Qualification Guidance

BIIAB Level 3 Diploma in Community Arts Management

Level 3 Diploma – 601/6614/9

About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

Sources of Additional Information

The BIIAB Qualifications Limited website www.biiab.co.uk provides access to a wide variety of information.

Copyright

Version	Date	Details of Change
2.1	December 2023	Reformatted Qualification Guide into new branding

Qualification Guidance

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 3 Diploma in Community Arts Management – 601/6614/9	

Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area						
Age Range	**Pre 16**		**16-18**	✓	**18+**		**19+** ✓
Regulation	The above qualification is regulated by Ofqual						
Assessment	• Portfolio of Evidence • Practical Demonstration/Assignment						
Type of Funding Available	See FaLa (Find a Learning Aim)						
Qualification/Unit Fee	See BIIAB Qualifications Limited web site for current fees and charges						
Grading	Pass/Fail To achieve a Pass grade, learners **must** achieve all the Learning Outcomes and Assessment Criteria in all the units completed						
Operational Start Date	01/08/2015						
Review Date	31/07/2025						
Operational End Date							
Certification End Date							
Guided Learning (GL)	233 hours						
Total Qualification Time (TQT)	390 hours						
Credit Value	39						
BIIAB Qualifications Limited Sector	Creative, Cultural and Design						
Ofqual SSA Sector	09.2 Crafts, creative arts and design						
Support from Trade Associations							
Administering Office	See BIIAB Qualifications Limited website						

About the BIIAB Level 3 Diploma in Community Arts Management

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. 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)
BIIAB Level 3 Diploma in Community Arts Management	601/6614/9

Objective and Purpose of this Qualification

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.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

About this Guidance

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

The purpose of the guidance 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 guidance is updated, centres will be notified by BIIAB Qualifications Limited.

BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via www.biiab.co.uk

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 Support Contact Details: 0115 854 1620

Email: CustomerSupport@biiab.co.uk

Our Customer Support 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

What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), 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 groups 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 Qualifications Limited 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.

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**.
  - **ONE** of **six optional pathways**:
- A **minimum of 23** credits **must** be achieved through the completion of units at Level 3 and above
- Guided Learning hours (GLH): **233** hours
- Total Qualification Time (TQT): **390** hours

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	Level	Credit	GLH	Assessment Method
CAA11	L/601/2519	Manage own performance in a business environment	3	3	12	Portfolio
CH27	L/601/6912	Work effectively with other people in a creative and cultural context	3	4	24	Portfolio
CAA12	K/601/5833	Assist in developing, delivering and evaluating projects	2	3	27	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CAA13	Y/601/5908	Generating ideas for community arts projects	3	6	48	Portfolio
CCS11	R/601/7771	Keep up to date with developments in the arts	3	6	48	Portfolio

Optional Group B

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
MS60	M/601/2528	Develop a presentation	3	3	15	Portfolio
MS61	T/601/2529	Deliver a presentation	3	3	15	Portfolio
CAA16	D/601/2539	Order products and services	3	5	35	Portfolio
CAA17	H/601/2526	Supervise a team in a business environment	3	6	52	Portfolio
CAA18	M/601/5834	Assist in securing funding for community arts projects	2	3	27	Portfolio
CAA19	T/601/5835	Assist in pitching for community arts work	2	3	27	Portfolio
CAA20	M/601/5932	Understand how to meet and satisfy customer needs	3	3	24	Portfolio
CAA21	A/601/5853	Assist with a cross art form collaborative project	3	4	32	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CAA22	F/601/5918	Supporting public relation activities	3	6	48	Portfolio
CAA23	J/601/5922	Understand how copyright law applies to own organisation	3	6	48	Portfolio
TT14	L/601/7509	Contribute to safeguarding children, young people and vulnerable adults	3	3	18	Portfolio
CAA24	M/601/5963	Assist with incidents and emergency procedures	3	3	24	Portfolio
CH40	H/601/6897	Support the organisation of creative or cultural events or exhibitions	3	6	36	Portfolio
CH11	K/601/5850	Assisting with daily financial issues	2	3	27	Portfolio
TT49	H/601/6687	Conduct a health and safety risk assessment of the workplace	3	6	32	Portfolio
CAA27	F/601/6499	Support marketing activities	3	4	24	Portfolio
CAA26	J/502/5761	Giving and receiving feedback	3	2	15	Portfolio
CAA29	F/502/3569	Dealing with conflict	2	1	6	Portfolio
LEP21	T/600/8948	Manage and market own freelance services	3	6	60	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
LEP22	T/502/7537	Understanding the core knowledge needed by those who work with children and young people	2	3	26	Portfolio
CAA28	L/601/5856	Complying with relevant legal and ethical frameworks	3	6	48	Portfolio
CVO42	A/503/9611	Undertaking mentoring in the workplace	3	4	6	Portfolio
LEP23	D/505/3355	Understanding the core knowledge needed by those who work with children and young people, and its impact	3	4	28	Portfolio

Optional Group C1

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

Optional Group C2

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

Age Restriction

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

- 16-18
- 19+

Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

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

Assessment

Overview of assessment strategy

The qualification contains competence units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor.

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB Qualifications Limited for details of the Centre Devised Assessment process and procedure.

Assessment Process

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

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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 review the portfolio of evidence during the assessment process.

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

Expert Witnesses - Witnesses don't have to be "expert". They can be drawn from a wide range of people who can attest to the candidate's performance in the workplace, such as line managers, experiences workplace colleagues, customers or clients. They need to:

- provide a written statement about the quality and authenticity of the candidate's work
- have first-hand experience of the candidate's performance and understanding

As the assessment decision lies with the Assessor, it is their responsibility to verify this and, where challenged, to justify their acceptance of third party 'witness testimony' to the Internal Quality Assurer.

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.

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 competence to deliver these functions. BIIAB recognises this can be achieved in many ways. 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 Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to https://biiab.co.uk/policies-and-procedures/

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 Qualifications Limited 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.

Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Evidence matrixes for the units
- A Learner Summative Reflection
- Access to the units

All of these resources are available on request.

Evidence matrixes

BIIAB Qualifications Limited provide a matrix that supports each competence 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. 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 (e.g. implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning
- 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 Qualifications Limited includes the mandatory units within this guidance document.

Learner Summative Reflection

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

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 forms part of the delivery.

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

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 GL, will include the estimated number of hours spent 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.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learners' needs.

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 guidance document 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 Number / Unit Reference Number (URN)

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 Qualifications Limited also assign unique unit numbers which 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 National Occupational Standards and the level descriptors.

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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 required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision
of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to 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.

Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at https://www.biiab.co.uk/policies-and-procedures/

BIIAB Qualifications Limited 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 Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at https://www.biiab.co.uk/policies-and-procedures/

Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse

effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

Mandatory Units

The following units are mandatory for this qualification.

![BIIAB logo]

Manage own performance in a business environment

Unit Reference	L/601/2519
BIIAB Reference	CAA1
Level	3
Credit Value	3
Guided Learning (GL)	12
Unit Summary	This unit will help the learner to manage their own performance in a business environment.
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.7) 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
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

Assist in developing, delivering and evaluating projects

Unit Reference	K/601/5833
BIIAB Reference	CAA12
Level	2
Credit Value	3
Guided Learning (GL)	27
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to assist in developing, delivering and evaluating projects.
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.4) 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: • 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

Generating ideas for community arts projects

Unit Reference	Y/601/5908
BIIAB Reference	CAA13
Level	3
Credit Value	6
Guided Learning (GL)	48
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to be able to originate and develop ideas for community arts projects and then pitch them to funders and stakeholders.
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.4) 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: • 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: • 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

Keep up to date with developments in the arts

Unit Reference	R/601/7771
BIIAB Reference	CCS11
Level	3
Credit Value	6
Guided Learning (GL)	48
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to be able to carry out research to keep up to date with developments in the arts. They will learn how to present clear and accurate information and be able to develop networks.
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.3)** 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

Qualification Guidance

Work effectively with other people in a creative and cultural context

Unit Reference	L/601/6912
BIIAB Reference	CH27
Level	3
Credit Value	4
Guided Learning (GL)	24
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to be able to work effectively with other people in a creative and cultural context.
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.4) 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