsibility within the response team

K4 the principles of Integrated Emergency Management (IEM)

K5 how to formulate an action plan which takes account of all available information

K6 the principles of effective response and recovery

K7 relevant emergency plans and arrangements including pre-determined procedures for involvement of other organisations

K8 the type of resources which may be required and how they can be obtained

K9 the actions to take where there are limitations on the availability and use of resources

K10 sources of technical and professional advice

K11 how media may be used to provide information to those present and wider communities

K12 how to collect and analyse relevant information at your level of responsibility

K13 the potential impact of emergencies on individuals, communities and the environment

K14 how to ensure provision of continued support for individuals affected by emergencies

K15 the purpose of recording information and the types of records that must be kept

K16 how to monitor and review effectiveness of response actions together with relevant others

K17 the principles of command, control and co-ordination and the potential flexibility between levels of response

K18 circumstances where expertise or co-ordination are required beyond your level of responsibility

K19 the correct procedures for handing over responsibility

K20 the roles and responsibilities of partner organisations involved in response and recovery

K21 relevant information on partner organisations including methods of communication, decision making process and constraints

K22 how to communicate with individuals affected by emergencies in a manner which promotes understanding

K23 how to make and apply decisions based on the assessment of risk

K24 the roles, responsibilities and information needs of organisations involved in response

K25 your organisation's policy for dealing with the media

SFS EVS 10
Respond to emergencies during an event

Glossary

In these National Occupational Standards;

communities: individuals and organisations in localities including adults, children and young people, vulnerable people, residential homes, businesses etc

environment: surroundings, including plant and animal life

Integrated Emergency Management (IEM): an approach to preventing and managing emergencies which entails six key activities – anticipation, assessment, prevention, preparation, response and recovery. IEM is geared to the idea of building greater overall resilience in the face of a broad range of disruptive challenges. It requires a coherent multi-agency effort

organisations: public, private or voluntary bodies

resources: people, equipment, materials, finance etc

risk: measure of the significance of a potential event or situation in terms of likelihood and impact

SFS EVS 10
Respond to emergencies during an event

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Originating organisation	Skills for Security
Original URN	SFS EVS 10
Relevant occupations	Elementary Occupations; Elementary Security Occupations
Suite	Event Security Operations
Key words	security; event; emergencies; respond; risk assessment

SFS EVS 11
Provide information and advice during an event

This NOS sets out the skills, knowledge and understanding for you to provide information and advice during an event.

This NOS covers the following activities:

1. Provide information and advice to individuals
2. Assist individuals to resolve complaints

SFS EVS 11
Provide information and advice during an event

Performance criteria	**Provide information and advice to individuals**

You must be able to:

P1   acknowledge promptly and politely requests for information and advice

P2   clarify accurately and confirm the individuals' needs for information and advice

P3   communicate with individuals clearly and in ways most likely to be understood by the individual

P4   take action that is supportive of the individuals' needs and takes in to consideration the individuals' situation

P5   ensure information and advice provided is appropriate

P6   ask individuals politely to confirm that the information provided meets their needs

P7   when individuals express dissatisfaction with the information provided, you identify and implement alternative ways of meeting their needs

P8   manage expectations of individuals to make sure they are realistic

Assist individuals to resolve complaints

You must be able to:

P9   identify accurately the nature of complaints from information obtained from individuals

P10   deal with complaints, acknowledge them clearly and provide appropriate response

P11   ensure action to remedy complaints is consistent in line with your organisations policies and procedures

P12   refer the matter to the appropriate person promptly and explain the procedure clearly to the customer when the action required to deal with complaints is outside your responsibility

SFS EVS 11
Provide information and advice during an event

Knowledge and understanding	**Legal and organisational requirements**
You need to know and understand:	K1 the organisation's policy on customer service and customer relationships and how this applies to your role
	K2 the organisation's procedure for handling complaints and how to assess complaints
	Provide information and advice to individuals
You need to know and understand:	K3 how to give appropriate information
	K4 event specific and event related information
	Assist individuals to resolve complaints
You need to know and understand:	K5 what alternatives may be offered to individuals
	K6 how to manage individuals expectations
	K7 the importance of retaining individuals confidence

SFS EVS 11
Provide information and advice during an event

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Validity	Current
Status	Original
Originating organisation	Skills for Security
Original URN	SFS EVS 11
Relevant occupations	Elementary Occupations; Elementary Security Occupations
Suite	Event Security Operations
Key words	security; event; information; advice; complaints

SKAA42 (2)
Provide information to support decision making

Overview

This unit is about collecting and analysing information, and then using it to make important decisions. This unit could cover a very wide range of activities that you could be involved with. Examples would be: carrying out customer surveys to decide on whether to alter certain services, analysing the use of facilities to decide whether more effective use could be made of them, analysing jobs to decide what types of skills, knowledge and experience your staff should have, looking at journals and researching the local market to decide whether to introduce new services, collecting and analysing financial information to develop a business plan etc.

The unit is divided into three parts. The first part describes the four things you have to do. These are:

1. obtain information for decision making
2. record and store information for decision making
3. analyse information to support decision making
4. advise and inform others

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

The unit is for people who have some responsibility for managing information as part of your work role.

SKAA42 (2)
Provide information to support decision making

Performance criteria	**Obtain information for decision making**

You must be able to:

P1	identify the information you need to make the required decisions
P2	use sources of information which are reliable and sufficiently wide-ranging to meet current and likely future information requirements
P3	use methods of obtaining information that are reliable, effective and make efficient use of resources
P4	use methods of obtaining information that are consistent with organisational values, policies and legal requirements
P5	obtain information that is accurate, relevant and sufficient to support decision making
P6	take prompt and effective action to deal with information that is inadequate, contradictory or ambiguous

Record and store information

You must be able to:

P7	use systems and procedures for recording and storing information that are suitable for the purpose and make efficient use of resources
P8	record and store information in a way that complies with organisational policies and legal
P9	record and store information so that it is readily accessible in the required format to authorised people only
P10	provide opportunities for team members to make suggestions for improvements to systems and procedures
P11	make recommendations for improvements to systems and procedures to the relevant people
P12	take into account organisational constraints

Analyse information to support decision making

You must be able to:

P13	identify objectives for the analysis that are clear and consistent with the decisions that need to be made
P14	select information that is accurate, relevant to the objectives of the analysis, and sufficient to arrive at a reliable decision
P15	use analysis methods that are suitable to achieve the objectives you identified
P16	analyse the information so that you correctly identify the patterns and trends
P17	support the conclusions you draw from the analysis with reasoned argument and appropriate evidence
P18	differentiate clearly between fact and opinion when presenting the results of the analysis
P19	keep records of the analysis that are sufficient to show the assumptions and decisions made at each stage

SKAA42 (2)
Provide information to support decision making

You must be able to: **Advise and inform others**

P20   research the advice and information needs of your recipients in a way which is appropriate and sufficient and takes account of organisational constraints

P21   provide advice and information at a time and place and in a form and manner appropriate to the needs of your recipients

P22   provide information that is accurate, current, relevant and sufficient;

P23   provide advice that is consistent with organisational policy, procedures and constraints

P24   support advice with reasoned argument and appropriate evidence

P25   confirm their recipients' understanding of the advice and information you have given

P26   maintain confidentiality according to organisational and legal requirements

P27   use feedback from recipients to improve future provision of advice and information

SKAA42 (2)
Provide information to support decision making

Knowledge and understanding

You need to know and understand:

K1   how the playwork principles underpinning your sector specifically relate to this unit

Analytical techniques

You need to know and understand:

K2   how to judge the accuracy, relevance and sufficiency of information required to support decision making in different contexts

K3   how to identify information that may be contradictory, ambiguous or inadequate and how to deal with these problems

K4   different approaches to, and methods of, analysing information and how to select methods appropriate to decisions which the manager has to make

K5   how to analyse information to identify patterns and trends

K6   how to draw conclusions on the basis of analysing information

K7   the difference between fact and opinion, how to identify these and present them accordingly

Communication

You need to know and understand:

K8   different formats for presenting qualitative and quantitative information which may be required

K9   how to select a format appropriate to different purposes and recipients of information

K10 how to develop and present a case based on the outcomes of an analysis

K11 how to communicate advice and information effectively both orally and in writing

K12 how to develop and present a reasoned case when providing advice to others

K13 why it is important to confirm the recipient's understanding of information and advice provided and methods which may be used to ensure this

Continuous improvement

You need to know and understand:

K14 how to assess the effectiveness of current methods of collecting and storing information and what procedures to follow in order to make recommendations on improvements

Information handling

You need to know and understand:

K15 the importance of information management to the team and organisational effectiveness and your role and responsibilities in relation to this

K16 the types of qualitative and quantitative information that are essential to

K16 your role and responsibilities and how to identify these

K17 the range of sources of information that are available to you and how to ensure these are capable of meeting current and likely future information requirements

K18 how to identify new sources of information that may be required

K19 the range of methods of gathering and checking the validity of such information and their advantages and disadvantages

K20 different methods of recording and storing information and their advantages and disadvantages

K21 how to ensure that information is organised in a way that makes it readily accessible

K22 principles of confidentiality - what information should be made available to which people

K23 the importance of the effective analysis of information and your role and responsibility in relation to this

K24 types of information, both qualitative and quantitative, which you need to able to analyse

K25 how to select information relevant to the decision to be made and ensure such information is accurate and relevant

K26 the importance of record keeping to the analysis of information and how such records should be kept and used.

K27 why it is essential to check the validity of advice and information provided to others

K28 how to ensure accuracy, currency, sufficiency and relevance

K29 the principles of confidentiality when handling information and advice - what types of information and advice may be provided to what people

Involvement and motivation

You need to know and understand:

K30 why it is important to provide opportunities for team members to make recommendations on improvements to systems and procedures

K31 how to encourage and enable such recommendations

Organisational context

You need to know and understand:

K32 organisational policies and legal requirements which have a bearing on the recording and storage of information and how to interpret these

K33 organisational policies, procedures and resource constraints which may influence advice given to others

Providing support

You need to know and understand:

K34 why it is important to provide advice and information and your role and responsibilities

K35 the types of advice and information which people may require

K36 how to identify information needs

K37 situations in which it is appropriate to act on one's own initiative in giving

information and advice

K38   why it is important to seek feedback on the quality and relevance of the advice and information you provide

SKAA42 (2)
Provide information to support decision making

1. **information**
   1.1. quantitative
   1.2. qualitative

2. **sources of information**
   2.1. people within your organisation
   2.2. people outside your organisation
   2.3. internal information systems
   2.4. published media
   2.5. specially commissioned research

3. **methods**
   3.1. listening and watching
   3.2. reading
   3.3. spoken questioning
   3.4. written questioning
   3.5. formal research conducted personally
   3.6. formal research conducted by third parties

4. **systems and procedures**
   4.1. organisation wide
   4.2. specific to the candidate and their team

5. **organisational constraints**
   5.1. organisational objectives
   5.2. organisational policies
   5.3. resources

6. **analysis**
   6.1. formal and planned
   6.2. informal and ad hoc

7. **decisions** concerning
   7.1. day to day operations
   7.2. changes in organisational policy that affect operations

8. **advice and information**
   8.1. in response to a request
   8.2. on your own initiative

9. **recipients**
   9.1. team members
   9.2. colleagues working at the same level
   9.3. higher level managers and sponsors
   9.4. people outside your organisation

10. **forms**
    10.1. spoken
    10.2. written

SKAA42 (2)
Provide information to support decision making

Qualitative

Something that is not summarised in numerical form, such as minutes from meetings and general notes from observations. Qualitative data normally describe people's knowledge, attitudes or behaviours and is often more subjective

Quantitative

Something measured or measurable by, or concerned with, quantity and expressed in numbers or quantities

Resources

For example, finance, advice and information, physical resources (such as equipment and materials, buildings etc), training and development

SKAA42 (2)
Provide information to support decision making

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Status	Original
Originating organisation	SkillsActive
Original URN	SA44NA42
Relevant occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Key words	provide, information, support, decision, making

SKAA41
Manage information for action

Overview

This unit is about the efficient management of information within your area of responsibility. It covers gathering the information you need, providing information and advice to others, and holding meetings.

The unit is divided into two parts.

The first part describes the three things you have to do. These are:
1. gather required information
2. inform and advise others
3. hold meetings

The second part describes the knowledge and understanding you must have.

The unit is for first line managers and sports development staff operating at that level.

SKAA41
Manage information for action

Performance criteria

Gather required information

You must be able to:

P1 gather information that is accurate, sufficient and relevant to the purpose for which it is needed

P2 take prompt and effective action to overcome problems in gathering relevant information

P3 record and store the information you gather according to their organisation's systems and procedures

P4 ensure that the information you gather is accessible in the required format to authorised people only

P5 identify possible improvements to systems and procedures and pass these on to the relevant people

Inform and advise others

You must be able to:

P6 give information and advice at a time and place, and in a form and manner, appropriate to the needs of recipients

P7 ensure the information and advice you give is accurate, current, relevant and sufficient

P8 give information and advice that is consistent with the organisation's policy, procedures and resource constraints

P9 use reasoned arguments and appropriate evidence to support your information and advice

P10 check and confirm recipients' understanding of the information and advice that you have given

P11 maintain confidentiality according to the organisation's requirements

P12 seek feedback from recipients about the information and advice you provided, and use this feedback to improve the ways in which information and advice is given

Hold meetings

You must be able to:

P13 give sufficient notice of the meeting to allow the necessary people to attend

P14 make the purpose and objectives of the meeting clear at the start

P15 adopt a style of leadership that helps people to make useful contributions

P16 discourage unhelpful arguments and digressions

P17 achieve the objectives of the meeting within the allocated time

P18 give clear, accurate and concise information about outcomes of the meeting promptly to those who need it

SKAA41
Manage information for action

Knowledge and understanding

You need to know and understand:

K1   how to give information and advice effectively in both oral and written format

K2   how to develop and present a reasoned case when providing advice to others

K3   the importance of confirming the recipient's understanding of the information and advice which have been provided and how to do so

K4   the importance of seeking feedback on the quality and relevance of the advice and information provided , and how to encourage and enable such feedback

K5   how to identify unhelpful arguments and digressions, and strategies which may be used to discourage these

K6   the styles of leadership which can be used to run meetings and how to choose a style according the nature of the meeting

K7   the value and limitations of meetings as a method of exchanging information and making decisions

K8   how to determine when a meeting is the most effective way of dealing with issues and the possible alternatives available

K9   the importance of determining the purpose and objectives of meetings and how to do so

K10 how to manage discussions so that the objectives of the meeting are met within the allocated time

K11 the procedures to follow in order to make recommendations for improvements to systems and procedures

K12 organisational policies, procedures and resource constraints which may affect advice and information given to others

K13 how to determine who are the necessary people to attend the meeting

K14 procedures to follow when calling meetings and preparing for them

K15 the importance of gathering, validating and analysing information to team and organisational effectiveness and their role and responsibility in relation to it

K16 the types of qualitative and quantitative information which are essential to your role and responsibilities

K17 how to gather information electronically and manually

K18 the importance of providing information and advice to others and their role and responsibility in relation to it

K19 the types of information and advice that other people may require

K20 how to gather the information needed for your job

K21 the types of problems which may occur when gathering information and how to overcome them

K22 how to record and store the information which is needed

K23 the importance of checking the validity of information and advice provided to others and how to do so

K24 the principles of confidentiality when handling information and advice; the types of information and advice which may be provided to different

people

K25 how to assess the effectiveness of current methods of gathering and storing information

SKAA41
Manage information for action

1. **information**
   1.1. quantitative
   1.2. qualitative
   1.3. in electronic format
   1.4. paper-based

2. **systems and procedures**
   2.1. formal
   2.2. informal

3. **information and advice**
   3.1. spoken
   3.2. written
   3.3. in electronic format

4. **recipients**
   4.1. team members
   4.2. colleagues working at the same level
   4.3. higher level managers or sponsors
   4.4. people not part of your organisation

5. **meetings**
   5.1. involving people within your organisation
   5.2. involving people from outside your organisation

6. **purposes**
   6.1. information giving
   6.2. consultation
   6.3. decision making

SKAA41
Manage information for action

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Validity	Current
Status	Original
Originating organisation	SkillsActive
Original URN	SA44NA41
Relevant occupations	Associate Professionals and Technical Occupations; Leisure, travel and tourism; Sport, leisure and recreation; Sports and Fitness Occupations
Suite	Spectator Safety; Leisure Management; Sports Development
Key words	efficient, manage, information, gather, advice, meetings, recipients

SKAA22
Manage the use of physical resources

Overview

This unit is about managing physical resources such as equipment, facilities and consumables.

The unit is divided into two parts.

The first part describes the four things you have to do. These are:
1. plan the use of physical resources
2. obtain physical resources
3. ensure the availability of supplies
4. monitor the use of physical resources

The second part describes the knowledge and understanding you must have.

This unit is aimed at people working in management or development at middle manager level.

SKAA22
Manage the use of physical resources

Performance criteria	**Plan the use of physical resources**

You must be able to:

P1 give opportunities to relevant people to provide information about the physical resources required

P2 develop plans which take account of relevant past experience, trends and developments and factors likely to affect future resource use

P3 make sure these plans are consistent with the organisation's objectives, policies and legal requirements

P4 present these plans to relevant people in an appropriate and timely manner

Obtain physical resources

You must be able to:

P5 make requests for physical resources that clearly show the costs involved and the anticipated benefits expected from the use of the resources

P6 present requests for physical resources to relevant people in time for the necessary resources to be obtained

P7 present requests for physical resources in ways which reflect the commitment of those who will be using the resources

P8 obtain physical resources that are sufficient to support all activities under their control

P9 agree appropriate amendments to their plans with relevant people when you cannot obtain the physical resources they need in full

Ensure the availability of supplies

You must be able to:

P10 accurately identify the supplies they need

P11 choose from a range of suppliers that is sufficiently wide to ensure adequate competition and continuity of supplies

P12 negotiate with suppliers in a manner which will maintain good relations with them

P13 reach agreements with suppliers that provide good value and comply with organisational and legal requirements

P14 monitor the quality and quantity of supplies at appropriate intervals

P15 obtain supplies that consistently meet the organisation's requirements for quality, quantity and delivery

P16 deal with any actual or potential problems with supplies promptly

P17 keep records of supplies that are complete, accurate and available only to authorised people

Monitor the use of physical resources

You must be able to:

P18 give opportunities to team members to take individual responsibility for the efficient use of physical resources

P19 make sure their team's use of physical resources is efficient and takes

into account the possible impact on the environment

P20   monitor the quality of physical resources continuously

P21   use monitoring methods that are reliable and comply with organisational requirements

P22   monitor the actual use of physical resources against an agreed plan at appropriate intervals

P23   take prompt corrective action to deal with actual or potential significant deviations from plans

P24   keep records relating to the use of physical resources that are complete, accurate and available to authorised people only

SKAA22
Manage the use of physical resources

Agreements and contracts

You need to know and understand:

K1   how to establish effective agreements with suppliers and the legal, ethical and organisational requirements which govern these

Analytical techniques

You need to know and understand:

K2   how to carry out cost-benefit analyses for the use of resources

K3   how to analyse work activities to identify required supplies

K4   how to select from a range of suppliers to ensure value for money, consistency, quality and continuity of supply within organisational and legal requirements

Communication

You need to know and understand:

K5   how to present and communicate plans on resource usage effectively

K6   how to develop and present an effective case for resources to relevant people

Information handling

You need to know and understand:

K7   principles of confidentiality regarding the use of resources: which types of information may be made available to whom

Involvement and motivation

You need to know and understand:

K8   how to encourage and enable staff to communicate their needs for resources

K9   how to obtain and maximise commitment to resource planning

K10   how to encourage and empower team members to take responsibility for the efficient use of resources

Monitoring and evaluation

You need to know and understand:

K11   how to monitor the provision of supplies to ensure ongoing quality, quantity, delivery and time requirements are being met

K12   the importance of effective monitoring of resource use to organisational efficiency and your role and responsibility in relation to this

K13   how to monitor and control resource usage to maintain consistency and quality in the provision of products and services

Organisational context

You need to know and understand:

K14   organisational objectives, policies and legal requirements relevant to resource usage, how to interpret these and identify the implications for

resource planning

K15 procedures to follow in order to request resources

K16 the legal and organisational requirements which govern the selection of suppliers, how to interpret these and identify the implications for your work

K17 the organisational and legal requirements regarding the impact of resource usage on the environment and how to minimise adverse effects

K18 your organisation's requirements for controlling resource usage

K19 your planned objectives and measures for resource usage

Planning

You need to know and understand:

K20 the principles underpinning effective resource planning and your role and responsibility in relation to this

K21 how to develop short-, medium- and long-term plans for the use of resources

K22 the types of trends and developments which might impact on your use of resources, how to analyse these and draw out the implications for planning

K23 how to adjust work plans in the event of required resources not being available

Resource management

You need to know and understand:

K24 the physical resources which you need to carry out your activities effectively

K25 the importance of continuity of supplies to maintaining the quality of products and services and your role and responsibility in relation to this

K26 the range of suppliers available for the physical resources you require

K27 the range of problems which may occur with supplies and suppliers and effective corrective action to take in response to these

K28 the importance of accurate record keeping in managing supplies and suppliers, and systems to ensure that this happens properly

K29 the range of obstacles to efficient use of resources and effective corrective action to take in response to these

K30 the importance of effective record keeping in the use of resources and how to ensure that this happens

SKAA22
Manage the use of physical resources

1. **relevant people**
   1.1. team members
   1.2. colleagues working at the same level
   1.3. higher level managers or supervisors
   1.4. people outside the organisation

2. **plans**
   2.1. short term
   2.2. medium term
   2.3. long term

3. **requests**
   3.1. spoken
   3.2. written

4. **supplies**
   4.1. goods
   4.2. services

5. **suppliers**
   5.1. inside the organisation
   5.2. outside the organisation

6. ways to **monitor**
   6.1. direct observation
   6.2. considering oral information from others
   6.3. considering written information from others

7. **corrective action**
   7.1. altering activities
   7.2. modifying the use of physical resources for activities
   7.3. renegotiating the allocation of physical resources

SKAA22
Manage the use of physical resources

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Originating organisation	SkillsActive
Original URN	SA44NA22
Relevant occupations	Associate Professionals and Technical Occupations; Leisure, travel and tourism; Sport, leisure and recreation; Sports and Fitness Occupations
Suite	Spectator Safety
Key words	spectators, managing, physical, resources, availability, supplies, planning, monitoring, obtaining

SKAC211
Monitor spectators and deal with crowd problems

Overview	This unit is about keeping a careful watch over spectators and dealing with crowd problems such as unexpected movements, local overcrowding, over-capacity and unsociable/unlawful behaviour.

The unit is divided into three parts. The first part describes the two things you have to do. These are:

1. monitor crowds and identify potential problems
2. follow instructions and procedures to deal with crowd problems

The second part describes the knowledge and understanding you must have.

The third part explains what we mean by some of the terms used in the unit.

This unit is for stewards and other similar staff working directly with spectators to ensure their safety and welfare.

SKAC211
Monitor spectators and deal with crowd problems

Performance criteria

Monitor crowds and identify potential problems

You must be able to:

P1   have the necessary resources ready for use
P2   make sure your behaviour and appearance meets agreed standards at all times
P3   carry out your duties impartially
P4   pay careful attention to the crowd and the conditions in your designated area throughout your period of duty
P5   identify crowd problems when they occur

Follow instructions and procedures to deal with crowd problems

You must be able to:

P6   assess and report the crowd problem, answering any questions from supervisors clearly and accurately
P7   take action following instructions and agreed procedures
P8   make sure that any action is not dangerous to yourself and the other people involved
P9   communicate with the people involved and colleagues clearly
P10 reassure the people involved and encourage them to be calm and follow instructions
P11 keep your control room/supervisor informed of the situation

SKAC211
Monitor spectators and deal with crowd problems

Knowledge and understanding

Monitoring crowds

You need to know and understand:

K1   the importance of carefully observing crowds and areas
K2   the importance of wearing steward's identification at all times
K3   what resources you need to have available and why
K4   what to look for when monitoring crowds
K5   why it's important to carry out your duties impartially - how to do so
K6   what sort of personal conduct and appearance is appropriate and why
K7   the particular hazards to look out for in the types of areas listed

Dealing with crowd problems

You need to know and understand:

K8   basic legal requirements covering disability, discrimination and safety
K9   the obvious signs of the types of hazardous behaviour listed
K10   how to assess how serious the behaviour is
K11   the correct action to take for different types of crowd problem and the procedures to follow
K12   conflict management techniques and defensive tactics
K13   why it's important to communicate clearly with the people involved and colleagues
K14   why it's important to reassure the people involved and encourage them to be calm and how to do so
K15   the type of action which might endanger themselves and others
K16   the correct reporting procedures to use

SKAC211
Monitor spectators and deal with crowd problems

1. **resources**

   1.1 communications

   1.2 safety equipment

   1.3 keys

   1.4 handbook

2. **crowds**

   2.1 friendly

   2.2 aggressive

   2.3 excited

3. **areas**

   3.1 confined areas

   3.2 open areas

   3.3 public areas

   3.4 non-public areas

4. **crowd problems**

   4.1 unexpected crowd movements

   4.2 local overcrowding

   4.3 over-capacity

   4.4 distress

   4.5 separation of individuals and groups

   4.6 unsociable behaviour

   4.7 unlawful behaviour

   4.8 entry into restricted areas

5. **action**

   5.1 removing people and objects

   5.2 containing the crowd

   5.3 being visible to the crowd

   5.4 reassuring

   5.5 warning

6. **people**

   6.1 co-operative

   6.2 unco-operative

   6.3 intoxicated

   6.4 emotional

   6.5 with limited understanding of English

   6.6 'VIPs'

   6.7 with particular needs

SKAC211
Monitor spectators and deal with crowd problems

Appearance
This includes wearing the correct clothes, presenting a professional image and having the correct identification

Assess
Gathering all the necessary information and identifying if there is a crowd problem

Communications (resources)
This could be notebooks for recording incidents, or communications equipment such as radios, if appropriate

Designated area
The area you are responsible for

Hazards
Something that may cause harm

Impartially
Not favouring or discriminating against any particular type of person

Monitor
Keep a careful eye on

Resources
The things you need to do your job effectively

Unlawful behaviour
This would include racism, threatening behaviour, violence and other types of behaviour that is against the law

Unsociable behaviour
For example, swearing or other types of abusive behaviour

With particular needs
For example, disabled people, old people, children etc.

SKAC211
Monitor spectators and deal with crowd problems

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Originating organisation	Skills Active
Original URN	SA44NC211
Relevant occupations	Associate Professionals and Technical Occupations; Leisure, travel and tourism; Sport, leisure and recreation; Sports and Fitness Occupations
Suite	Spectator Safety
Key words	crowds, spectators, stewards, events, marshals

CFAM&LFA5
Manage projects

Overview

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

This standard is relevant to managers and leaders who are required to manage projects.

This standard links closely to CFAM&LFA4 Manage programmes. Effective project management also requires project managers to be competent in a range of other standards, such as, CFAM&LBA3 Lead your team, CFAM&LDB2 Allocate work to team members, CFAM&LDB3 Quality assure work in your team, CFAM&LEA4 Manage budgets, CFAM&LEB3 Manage physical resources and CFAM&LEC4 Communicate information and knowledge.

CFAM&LFA5
Manage projects

Performance criteria

You must be able to:

P1 discuss and agree the key objectives and scope of the proposed project and the available resources with the project sponsors and other key stakeholders

P2 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

P3 develop, in consultation with project team members, a realistic and thorough plan for undertaking the project and achieving its objectives

P4 discuss and agree the project plan with the project sponsors and other key stakeholders, making changes where necessary

P5 brief project team members on the project plan and their roles and responsibilities and provide ongoing support, encouragement and information

P6 put processes and resources in place to manage potential risks arising from the project and deal with contingencies

P7 implement the project plan, selecting and applying effective project management tools and techniques to monitor, control and review progress

P8 communicate progress to the project sponsor, other key stakeholders and project team members on a regular basis

P9 identify, in the light of progress, problems encountered or changes to organisational objectives, any required changes to the project plan, obtaining agreement from project sponsors and other key stakeholders where necessary

P10 deliver project objectives on time and within budget

P11 confirm satisfactory completion of the project with the project sponsor and any key stakeholders

P12 evaluate the success of the project, identifying what lessons can be learned and shared

P13 celebrate the completion of the project, recognising the contributions of project team members

CFAM&LFA5
Manage projects

Knowledge and understanding	**General knowledge and understanding**
You need to know and understand:	K1 the characteristics of projects as opposed to routine management functions/activities

Knowledge and understanding

General knowledge and understanding

You need to know and understand:

K1   the characteristics of projects as opposed to routine management functions/activities

K2   the role and key responsibilities of a project manager

K3   key stages in the project life cycle

K4   the importance of the relationship between the project manager and the project sponsors and any key stakeholders

K5   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

K6   the type of information needed for effective project planning

K7   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

K8   why it is important to consult with relevant people in developing a project plan and how to do so effectively

K9   what should be included in a project plan, particularly activities, required resources and timescales and why the plan needs to be discussed and agreed with the project sponsors and any key stakeholders

K10 why it is important that any project team members are briefed on the project plan, their roles and responsibilities and how to do so effectively

K11 ways of providing ongoing support, encouragement and information to any project team members

K12 ways of identifying and managing potential risks in relation to the project

K13 the importance of contingency planning and how to do it effectively

K14 how to select from and apply a range of project management tools and techniques to monitor, control and review progress of the project

K15 effective ways of communicating with project sponsors and any key stakeholders during a project

K16 the importance of agreeing changes to the project plan with the project sponsors and any key stakeholders

K17 the type of changes that might need to be made to a project plan during implementation

K18 why it is important to confirm satisfactory completion of the project with the project sponsors and any key stakeholders and how to do so effectively

K19 how to establish effective systems for evaluating the success of projects and identifying lessons for the future

K20 the importance of recognising the contributions of project team members to the success of projects and different ways of doing so

Industry/sector specific knowledge and understanding

You need to know and understand:

K21 project management tools and techniques commonly used in the industry or sector
K22 risks and contingencies common to the industry/sector
K23 industry/sector specific legislation, regulations, guidelines and codes of practice

Context specific knowledge and understanding

You need to know and understand:

K24 the project sponsors – the individual or group for whom the project is being undertaken
K25 key stakeholders – the individuals or groups who have a significant interest in the success of the project and the organisation
K26 the agreed key objectives and scope of the proposed project and the available resources
K27 the overall vision, objectives and plans of the organisation and any other relevant programmes of work or other projects being undertaken
K28 your organisation's project management methodology, policy and procedures
K29 mechanisms for consulting on the development of the project plan and the views/thoughts received from relevant people in relation to proposals.
K30 the agreed project plan
K31 the roles and responsibilities of any project team members
K32 methods used for briefing, supporting, encouraging and providing information to any project team members
K33 processes and resources put in place to manage potential risks and deal with contingencies
K34 type and nature of potential risks identified and contingencies encountered
K35 specific project management tools and techniques used to monitor, control and review progress
K36 processes in place for communicating information on progress of the project to the project sponsors, any key stakeholders and any project team members
K37 processes in place for identifying and agreeing changes to the project plan and any changes which have been made
K38 processes for confirming satisfactory completion of the project with the project sponsors and any key stakeholders
K39 processes for evaluating the success of the project and any lessons which have been learned from undertaking the project
K40 methods used for recognising the contributions of any project team members to successful projects

CFAM&LFA5
Manage projects

Behaviours

1. Recognise changes in circumstances promptly and adjust plans and activities accordingly
2. Identify the range of elements in a situation and how they relate to each other
3. Present information clearly, concisely, accurately and in ways that promote understanding
4. Act within the limits of your own authority
5. Watch out for potential risks and hazards
6. Prioritise objectives and plan work to make the effective use of time and resources
7. Take personal responsibility for making things happen
8. Clearly agree what is expected of others and hold them to account
9. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
10. Take pride in delivering high quality work
11. Create a sense of common purpose
12. Make effective use of available resources
13. Seek new sources of support when necessary
14. Identify the implications or consequences of a situation
15. Take timely decisions that are realistic for the situation

Skills

- Acting assertively
- Consulting
- Contingency planning
- Decision-making
- Delegating
- Evaluating
- Information management
- Involving others
- Leadership
- Managing conflict
- Motivating
- Negotiating
- Planning
- Presenting information
- Prioritising
- Problem solving
- Providing feedback
- Reporting
- Reviewing
- Risk management
- Setting objectives
- Stress management
- Thinking systematically
- Time management

CFAM&LFA5
Manage projects

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Validity	Current
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Originating organisation	Skills CFA
Original URN	CFAM&LFA5
Relevant occupations	Managers and Senior Officials
Suite	Management & Leadership
Key words	Management & leadership; manage programmes

CFAM&LFA4
Manage programmes

Overview

This standard is about managing a specific programme of different projects which are separate but still depend on each other. Taken together, these projects will contribute to achieving more significant strategic goals.

This standard is relevant to managers and leaders who are responsible for managing programmes.

This standard links closely with CFAM&LFA5 Manage projects.

CFAM&LFA4
Manage programmes

You must be able to:

P1   establish overall programme objectives and how these link to strategic goals

P2   engage those involved and other key stakeholders in managing programmes

P3   establish the contribution different strands of the programme make to achieving overall programme objectives

P4   ensure those involved understand how different strands of the programme link together and how the programme links to strategic goals

P5   ensure those involved are clear about their specific roles and responsibilities and the roles and responsibilities of others with whom they interface

P6   deploy resources in line with the requirements and priorities of the different strands of programme

P7   make available any training, support or supervision people require to fulfil their roles and responsibilities

P8   encourage those involved to identify and take advantage of synergies between different strands of the programme

P9   hold individuals to account both for the fulfilment of their own responsibilities and for the achievement of the overall programme objectives

P10   monitor the progress of different strands, and of the programme as a whole

P11   engage those involved in proposing and taking effective action in light of significant variances, changes in the operating environment or changes in organisational strategy

P12   ensure the programme achieves its objectives efficiently and effectively, on time and within budget

P13   communicate progress and results of the programme and its different strands to those involved and other key stakeholders in ways which enhance commitment and support

P14   make recommendations which identify good practice and areas for improvement

CFAM&LFA4
Manage programmes

Knowledge and understanding

General knowledge and understanding

You need to know and understand:

K1 how to engage those involved and other stakeholders in managing programmes
K2 the difference between project and programme management
K3 the roles and key responsibilities of a programme manager
K4 principles, processes, tools and techniques for managing programmes.
K5 principles and methods of delegation
K6 how to hold people to account for the achievement of objectives
K7 how to manage, motivate, plan, monitor and assess people
K8 how to assess and manage risk
K9 how to manage change within projects and programmes
K10 principles and methods of effective communication and how to apply them
K11 principles, methods and tools for monitoring the progress of different programme strands
K12 how to evaluate a programme and identify lessons to be learned

Industry/sector specific knowledge and understanding

You need to know and understand:

K13 programme and project management tools and techniques commonly used in the industry or sector
K14 risks and contingencies common to the industry/sector
K15 industry/sector specific legislation, regulations, guidelines and codes of practice

Context specific knowledge and understanding

You need to know and understand:

K16 the programme sponsor(s) – the individual or group for whom the programme is being undertaken
K17 key stakeholders – the individuals or groups who have a significant interest in the success of the programme and the organisation
K18 general organisational policies, practices and activities that may affect the programme plan
K19 the agreed key objectives and scope of the programme and the available resources
K20 the overall vision, objectives and plans of the organisation and any other relevant programmes of work or projects being undertaken
K21 procedures in your organisation for managing finance
K22 procedures in your organisation for buying products and services
K23 legal requirements that are relevant to your organisation
K24 quality standards and processes within your organisation
K25 personnel policies and procedures within your organisation

CFAM&LFA4
Manage programmes

Behaviours

1. Address multiple demands without losing focus or energy
2. Recognise changes in circumstances promptly and adjust plans and activities accordingly
3. Seek opportunities to improve performance
4. Find practical ways to overcome obstacles
5. Present information clearly, concisely, accurately and in ways that promote understanding
6. Keep people informed of plans and developments in a timely way
7. Clearly agree what is expected of others and hold them to account
8. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
9. Create a sense of common purpose
10. Champion work to achieve common goals
11. Identify the range of elements in a situation and how they relate to each other
12. Work towards a clearly defined vision of the future

Skills

- Acting assertively
- Analysing
- Balancing competing needs and interests
- Communicating
- Decision-making
- Delegating
- Influencing
- Information management
- Involving others
- Leadership
- Managing conflict
- Monitoring
- Motivating
- Negotiating
- Planning
- Presenting information
- Prioritising
- Problem solving
- Providing feedback
- Questioning
- Reporting
- Risk management
- Setting objectives
- Stress management
- Team building
- Thinking strategically
- Thinking systematically
- Time management

CFAM&LFA4
Manage programmes

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Originating organisation	Skills CFA
Original URN	CFAM&LFA4
Relevant occupations	Managers and Senior Officials
Suite	Management & Leadership
Key words	Management & leadership; manage programmes

Overview

This standard is about managing financial resources in order to achieve the objectives for your organisation or your area of responsibility.

This standard is for managers and leaders who manage financial resources for their organisation or a major area of responsibility, project or programme of work.

This standard links to CFAM&LEA1 Identify and justify requirements for financial resources and CFAM&LEA2 Obtain financial resources.
It also links to standards on strategic and operational management, such as, CFAM&LFA1 Implement and evaluate strategic business plans, CFAM&LFA2 Implement operational plans, CFAM&LFA4 Manage programmes and CFAM&LFA5 Manage projects.

CFAM&LEA4 Manage budgets is for those who manage financial resources for more limited areas of work or projects.

CFAM&LEA3

Manage the use of financial resources

Performance criteria

You must be able to:

P1   confirm your financial responsibilities, including the limits of your authority, with those to whom you report

P2   engage key stakeholders in managing finance to achieve objectives for your organisation or area of responsibility

P3   gather and evaluate available financial information and the objectives and associated plans and identify priorities, potential problems and risks.

P4   identify and make use of opportunities to delegate responsibility for budgets for clearly defined activities to colleagues, providing them with the required ongoing support and resources

P5   discuss and, if appropriate, negotiate delegated budgets with colleagues and agree provisional budgets

P6   develop a realistic master budget for your organisation or area and submit it for approval by those with decision-making responsibility for budgets, clearly specifying assumptions made, risks involved and how these will be managed

P7   discuss and, if appropriate, negotiate the proposed master budget with those with decision-making responsibility and communicate the final budget to colleagues in your area

P8   establish systems to monitor and evaluate performance against delegated budgets and the master budget and put contingency plans in place

P9   identify the causes of any significant variances between what was budgeted for and what actually happened and discuss and ensure prompt corrective action is taken, obtaining agreement from those with decision-making responsibility, if required

P10   propose revisions to the master budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with those with decision-making responsibility

P11   provide ongoing information on the financial performance of your area to those with decision-making responsibility

P12   advise relevant people promptly if you have identified evidence of any potentially fraudulent activities

P13   review the financial performance of your organisation or area and identify improvements to be implemented in the future

CFAM&LEA3

Manage the use of financial resources

General knowledge and understanding

K1 the purposes of budgetary systems

K2 the importance of agreeing your financial responsibilities, including the limits of your authority, with those to whom you report

K3 where to get and how to evaluate the available financial information in order to be able to prepare a realistic master budget for your area.

K4 the importance of taking account of the objectives and associated plans of your area in developing and operating the master budget

K5 how to identify opportunities and delegate responsibility for budgets

K6 the importance of consulting with colleagues in identifying priorities, potential problems and risks and generally preparing the budget for your area

K7 how to discuss, negotiate and confirm budgets with colleagues in your area and with people who control the finance and the key factors that should be covered

K8 how to establish systems to monitor and evaluate performance against budgets

K9 the importance of contingency plans and the type of contingencies that may occur

K10 the main causes of variances and how to identify them

K11 what different types of corrective action could be taken to address identified variances

K12 the importance of agreeing revisions to the budget and communicating the changes

K13 the importance of providing regular information on the financial performance of your area to relevant people and what they might want to know

K14 types of fraudulent activities and how to identify them

K15 how to review the financial performance of your area against the stated objectives

Industry/sector specific knowledge and understanding

K16 factors, trends and developments that are likely to affect financial management in your industry/sector

K17 legal, regulatory and ethical requirements in the industry/sector

Context specific knowledge and understanding

K18 the scope and nature of your area of responsibility including the vision, objectives and operational plans

K19 your financial responsibilities, including the limits of your authority

K20 those with budgetary responsibility in your organisation

K21 financial information available in your organisation

K22 activities for which budgets have been delegated

K23 the budgeting periods used in your organisation

K24 organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets

K25 the agreed master budget for your area, including delegated budgets

K26 systems established for managing and evaluating performance against budgets

K27 contingency plans put in place

K28 what to do and whom to contact if you suspect fraud has been committed

K29 who needs information on the financial performance of your area, what information they need, when they need it and in what format

CFAM&LEA3
Manage the use of financial resources

Behaviours

1. Recognise changes in circumstances promptly and adjust plans and activities accordingly
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Keep people informed of plans and developments in a timely way
4. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
5. Act within the limits of your authority
6. Identify and raise ethical concerns
7. Accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives
8. Clearly agree what is expected of others and hold them to account
9. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
10. Make effective use of existing sources of information
11. Check the accuracy and validity of information
12. Communicate clearly the value and benefits of a proposed course of action
13. Work towards win-win solutions
14. Identify the implications or consequences of a situation
15. Specify the assumptions made and risks involved in understanding a situation
16. Take and implement difficult and/or unpopular decisions, if necessary

Skills

- Analysing
- Communicating
- Contingency planning
- Delegating
- Evaluating
- Forecasting
- Information management
- Involving others
- Monitoring
- Negotiating
- Planning
- Presenting information
- Problem solving
- Reporting
- Risk management
- Valuing and supporting others

CFAM&LEA3
Manage the use of financial resources

Developed by	Skills CFA
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Indicative review date	March 2015
Validity	Current
Status	Original
Originating organisation	Skills CFA
Original URN	CFAM&LEA3
Relevant occupations	Managers and Senior Officials
Suite	Management & Leadership
Key words	Management & leadership; finance; organisational objectives

CFAM&LBB1
Manage risks to your organisation

Overview

This standard is about taking the lead in establishing and operating an effective risk management process across your organisation.

This standard is relevant to senior managers and leaders with particular responsibility for identifying, evaluating and managing risks to their organisation.

This standard underpins effective organisational management and leadership. It links closely with CFAM&LBA6 Develop strategic business plans and CFAM&LFA1 Implement and evaluate strategic business plans and with the other standards in key area BB Provide governance.

CFAM&LBB1
Manage risks to your organisation

Performance criteria	**Apprehend suspected people**

You must be able to:

P1 take account of the size and nature of your organisation and ensure that risk management activity is proportionate

P2 ensure that your organisation has a written risk management policy, including a statement of risk appetite and setting out responsibilities for risk management

P3 ensure your organisation's risk management policy has management support and is clearly communicated across the organisation and to other relevant stakeholders

P4 establish, and periodically review, risk criteria for your organisation, taking account of the views of relevant people across the organisation and stakeholders

P5 evaluate significant current and planned organisational activities and identify potential risks, the nature of the risks, the probability of occurrence and consequences

P6 produce a risk profile for your organisation and, taking account of the organisation's risk criteria and other relevant information, prioritise the identified risks

P7 communicate information on identified risks to relevant people across the organisation and, where appropriate, to stakeholders, to enable decisions and actions to be taken in terms of accepting or treating the risks

P8 ensure sufficient resources are allocated across the organisation to enable effective risk management

P9 provide support for people across the organisation to integrate risk management into strategic and operational plans and activities

P10 collect and evaluate information from across the organisation on how identified risks have been or are being dealt with, including contingency plans which have been put in place

P11 develop an organisational culture in which people are risk aware but are prepared to take acceptable risks and to make and learn from mistakes

P12 obtain specialist support on risk management issues, where necessary

P13 monitor and review the effectiveness of the risk management process in your organisation, identifying potential improvements and making changes where necessary

CFAM&LBB1
Manage risks to your organisation

Knowledge and understanding

General knowledge and understanding

You need to know and understand:

K1   relevant national and international standards in risk management
K2   types of risk and the factors which drive different types of risk
K3   key stages in the risk management process
K4   risk management tools, techniques and indicators
K5   how to develop a written risk management policy and what it should cover
K6   how to communicate the written risk management policy to people who work for the organisation and other relevant stakeholders
K7   what risk criteria might cover and the importance of seeking and taking account of the views of relevant people across the organisation and stakeholders
K8   ways of identifying and clearly describing potential risks in relation to current and planned activities, the nature of the risks, the probability of occurrence and consequences
K9   the type of decisions and actions that might be taken in relation to identified risks
K10   why it is important and how to collect and evaluate information on how identified risks have been or are being dealt with, including contingency plans
K11   ways of developing an organisational culture in which people are risk aware but are prepared to take acceptable risks in undertaking activities
K12   the type of resources required to raise risk awareness across the organisation

Industry/sector specific knowledge and understanding

You need to know and understand:

K13   sector-specific legislation, regulations, guidelines and codes of practice
K14   significant trends and developments in the sectors in which your organisation operates
K15   typical risks encountered in the sectors in which your organisation operates

Context specific knowledge and understanding

You need to know and understand:

K16   the vision, values, objectives and plans of your organisation
K17   key stakeholders with an interest in risk management in your organisation
K18   mechanisms for consulting with and the views of relevant people across your organisation and stakeholders in relation to risk
K19   the written risk management policy of your organisation
K20   the risk criteria of your organisation
K21   current and planned organisational activities

K22 the risk profile of your organisation and prioritised risks

K23 decisions and actions taken across the organisation in relation to identified potential risks, including any contingency plans which have been put in place

K24 your organisation's culture in relation to risk

K25 resources available across the organisation to support risk management

K26 sources of specialist support on risk management

K27 systems in place for monitoring and reviewing the effectiveness of the risk management process in your organisation

CFAM&LBB1
Manage risks to your organisation

Behaviours

1. Seek opportunities to improve performance
2. Identify people's information needs
3. Identify people's preferred ways of communicating
4. Use communication media and styles appropriate to different people and situations
5. Balance risks against the benefits that may arise from taking risks
6. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
7. Watch out for potential risks and hazards
8. Take personal responsibility for making things happen
9. Protect your own and others' work against negative impacts
10. Protect the confidentiality and security of information
11. Recognise stakeholders' needs and interests and manage these effectively
12. Anticipate likely future scenarios based on a realistic analysis of trends and developments
13. Identify the implications or consequences of a situation

Skills

- Assessing
- Communicating
- Consulting
- Contingency planning
- Decision-making
- Evaluating
- Influencing
- Information management
- Involving others
- Leadership
- Monitoring
- Persuading
- Planning
- Presenting information
- Prioritising
- Reviewing
- Risk management
- Scenario building
- Thinking systematically

CFAM&LBB1
Manage risks to your organisation

Developed by	Skills CFA
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Validity	Current
Status	Original
Originating organisation	Skills CFA
Original URN	CFAM&LBB1
Relevant occupations	Managers and Senior Officials
Suite	Management & Leadership
Key words	Management & leadership; managing risk; organisation

Overview	This unit is part of the Customer Service Theme of Delivery. This Theme covers Customer Service behaviours and processes that have most effect on the customer experience during Customer Service delivery. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers.
	This unit is all about how you deliver consistent and reliable service to customers. As well as being good with people, you need to work with your organisation's service systems to meet or exceed customer expectations. In your job there will be many examples of how you combine your approach and behaviour with your organisation's systems. You need to prepare for each transaction with a customer, deal with different types of customers in different circumstances and check that what you have done has met customer expectations. To meet this standard you have to deliver excellent customer service over and over again.

CFACSB2

Deliver reliable customer service

Performance criteria	**Prepare to deal with your customers**

You must be able to:

P1 keep your knowledge of your organisation's services or products up-to-date

P2 ensure that the area you work in is tidy, safe and organised efficiently

P3 prepare and arrange everything you need to deal with your customers before your shift or period of work commences

Give consistent service to customers

You must be able to:

P4 make realistic customer service promises to your customers

P5 ensure that your promises balance the needs of your customers and your organisation

P6 keep your promises to your customers

P7 inform your customers if you cannot keep your promises due to unforeseen circumstances

P8 recognise when your customers' needs or expectations have changed and adapt your service to meet their new requirements

P9 keep your customers informed if delivery of the service needs to involve passing them on to another person or organisation

Check customer service delivery

You must be able to:

P10 check that the service you have given meets your customers' needs and expectations

P11 identify when you could have given better service to your customers and how your service could have been improved

P12 share information with colleagues and service partners to maintain and improve your standards of service delivery

CFACSB2
Deliver reliable customer service

Knowledge and understanding

You need to know and understand:

K1   your organisation's services or products

K2   your organisation's procedures and systems for delivering customer service

K3   methods or systems for measuring an organisation's effectiveness in delivering customer service

K4   your organisation's procedures and systems for checking service delivery

K5   your organisation's requirements for health and safety in your area of work

CFACSB2

Deliver reliable customer service

Developed by	Skills CFA
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Date approved	January 2010
Indicative review date	January 2013
Validity	Current
Status	Original
Originating organisation	Institute of Customer Service
Original URN	B2
Relevant occupations	Administration; Sales and Customer Services Occupations; Customer Service Occupations
Suite	Customer Service 2010
Key words	reliability, delivery, service systems, customer expectations, efficiency, balance needs, customer service, communication, problem solving, behaviours, work with others, teamwork

SFJCCAD1
Develop, maintain and evaluate business continuity plans and arrangements

Overview

This unit is about developing, maintaining and evaluating business continuity plans to ensure that organisations continue to exercise core functions in the event of a business interruption or emergency.

This applies to any public, private or voluntary sector organisation which may be affected by business interruption or emergency, including emergency responders who need to maintain their own capabilities in the event of an emergency.

Target Group

The unit is recommended for those who are involved in developing, maintaining and evaluating business continuity plans and arrangements. This includes managers in organisations and those with specific responsibility for co-ordinating business continuity arrangements.

SFJCCAD1
Develop, maintain and evaluate business continuity plans and arrangements

Performance criteria

You must be able to:

P1   consult within the organisation and with other relevant partners in the development of plans and arrangements

P2   confirm the required aim, scope and objectives of plans and arrangements

P3   identify key products or services and the critical activities and resources that support them

P4   have regard for the resilience of internal structures and processes and that of relevant external organisations

P5   identify and assess alternative strategies to mitigate the effects of business interruption or emergencies

P6   develop plans and arrangements in accordance with the business continuity management life cycle

P7   provide a framework for management, co-ordination and control including:

    P7.1   procedures for determining when the plan must be invoked

    P7.2   roles and responsibilities of key people in the organisation

    P7.3   prioritisation of organisational processes or services

    P7.4   procedures for activating response arrangements

    P7.5   provision of resources (e.g. people, premises, technology, equipment)

    P7.6   provision of resilient information and communications systems

P8   balance resources committed to business continuity management with an assessment of potential impact of emergencies

P9   present plans and arrangements clearly, concisely and in ways that promote understanding

P10   encourage the ownership of plans and arrangements at the appropriate departmental level

P11   raise awareness of plans and arrangements (e.g. with senior managers and decision makers, other relevant staff, stakeholders and the wider community)

P12   ensure provision of training for relevant staff or other persons

P13   ensure provision of exercises to validate and practice plans and arrangements

P14   arrange for circulation of all or part of business continuity plans, where appropriate

P15   ensure plans are reviewed systematically and kept up to date, in line with the potential impact of disruption or emergencies, organisational changes and lessons identified from incidents and exercises

SFJCCAD1
Develop, maintain and evaluate business continuity plans and arrangements

Knowledge and understanding

You need to know and understand:

K1 current legislation, guidance and standards relevant to business continuity management

K2 the legislation, regulations and related guidance relevant to information sharing

K3 how to confirm the aim, scope and objectives of business continuity plans and arrangements

K4 the importance of involving relevant stakeholders in the planning process and recognising their requirements and expectations

K5 the business continuity management life cycle

K6 the potential impact of emergencies on the organisation

K7 how to conduct business impact analysis

K8 the roles and structure of local and regional forums for Integrated Emergency Management (IEM)

K9 how to identify aspects of business continuity planning which can be addressed by training or exercising

K10 how to plan for provision of relevant resources in the event of a business interruption or emergency

K11 the information needs following a business interruption or emergency

K12 how to identify critical and non-critical functions of the organisation

K13 the organisation's structure, governance and business processes

K14 the organisation's priorities for processes or service delivery

K15 methods of raising awareness of business continuity plans and arrangements

K16 the importance of obtaining ownership of plans and arrangements at the appropriate departmental level

K17 the importance of developing a business continuity management culture within an organisation

K18 how and why business continuity plans must be systematically reviewed

SFJCCAD1
Develop, maintain and evaluate business continuity plans and arrangements

Behaviours

Listed below are the main generic skills and attitudes which need to be applied. These are explicit/implicit in the detailed content of the unit and are listed here as additional information.

1. community minded
2. determined
3. open minded
4. realistic

Skills

1. analysing
2. communicating
3. consulting
4. impact analysis
5. influencing
6. interpersonal
7. interviewing
8. negotiating
9. networking
10. organising
11. leadership
12. prioritisation
13. problem solving
14. project management
15. plan/report writing
16. strategy planning

Glossary

Frequently used terms and how they should be interpreted in the context of the Civil Contingencies NOS

Business continuity plan
A documented set of procedures and information intended to deliver continuity of critical functions in the event of a disruption

Business impact analysis
A method of assessing the impacts that might result from an incident and the levels of resources and time required for recovery

Organisation
Public, private or voluntary bodies

Links to other NOS

This unit is linked to

1. CC AB1 Anticipate and assess the risk of emergencies
2. CC AD2 Promote business continuity management
3. CC AE1 Create exercises to practice or validate emergency or business continuity arrangements
4. CC AE2 Direct and facilitate exercises to practice or validate

emergency or business continuity arrangements

5.   CC AF1 Raise awareness of the risk, potential impact and arrangement in place for emergencies.

SFJCCAD1
Develop, maintain and evaluate business continuity plans and arrangements

Developed by	Skills for Justice
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Originating organisation	Skills for Justice
Original URN	SFJCCAD1
Relevant occupations	Health, Public Services and Care; Public Service and Other Associate Professionals
Suite	Civil Contingencies
Key words	anticipate, promote, create, facilitate

SFJCCAC1
Develop, maintain and evaluate emergency plans and arrangements

Overview

This unit is about developing, maintaining and evaluating emergency plans and arrangements to enable the reduction, control or mitigation of the effects of emergencies and provide a framework for the long term recovery of communities affected by the emergency.

Target Group

The unit is recommended for those who are involved in developing, maintaining and evaluating emergency plans and arrangements.

SFJCCAC1
Develop, maintain and evaluate emergency plans and arrangements

Performance criteria

You must be able to:

P1   develop plans and arrangements through consultation with those in your organisation and other partners likely to be involved in an emergency response

P2   confirm the required aim, scope and objectives of plans and arrangements

P3   develop plans and arrangements with regard to:
   P3.1   relevant risk assessments and the characteristics of localities
   P3.2   the welfare of vulnerable groups and the wider community

P4   provide a framework for management, co-ordination and control including:
   P4.1   procedures for enabling risk mitigation
   P4.2   procedures for determining whether an emergency has occurred
   P4.3   roles and responsibilities of responders
   P4.4   procedures for alerting staff and activating response arrangements
   P4.5   provision of resources (e.g. equipment, facilities, finance)
   P4.6   provision of resilient information and communications systems
   P4.7   arrangements to warn, inform and advise the community

P5   raise awareness of emergency plans and arrangements (e.g. with responders, relevant staff and the wider community)

P6   ensure provision of training for relevant staff or other persons

P7   ensure reference to provision of exercises to validate and practice plans and arrangements

P8   maintain records of key decisions agreed in the planning process with and between the main parties

P9   present plans and arrangements clearly, concisely and in ways that promote understanding

P10   ensure ownership of plans and arrangements by senior managers and decision makers

P11   arrange for circulation of all or part of emergency plans, where appropriate

P12   ensure systems are in place to keep plans up to date in response to changes within the organisation

P13   ensure plans are reviewed systematically in line with current risk assessments, lessons identified from incidents and exercises, and any changes to guidance and legislation

SFJCCAC1
Develop, maintain and evaluate emergency plans and arrangements

Knowledge and understanding

You need to know and understand:

K1   the importance of involving in the planning process all those who are likely to use, or be guided by, the plans and arrangements and all other relevant stakeholders

K2   when plans and arrangements require collaborative working with other agencies (including voluntary agencies)

K3   the roles and structure of local and regional forums for co-operation on emergency planning

K4   how to confirm the aim, scope and objectives of emergency plans and arrangements

K5   the purpose of generic and specific emergency plans

K6   the principles of Integrated Emergency Management (IEM)

K7   the emergency planning cycle

K8   the available national, regional and local risk assessments, and their role in emergency planning

K9   the likelihood and consequences of the risk for which the plan is being created

K10   the potential impact of emergencies on people in your area of responsibility

K11   the potential impact of emergencies on the environment

K12   how to identify aspects of emergency planning which can be addressed by training or exercising

K13   the resources, infrastructure and communities of the local area

K14   the information needs following an emergency

K15   your organisation's service delivery priorities

K16   methods of raising awareness of emergency plans and arrangements

K17   the legislation, regulations and related guidance relevant to emergency planning

SFJCCAC1
Develop, maintain and evaluate emergency plans and arrangements

Behaviours

Listed below are the main generic skills and attitudes which need to be applied. These are explicit/implicit in the detailed content of the unit and are listed here as additional information.

1. community minded
2. determined
3. empathetic
4. flexible
5. investigative
6. open minded
7. realistic

Skills

1. analysing
2. communicating
3. consulting
4. impact analysis
5. information management
6. influencing
7. negotiating
8. organising
9. plan/report writing
10. prioritisation
11. problem solving
12. project management
13. research
14. setting objectives

Glossary

Frequently used terms and how they should be interpreted in the context of the Civil Contingencies NOS

Community
Individuals and organisations in localities including adults, children and young people, vulnerable people, residential homes, businesses etc

Emergency plan
An agreement to conduct a set of actions which should be understood by those who carry out the actions and guides what they do

Generic emergency plan
A single plan designed to cope with a wide range of emergencies

Specific emergency plan
A plan designed to cope with a specific type of emergency, where the generic plan is likely to be insufficient

Integrated Emergency Management (IEM)
An approach to preventing and managing emergencies which entails six key activities – anticipation, assessment, prevention, preparation, response and recovery. IEM is geared to the idea of building greater overall resilience in

the face of a broad range of disruptive challenges. It requires a coherent multi-agency effort.

Links to other NOS

This unit is linked to:

1.   CC AA1 Work in co-operation with other organisations
2.   CC AB1 Anticipate and assess the risk of emergencies
3.   CC AE1 Create exercises to practice or validate emergency or business continuity arrangements
4.   CC AE2 Direct and facilitate exercises to practice or validate emergency or business continuity arrangements
5.   CC AF1 Raise awareness of the risk, potential impact and arrangements in place for emergencies.

SFJCCAC1
Develop, maintain and evaluate emergency plans and arrangements

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Validity	Current
Status	Original
Originating organisation	Skills for Justice
Original URN	SFJCCAC1
Relevant occupations	Health, Public Services and Care; Public Service and Other Associate Professionals
Suite	Civil Contingencies
Key words	co-operation, anticipate, assess, practice, validate

CCS17
Contribute to safeguarding children, young people and vulnerable adults

Overview

This unit is about the role you have in ensuring that children, young people and vulnerable adults can take part in activities in a safe and supportive environment which is free from harassment, bullying, threats or other forms of abuse. Maltreatment of this kind may come from other participants, leaders, facilitators, parents or other adults present during activities and can have a very negative effect on the individual's confidence, self-esteem and attitude to their activity. It is recognised that to maintain the integrity of the activity there are occasions when appropriate contact is necessary. You must also ensure that your own conduct does not have a negative impact or lead to accusations of abuse.

CCS17
Contribute to safeguarding children, young people and vulnerable adults

Performance criteria	**Ensure you and the people you work with behave appropriately with young and vulnerable people**

You must be able to:

P1   present a positive role model to children, young people and vulnerable adults at all times

P2   establish and develop a relationship of mutual trust and respect with children, young people and vulnerable adults people

P3   communicate with children, young people and vulnerable adults in a way that is appropriate to their age and stage of development

P4   if appropriate, interact with children, young people and vulnerable adults in an open environment where others are present

P5   maintain a safe and appropriate distance from children, young people and vulnerable adults

P6   avoid physical contact that may be seen as intimate or abusive

P7   promote positive interaction and help children, young people and vulnerable adults enjoy their activity

P8   give children, young people and vulnerable adults constructive and positive feedback

P9   take action in a way that is sensitive to the age and stage of development of the children, young people and vulnerable adults.

Identify and assess possible risks to children, young people and vulnerable adults

You must be able to:

P10   monitor interactions between other people and children, young people and vulnerable adults, where possible

P11   identify words and behaviour by other people that may be seen as poor practice/abusive

P12   assess whether words and behaviour may be causing harm or distress to the children, young people and vulnerable adults

P13   identify and prevent any attempts to visually record children, young people and vulnerable adults which have not been authorised by organisational guidelines

P14   monitor activity conditions and assess their impact on children, young people and vulnerable adults.

Respond to risks to young and vulnerable people

You must be able to:

P15   stop activities temporarily if you assess there is an immediate risk to the children, young people and vulnerable adults

P16   check that your understanding of the situation is correct and distinguish between fact and opinion

P17   take appropriate action against people engaging in the poor practice/abusive behaviour

CCS17
Contribute to safeguarding children, young people and vulnerable adults

P18 follow your organisation's procedures for reporting poor practice/abusive behaviour

P19 take appropriate action when you judge that activities or conditions present an unacceptable level of risk to children, young people and vulnerable adults

CCS17
Contribute to safeguarding children, young people and vulnerable adults

Knowledge and understanding

You need to know and understand:

K1   why it is important to safeguard children, young people and vulnerable adults and understand the impact that abuse can have on their welfare and development

K2   basic requirements of relevant legislation covering child protection and their implications for your role

K3   the requirements and procedures of your organisation in relation to child protection as they apply to your role

K4   the principles of the duty of care in relation to children, young people and vulnerable adults

K5   the importance of behaving appropriately with children, young people and vulnerable adults in order to safeguard them, and protect you from possible accusations of abuse

K6   how children, young people and vulnerable adults experience activities and interact with other people

K7   why it is important to present a positive role model to children, young people and vulnerable adults and what constitutes a positive role model

K8   how to develop a relationship of mutual trust and respect with children, young people and vulnerable adults and why this is important

K9   how to communicate with children, young people and vulnerable adults, taking account of their age and stage of development and why this is important

K10   communication difficulties that some children, young people and vulnerable adults may experience

K11   the impact of body language when communicating with children, young people and vulnerable adults and how to use body language in a way that is not intimidating

K12   why it is important to promote positive interaction to children, young people and vulnerable adults

K13   how to give constructive and positive feedback to children, young people and vulnerable adults

K14   why it is important to be sensitive to the stage of development of the children, young people and vulnerable adults when taking actions against behaviour

K15   words and behaviour that could represent abuse to children, young people and vulnerable adults

K16   the dangers of other people making visual records of children, young people and vulnerable adults

K17   the procedures you should follow when you assess that children, young people and vulnerable adults are at risk from abuse

K18   reporting procedures within your organisation and externally when you witness abuse or have concerns about possible abuse

CCS17

Contribute to safeguarding children, young people and vulnerable adults

Developed by	Creative Cultural Skills
Version number	
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Indicative review date	
Validity	Current
Status	Original
Originating organisation	Creative Cultural Skills
Original URN	CCS17
Relevant occupations	
Suite	CC Skills Community Arts NOS
Key words	

SfS 1
Protect yourself from the risk of violence at work

Overview

This standard is about calming a potentially dangerous situation by minimizing actions or words that may trigger violent behaviour and by showing respect for people, their property and rights. It is about responding to a situation, trying to calm it down and, when appropriate, leaving a threatening situation safely. It is also about reviewing the incident for recording and monitoring purposes.

This unit includes the following activities:

1. Help to diffuse a potentially violent situation
2. Review your involvement in the incident

Target Group

This standard is for those who find themselves in a situation at work where they need to protect themselves.

This standard is imported from the ENTO (formerly the Employment NTO) suite of standards.

SfS 1
Protect yourself from the risk of violence at work

Performance criteria	**Help to diffuse a potentially violent situation**

You must be able to:

P1 maintain a calm, reassuring and professional attitude towards those presenting unacceptable behaviour

P2 maintain a safe distance and avoid physical contact if possible

P3 communicate with those presenting unacceptable behaviour in a way that: shows respect for them, their property and their rights, is free from discrimination and oppressive behaviour

P4 keep the situation under review and act to reduce the risks to the safety of all those affected by the incident

P5 take action to calm the situation which will: not make the situation worse, follow your organisation's policy and procedures and your legal responsibilities, minimise the risk of injury to you and other people

P6 where you are unable to calm the situation down, request assistance promptly as required by organisational procedures

P7 end contact with those presenting unacceptable behaviour and leave the situation if the threat to your own safety and that of other people cannot be effectively managed

P8 explain clearly to the people involved as appropriate: what you will do, what they should do and the likely consequences if the present situation continues

Review your involvement in the incident

Y0u must be able to:

P9 review the sequence of events leading up to the incident

P10 discuss with relevant people whether organisational procedures helped or hindered the incident

P11 complete records in accordance with organisational requirements about: your actions at the time of the incident, the circumstances and severity of the incident, the measures taken to protect you and other people, action taken to try to calm the situation down

P12 assess the organisation's and your own risk assessment relevant to your activities and establish their adequacy for dealing with similar incidents

P13 make recommendations to the relevant people for reducing the risk of further similar incidents

P14 identify areas where you would benefit from training

P15 contribute to good practice by sharing relevant non confidential information with other people in similar job roles which could help reduce incidents of violence

P16 make use of available support and advice to help prevent any incident-related health problems, where appropriate

SfS 1
Protect yourself from the risk of violence at work

Knowledge and understanding	**Protect yourself from the risk of violence at work**

You need to know and understand:

K1   your legal duties for ensuring your well-being, safety and health in the workplace as explained by relevant legislation for health and safety at work

K2   your job role, responsibilities and limitations

K3   your own capabilities and limitations in terms of protecting yourself in potentially violent situations

K4   when it is appropriate and possible to maintain a safe distance and avoid physical contact

K5   the importance of showing respect for people, their property and rights and how to do so

K6   how to avoid behaviour or language that may indicate you are being discriminatory or oppressive

K7   how to interpret simple body language and the importance of acknowledging other people's personal space

K8   the importance of remaining alert to triggers of violent behaviour

K9   the importance of planning how you will leave a situation if there is a physical risk including identifying where the nearest exit routes are

K10 the main signs that a situation could escalate to violent behaviour and how to recognise these

K11 when to leave the scene of the incident, seek help and safe techniques for leaving the situation

K12 the types of action and behaviour you can take to calm situations

K13 your organisation's procedures for dealing with violent behaviour

K14 the importance of having the opportunity to talk to someone about the incident afterwards

K15 the reports that have to be made and the records that have to be kept about a potential or actual incident of violence

K16 methods of effective communication

SfS 1
Protect yourself from the risk of violence at work

Developed by	ENTO
Version number	1
Date approved	May 2007
Indicative review date	
Validity	
Status	Original
Originating organisation	ENTO
Original URN	WRV 2
FM position	
Relevant occupations	

SfS 2
Make sure your own actions reduce the risks to health and safety

Overview

This standard addresses the health and safety responsibilities for everyone in your workplace. It describes the competences required to make sure that: Your own actions do not create any health and safety hazards, you do not ignore significant risks in your workplace, and you take sensible action to put things right, including: reporting situations which pose a danger to people in the workplace and seeking advice.

Fundamental to this unit is an understanding of the terms "hazard", "risk" and "control".

This unit includes the following activities:

1. Identify the hazards and evaluate the risks in your workplace
2. Reduce the risks to health and safety in your workplace

Target Group

This standard is for everyone at work (whether paid, unpaid, full or part-time). It is about having an appreciation of significant risks in your workplace, knowing how to identify and deal with them.

This standard is imported from the ENTO (formerly the Employment NTO) suite of standards

SfS 2
Make sure your own actions reduce the risks to health and safety

Performance criteria	**Identify the hazards and evaluate the risks in your workplace**

You must be able to:

P1 identify which workplace instructions are relevant to your job

P2 identify those working practices in your job which could harm you or others

P3 identify those aspects of your workplace which could harm you or others

P4 check which of the potentially harmful working practices and aspects of your workplace present the highest risks to you or to others

P5 deal with hazards in accordance with workplace instructions and legal requirements

P6 correctly name and locate the people responsible for health and safety in your workplace

P7 report to the people responsible for health and safety in your workplace those hazards which present the highest risks

Reduce the risks to health and safety in your workplace

You must be able to:

P8 carry out your work in accordance with your level of competence, workplace instructions, suppliers or manufacturers instructions and legal requirements

P9 control those health and safety risks within your capability and job responsibilities

P10 pass on suggestions for reducing risks to health and safety to the responsible people

P11 make sure your behaviour does not endanger the health and safety of you or others in your workplace

P12 follow the workplace instructions and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products

P13 report any differences between workplace instructions and suppliers' or manufacturers' instructions

P14 make sure that your personal presentation and behaviour at work: protects the health and safety of you and others, meets any legal responsibilities, and is in accordance with workplace instructions

P15 make sure you follow environmentally-friendly working practices

SfS 2
Make sure your own actions reduce the risks to health and safety

Knowledge and understanding	**Legal and organisational requirements**

You need to know and understand:

K1 what "hazards" and "risks" are

K2 your responsibilities and legal duties for health and safety in the workplace

K3 your responsibilities for health and safety as required by the law covering your job role

K4 the hazards which exist in your workplace and the safe working practices which you must follow

K5 the particular health and safety hazards which may be present in your own job and the precautions you must take

K6 the importance of remaining alert to the presence of hazards in the whole workplace

K7 the importance of dealing with, or promptly reporting, risks

K8 the responsibilities for health and safety in your job description

K9 the safe working practices for your own job

K10 the responsible people you should report health and safety matters to

K11 where and when to get additional health and safety assistance

K12 your scope and responsibility for controlling risks

K13 workplace instructions for managing risks which you are unable to deal with

K14 suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow

K15 the importance of personal presentation in maintaining health and safety in your workplace

K16 the importance of personal behaviour in maintaining the health and safety of you and others

K17 the risks to the environment which may be present in your workplace and/or in your own job

SfS 2
Make sure your own actions reduce the risks to health and safety

Developed by	ENTO
Version number	1
Date approved	May 2007
Indicative review date	
Validity	
Status	Original
Originating organisation	ENTO
Original URN	HSS1
FM position	
Relevant occupations	

SfS 3
Promote a healthy and safe culture in the workplace

Overview

This standard is about undertaking the research and planning that is necessary to develop a positive health and safety culture and involving others through consultation, communication and presentations. It is also about encouraging a culture where changes, which may impact on health and safety instructions, are discussed and resolved with the people responsible for health and safety matters.

This unit includes the following activities:

1. Develop plans to promote a health and safety culture in the workplace
2. Implement plans to promote a health and safety culture in the workplace

Target Group

This standard is for those who have responsibility for encouraging others to become aware of the importance of following health and safety instructions by promoting the benefits of doing so.

This standard is imported from the ENTO (formerly the Employment NTO) suite of standards

SfS 3
Promote a healthy and safe culture in the workplace

Performance criteria	**Develop plans to promote a health and safety culture in the workplace**

You must be able to:

P1   accurately identify where improvements and changes may be necessary using current sources of information available in the workplace

P2   find out how information on health and safety instructions and regulations is currently communicated within the workplace

P3   find out the current level of understanding of, and support for, health and safety instructions and procedures by people at the workplace

P4   base your improvement plans on your findings

P5   concisely describe in your plans those resources which are necessary to improve the current health and safety culture

P6   include suitable performance measures and review dates in your plans

Implement plans to promote a health and safety culture in the workplace

You must be able to:

P7   present your plans for promoting a health and safety culture to the appropriate people in a clear and effective manner

P8   identify those people in the workplace who will require information and advice about the plans to promote a health and safety culture in the workplace

P9   check that relevant information and advice is provided at an appropriate time, level and pace

P10 make sure your plans include promoting the advantages and legal necessities of following health and safety procedures

P11 provide practical opportunities for regular consultation on health and safety issues and ways of encouraging ideas on good practice

P12 regularly monitor the effectiveness of your plans against agreed performance measures

P13 identify and review opportunities for further improvements to the health and safety culture in the workplace

SfS 3
Promote a healthy and safe culture in the workplace

Knowledge and understanding	**Promote a healthy and safe culture in the workplace**

You need to know and understand:

K1 the employers' and employees' main legal responsibilities for health and safety in the workplace

K2 your responsibilities for health and safety as defined by any specific legislation covering your job role

K3 how to interpret workplace health and safety data, kept at the workplace on risk assessment, incidents and complaints, as an indication of the level of understanding of health and safety within the workplace

K4 the organisation structure and lines of communication

K5 workplace instructions for communicating and consulting with colleagues and others in the workplace

K6 what hazards may exist in your workplace

K7 the particular health and safety risks which may be present in your own job role

K8 the particular health and safety risks which may be present in other job roles

K9 the importance of remaining alert to the presence of hazards in the whole workplace

K10 the importance of dealing with, or promptly reporting, risks

K11 the work areas and job roles where you are reviewing the current working practices

K12 workplace requirements for conducting a review of current working practices

K13 your own capabilities and the scope of your job role

K14 the work areas and people who work there

K15 the information needs of those people in the workplace affected by the plans

K16 the available information sources on health and safety within the workplace

K17 the importance of keeping people regularly informed and discussing their involvement

SfS 3
Promote a healthy and safe culture in the workplace

Developed by	ENTO
Version number	1
Date approved	May 2007
Indicative review date	
Validity	
Status	Original
Originating organisation	ENTO
Original URN	HSS4
FM position	
Relevant occupations	

SfS 4
Communicate effectively with others

Overview

This standard is about communicating effectively with others – orally, in writing, using electronic and/or telecommunication and using non-verbal forms of communication.

The term 'others' is used broadly to cover any child, adult, group, community or agency that workers come into contact with, either directly or indirectly. It includes members of the public, individuals who are clients of the security sector, and colleagues in the workplace.

This unit includes the following activities:

1. Develop and maintain communication with people
2. Maintain the security of information

Target Group

This standard is designed to be applicable to everyone who works in the security sector.

SfS 4
Communicate effectively with others

Performance criteria	**Develop and maintain communication with people**

You must be able to:

P1 communicate in a manner that is consistent with relevant legislation, policies and procedures

P2 communicate with people in a form and manner and using language that:
- P2.1 is open and respectful of them as individuals,
- P2.2 is consistent with their level of understanding, culture, background and preferred ways of communicating,
- P2.3 is appropriate to the context in which the communication is taking place,
- P2.4 promotes equality and values diversity

P3 give people opportunities to check their understanding of the information you have given them and ask questions

P4 take the appropriate action to reduce any barriers to effective communication

P5 make records that are accurate, legible and complete, contain only the information necessary for the record's purpose, and are free from labelling and discrimination

P6 seek support when you are having difficulty communicating effectively

Maintain the security of information

You must be able to:

P7 comply with legislation, policies and procedures related to the security of information

P8 disclose information only to those who have the right and need to know it

P9 take the appropriate precautions when communicating confidential or sensitive information

P10 maintain the security of records when handling and storing them

P11 alert the appropriate person when you think the security of information is not being maintained or information is being misused

SfS 4
Communicate effectively with others

Knowledge and understanding	**Communicate effectively with others**

You need to know and understand:

K1   the legislation, organisational policies and procedures that apply to communication and particularly the security and management of information

K2   the nature of effective communication (including when you feel confident communicating and when you do not)

K3   the reasons for effective communication being an essential aspect of work in the security sector

K4   the barriers to effective communication including:

    K4.1   those related to personal differences in: culture, language, gender, literacy levels, experience, health/illness

    K4.2   environmental barriers

    K4.3   social barriers

K5   how to modify communication so that the differences between you and the people you are communicating with are minimised

K6   how to communicate with people in ways which are open to them, show respect and promote equality and value diversity (non-verbally, orally, in writing and electronically)

K7   how the context in which communication takes place can affect people's ability to understand and communicate

K8   the reasons for checking with people to ensure that they understand the information you are giving them and allowing them to ask questions

K9   the actions that can be taken to reduce barriers to communication and how to put them into practice

K10   the nature and purpose of the records you make

K11   the nature of information that might be sensitive and/or confidential and the subtleties of this

K12   the reasons for records only containing the information that is necessary for the record's purpose and being free from labelling and discrimination

K13   the reasons for only disclosing information to those people who have the right and need to know it and how you identify these people

K14   what the appropriate precautions might be when communicating information

K15   how to handle and store information securely and safely

K16   the reasons for alerting an appropriate person when you have concerns about the handling of/misuse of information and who that person might be on different occasions and in different circumstances

SfS 4
Communicate effectively with others

Developed by	Skills for Security
Version number	1
Date approved	May 2010
Indicative review date	May 2013
Validity	Current
Status	Original
Originating organisation	Skills for Security
Original URN	
FM position	
Relevant occupations	

SfS 5
Give a positive image of yourself

| Overview | This standard is about communicating with customers and giving a positive impression of yourself whenever you deal with a customer. By doing this you will also be giving a positive impression of your organisation and the customer service it provides. |

This unit includes the following activities:

1. Establish effective rapport with customers
2. Respond appropriately to customers
3. Communicate information to customers

Target Group

This standard is for those whose work within customer service involves creating the right impression, responding to others and providing good information.

SfS 5
Give a positive image of yourself

Performance criteria	**Establish effective rapport with customers**

You must be able to:

P1   meet your organisation's standards of appearance and behaviour

P2   greet your customer respectfully and in a friendly manner

P3   communicate with your customer in a way that makes them feel valued and respected

P4   identify and confirm your customer's expectations

P5   treat your customer courteously and helpfully at all times

P6   keep your customer informed and reassured

P7   adapt your behaviour to respond effectively to different customer behaviour

Respond appropriately to customers

You must be able to:

P8   respond promptly to a customer seeking assistance

P9   select the most appropriate way of communicating with your customer

P10   check with your customer that you have fully understood their expectations

P11   respond promptly and positively to your customers' questions and comments

P12   allow your customer time to consider your response and give further explanation when appropriate

Communicate information to customers

You must be able to:

P13   quickly locate information that will help your customer

P14   give your customer the information they need about the services or products offered by your organisation

P15   recognise information that your customer might find complicated and check whether they fully understand

P16   explain clearly to your customer any reasons why their needs or expectations cannot be met

SfS 5
Give a positive image of yourself

Knowledge and understanding	**Give a positive image of yourself**

You need to know and understand:

K1   your organisation's standards for appearance and behaviour

K2   your organisation's guidelines for how to recognise what your customer wants and respond appropriately

K3   your organisation's rules and procedures regarding the methods of communication you use

K4   how to recognise when a customer is angry or confused

K5   your organisation's standards for timeliness in responding to customer questions and requests for information

SfS 5
Give a positive image of yourself

Developed by	Skills for Security
Version number	1
Date approved	May 2010
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Validity	Current
Status	Original
Originating organisation	Skills for Security
Original URN	
FM position	
Relevant occupations	

SfS 6
Work effectively with other agencies

Overview

This standard is about developing and sustaining effective working relationships with staff in other agencies.

This unit includes the following activities:

1. Develop effective working with staff in other agencies
2. Sustain effective working with staff in other agencies

Target Group

This standard is designed to be applicable to most people who work in the security sector and who routinely work with people from other agencies.

SfS 6
Work effectively with other agencies

Performance criteria	**Develop effective working with staff in other agencies**

You must be able to:

P1   understand the roles and responsibilities of the different people and agencies you will be working with

P2   agree and record arrangements for joint working that are:
- P2.1   appropriate to the nature and purpose of the work,
- P2.2   likely to be effective in achieving their aims

P3   agree the information that needs to be shared, the reasons for this and how to maintain the security of information

P4   discuss and agree how and when the joint work will be monitored and reviewed

Sustain effective working with staff in other agencies

You must be able to:

P5   undertake your role in the joint working in a way that is consistent with agreements made, your own job role and relevant policies and standards

P6   interact with people in the other agency in ways which:
- P6.1   encourage effective relationships and participation,
- P6.2   respect their views, roles and responsibilities,
- P6.3   promote equality and value diversity,
- P6.4   acknowledge the value of joint working

P7   represent your agency's views and policies in a clear and constructive way

P8   identify any tensions and issues in the joint working and seek to address them with the people involved

P9   seek appropriate support when you are having difficulty working effectively with staff in other agencies

SfS 6
Work effectively with other agencies

Knowledge and understanding	**Legal and organisational requirements**
You need to know and understand:	K1 the relevant legislation, organisational policies and procedures that apply to joint working and how they must affect what you need to do

Develop and sustain effective working with staff in other agencies

You need to know and understand:

K2   the nature and purpose of the sector

K3   the roles and functions of the main agencies within the sector and their broad structures, methods of communication and decision making processes

K4   how agency structure and culture can affect joint working

K5   the principles and benefits of joint working between different agencies

K6   the factors likely to hinder joint working (such as stereotyping, discrimination)

K7   the reasons for reaching agreement on how joint working is to take place when different individuals become involved and in clarifying roles and responsibilities

K8   effective methods of identifying and resolving tensions and issues

K9   your own competence in joint working and when to seek further support

K10   methods of reviewing the effectiveness of joint working relationships

SfS 6
Work effectively with other agencies

Developed by	Skills for Security
Version number	1
Date approved	May 2010
Indicative review date	May 2013
Validity	Current
Status	Original
Originating organisation	Skills for Security
Original URN	
FM position	
Relevant occupations	

SfS 9
Develop productive working relationships with colleagues and stakeholders

Overview

This standard is about developing productive working relationships with colleagues, within your own organisation and within other organisations with which your organisation works, and with identified stakeholders.

It involves being aware of the roles, responsibilities, interests and concerns of colleagues and stakeholders and working with and supporting them in various ways. The need to monitor and review the effectiveness of working relationships with colleagues and stakeholders is also a key requirement of this unit.

'Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions in terms of level of responsibility, including your manager.

For the purpose of this unit, 'Stakeholders' refers to individuals or organisations that have a material, legal or political interest in or who may be affected by the activities and performance of your organisation.

This standard is imported from the Management Standards Centre (MSC) Management and Learning suite of standards where it appears as Unit D2.

This unit includes the following activity:

1. Develop productive working relationships with colleagues and stakeholders

Target Group

Colleagues, within your own organisation and within other organisations with which your organisation works, and with identified stakeholders.

This standard is imported from the Management Standards Centre (MSC) Management and Learning suite of standards where it appears as Unit D2.

SfS 9
Develop productive working relationships with colleagues and stakeholders

Performance criteria	**Develop productive working relationships with colleagues and stakeholders**
You must be able to:	

You must be able to:

P1   identify stakeholders and the background to and nature of their interest in the activities and performance of the organisation

P2   establish working relationships with relevant colleagues and stakeholders

P3   recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders and particularly in situations of matrix management, and their managers' requirements

P4   create an environment of trust and mutual respect where you have no authority, or share authority, over those you are working with

P5   understand difficult situations and issues from your colleague's perspective and provide support, where necessary, to move things forward

P6   provide colleagues and stakeholders with appropriate information to enable them to perform effectively

P7   consult colleagues and stakeholders in relation to key decisions and activities and take account of their views, including their priorities, expectations and attitudes to potential risks

P8   fulfil agreements made with colleagues and stakeholders and let them know

P9   advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements

P10   identify and sort out conflicts of interest and disagreements with colleagues and stakeholders in ways that minimise damage to work and activities and to the individuals and organisations involved

P11   monitor and review the effectiveness of working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement

P12   monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders

SfS 9
Develop productive working relationships with colleagues and stakeholders

Knowledge and understanding	General knowledge and understanding

You need to know and understand:

K1   the benefits of developing productive working relationships with colleagues and stakeholders

K2   different types of stakeholders and key principles which underpin the 'stakeholder' concept

K3   how to identify your organisation's stakeholders, including background information and the nature of their interest in your organisation

K4   principles of effective communication and how to apply them in order to communicate effectively with colleagues and stakeholders

K5   why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders

K6   the importance of creating an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with

K7   the importance of understanding difficult situations and issues from your colleague's perspective and providing support, where necessary, to move things forward

K8   how to identify and meet the information needs of colleagues and stakeholders

K9   what information it is appropriate to provide to colleagues and stakeholders and the factors that need to be taken into consideration

K10 how to consult with colleagues and stakeholders in relation to key decisions and activities

K11 the importance of taking account, and being seen to take account, of the views of colleagues and stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks

K12 why communication with colleagues and stakeholders on fulfilment of agreements or any problems affecting or preventing fulfilment is important

K13 how to identify conflicts of interest with colleagues and stakeholders and the techniques that can be used to manage or remove them

K14 how to identify disagreements with colleagues and stakeholders and the techniques for sorting them out

K15 the damage with conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and organisations

K16 how to take account of diversity issues when developing working relationships with colleagues and stakeholders

K17 how to recognise and take account of political issues when dealing with colleagues and stakeholders

K18 how to manage the expectations of colleagues and stakeholders

K19 how to monitor and review the effectiveness of working relationships with colleagues and stakeholders

K20 how to get and make effective use of feedback on the effectiveness of

working relationships from colleagues and stakeholders

K21 how to provide colleagues and stakeholders with useful feedback on the effectiveness of working relationships

K22 the importance of monitoring wider developments in relation to stakeholders and how to do so effectively

Security specific knowledge and understanding

You need to know and understand:

K23 current and emerging political, economic, social, technological, environmental and legal developments in your area within security

K24 legislation, regulations, guidelines and codes of practice relevant to your area of security

K25 standards of behaviour and performance in your area of security

K26 the culture of your area of security

K27 developments, issues and concerns of importance to stakeholders in your area of security

Context specific knowledge and understanding

You need to know and understand:

K28 the vision, values, objectives, plans, structure and culture of your organisation

K29 relevant colleagues, their work roles and responsibilities

K30 identified stakeholders, their background and interest in the activities and performance of the organisation

K31 agreements with colleagues and stakeholders

K32 the identified information needs of colleagues and stakeholders

K33 mechanisms for consulting with colleagues and stakeholders on key decisions and activities

K34 the organisation's planning and decision making processes

K35 mechanisms for communicating with colleagues and stakeholders

K36 power, influence and politics within the organisation

K37 standards of behaviour and performance that are expected in the organisation

K38 mechanisms in place for monitoring and reviewing the effectiveness of working relationships with colleagues and stakeholders

SfS 9
Develop productive working relationships with colleagues and stakeholders

Developed by	Management Standards Centre
Version number	1
Date approved	April 2009
Indicative review date	
Validity	
Status	Original
Originating organisation	Management Standards Centre
Original URN	D2
FM position	
Relevant occupations	

SfS 10
Provide leadership for your team

Overview	This standard is about providing direction to the members of your team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.

This unit includes the following activity:

1. Provide leadership for your team

Target Group

Members of your team.

This standard is imported from the Management Standards Centre (MSC) Management and Leadership suite of standards where it appears as unit B5.

SfS 10
Provide leadership for your team

Performance criteria	**Provide leadership for your team**

You must be able to:

P1   set out and positively communicate the purpose and objectives of the team to all members

P2   involve members in planning how the team will achieve its objectives

P3   ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives

P4   encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved

P5   win, through your performance, the trust and support of the team for your leadership

P6   steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team

P7   encourage and recognise creativity and innovation within the team

P8   give team members support and advice when they need it especially during periods of setback and change

P9   motivate team members to present their own ideas and listen to what they say

P10   encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead

P11   monitor activities and progress across the team without interfering

SfS 10
Provide leadership for your team

Knowledge and understanding	**General knowledge and understanding**

You need to know and understand:

K1   different ways of communicating effectively with members of a team

K2   how to set objectives which are smart (specific, measurable, achievable, realistic and time-bound)

K3   how to plan the achievement of team objectives and the importance of involving team members in this process

K4   the importance of and being able to show team members how personal work objectives contribute to achievement of team objectives

K5   that different styles of leadership exist

K6   how to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their achievements

K7   types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the team, and ways of identifying and overcoming them

K8   the importance of encouraging others to take the lead and ways in which this can be achieved

K9   the benefits of and how to encourage and recognise creativity and innovation within a team

Security specific knowledge and understanding

You need to know and understand:

K10 legal, regulatory and ethical requirements in security

Context specific knowledge and understanding

You need to know and understand:

K11 the members, purpose, objectives and plans of your team

K12 the personal work objectives of members of your team

K13 the types of support and advice that team members are likely to need and how to respond to these

K14 standards of performance for the work of your team

SfS 10
Provide leadership for your team

Developed by	Management Standards Centre
Version number	1
Date approved	April 2009
Indicative review date	
Validity	
Status	Original
Originating organisation	Management Standards Centre
Original URN	B5
FM position	
Relevant occupations	

SfS 11
Ensure compliance with legal, regulatory, ethical and social requirements

Overview

Organisations must show that they act responsibly in relation to their staff, customers, investors and the communities in which they work. All types of organisations must obey the law in key areas such as health and safety, employment, finance and company law. Many organisations also have to work within specific regulations for their industry and ethical frameworks. Organisations who want to maintain a good reputation also have to take account of the views of people in their communities on a whole range of issues such as the environment and other ways in which the organisation affects people's quality of life.

This unit includes the following activity:

1. Ensure compliance with legal, regulatory, ethical and social requirements

Target Group

Responsible organisations. All types of organisations must obey the law in key areas such as health and safety, employment, finance and company law.

This standard is imported from the Management Standards Centre (MSC) Management and Leadership suite of standards where it appears as Unit B8.

SfS 11
Ensure compliance with legal, regulatory, ethical and social requirements

Performance criteria	**Ensure compliance with legal, regulatory, ethical and social requirements**

You must be able to:

P1   monitor the relevant national and international legal, regulatory, ethical and social requirements and the effect they have on your area of responsibility, including what will happen if you don't meet them

P2   develop effective policies and procedures to make sure your organisation meets all the necessary requirements

P3   make sure relevant people have a clear understanding of the policies and procedures and the importance of putting them into practice

P4   monitor the way policies and procedures are put into practice and provide support

P5   encourage a climate of openness about meeting and not meeting the requirements

P6   identify and correct any failures to meet the requirements

P7   identify reasons for not meeting requirements and adjust the policies and procedures to reduce the likelihood of failures in the future

P8   provide full reports about any failures to meet the requirements to the relevant stakeholders

SfS 11
Ensure compliance with legal, regulatory, ethical and social requirements

Knowledge and understanding	**General knowledge and understanding**

You need to know and understand:

K1 the importance of having an ethical and value-based approach to governance and how to put this into practice

K2 relevant legal requirements governing the running of organisations

K3 current and emerging social attitudes to management and leadership practice and the importance of being sensitive to these

Security specific knowledge and understanding

You need to know and understand:

K4 legal, regulatory and ethical requirements in your sector both national and international

K5 procedures to follow if you do not meet the requirements

K6 particular current and emerging social concerns and expectations that are relevant to your sector

K7 ways in which other organisations deal with current and emerging social concerns and expectations

Context specific knowledge and understanding

You need to know and understand:

K8 the culture and values of your organisation and what effect they have on corporate governance

K9 policies and procedures that make sure people meet the requirements

K10 the processes for maintaining the relevant policies and procedures and making sure they continue to be effective and sustainable

K11 the different ways in which people may not meet the requirements and the risks of these actually happening

K12 the procedures for dealing with people who do not meet the requirements, including requirements for reporting

SfS 11
Ensure compliance with legal, regulatory, ethical and social requirements

Developed by	Management Standards Centre
Version number	1
Date approved	April 2009
Indicative review date	
Validity	
Status	Original
Originating organisation	Management Standards Centre
Original URN	B8
FM position	
Relevant occupations	

SfS 13
Manage your own resources and professional development

Overview

This standard is about managing your personal resources (particularly knowledge, understanding, skills, experience and time) and your professional development in order to achieve your work objectives and your career and personal goals.

You need to understand your work role and how it fits into the overall vision and objectives of the organisation whilst also understanding what is driving you in terms of your values and your career and wider personal aspirations.

Identifying and addressing gaps in your skills and knowledge and understanding is an essential aspect of this standard.

This unit includes the following activity:

1. Manage your own resources and professional development

Target Group

Everyone working in the private security business sector.

This standard is imported from the Management Standards Centre (MSC) Management and Learning suite of standards where it appears as Unit A2.

SfS 13
Manage your own resources and professional development

Performance criteria	**Manage your own resources and professional development**

You must be able to:

P1 evaluate, at appropriate intervals, the current and future requirements of your work-role taking account of the vision and objectives of your organisation

P2 consider your values and your career and personal goals and identify information which is relevant to your work role and professional development

P3 discuss and agree personal work objectives with those you report to and how you will measure progress

P4 identify the learning styles which work best for you and ensure that you take these into account in identifying and undertaking development activities

P5 identify any gaps between the current and future requirements of your work-role and your current knowledge, understanding and skills

P6 discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills and support your own career and personal goals

P7 undertake the activities identified in your development plan and evaluate their contribution to your performance

P8 review and update your personal work objectives and development plan in the light of performance, any development activities undertaken and any wider changes

P9 get regular and useful feedback on your performance from those who are in a good position to judge it and provide objective and valid feedback

P10 ensure that your performance consistently meets or goes beyond agreed requirements

SfS 13
Manage your own resources and professional development

Knowledge and understanding

General knowledge and understanding

You need to know and understand:

K1   the principles which underpin professional development

K2   the importance of considering your values and career and personal goals and how to relate them to your job role and professional development

K3   how to evaluate the current requirements of a work role and how the requirements may evolve in the future

K4   how to set objectives which are smart (specific, measurable, achievable, realistic and time-bound)

K5   how to identify development needs to address any identified gaps between the requirements of your work-role and your current knowledge, understanding and skills

K6   what an effective development plan should contain and the length of time that it should cover

K7   the range of different learning style(s) and how to identify the style(s) which work(s) best for you

K8   the type of development activities which can be undertaken to address identified gaps in your knowledge, understanding and skills

K9   how to identify whether/how development activities have contributed to your performance

K10 how to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes

K11 monitoring the quality of your work and your progress against requirements and plans

K12 how to evaluate your performance against the requirements of your work-role

K13 how to identify and use good sources of feedback on your performance

Security specific knowledge and understanding

You need to know and understand:

K14 requirements for the development or maintenance of knowledge, skills and understanding and continuing professional development within the security industry

Context specific knowledge and understanding

You need to know and understand:

K15 the requirements of your work-role including the limits of your responsibilities

K16 the vision and objectives of your organisation

K17 your own values and career and personal goals

K18 your personal work objective

K19 your preferred learning style(s)

SfS 13
Manage your own resources and professional development

K20   your current knowledge, understanding and skills

K21   identified gaps in your current knowledge, understanding and skills

K22   your personal development plan

K23   available development opportunities and resources in your organisation

K24   your organisation's policy and procedures in terms of personal development

K25   reporting lines in your organisation

K26   possible sources of feedback in your organisation

SfS 13
Manage your own resources and professional development

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Status	Original
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FM position	
Relevant occupations	

SfS 14
Promote equality and value diversity

Overview

This standard is about promoting equality and valuing the diversity of people. This is an essential aspect of all jobs in the security sector and is appropriate to people working at all levels and in all posts. It should form the basis of everything that any worker in the sector does.

The term 'people' is used broadly to cover any child, adult, group, community or agency that workers come into contact with, either directly or indirectly. It includes members of the public, individuals who are clients of the security sector, and colleagues in the workplace.

This unit includes the following activity:

1. Promote equality and value diversity

Target Group

This is an essential aspect of all jobs in the security sector and is appropriate to people working at all levels and in all posts. It should form the basis of everything that any worker in the sector does.

SfS 14
Promote equality and value diversity

Performance criteria	**Promote equality and value diversity**

You must be able to:

P1   act in accordance with legislation, employment regulations and policies, and codes of practice related to promoting equality and valuing diversity

P2   act in ways that:

      P2.1   acknowledge and recognise individuals' background and beliefs,

      P2.2   respect diversity,

      P2.3   value people as individuals,

      P2.4   do not discriminate against people

P3   provide individuals with the information they need to make informed decisions about exercising their rights

P4   provide information in a format appropriate to the individual

P5   take account of how your behaviour affects individuals and their experience of your organisation's culture and approach

P6   seek feedback from individuals on your behaviour and use this to improve what you do in the future

P7   challenge people when they are not promoting equality and valuing diversity

P8   actively help others to promote equality and value diversity

P9   seek support from appropriate sources when you are having difficulty understanding how to promote equality and value diversity

SfS 14
Promote equality and value diversity

Knowledge and understanding	**Promote equality and value diversity**

You need to know and understand:

K1   the legislation, employment regulations and policies, and codes of practice that apply to the promotion of equality and diversity and how you need to apply these

K2   the benefits of diversity and the promotion of equality

K3   the wide variety of forms that discrimination may take and how these manifest themselves

K4   how inequality and discrimination affects individuals, groups and communities and society as a whole

K5   why the promotion of equality and valuing of diversity is of vital importance if you are to work effectively in the security sector

K6   what the promotion of equality and valuing of diversity means to you in your day-to-day work

K7   how you can promote equality and diversity whilst protecting people from the risk of harm

K8   your own areas for personal growth in relation to promoting equality and valuing diversity and how this will benefit you as an individual

K9   the effect of cultural differences on verbal and non-verbal communication

K10 how to behave and communicate in ways that:

    K10.1   support equality and diversity

    K10.2   do not exclude or offend people

    K10.3   challenge discrimination effectively

    K10.4   respect individuals' differences

    K10.5   do not abuse the status and power that you have

K11 how your behaviour contributes to your organisation's culture and your responsibility for developing a positive culture for all

K12 how joint working with other agencies and workers can help in the promotion of diversity

K13 how to provide the information that individuals are entitled to receive and ensure it is clear and helpful

K14 the actions (yours and other's) that undermine equality and diversity and what to do about this (including when these people are senior to you)

K15 what to do about systems and structures when they do not promote equality and value diversity

K16 the actions you can take to help other people promote equality and value diversity and how to do this effectively

K17 the actions you can take to value the people you are interacting with and enable them to interact with you

K18 why you should seek support when you are having difficulty promoting equality and valuing diversity, where this support can be gained and how to use it effectively

SfS 14
Promote equality and value diversity

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Original URN	
FM position	
Relevant occupations	

SfS 16
Assess and address risk to the environment

Overview	This standard addresses the responsibilities of everyone at work for minimising risks to the environment as a result of work activities. It describes the competences required to make sure that:

- your own actions do not increase risk to the environment
- you do not ignore significant risks to the environment and
- you take sensible action to put things right, including reporting risks, and seeking advice

This unit includes the following activities:

1. Identify the risks to the environment arising as a result of workplace activities
2. Minimise risks to the environment arising as a result of workplace activities

Target Group

This is relevant to all jobs in the security sector and is appropriate to people working at all levels and in all posts.

SfS 16
Assess and address risk to the environment

Performance criteria	**Identify the risks to the environment arising as a result of workplace activities**

You must be able to:

P1   identify the people in the workplace to whom you should report environmental matters

P2   make sure you are up-to-date on environmentally-friendly working practices which are relevant to your workplace

P3   identify any current working practices in your job role which could cause harm to the environment

P4   identify any materials, products or equipment used in any part of your job role which could cause harm to the environment

P5   report any differences between legal regulations and workplace instructions and the actual use of materials or products hazardous to the environment

P6   promptly report to the people responsible for environmental matters the hazards which present high risks

Minimise risks to the environment arising as a result of workplace activities

you must be able to:

P7   follow the relevant legal requirements and workplace environmental instructions for your job role

P8   within your capability and the scope of your job responsibilities, control the environmental hazards

P9   promptly report risks to the environment that you are unable to deal with

P10   pass on any suggestions for limiting risks to the environment to the responsible person

P11   follow suppliers', manufacturers' and workplace instructions for the safe use and storage of materials, products and equipment

P12   follow the correct instructions for handling materials and products which can be hazardous to the environment

P13   follow the correct instructions for disposing of materials and products which can be hazardous to the environment

SfS 16
Assess and address risk to the environment

Knowledge and understanding	Assess and address risk to the environment

You need to know and understand:

K1   the legislation relating to environmental matters which affect your workplace

K2   your responsibilities for the environment as defined by any specific legislation covering your job role

K3   the particular risks to the environment which may be present in your workplace and/or in your own job role

K4   how to use resources and materials effectively and efficiently

K5   the importance of remaining alert to the presence of hazards to the environment in the whole work place

K6   the importance of dealing with, or promptly reporting, risks to the environment

K7   the substances and processes categorised as hazardous to the environment

K8   workplace instructions, precautions and procedures relating to the control of risks to the environment

K9   the responsibilities for items (materials/equipment) which can be hazardous to the environment detailed in your job description

K10 the responsible people to whom to report environmental matters

K11 the specific workplace environmental instructions covering your job role

K12 suppliers', manufacturers' and workplace instructions for the use of equipment, materials and products which can be hazardous to the environment

K13 working practices for your own job role

K14 correct handling instructions for materials which can be hazardous to the environment

K15 your responsibility for controlling hazards to the environment

K16 workplace instructions for handling hazards to the environment which you are unable to deal with

SfS 16
Assess and address risk to the environment

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Original URN	
FM position	
Relevant occupations	

SfS 17
Use radio communications effectively

Overview	This standard is about operating radio communications effectively, including the transmission and reception of radio communications.

This unit includes the following activity:

1. Use radio communications effectively

Target Group

This standard applies to individuals required to communicate effectively using radio communications. |

SfS 17
Use radio communications effectively

Performance criteria	**Use radio communications effectively**

You must be able to:

P1   operate radio equipment in line with manufacturers' instructions

P2   respond to, and acknowledge, incoming communication promptly and clearly, using the appropriate terminology and procedures for your organisation

P3   pass on information to the appropriate people, and who are authorised to receive it, within agreed organisational timescales

P4   use outgoing communication equipment in line with your organisation's procedures and guidelines

P5   confirm the information you give is understood by the people receiving it

P6   use the phonetic alphabet correctly, where required

P7   comply with statutory regulations in the use of channels and frequency

P8   comply with regulations and your organisation's procedures when transmitting and receiving radio communications

P9   report any difficulties in transmitting and receiving information promptly and accurately to the relevant person

P10 maintain up to date, complete and accurate records of transmitted and received communications

SfS 17
Use radio communications effectively

Knowledge and understanding	**Use radio communications effectively**

You need to know and understand:

K1   the impact of regulations affecting the transmitting and receiving of radio communications in both normal and emergency situations

K2   how to operate the radio communication equipment used within your organisation

K3   the correct procedures for confirming that the radio communication equipment is working properly, and what to do if it is not

K4   the limits of your authority and responsibility for passing on information

K5   the causes of poor transmission or reception, and what action to take to improve communications

K6   how to follow your organisation's procedures regarding the terminology that should be used, such as the phonetic alphabet, the 24 hour clock, call signs, caller identification and passwords

K7   your organisation's requirements for reporting difficulties in transmitting information using radio equipment

K8   your organisation's requirements for recording and retaining records of radio communications

SfS 17
Use radio communications effectively

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FM position	
Relevant occupations	

SfS 19
Report writing

NATIONAL OCCUPATIONAL STANDARDS

Overview

This standard is about showing that you can produce varied text to carry out a range of social tasks. You can, for example; produce a range of business correspondence, structure and produce reports, expressing both facts and opinions, or produce operating instructions for familiar pieces of equipment.

You can produce text of varying lengths and adapt your style of writing as appropriate to the subject and readers. Your formal writing is for most part technically accurate. Any errors you make do not interfere with the reader's overall understanding.

This unit includes the following activity:

1. Report writing

Target Group

This standard applies to individuals required to produce documents as per their company requirements.

This unit has been imported from an approved Pro Skills suite of standards, where it appears as unit AG21.

SfS 19
Report writing

Performance criteria	**Report writing**

You must be able to:

P1   use a variety of expressions and sentence structures to provide factual information

P2   use a variety of expressions and sentence structures to give instructions or advice

P3   use a variety of expressions and sentence structures to make enquiries

P4   use a variety of expressions and sentence structures to express opinions

P5   modify language and register as appropriate to the context and you relationship with the readers

SfS 19
Report writing

Knowledge and understanding	**Report writing**

You need to know and understand:

K1   use a wide variety of work-related and social vocabulary

K2   use a range of polite forms of address, greeting and leave-taking and expressions of gratitude, regret, apology, annoyance

K3   use some less commonly used, technical terms relevant to your area of work

K4   use numerical data

K5   use a range of structures using the infinitive (or other basic verb root) form, where appropriate to the language

K6   use the present, past, future and conditional aspects, where appropriate to the language

K7   use commonly used sentence structures in their positive, negative, imperative and interrogation forms

K8   use a range of linking language, e.g. 'although', 'provided that…'

K9   use alternative terms and structures which modify register for different audiences and contexts

K10   use reference sources (e.g. glossaries, dictionaries) to clarify and confirm meaning as necessary

SfS 19
Report writing

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