

Qualification Handbook

BIIAB Level 3 Diploma in Community Arts Management

601/6614/9

C00/0719/8

Version 2

**BIIAB Level 3 Diploma in
Community Arts Management**

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BIIAB Level 3 Diploma in Community Arts Management



1. About the BIIAB Level 3 Diploma in Community Arts Management

BIIAB Level 3 Diploma in Community Arts Management

BIIAB is regulated to deliver this qualification by Ofqual, Qualifications Wales and CCEA Regulations in England, Wales and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification title	Qualification Number (QN)	Qualification Wales Approval/Designation Number
BIIAB Level 3 Diploma in Community Arts Management	601/6614/9	C00/0719/8

The BIIAB Level 3 Diploma in Community Arts Management has been designed to give learners the knowledge, understanding and skills to work as a Community Arts Administrator responsible for assisting with the efficient running of the organisation, to ensure that the local community benefits from a range of arts programmes. Learners have the opportunity to cover aspects such as assisting with the recruitment of administrators, artist services, maintenance and security, customer relationships and book keeping.

2. About this Pack

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

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3. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

4. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

5. BIIAB Level 3 Diploma in Community Arts Management Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Diploma in Community Arts Management learners **must** gain a **total of 39 credits**. This **must** consist of:

- **Minimum total credit: 39**
- Mandatory Group A **minimum** credit: **22**
- Groups B and C **minimum** credit: **17**
 - A minimum of **11 credits must** be achieved from the optional units in **Group B**.
 - A minimum of **6 credits must** be achieved through completion of optional units in Group C, OR, from further optional units within Group B.
 - Learners choosing to achieve credits from Group C must take **one Unit** from each of **Groups C1 and C2**.
- A **minimum of 23 credits must** be achieved through the completion of units at Level 3 and above
- **GLH: 233**
- **TQT: 390**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit no	URN	Unit Title	Credit	Level	GLH
CAA11	L/601/2519	Manage own performance in a business environment	3	3	12
CH27	L/601/6912	Work effectively with other people in a creative and cultural context	4	3	24
CAA12	K/601/5833	Assist in developing, delivering and evaluating projects	3	2	27
CAA13	Y/601/5908	Generating ideas for community arts projects	6	3	48
CCS11	R/601/7771	Keep up to date with developments in the arts	6	3	48

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Optional Group B					
Unit no	URN	Unit Title	Credit	Level	GLH
MS60	M/601/2528	Develop a presentation	3	3	15
MS61	T/601/2529	Deliver a presentation	3	3	15
CAA16	D/601/2539	Order products and services	5	3	35
CAA17	H/601/2526	Supervise a team in a business environment	6	3	52
CAA18	M/601/5834	Assist in securing funding for community arts projects	3	2	27
CAA19	T/601/5835	Assist in pitching for community arts work	3	2	27
CAA20	M/601/5932	Understand how to meet and satisfy customer needs	3	3	24
CAA21	A/601/5853	Assist with a cross art form collaborative project	4	3	32
CAA22	F/601/5918	Supporting public relation activities	6	3	48
CAA23	J/601/5922	Understand how copyright law applies to own organisation	6	3	48
TT14	L/601/7509	Contribute to safeguarding children, young people and vulnerable adults	3	3	18
CAA24	M/601/5963	Assist with incidents and emergency procedures	3	3	24
CH40	H/601/6897	Support the organisation of creative or cultural events or exhibitions	6	3	36
CH11	K/601/5850	Assisting with daily financial issues	3	2	27
TT49	H/601/6687	Conduct a health and safety risk assessment of the workplace	6	3	32
CAA27	F/601/6499	Support marketing activities	4	3	24
CAA26	J/502/5761	Giving and receiving feedback	2	3	15
CAA29	F/502/3569	Dealing with conflict	1	2	6
LEP21	T/600/8948	Manage and market own freelance services	6	3	60
LEP22	T/502/7537	Understanding the core knowledge needed by those who work with children and young people	3	2	26
CAA28	L/601/5856	Complying with relevant legal and ethical frameworks	6	3	48

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Optional Group B (Cont.)

Unit no	URN	Unit Title	Credit	Level	GLH
CV042	A/503/9611	Undertaking mentoring in the workplace	4	3	6
LEP23	D/505/3355	Understanding the core knowledge needed by those who work with children and young people, and its impact	4	3	28

Optional Group C1

Unit no	URN	Unit Title	Credit	Level	GLH
LEP37	F/505/1159	Keeping Up to Date with Current Legislation in a Business	3	3	24
LEP35	M/505/1156	Define the Produce or Service of a Business	3	3	24
LEP36	A/505/1158	Keep Financial Records	3	3	24

Optional Group C2

Unit no	URN	Unit Title	Credit	Level	GLH
LEP38	A/505/1161	Obtain Support for a Business Idea	3	3	24
LEP39	Y/505/1149	Balance Business Needs and Personal Life	3	3	24
LEP40	Y/505/1152	Carry Out Plans for a Business	3	3	24
LEP41	F/505/1162	Plan How to Let Customers Know About Products or Services	3	3	24
LEP42	L/505/1164	Seek Advice and Help for a Business	3	3	24
LEP43	T/505/1160	Manage Own Time and Work Effectiveness	3	3	24
LEP44	K/505/1155	Decide on a Business Location	3	3	24
LEP45	R/505/1151	Carry out Banking for a Business	3	3	24
LEP46	J/505/1163	Review the Skills a Business Needs	3	3	24
LEP47	D/505/1153	Check What Customers Need from a Business	3	3	24

6. Age Restriction

This qualification is appropriate for use in the following age ranges:

- 16-18
- 19+.

7. Progression

The qualification is designed to equip learners with the knowledge and skills to work as a Community Arts Administrator. It will also allow for a number of progression routes into Level 4 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 4 NVQ Diploma in Management
- Level 3 Advanced Apprenticeship in Community Arts

8. Assessment

Overview of assessment strategy

The qualification contains knowledge and competence units. Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio.

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The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certifying the team leading qualification.

Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

Internal Quality Assurer (IQA) - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

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IQAs **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Awarding organisations require all assessors, moderators and verifiers to maintain current subject competence to deliver these functions and recognise this can be achieved in many ways.

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However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIABs appeals procedure please refer to www.biiab.org

9. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

10. Initial Registration

Registration and certification

Learners should be registered and certificated via BIIABs On-line Registration and Certification Service (ORCS) www.orcs.biiab.org . Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>.

11. Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

12. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes for the units, including a Summative Reflective account template.
- Access to the units.

All of these resources are available for download via the HUB on centrezon.bii.org

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Evidence matrixes

BIIAB provide a matrix that supports each unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes and covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) must be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. AKM, Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (eg implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning

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- Other.

Access to the units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

Summative Reflective Account

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

13. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

14. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Code / Unique Accreditation Number (UAN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to either National Occupational Standards or the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what is expected that the learner will know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

15. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit centrezone.bii.org.

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Manage own performance in a business environment CAA11 3 3 12 L/601/2519
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how to plan and prioritise work and be accountable to others	1.1 Explain the purpose and benefits of planning work, and being accountable to others for own work 1.2 Explain the purpose and benefits of negotiating realistic targets for work and ways of doing so 1.3 Describe ways of prioritising targets and setting timescales for own work 1.4 Describe the types of problems that may occur during work, and ways of dealing with them 1.5 Explain the purpose and benefits of keeping other people informed about progress 1.6 Explain the purpose and benefits of letting other people know in good time if work plans need to be changed 1.7 Explain the purpose and benefits of recognising and learning from mistakes 1.8 Explain the purpose of guidelines, procedures and codes of practice that are relevant to own work
2 Understand how to behave in a way that supports effective working	2.1 Explain the purpose and benefits of setting high standards for own work 2.2 Describe ways of setting high standards for own work 2.3 Describe ways of dealing with pressure arising from work tasks 2.4 Explain the purpose and benefits of accepting setbacks and dealing with them 2.5 Explain the purpose and benefits of being assertive and its meaning in work tasks 2.6 Give examples of work situations where it is necessary to be assertive 2.7 Explain the purpose and benefits of being ready to take on new challenges and adapt to change 2.8 Explain the purpose and benefits of treating others with honesty, respect and consideration 2.9 Describe types of behaviour at work that show honesty, respect and consideration and those that do not 2.10 Explain the purpose of helping and supporting others at work, and the purpose and benefits of doing so

Unit Title	Manage own performance in a business environment	
BIIAB Reference	CAA11	
Level	3	
Credit Value	3	
GLH	12	
Unit Reference No.	L/601/2519	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Be able to plan, prioritise and be accountable for own work	3.1	Negotiate and agree realistic targets and achievable timescales for own work
	3.2	Prioritise targets for own work
	3.3	Plan work tasks to make best use of own time, effective working methods and available resources
	3.4	Identify and deal with problems occurring in own work, using the support of other people if necessary
	3.5	Keep other people informed of progress
	3.6	Complete work tasks to agreed deadlines or re-negotiate timescales and plans in good time
	3.7	Take responsibility for own work and accept responsibility for any mistakes made
	3.8	Evaluate results of mistakes made and make changes to work and methods, as required
	3.9	Follow agreed work guidelines, procedures and, where needed, codes of practice
4 Behave in a way that supports effective working	4.1	Set high standards for own work and demonstrate drive and commitment in achieving these standards
	4.2	Adapt work and working methods to deal with setbacks and difficulties
	4.3	Use own needs and rights when necessary to achieve work tasks and priorities
	4.4	Look to engage with opportunities, and agree to take on new challenge(s)
	4.5	Look for opportunities, and change ways of working, to meet new requirements
	4.6	Treat other people with honesty respect and consideration
	4.7	Help and support other people in work tasks

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Assist in developing, delivering and evaluating projects CAA12 2 3 27 K/601/5833	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to contribute to the development of aims and objectives for a project	1.1	Give comments and suggestions which contribute towards developing the key aims and objectives for a project
	1.2	Define their own role in the project team
2 Be able to contribute to the tracking and monitoring of a project	2.1	Apply organisational process for tracking and monitoring of projects to include: <ul style="list-style-type: none"> • Timescales • Budgets
3 Be able to evaluate the success of a project	3.1	Define the financial and non-financial critical success factors for the project
	3.2	Select relevant information which assists the evaluation of the project
	3.3	Analyse collected information
	3.4	Give positive and negative points regarding the project that can be used within an evaluation report

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Generating ideas for community arts projects CAA13 3 6 48 Y/601/5908
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to originate ideas for community arts projects	1.1 Apply appropriate basic market research techniques to identify trends and developments in community arts 1.2 Summarise ideas for a range of projects to include: <ul style="list-style-type: none"> • Format • Style • Budget • Potential participants 1.3 Justify the 'originality' of ideas in comparison to other projects
2 Be able to develop ideas for community arts projects	2.1 Evaluate how ideas contribute to organisational objectives 2.2 Assess the viability of the ideas including: <ul style="list-style-type: none"> • Copyright implications • Potential regulatory and legal implications • The requirements of funders and stakeholders • Implications for cost, technical and logistical factors on the organisation 2.3 Prepare outline project proposals which are clear and persuasive
3 Be able to pitch ideas for community arts projects to funders and stakeholders	3.1 Use a range of different media and format to explain project ideas and justify why they believe it will succeed 3.2 Logically substantiate project idea by providing important and relevant facts and figures 3.3 Use appropriate handouts to improve understanding of the project idea and/or any information contained within the organisation's plan 3.4 Answer questions about and be able to justify aspects of the project idea

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Keep up to date with developments in the arts CCS11 3 6 48 R/601/7771
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how to carry out research to keep up to date with developments in the arts	1.1 Explain the importance of keeping up to date with development in the arts 1.2 Describe the types of information that need to be researched 1.3 Critically compare different information sources that may be used to obtain information 1.4 Explain how to select the most appropriate and reliable information sources and research methods
2 Understand how to present clear and accurate information	2.1 Explain who will need to see the outcomes of research 2.2 Explain why it is important to systematically analyse information 2.3 Describe different methods that can be used to collate and analyse both quantitative and qualitative information 2.4 Describe different formats for reporting information 2.5 Explain how to select the most appropriate format for reporting information
3 Understand how to develop networks	3.1 Explain the importance of building networks 3.2 Evaluate opportunities to build personal contacts and form networks that provide information, support and resources 3.3 Explain the importance of maintaining confidentiality 3.4 Evaluate the ways own organisation networks with other organisations and how these could be improved
4 Be able to keep up to date with developments in own organisation and sector	4.1 Summarise trends and opportunities that affect demand and impact on particular projects 4.2 Develop and use networks and contacts to gather information and identify opportunities that add value to own organisation in line with organisational guidelines 4.3 Present outcomes of research to own organisation in an appropriate format

Unit Title	Work effectively with other people in a creative and cultural context	
BIIAB Reference	CH27	
Level	3	
Credit Value	4	
GLH	24	
Unit Reference No.	L/601/6912	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to develop effective working relationships with others	1.1	Respond positively to opportunities to work with other people
	1.2	Identify the roles and responsibilities of others in relation to the work in hand
	1.3	Explain his or her personal role and work activities clearly
	1.4	Clarify issues proposed by others
	1.5	Identify his or her strengths and limitations and those of others s/he is working with in order to make effective use of his or her and others' abilities
2 Be able to work effectively with others	2.1	Identify and communicate his or her intentions and expectations clearly
	2.2	Identify the intentions and expectations of others
	2.3	Identify and avert potential problems when working with others, seeking advice from the relevant manager or colleagues if needed
	2.4	Perform a progress briefing session for those with whom s/he is working up-to-date
	2.5	Perform work activities on time and to budget or within resource allocations where possible
	2.6	Identify where advice can be sought where necessary
3 Be able to seek, give and respond to feedback	3.1	Summarise feedback from others regarding their own work performance
	3.2	Review and revise actions in response to feedback to improve performance
	3.3	Identify potential future learning needed
	3.4	Give feedback to others on their work when requested