

# **Pearson Edexcel Level 2 NVQ Certificate in Active Leisure, Learning and Well- being Operational Services Specification**

Competence-based qualification

For first registration September 2010

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification was previously known as:

Edexcel Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services (QCF)

The QN remains the same.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

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## Summary of Pearson Edexcel Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	6
Guided learning definition updated	12
QCF references removed from unit titles and unit levels in all units	16-212

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).

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# Introducing Pearson Edexcel NVQ qualifications

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## What are NVQ qualifications?

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National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner’s needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

## Sizes of NVQ/Competence-based qualifications

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For all regulated qualifications, Pearson specify a total number of hours that is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## Qualification title covered by this specification

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This specification gives you the information you need to offer the Pearson Edexcel Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services:

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Pearson Edexcel Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services	501/0439/1	01/07/2010

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the Qualification Number (QN) when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

# Key features of the Pearson Edexcel Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

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This qualification:

- is nationally recognised
- is based on the Active Leisure, Learning and Well-being Operational Services National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by SkillsActive.

Pearson expect that the Pearson Edexcel Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services will be approved as a component for the Active Leisure and Learning Apprenticeship framework.

## What is the purpose of this qualification?

The primary target group is facility staff who provide services – such as setting up and taking down equipment, equipment maintenance, cleaning and tidying, customer care, lifeguarding or plant operation – to customers or members. Typical settings will be public or private leisure centres, sports centres, stadia, fitness centres, sports clubs, caravan parks or outdoor activity centres.

## Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification(s).

## What are the benefits of this qualification to the learner and employer?

The Pearson Edexcel Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services is designed for those working in, or aspiring to work in, operational services, including people accessing the associated apprenticeship framework.

## What are the potential job roles for those working towards this qualification?

- Leisure assistant
- Leisure centre plant operations
- Customer care provider

## What progression opportunities are available to learners who achieve this qualification?

The Pearson Edexcel Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services is ideal for entry into operations roles in the active leisure and learning sector.

Progression could be to further training/education, including work based qualifications in areas such as:

- leisure management
- facilities management
- caravanning.

The Pearson Edexcel Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services is part of a suite of qualifications in the same, and related, sectors offered by Pearson, across the different levels. Further qualifications offered include:

- Pearson BTEC Entry Level Award in Sport and Active Leisure
- Pearson BTEC Level 1 Award/Certificate/Diploma in Sport and Active Leisure
- Pearson Edexcel Level 1 NVQ Award in Sport and Active Leisure
- Pearson BTEC Level 2 Certificate/Extended Certificate/Diploma in Sport
- Pearson Edexcel Level 2 NVQ Certificate in Sport and Play Surfaces
- Pearson BTEC Level 3 Certificate/Subsidiary Diploma/Diploma/Extended Diploma in Sport
- Pearson BTEC Level 4 HNC Diploma in Sport
- Pearson BTEC Level 5 HND Diploma in Sport.

Further information is available in *Annexe A*.

# What is the qualification structure for the Pearson Edexcel Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services?

Individual units can be found in the units section.

The Total Qualification Time (TQT) for this qualification is 200.

The Guided Learning Hours for this qualification are 145.

The learner must achieve all 13 credits from the 4 mandatory units and a minimum of 4 optional units. A total of 20 credits (minimum).

<b>Pearson Edexcel Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services</b>			
<b>Unit Ref.</b>	<b>Mandatory units</b>	<b>Credit</b>	<b>Level</b>
L/601/0933	Give customers a positive impression of yourself and your organisation	5	2
Y/601/4483	Support the work of the team and organisation	2	2
D/601/4484	Promote health, safety and welfare in active leisure and recreation	4	2
H/601/4485	Support equality and diversity in active leisure and recreation	2	3
<b>Unit</b>	<b>Option Group A (Equipment)</b>	<b>Credit</b>	<b>Level</b>
K/601/4486	Set up, take down and store activity equipment	3	2
M/601/4487	Check and service activity equipment	3	2
A/601/4489	Site caravans on parks	3	2
<b>Unit</b>	<b>Option Group B (Facilities)</b>	<b>Credit</b>	<b>Level</b>
T/502/0443	Use and maintain chippers and/or shredders	3	2
K/502/0438	Use and maintain non-powered and hand-held powered tools and equipment	3	2
R/502/0434	Use and maintain pedestrian-controlled powered equipment	3	2
H/502/0440	Use and maintain ride-on powered equipment	3	2
F/601/4493	Operate plant to provide and maintain an ice surface	4	2
J/601/4494	Prepare hard standings and paths for caravans	3	2
L/601/4495	Contribute to environmental conservation	6	3

	in active leisure and recreation		
M/601/4490	Clean and tidy facility areas	2	2

T/601/4491	Deal with substances hazardous to health	2	2
A/601/4492	Operate plant to maintain the quality of pool water	4	2
H/601/6513	Maintain grounds of premises and facilities	3	2
J/601/6522	Maintain site security and safety	3	2
Y/601/6542	Monitor and maintain electrical and plumbing services	4	2
A/600/6344	Carry out maintenance and minor repairs	3	2
D/601/4050	Check and maintain sport/play surfaces and equipment	3	2
<b>Unit</b>	<b>Option Group C (Customer Care)</b>	<b>Credit</b>	<b>Level</b>
M/601/1511	Resolve customer service problems	6	2
R/601/4496	Maintain the safety of the pool environment and its users	4	2
D/601/4498	Maintain the safety of the ice rink environment and its users	3	2
H/601/4499	Process payments for purchases	2	2
L/601/4500	Provide a facility reception service	2	2
<b>Unit</b>	<b>Option Group D (Team Leading)</b>	<b>Credit</b>	<b>Level</b>
R/601/4501	Support other team members in their work	1	2



## How is the qualification graded and assessed?

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The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

### Assessment requirements/strategy

The assessment requirements/strategy for these qualifications have/has been included in *Annexe C*. They have been developed by SkillsActive in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

### **Types of evidence (to be read in conjunction with the assessment strategy in *Annexe C*)**

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, centres may develop their own.

# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

## Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

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Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

## What resources are required?

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Each qualification is designed to support learners working in the Sport and Active Leisure sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					This is the formal title of the unit that will appear on the learners certificate
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>Level:</b>					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	



# Units



## **Unit 1: Give customers a positive impression of yourself and your organisation**

**Unit reference number:** L/601/0933

**Level:** 2

**Credit value:** 5

**Guided learning hours:** 33

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### **Unit summary**

Excellent customer service is provided by people who are good with people. The learner's behaviour affects the impression that customers have of the service they are receiving. This unit is about communicating with the customers and giving a positive impression whenever dealing with a customer. By doing this the learner can create a positive impression of the organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, responds to us and gives us good information. Every detail of the learner's behaviour counts when dealing with a customer.

### **Assessment requirements/evidence requirements**

- 1 Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.
- 2 You may collect the evidence for the unit through work in a private sector organisation, a not - for - profit organisation or a public services organisation.
- 3 You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
- 4 Your communication with customers may be face to face, in writing, by telephone, text message, e - mail, internet (including social networking), intranet or by any other method you would be expected to use within your job role.



- 5 You must provide evidence of creating a positive impression with customers:
  - a during routine delivery of customer service
  - b during a busy time in your job
  - c during a quiet time in your job
  - d when people, systems or resources have let you down.
- 6 You must provide evidence that you communicate with customers effectively by:
  - a using appropriate spoken or written language
  - b applying the conventions and rules appropriate to the method of communication you have chosen.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Establish rapport with customers	1.1 Meet their organisation's standards of appearance and behaviour 1.2 Greet their customers respectfully and in a friendly manner 1.3 Communicate with their customer in a way that makes them feel valued and respected 1.4 Identify and confirm their customer's expectations 1.5 Treat their customer courteously and helpfully at all times 1.6 Keep their customer informed and reassured 1.7 Adapt their behaviour to respond to different customer behaviour			
2 Respond appropriately to customers	2.1 Respond promptly to a customer seeking help 2.2 Choose the most appropriate way to communicate with their customer 2.3 Check with their customer that they have fully understood their expectations 2.4 Respond promptly and positively to their customer's questions and comments 2.5 Allow their customer time to consider their response and give further explanation when appropriate			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Communicate information to customers	3.1 Quickly find information that will help their customer 3.2 Give their customer information they need about the services or products offered by their organisation 3.3 Recognise information that their customer might find complicated and check whether they fully understand 3.4 Explain clearly to their customers any reasons why their expectations cannot be met			
4 Understand how to give customers a positive impression of themselves and the organisation	4.1 Describe their organisation's standards for appearance and behaviour 4.2 Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately 4.3 Identify their organisation's rules and procedures regarding the methods of communication they use 4.4 Explain how to recognise when a customer is angry or confused 4.5 Identify their organisation's standards for timeliness in responding to customer questions and requests for information			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 2: Support the work of the team and organisation**

**Unit reference number:** Y/601/4483

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to support the work of the team and organisation.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following 3 documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs and SVQs
- Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning outcomes 1, 2, 4 and 6**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning outcomes 3, 5 and 7**

These must be assessed using workplace evidence generated when the learner is supporting the work of the team and organisation.

### **Learning outcome 3**

When working effectively with colleagues, the learner must cover 2 of the following types:

- a colleague
  - 1 working at the same level as self
  - 2 responsible to self
  - 3 line manager
  - 4 people from outside own organisation.

with both of the following types:

- b communication
  - 1 spoken
  - 2 written.

### **Learning outcome 5**

When improving own work, the learner must cover 2 of the following types:

- a colleague
  - 1 working at the same level as self
  - 2 responsible to self
  - 3 line manager.

### **Learning outcome 7**

When helping to improve the work of own organisation, the learner must cover 2 of the following types:

- a colleague
  - 1 working at the same level as self
  - 2 responsible to self
  - 3 line manager.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to support the work of own team and organisation	1.1 Describe the values or codes of practice relevant to the work being carried out 1.2 Outline the importance of effective team work 1.3 Describe how improving own work and the work of the team can improve the organisation as a whole and the level of service that the customer receives			
2	Know how to work effectively with colleagues	2.1 Describe what 'good working relationships' with colleagues means 2.2 Outline how to establish good working relationships with colleagues 2.3 Describe why it is important to communicate clearly with colleagues 2.4 Outline how to communicate with managers in organisation 2.5 List the duties within area of own responsibility 2.6 Describe why it is important to carry out duties as agreed or warn colleagues in good time if not possible 2.7 Identify situations in which help may be needed 2.8 Describe the importance of always asking for help and information when it is needed			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 Describe situations in which help and information may need to be provided to colleagues 2.10 Describe situations in which it is not appropriate to provide help and information to colleagues 2.11 Outline the purpose of team meetings 2.12 Outline why team discussions are important and why they should contribute to them 2.13 Outline the procedures for dealing with conflict in own organisation			
3 Be able to work effectively with colleagues	3.1 Establish good working relationships with colleagues 3.2 Communicate verbally and in writing with colleagues clearly 3.3 Maintain standards of professional behaviour 3.4 Carry out own duties and commitments to colleagues as agreed, or tell them in good time when it is not possible do what they expect 3.5 Ask for help and information when needed 3.6 Provide colleagues with help and information when they need it, in line with organisation's policies and procedures 3.7 Take part in team discussions 3.8 Follow the correct procedures in the case of disagreements or problems with colleagues			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to improve own work	4.1 Describe why it is important to continuously improve own work 4.2 Describe why it is important to assess own work and get feedback from colleagues 4.3 Describe what it means to 'handle criticism positively' 4.4 Describe why it is important to handle criticism positively 4.5 Identify the relevant member of staff in own organisation with whom own work can be planned and developed 4.6 Identify the procedures to follow to take part in training and development activities 4.7 Identify opportunities to take on new responsibilities and develop in own career, and the skills and knowledge needed to do this 4.8 Outline how to develop a career plan that will help own progression			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to improve own work	5.1 Evaluate all aspects of own work 5.2 Ask colleagues and customers for feedback on own work 5.3 Handle feedback positively 5.4 Work with a relevant person to agree: <ul style="list-style-type: none"> <li>- own strengths</li> <li>- areas where own work could be improved</li> <li>- new areas of skill and knowledge which may be needed for future responsibilities</li> </ul> 5.5 Take part in relevant training and development 5.6 Regularly review personal development			
6 Know how to help to improve the work of own organisation	6.1 Describe the types of situations in which customers give feedback on the services they receive 6.2 Outline why it is important to listen to customer feedback 6.3 Outline how to identify areas where the organisation's work could be improved 6.4 Identify the procedures to follow for making suggestions on how to improve services to customers 6.5 Describe why it is important to discuss own suggestions with colleagues and to take account of their ideas			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to help to improve the work of own organisation	7.1 Ask customers for feedback on the organisation's services 7.2 Identify ways the team could improve services 7.3 Discuss with relevant colleagues how to change services for the better 7.4 Help to change services so that they meet customers' needs			

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*(if sampled)*



## **Unit 3: Promote health, safety and welfare in active leisure and recreation**

**Unit reference number:** D/601/4484

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to promote health, safety and welfare in active leisure and recreation.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following 3 documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning outcomes 1, 2, 4, 6 and 8**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning outcomes 3, 5, 7 and 9**

These must be assessed using workplace evidence generated when the learner is promoting health, safety and welfare in active leisure and recreation.

### **Learning outcome 3**

When helping to control risks in the sport and activity environment, the learner must cover 4 of the following types:

- a hazards
  - 1 unsafe facilities or environment
  - 2 unsafe equipment
  - 3 unsafe working practices
  - 4 unsafe behaviour
  - 5 use of hazardous substances
  - 6 security breaches
  - 7 situations likely to cause emotional distress

with 3 of the following types:

- b methods of control
  - 1 dealing with the hazard personally
  - 2 reporting the hazard to the relevant colleague
  - 3 protecting others from harm.

### **Learning outcome 5**

When helping to safeguard and protect children and vulnerable adults, the learner must cover 2 of the following types:

- a abuse (including bullying)
  - 1 physical
  - 2 emotional
  - 3 neglect
  - 4 sexual.

### **Learning outcome 7**

When dealing with injuries and signs of illness, the learner must cover 2 of the following types:

- a casualty
  - 1 adult
  - 2 child
  - 3 person with particular needs

with 2 of the following types:

- b qualified assistance
  - 1 qualified first-aider
  - 2 emergency services

with 2 of the following types:

- c condition
  - 1 minor injury that can be dealt with on-site
  - 2 minor illness that can be dealt with on-site
  - 3 major injury requiring medical attention
  - 4 major illness requiring medical attention
  - 5 emotional distress.

### **Learning outcome 9**

When following emergency procedures, the learner must cover 2 of the following types:

- a people involved
  - 1 adults
  - 2 children
  - 3 people with disabilities.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to promote health, safety and welfare in active leisure and recreation	<p>1.1 List the values or codes of practice relevant to the work being carried out</p> <p>1.2 Describe the requirements for health, safety and welfare relevant to own work, including Health and Safety at Work Act and requirements from relevant National Governing Bodies</p> <p>1.3 Identify manufacturers' guidelines and instructions for the use of facilities and equipment</p> <p>1.4 Describe why health, safety and welfare are important in an active leisure and recreation environment</p> <p>1.5 Identify the persons responsible for health and safety in own workplace</p> <p>1.6 Outline own organisation's security procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to control risks in active leisure and recreation	2.1 Describe the types of hazards that are likely to occur in own area of work and the accidents and injuries each could cause 2.2 Outline how to identify hazards 2.3 List health, safety and security checks to be followed 2.4 Describe how to carry out basic risk assessments of the types of hazards that may occur 2.5 Describe why it is important to get advice from a relevant colleague if unsure about hazards and risks in own workplace 2.6 Identify who to ask if unsure about hazards and risks in own workplace 2.7 Describe how to deal correctly with the types of hazards that may occur in own workplace, taking account of risks 2.8 Identify documents relating to health and safety which may have to be completed 2.9 Outline how to complete health and safety documents correctly 2.10 Outline why colleagues and customers should be encouraged to behave in a safe manner 2.11 Describe how to encourage colleagues and customers to behave in a safe manner			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.12 Outline why it is important to make suggestions about health and safety issues</p> <p>2.13 Describe how to make suggestions about health and safety issues</p> <p>2.14 Outline why it is important to identify and report any differences between health and safety requirements and own workplace policies and procedures</p> <p>2.15 Describe how to identify and report any differences between health and safety requirements and own workplace policies and procedure</p>			
<p>3 Be able to help to control risks in the active leisure and recreation environment</p>	<p>3.1 Ensure that relevant and up to date, health and safety information is available</p> <p>3.2 Follow the relevant health and safety requirements at all times</p> <p>3.3 Carry out health and safety checks as required</p> <p>3.4 Identify hazards</p> <p>3.5 Assess and control risks using organisational procedures</p> <p>3.6 Get advice from relevant colleagues when unsure about hazards and risks</p> <p>3.7 Pass on suggestions for improving health and safety to the relevant colleague</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to help to safeguard and protect children and vulnerable adults	4.1 Describe what is meant by safeguarding and protecting the welfare of children and vulnerable adults 4.2 Describe own role and responsibilities for safeguarding and protecting children and other vulnerable people 4.3 List the four of types of abuse 4.4 Outline the basic indicators and impact of each of the four types of abuse 4.5 Describe the risks that individual abusers or potential abusers pose to children and vulnerable people 4.6 Describe organisational policies and procedures in relation to safeguarding and protecting, including the reporting procedures 4.7 Outline what to do if concerned about possible abuse 4.8 Describe how to respond to a child or someone else disclosing abuse or concerns about abuse 4.9 Outline what to do if there are barriers to reporting own concerns 4.10 Identify statutory agencies with responsibilities for safeguarding and protecting			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.11 Outline when to contact statutory agencies with responsibilities for safeguarding and protecting</p> <p>4.12 Outline how to contact statutory agencies with responsibilities for safeguarding and protecting</p> <p>4.13 Describe why it is important to share concerns about possible abuse with others</p> <p>4.14 Describe the limits of own competence with regard to safeguarding and protecting</p> <p>4.15 Outline why it is important to treat information about possible abuse confidentially</p>			
<p>5 Be able to help to safeguard and protect children and vulnerable adults</p>	<p>5.1 Ensure that up to date information on guidelines for safeguarding and protecting children and vulnerable adults is available</p> <p>5.2 Identify what the policies and procedures mean for own job and area of work</p> <p>5.3 Follow the relevant procedures for:</p> <ul style="list-style-type: none"> <li>- safeguarding and protecting children and vulnerable adults at all times</li> <li>- protecting self from potential accusations</li> </ul> <p>5.4 Be alert to possible signs of abuse</p> <p>5.5 Identify, record and report any concerns about the welfare of children and vulnerable adults, while maintaining confidentiality</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to deal with injuries and signs of illness	<p>6.1 List the types of accidents, injuries and illnesses that may occur in own area of work</p> <p>6.2 Outline how to respond correctly to emotional distress</p> <p>6.3 Outline how to deal with accidents, injuries and illnesses before qualified assistance arrives</p> <p>6.4 Describe how to decide whether to contact the on-site first-aider or immediately call the emergency services</p> <p>6.5 Identify who is the on-site first-aider and how to contact them</p> <p>6.6 Describe the procedures to contact the emergency services</p> <p>6.7 Outline why it is important to protect the casualty and others involved from further harm</p> <p>6.8 Outline the procedures to protect the casualty and others</p> <p>6.9 Outline why it is important to provide comfort and reassurance</p> <p>6.10 Describe how to provide comfort and reassurance</p> <p>6.11 Outline own responsibilities for reporting accidents</p> <p>6.12 Outline the procedures for reporting accidents</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to deal with injuries and signs of illness	7.1 Remain calm and follow organisational procedures 7.2 Protect the casualty and other people from further risk 7.3 Call for qualified assistance appropriate to the casualty's condition 7.4 Provide reassurance and comfort to the people involved 7.5 Give the qualified assistance clear and accurate information about what happened 7.6 Follow the relevant accident reporting procedures			
8 Know how to follow emergency procedures	8.1 Describe the emergency procedures in own place of work 8.2 Outline what instructions must be given to the people involved 8.3 Outline organisational reporting procedures for emergencies 8.4 Describe the types of problems that may occur when carrying out emergency procedures 8.5 Describe why problems that occur when carrying out emergency procedures should be reported 8.6 Identify who to report problems to			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Be able to follow emergency procedures	9.1 Give the people involved clear and correct instructions 9.2 Carry out own role in the emergency procedures calmly and correctly 9.3 Maintain the safety of the people involved 9.4 Follow the correct procedures for reporting the emergency 9.5 Report any problems with the emergency procedures to the relevant colleague			

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*(if sampled)*





## **Unit 4: Support equality and diversity in active leisure and recreation**

**Unit reference number:** H/601/4485

**Level:** 3

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to support equality and diversity in active leisure and recreation.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following 3 documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning outcome 1**

This can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning outcome 2**

This must be assessed using workplace evidence generated when the learner is supporting equality and diversity in active leisure and recreation.

## **Learning outcome 2**

When treating people equally and in a way that respects diversity, the learner must cover 4 of the following types:

a equality and diversity in terms of:

- 1 sex
- 2 race/culture/language
- 3 disability
- 4 religion
- 5 health
- 6 economic and social status
- 7 age
- 8 sexual orientation.

## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to support equality and diversity in active leisure and recreation	1.1 Outline how to find out about current legal and organisational requirements for equality and diversity 1.2 List the current legal requirements for equality and diversity as relevant to own work and own organisation's policies 1.3 Outline how to identify how own organisation's policies affect own work 1.4 List the diversity of people in the community served 1.5 List ways in which people can be discriminated against 1.6 List the most common barriers to people taking part in the services provided by own organisation 1.7 Describe why it is important to give people information about the organisational approach to equality and diversity 1.8 Outline how to work in a way that respects beliefs, needs and preferences 1.9 Outline how to work in a way that does not discriminate 1.10 Outline how to help people take part to the best of their ability			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.11 Describe the importance of exploring and challenging own assumptions or those of others, about actual and potential customers</p> <p>1.12 Identify types of words and behaviour from staff and customers that are inconsistent with valuing equality and diversity</p> <p>1.13 Outline how to challenge words and behaviour from staff and customers that are inconsistent with valuing equality and diversity</p> <p>1.14 Outline why it is important to report concerns about discrimination</p> <p>1.15 Outline how to respond correctly to behaviour and practice that might discriminate against people</p> <p>1.16 Outline how to report behaviour and practice that might discriminate against people</p> <p>1.17 Outline own organisation's complaints procedures</p> <p>1.18 Outline why complaints procedures are important</p> <p>1.19 Outline why it is important to help customers to use complaints procedures</p> <p>1.20 Identify appropriate people to work with, in own organisation, on issues to do with equality and diversity</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to help to treat people equally and in a way that respects diversity	2.1 Keep up to date with own organisation's policies and values for equality and diversity 2.2 Identify what own organisation's policies and values mean for own area of work 2.3 Work in a way that: <ul style="list-style-type: none"> <li>- respects individuals' beliefs, needs and preferences</li> <li>- is inclusive through their behaviour and language</li> <li>- helps people to take part to the best of their abilities</li> </ul> 2.4 Correctly deal with and report behaviour and practice that discriminate against people 2.5 Identify and report any barriers to people getting the best from the service 2.6 Suggest ways the organisation could remove or reduce barriers 2.7 Give people information about complaints procedures when they need it 2.8 Help people to use complaints procedures 2.9 Seek advice on problems implementing equality and diversity			

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## **Unit 5: Set up, take down and store activity equipment**

**Unit reference number:** K/601/4486

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 22

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to set up, take down and store activity equipment.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following 3 documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning outcomes 1, 2, 4 and 6**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning outcomes 3, 5 and 7**

These must be assessed using workplace evidence generated when the learner is setting up, taking down and storing activity equipment.



### **Learning outcomes 3, 5 and 7**

When setting up, taking down and storing activity equipment, the learner must cover all of the following types:

- a equipment
  - 1 simple equipment
  - 2 complex equipment
  - 3 powered equipment

with all of the following types:

- b standard operating procedures for
  - 1 equipment needing only one person to set up
  - 2 equipment needing more than one person to set up.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to set up, take down and store activity equipment	1.1 List the types of equipment that may require setting up and taking down 1.2 Outline what activity equipment is used for 1.3 Describe why activity equipment must be in a safe and serviceable condition when it is used 1.4 Describe the legal and other health and safety requirements that cover activity equipment 1.5 State where activity equipment is stored 1.6 Describe the importance of setting up, taking down and storing activity equipment as requested and on time 1.7 Describe standard operating procedures for setting up, taking down, handling and moving 1.8 Describe why it is important to follow standard operating procedures for setting up, taking down, handling and moving 1.9 Describe how to check the equipment for damaged and missing parts			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.10 Describe why the correct procedures must be followed when finding damaged and missing parts 1.11 Describe the record keeping procedures that relate to the equipment being set up, taken down and stored 1.12 Outline the importance of accurate record keeping			
2 Know how to set up equipment	2.1 Identify the correct locations for setting up equipment 2.2 State the correct procedures for setting up equipment 2.3 Describe how to check that the equipment is operating correctly 2.4 Describe why it is important to make sure the equipment is in a safe and secure condition when set up 2.5 Describe how to make sure the equipment is in a safe and secure condition when set up			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to set up equipment	3.1 Find the equipment needed 3.2 Check the equipment and make sure it is safe and fit for purpose 3.3 Follow the standard operating procedures when: – handling and moving the equipment – setting up the equipment 3.4 Set up the equipment on time and in the correct place 3.5 Check the equipment is in safe working order 3.6 Make sure the equipment is secure			
4	Know how to deal with equipment after use	4.1 Describe the correct procedures for dealing with equipment in own area of work			
5	Be able to deal with equipment after use	5.1 Find equipment at the requested time 5.2 Follow the standard operating procedures for: – dealing with the equipment after use – handling and moving the equipment 5.3 Check the equipment for damaged and missing parts 5.4 Report damage or missing parts to the responsible colleague 5.5 Complete any required records			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to store equipment following use	6.1 Describe the manufacturer's instructions for storing equipment after use 6.2 Describe the importance of storing equipment safely and securely 6.3 Identify types of equipment that should be set aside because it is faulty, dirty or wet 6.4 Identify the correct place for each item of equipment in storage areas 6.5 Describe why it is important to place items of equipment in the correct place 6.6 Identify the types of health and safety hazards that may be found in equipment storage areas 6.7 Describe how to deal with health and safety hazards in equipment storage areas			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to store equipment following use	7.1 Follow the standard operating procedures when handling and moving the equipment 7.2 Move the equipment to the right storage area 7.3 Follow the correct procedures for equipment which needs attention 7.4 Put each item of equipment in the correct place within the storage area 7.5 Leave the storage area: - safe - tidy - secure 7.6 Complete any required records			

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*(if sampled)*



## **Unit 6: Check and service activity equipment**

**Unit reference number:** M/601/4487

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 22

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to check and service activity equipment.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following 3 documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning outcomes 1, 2 and 4**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning outcomes 3 and 5**

These must be assessed using workplace evidence generated when the learner is checking and servicing activity equipment.



### **Learning outcome 3**

When checking equipment and identifying what maintenance is needed, the learner must cover all of the following types:

- a equipment
  - 1 manually operated equipment
  - 2 powered equipment.

### **Learning outcome 5**

When servicing equipment, the learner must cover all of the following types:

- a equipment
  - 1 manually operated equipment
  - 2 powered equipment.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to check and service activity equipment	<p>1.1 Outline the importance of recording what has been done and any further action that needs to be taken and how to complete these records</p> <p>1.2 Identify health and safety requirements for the equipment to be maintained in own area of responsibility</p>			
2	Know how to check equipment and identify what maintenance is needed	<p>2.1 Describe the importance of health and safety when checking equipment</p> <p>2.2 Describe the dangers of not checking equipment thoroughly</p> <p>2.3 Identify the relevant parts of the organisation's maintenance schedule and manufacturer's guidelines for the types of equipment in own area of work</p> <p>2.4 Outline the importance of causing as little disruption as possible to normal activities</p> <p>2.5 Outline how to cause as little disruption as possible to normal activities</p> <p>2.6 Outline how to identify when equipment needs maintenance</p> <p>2.7 Describe the importance of removing unsafe equipment from use</p> <p>2.8 Describe how to remove unsafe equipment from use</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 Describe the limits of own responsibility in relation to carrying out maintenance 2.10 Outline how to report maintenance which needs to be carried out by a technical expert 2.11 Describe the importance of recording checks and the work which needs to be carried out 2.12 Describe how to record checks and the work which needs to be carried out			
3 Be able to check equipment and identify what maintenance is needed	3.1 Identify the equipment which needs maintenance 3.2 Check the equipment, following the maintenance schedule and manufacturer's instructions 3.3 Cause as little disruption to normal activities as possible 3.4 Remove any unsafe equipment from use 3.5 Confirm own competence and authority to carry out the maintenance 3.6 Report any maintenance which must be carried out by someone else 3.7 Record: <ul style="list-style-type: none"> <li>- the checks made</li> <li>- the work which needs to be done</li> <li>- any action taken</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to service equipment	4.1 Outline the importance of making sure equipment is in a safe condition for servicing 4.2 Outline how to make sure the equipment in own area of work is safe for maintenance 4.3 Identify the right tools and materials for the servicing in own area of responsibility 4.4 Outline the importance of using the right tools and materials 4.5 Outline the importance of following the manufacturer's and organisation's procedures for servicing and acting safely throughout, including what may happen if this is not done 4.6 Outline the manufacturer's and organisation's procedures for servicing the equipment in own area of responsibility 4.7 Outline the importance of reporting any problems to the responsible colleague 4.8 Outline how to report any problems to the responsible colleague 4.9 Outline the importance of carrying out final checks before the equipment is put back into use 4.10 List the standards for safety and serviceability for equipment in own area of responsibility			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.11 State what checks need to be carried out to make sure standards for safety and serviceability are met</p> <p>4.12 Describe the importance of recording what has been checked for safety and serviceability</p> <p>4.13 Describe how to complete records of checks for safety and serviceability</p>			
5 Be able to service equipment	<p>5.1 Confirm own competence and authority to carry out the servicing</p> <p>5.2 Make sure the equipment is in a safe condition for servicing</p> <p>5.3 Cause as little disruption to normal activities as possible</p> <p>5.4 Organise own work area so that the work can be carried out safely and efficiently</p> <p>5.5 Choose the right tools and materials for the job</p> <p>5.6 Carry out the servicing following organisation's procedures and the manufacturer's instructions</p> <p>5.7 Report any problems during servicing to the responsible colleague</p> <p>5.8 Make final checks to the equipment to make sure it is safe and serviceable</p> <p>5.9 Record the work carried out</p>			

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## **Unit 7: Site caravans on parks**

**Unit reference number:** A/601/4489

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 22

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to site caravans on parks.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following 3 documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning outcomes 1, 2, 4 and 6**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning outcomes 3, 5 and 7**

These must be assessed using workplace evidence generated when the learner is siting caravans on parks.



### **Learning outcome 3**

When inspecting the caravan on delivery, the learner must cover both of the following types:

- a inspection
  - 1 external
  - 2 internal

with 1 of the following types:

- b 1 caravan
  - 2 caravan holiday home
  - 3 park home  
(either single or twin unit).

### **Learning outcome 5**

When moving the caravan on the park, the learner must cover 1 of the following types:

- a caravan
  - 1 caravan holiday home
  - 2 park home (either single or twin units).

### **Learning outcome 7**

When siting the caravan and making it ready for use, the learner must cover 1 of the following types:

- a caravan
  - 1 caravan holiday home
  - 2 park home (either single or twin unit)

with 2 of the following types:

- b 1 device
  - 1 corner steady
  - 2 tripod jack
  - 3 tripod block

with both of the following types:

- c door
  - 1 internal
  - 2 external

with 4 of the following types:

d service

1 water

2 waste

3 sewerage

4 electricity

5 gas

6 telephone.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to site caravans on parks	1.1 List the different types of caravans commonly found on caravan parks and their features 1.2 Describe the local site licence conditions, model standards and byelaws that are relevant to siting caravans on own park 1.3 Identify the health and safety legislation and regulations that are relevant to siting caravans 1.4 Identify relevant industry codes of practice			
2	Know how to inspect the caravan on delivery	2.1 Describe why it is important to carry out the inspection as soon after delivery as possible 2.2 Outline company procedures for carrying out inspections 2.3 Outline how to complete relevant documents 2.4 Describe the procedures for recording and reporting damaged and missing parts			
3	Be able to inspect the caravan on delivery	3.1 Inspect the caravan as soon as possible after delivery, following organisation's procedures 3.2 Check the documents supplied with the caravan 3.3 Complete the relevant documents accurately and legibly 3.4 Record and report any damaged or missing parts			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to move the caravans on the park	4.1 Describe why loose furnishings should be packed and fixtures and fittings made safe 4.2 Outline how to make safe fixtures and fittings 4.3 Outline how to support the caravan 4.4 Describe how to move small, medium and large caravans, including touring caravans, on the park safely and effectively 4.5 Outline how to prevent the caravan sinking 4.6 Identify the procedures for transporting and towing 4.7 Identify the procedures for directing drivers			
5 Be able to move the caravan on the park	5.1 Pack all loose furnishings 5.2 Make safe all fixtures and fittings 5.3 Wind up or remove all supports 5.4 Move the caravan to the correct location using an appropriate vehicle 5.5 Move the caravan safely without causing injury to people or damage to property			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to site the caravan and make it ready for use	<p>6.1 Describe the types of equipment and materials available for steadying caravans</p> <p>6.2 Describe why the correct types of equipment and materials should be used for steadying caravans</p> <p>6.3 Describe the types of anchorage available</p> <p>6.4 Describe why the correct types of anchorage should be used</p> <p>6.5 List the types of doors and steps used</p> <p>6.6 Describe the correct methods of fitting different doors and steps</p> <p>6.7 Describe how to connect water, waste and sewerage services with due regard to health and safety</p> <p>6.8 Describe how to test water, waste, sewerage, electricity, gas and telephone services with due regard to health and safety</p> <p>6.9 Identify the legal requirements covering the need for competence testing for staff connecting services such as water, gas and electricity, and the consequent need for supervision by approved contractors during learning and assessment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to site the caravan and make it ready for use	7.1 Anchor the caravan safely using an approved method 7.2 Position the caravan according to own site licence 7.3 Make the caravan steady using a device recommended by the manufacturer 7.4 Fit the doors and make sure they are functioning correctly 7.5 Fit the steps and make sure they are secure and functioning correctly 7.6 Connect water, waste and sewerage pipes safely and securely 7.7 Make sure that all services are operating correctly			

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## **Unit 8: Use and maintain chippers and/or shredders**

**Unit reference number:** T/502/0443

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to use and maintain chippers and/or shredders.

### **Assessment requirements/evidence requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use and maintain chippers and/or shredders</p>	<p>1.1 Make sure that the chippers and/or shredders are in safe and good working order</p> <p>1.2 Select and use the correct personal protective clothing and equipment</p> <p>1.3 Set up and use the chippers and or shredders in accordance with the manufacturer’s instructions and legal requirements</p> <p>1.4 Maintain chippers and/or shredders in accordance with manufacturer’s instructions.</p> <p>1.5 Identify any problems with the chippers and/or shredders and take the correct action</p> <p>1.6 Clean and store the equipment correctly after use</p>			
<p>2 Be able to work safely and minimise environmental damage</p>	<p>2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p>2.2 Carry out work in a manner which minimises environmental damage</p> <p>2.3 Dispose of waste safely and correctly</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to use and maintain chippers and/or shredders	3.1 List the main hazards and risks associated with using chippers and/or shredders and action to be taken  3.2 Explain the importance of operating equipment in line with manufacturer's instructions  3.3 Describe methods of preparing and maintaining the equipment for use, covering: i correct pre-use checks ii correct start-up procedure iii use appropriate work method iv correct stopping procedure v correct post-use maintenance vi reporting problems to the appropriate person  3.4 Describe the types of problems that may occur with the equipment and describe how to deal with each of these correctly  3.5 Describe types of protective clothing and explain why it must be worn			
4 Know the current health and safety legislation and environmental good practice.	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements  4.2 Describe how environmental damage can be minimised			

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**Unit 9: Use and maintain non-powered and hand-held powered tools and equipment**

**Unit reference number:** K/502/0438

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to use and maintain non-powered tools and equipment and hand-held powered equipment.

**Assessment requirements/evidence requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to use and maintain non-powered and hand-held powered tools and equipment	1.1 Ensure that the equipment is safe and in good working order 1.2 Select and use the correct personal protective clothing and equipment 1.3 Set up and use the equipment and machinery in accordance with the manufacturer's instructions and legal regulatory requirements 1.4 Maintain non-powered and hand-held equipment in accordance with manufacturer's instructions 1.5 Identify any problems with the equipment and take appropriate action 1.6 Clean and store equipment correctly after use			
2	Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 Carry out work in a manner which minimises environmental damage 2.3 Dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to use and maintain the tools and equipment	3.1 Explain the importance of using equipment in line with manufacturers' instructions 3.2 Describe the pre-operational checks and the methods of maintaining the equipment for use 3.3 List the main hazards and risks associated with using the equipment 3.4 Describe the types of problems that may occur with the equipment and how to deal with each of these correctly 3.5 State the types of protective clothing and the reasons why it must be worn			
4 Know the current health and safety legislation and good environmental practice.	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements 4.2 Describe how environmental damage can be minimised			

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## **Unit 10: Use and maintain pedestrian-controlled powered equipment**

**Unit reference number:** R/502/0434

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to use and maintain pedestrian-controlled powered equipment.

### **Assessment requirements/evidence requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to use and maintain pedestrian-controlled powered equipment	1.1 Ensure the pedestrian-controlled power equipment is safe and in good working order 1.2 Use equipment according to manufacturer's instructions and legal regulatory requirements 1.3 Clean and store equipment correctly after use 1.4 Maintain pedestrian-controlled power equipment in accordance with manufacturer's instructions. 1.5 Select and use the appropriate personal protective clothing and equipment 1.6 Identify any problems with the equipment and take the correct action			
2	Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 Carry out work in a manner which minimises environmental damage 2.3 Dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to use and maintain pedestrian-controlled powered equipment.	3.1 List the main hazards and risks associated with using the pedestrian-controlled powered equipment and describe appropriate action 3.2 Explain the importance of operating equipment in line with manufacturer's instructions. 3.3 Describe methods of checking and maintaining the equipment for use, covering: i correct pre-use checks ii correct start-up procedure iii use appropriate work method iv correct stopping procedure v correct post-use maintenance vi reporting problems to the appropriate person			
4 Know the operating principles of powered equipment	4.1 Explain the operating differences between two- and four-stroke engines 4.2 Explain the principles of operating lines of drive – clutch, v-belts, chains 4.3 Describe the basic differences between petrol and diesel engines			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know the current health and safety legislation and environmental practice	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements 5.2 Describe how environmental damage can be minimised 5.3 Describe the correct methods for disposing of organic and inorganic waste			

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## **Unit 11: Use and maintain ride-on powered equipment**

**Unit reference number:** H/502/0440

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to use and maintain ride-on powered equipment.

### **Assessment requirements/evidence requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to set up, use and maintain ride-on powered equipment	1.1 Ensure that the ride-on powered equipment is safe and in good working order 1.2 Select and use the correct personal protective clothing and equipment 1.3 Set up and use ride-on powered equipment in accordance with the manufacturer's instructions and legal requirements instructions. 1.4 Identify any problems with the ride-on powered equipment and take appropriate action 1.5 Clean and store the equipment correctly after use			
2	Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 Carry out work in a manner which minimises environmental damage 2.3 Dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to use and maintain ride-on powered equipment	3.1 Describe methods of checking and maintaining the equipment ready for use, covering: <ul style="list-style-type: none"> <li>i correct pre-use checks</li> <li>ii correct start-up procedure</li> <li>iii use appropriate work method</li> <li>iv correct stopping procedure</li> <li>v correct post-use maintenance</li> <li>vi reporting problems to the appropriate person</li> </ul> 3.2 List the main hazards and risks associated with using the ride-on powered equipment and state appropriate action 3.3 Explain the importance of operating equipment in line with manufacturers' instructions 3.4 Describe the types of problems that may occur with the equipment and how to deal with each of these appropriately			
4 Know the operating principles of powered equipment	4.1 Describe the operating differences between two- and four-stroke engines 4.2 Describe the principles of operating lines of drive – clutch, v-belts, chains 4.3 Describe the basic differences between a petrol and diesel engine			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know the current health and safety legislation and environmental good practice	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements 5.2 Describe how environmental damage can be minimised			

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## **Unit 12: Operate plant to provide and maintain an ice surface**

**Unit reference number:** F/601/4493

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to operate plant to provide and maintain an ice surface.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following 3 documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning outcomes 1, 2, 4 and 6**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning outcomes 3, 5 and 7**

These must be assessed using workplace evidence generated when the learner is operating plant to provide and maintain an ice surface.



### **Learning outcome 3**

When maintaining the ice plant, the learner must cover all of the following types:

a systems

- 1 creating the conditions for the formation of an ice surface
- 2 associated measuring and control equipment

with all of the following types:

b gauges

- 1 rates of flow
- 2 rates of pressure
- 3 levels of temperature
- 4 rates of energy use
- 5 density of the coolant medium

with all of the following types:

c records

- 1 which compressor is operating
- 2 coolant medium pressure
- 3 coolant medium temperature
- 4 coolant medium density
- 5 energy use
- 6 air temperature
- 7 return temperature
- 8 outside air temperature
- 9 suggestions for improving normal operating procedures.

## **Learning outcome 5**

When maintaining ancillary ice rink equipment in working order, the learner must cover all of the following types:

a routine maintenance to ensure:

- 1 efficiency
- 2 effectiveness
- 3 economy

with all of the following types:

b ancillary equipment

- 1 resurfacers
- 2 edgers
- 3 zipper/cherry picker
- 4 pallet truck
- 5 gas bottle carrier unit
- 6 lighting rigs
- 7 platforms
- 8 barrier/temporary barrier
- 9 glass/netting
- 10 seating
- 11 flooring/temporary flooring
- 12 skate hire boots
- 13 regrind machine
- 14 ice pit
- 15 resurfacers garage
- 16 lockers
- 17 other ancillary equipment.

## **Learning outcome 7**

When ensuring the quality of the ice surface, the learner must cover all of the following types:

- a tests and monitoring
  - 1 ice surface temperatures
  - 2 inside air temperature
  - 3 outside air temperature
  - 4 relative humidity
  - 5 incoming and outgoing coolant temperature
  - 6 condition versus usage/activity

with all of the following types:

- b sensory inspections
  - 1 wet patches/lines/areas/exits
  - 2 objects/debris
  - 3 cracks/holes
  - 4 discolouration/texture of the ice surface
  - 5 irregularities

with all of the following types:

- c maintenance procedures
  - 1 wet resurface
  - 2 dry resurface
  - 3 cross resurface
  - 4 double ice resurfacers
  - 5 manual resurface
  - 6 edge
  - 7 flooding
  - 8 temperature changes
  - 9 ice pebbling
  - 10 ice scraping.

## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to operate plant to provide and maintain an ice surface</p>	<p>1.1 Outline the basic principles of creating and maintaining an ice surface</p> <p>1.2 Describe the manufacturer's instructions and the normal operating procedures for the plant</p> <p>1.3 Identify the chemicals commonly used in ice plant</p> <p>1.4 For each chemical, identify:</p> <ul style="list-style-type: none"> <li>- its effect</li> <li>- the hazards associated with it</li> <li>- the control measures that must be put in place to ensure safe use</li> </ul> <p>1.5 Describe the Emergency Action Plan for the plant</p> <p>1.6 Identify the records concerning the operation of the plant which need to be kept up to date</p> <p>1.7 Describe how to complete the necessary records</p> <p>1.8 Identify who is the responsible colleague to give records to, and report equipment needing repair to</p> <p>1.9 Outline the basic requirements of the Health and Safety at Work Act and COSHH regulations as they apply to the operation of plant</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain ice plant	2.1 Outline the importance of following instructions for the operation of the plant 2.2 Describe how to set the systems correctly for a range of requirements 2.3 Outline how to monitor the plant operation 2.4 Identify: <ul style="list-style-type: none"> <li>- normal rates of energy use</li> <li>- normal rates of energy flow</li> <li>- normal levels of pressure</li> <li>- normal temperature</li> </ul> 2.5 Outline how to take corrective action when the normal operating procedures are not met 2.6 Outline the faults and alarms which may occur 2.7 Describe how to respond correctly to faults and alarms			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to maintain ice plant	3.1 Make sure the systems are correctly set for daily programmes 3.2 Monitor the systems and gauges for faults and alarms 3.3 Check readings against previous data for trends 3.4 Take the correct action to deal with any faults, alarms and trends promptly and according to manufacturers' guidelines 3.5 Check to ensure that corrective action has resolved the issue 3.6 Complete all the necessary records according to schedule accurately and legibly 3.7 Make records available to the responsible colleague when required 3.8 Follow all relevant legislation and other safety requirements at all times 3.9 Follow the Emergency Action Plan in the event of any emergencies			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to maintain ancillary ice rink equipment in working order	4.1 Describe the importance of maintaining ancillary equipment in good working order 4.2 State the requirements of the maintenance schedule and log sheets 4.3 List the common types of ancillary equipment used in ice rinks 4.4 Describe how to carry out the routine tests and maintenance required 4.5 Outline how to identify items needing repair and what to do when they are found 4.6 Outline how to test alarms			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to maintain ancillary ice rink equipment in working order	5.1 Carry out regular tests, checks and routine maintenance and ancillary equipment according to manufacturers' instructions 5.2 Identify any items of ancillary equipment that need repair and report these to the responsible colleague 5.3 Take the appropriate action when the normal operating procedures are not being met 5.4 Ensure ancillary equipment is stored correctly according to legal requirements 5.5 Monitor the alarms and respond to them following normal operating procedures and the Emergency Action Plan 5.6 Complete all the necessary records 5.7 Make records available to the responsible colleague when required 5.8 Follow all relevant legislation and other safety requirements at all times			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to ensure the quality of the ice surface	<p>6.1 State the importance of maintaining the quality and temperature of the ice</p> <p>6.2 Outline the basic principles involved in maintaining the quality of an ice surface</p> <p>6.3 Describe the tests and checks which need to be carried out in order to check the quality and temperature of the ice</p> <p>6.4 Describe how to carry out tests and checks on the quality and temperature of the ice</p> <p>6.5 Describe the types of ice surface which are appropriate to a range of activities</p> <p>6.6 Describe the types of corrective action to take when ice quality and temperature do not meet standards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to ensure the quality of the ice surface	7.1 Carry out the daily tests, monitoring and sensory inspections according to prescribed procedures 7.2 Make sure that the ice surface is appropriate for the activities taking place 7.3 Pay careful attention to, and monitor, the ice condition 7.4 Where appropriate, take corrective action 7.5 Pay careful and ongoing attention to the alarms which monitor the quality of the ice surface 7.6 Measure the ice depth at prescribed points 7.7 Take corrective action when normal operating procedures are not being met and in response to bacteriological test results 7.8 Carry out routine maintenance procedures according to the maintenance schedule 7.9 Complete all the necessary records accurately and legibly 7.10 Make records available to the responsible colleague when required 7.11 Follow all relevant legislation and other safety requirements at all times			

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## **Unit 13: Prepare hard standings and paths for caravans**

**Unit reference number:** J/601/4494

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 22

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to prepare hard standings and paths for caravans.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following 3 documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning outcomes 1 and 3**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning outcomes 2 and 4**

These must be assessed using workplace evidence generated when the learner is preparing hard standings and paths for caravans.

## **Learning outcome 2**

When marking out and preparing the area, the learner must cover all of the following types:

- a statutory distance
  - 1 model standards
  - 2 local bye-laws
  - 3 site licence conditions

with 3 of the following types:

- b service
  - 1 gas
  - 2 water
  - 3 electricity
  - 4 sewerage
  - 5 telephone
  - 6 television.

## **Learning outcome 4**

When applying the correct finish to the area, the learner must cover 1 of the following types:

- a material
  - 1 base hard core
  - 2 intermediate hard core

with 2 of the following types:

- b top/finish
  - 1 concrete
  - 2 chippings
  - 3 shuttering.

## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to mark out and prepare the area	1.1 Outline own responsibilities with regard to statutory regulations for siting caravans 1.2 Describe how to make sure the area is marked out and levels set correctly 1.3 State how to identify and isolate gas and electricity services 1.4 Describe the legal requirements covering the need for competence testing for staff working with services such as gas and electricity 1.5 Describe the need for supervision by approved contractors during learning and assessment 1.6 Describe how to prepare sites, remove soil, and site services			
2	Be able to mark out and prepare the area	2.1 Remove all obstructions and debris from the area 2.2 Mark out the area, ensuring there is a statutory distance from adjacent pitches 2.3 Make sure that the size and alignment of the hard standing and path meet the specification 2.4 Locate, identify and make safe the main services 2.5 Excavate the area removing spoil and surplus 2.6 Protect and maintain the existing services for reuse			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to apply the correct finish to the area	3.1 State the types of material that are suitable for the base 3.2 State the types of material suitable for top/finish of base 3.3 Outline the durability of materials and other reasons for selection 3.4 Outline the reasons for shuttering 3.5 Outline the reasons for compacting the sub-base 3.6 Outline the reasons for protecting both the site and the pitch			
4 Be able to apply the correct finish to the area	4.1 Provide a sub-base that is level and stable, using material appropriate to intended use 4.2 Use work methods that meet the requirements of the unit to be installed 4.3 Apply the top/finish to meet specifications 4.4 Protect the site while work is in progress 4.5 Reinstall the surrounding area, making sure access is safe and clear			

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## **Unit 14: Contribute to environmental conservation in active leisure and recreation**

**Unit reference number:** L/601/4495

**Level:** 3

**Credit value:** 6

**Guided learning hours:** 45

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to contribute to environmental conservation in active leisure and recreation.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following 3 documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning outcomes 1, 2, 4 and 6**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning outcomes 3, 5 and 7**

These must be assessed using workplace evidence generated when the learner is contributing to environmental conservation in active leisure and recreation.

### **Learning outcome 3**

When contributing to managing resources in a sustainable way, the learner must cover 6 of the following types:

a responsibilities for:

- 1 pollution prevention
- 2 waste reduction
- 3 waste re-use
- 4 waste recycling (including composting)
- 5 energy conservation (including the promotion of 'green' transport)
- 6 water conservation and re-use
- 7 specifying, purchasing and using raw materials, products and equipment that have as little environmental impact as possible
- 8 using traditional methods and materials that are appropriate to own locality

with all of the following types:

b resources

- 1 energy: all fuels and electricity
- 2 water
- 3 all other materials relevant to own job

with all of the following types:

c advice and information

- 1 from work colleagues
- 2 from external organisations.

### **Learning outcome 5**

When contributing to the good ecological management of outdoor areas, the learner must cover 5 of the following types:

a responsibilities for:

- 1 conserving and protecting existing wildlife and habitats
- 2 growing and planting trees and other plants (normally native species) that attract and benefit insects and other animals
- 3 managing outdoor areas in a naturalistic way that encourages wildlife to thrive
- 4 creating new habitats and 'wild areas'
- 5 installing features that attract and benefit wildlife
- 6 using appropriate building materials and equipment
- 7 dealing with cuttings and other horticultural waste properly

with 3 of the following types:

- b natural environment
  - 1 boundaries, borders and buffer zones
  - 2 formal gardens
  - 3 grassland, moor, heath and other open areas
  - 4 trees and woodland areas
  - 5 rivers, streams, ponds and wetland areas

with all of the following types:

- c advice and information
  - 1 from work colleagues
  - 2 from external organisations.

### **Learning outcome 7**

When providing information and advice on environmental issues, the learner must cover 3 of the following types:

- a information and advice in the form of:
  - 1 information/interpretation boards
  - 2 leaflets
  - 3 spoken
  - 4 involving visitors in environmental activities

with 4 of the following types:

- b information and advice covering
  - 1 managing resources in a sustainable way
  - 2 the natural environment
  - 3 sustaining and developing the natural environment
  - 4 noise and light pollution
  - 5 'green' transport issues
  - 6 the importance of buying local produce (particularly local, seasonal food) and supporting the local economy.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to contribute to environmental conservation in active leisure and recreation</p>	<p>1.1 Explain what is meant by:</p> <ul style="list-style-type: none"> <li>- environmental conservation</li> <li>- sustainability</li> <li>- bio-diversity</li> </ul> <p>1.2 Explain why environmental conservation is important to own organisation</p> <p>1.3 Outline the basic requirements of legislation that is relevant to environmental conservation</p> <p>1.4 Outline organisation's environmental management plan</p> <p>1.5 Outline own responsibilities relating to environmental conservation</p> <p>1.6 Outline available budgets and other organisational constraints</p> <p>1.7 List agencies and other organisations that can provide information and advice on environmental conservation</p> <p>1.8 Describe how to make suggestions to improve environmental conservation in own organisation</p> <p>1.9 Describe why it is important to try to continuously improve environmental conservation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to contribute to managing resources in a sustainable way	2.1 Explain why it is important to manage resources responsibly 2.2 Identify the main methods an organisation can use to reduce waste in: - energy - water - materials 2.3 Outline the types of resources an organisation can re-use 2.4 Outline main methods by which an organisation can re-use resources and the procedures that should be followed 2.5 Outline the types of resources an organisation can recycle 2.6 Outline the main methods by which an organisation can recycle resources (including composting) and the procedures to follow 2.7 List the types of resources that have an impact on the environment 2.8 Describe how the impact on the environment by use of resources can be minimised			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 Describe why it is important to maintain equipment according to the manufacturers' instructions 2.10 Describe the impact poorly maintained equipment can have on the environment 2.11 Outline energy conservation and the use of 'green transport' 2.12 Outline why it is important to use locally produced resources wherever possible			
3 Be able to contribute to managing resources in a sustainable way	3.1 Identify and agree own responsibilities for managing resources 3.2 Carry out own responsibilities for managing resources as agreed 3.3 Maintain equipment according to manufacturers' instructions 3.4 Get advice and information on managing resources in a sustainable way when needed 3.5 Work within the budget and other organisational constraints 3.6 Make suggestions on how to improve the management of resources within own organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to contribute to the good ecological management of outdoor areas	4.1 Outline why it is important to sustain and develop: <ul style="list-style-type: none"> <li>- boundaries, borders and buffer zones</li> <li>- formal gardens</li> <li>- grassland, moor, heath and other open areas</li> <li>- trees and woodland areas</li> <li>- rivers, streams, ponds and wetland areas</li> </ul> 4.2 Describe the main methods an organisation can use to sustain and develop: <ul style="list-style-type: none"> <li>- boundaries, borders and buffer zones</li> <li>- formal gardens</li> <li>- grassland, moor, heath and other open areas</li> <li>- trees and woodland areas</li> <li>- rivers, streams, ponds and wetland areas</li> </ul> 4.3 Outline how to create 'wild areas', for example wildflower meadows           4.4 Outline how to install features such as nesting boxes and log piles to attract and benefit wildlife           4.5 Describe why it is important to use traditional materials and methods when constructing boundaries, paths and roads			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.6 Describe the materials and methods that should be used to construct boundaries, paths and roads</p> <p>4.7 List the types of building and other materials that should be avoided and why</p> <p>4.8 State the main types of native species of plants on own site</p> <p>4.9 Identify the correct times and methods that should be used to plant and maintain the main types of native species of plants on own site, from the point of view of the health of the plant and the impact on local wildlife</p> <p>4.10 Describe how to deal with cuttings, for example grass cuttings, logs and prunings, in a way most appropriate to the site</p> <p>4.11 Describe why it is important to deal with cuttings in a way most appropriate to the site</p> <p>4.12 State the main types of wildlife local to own site, in particular those that are vulnerable and in need of encouragement and protection</p> <p>4.13 Describe how to encourage and protect the main types of wildlife local to own site</p> <p>4.14 List the types of plants and wildlife that should not be introduced</p> <p>4.15 Describe why certain types of plants and wildlife should not be introduced</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to contribute to the good ecological management of outdoor areas	5.1 Identify and agree own responsibilities for managing outdoor areas in ways that benefit wildlife 5.2 Carry out own responsibilities for managing outside areas in ways that benefit wildlife 5.3 Get advice and information on managing outside areas in ways that benefit wildlife when necessary 5.4 Make suggestions on how to manage outside areas in ways that benefit wildlife			
6 Know how to provide information and advice on environmental issues	6.1 Outline why it is important to provide information and advice on the local environment and methods of sustaining it to visitors and colleagues 6.2 List the main methods available for providing information and advice 6.3 Outline why it is important to inform visitors about procedures for managing resources responsibly and the reasons for this 6.4 Describe how to site and maintain interpretation boards and leaflets about the natural environment 6.5 Describe how to develop and involve visitors in activities that promote their understanding of environmental conservation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.6 State the types of conflict that may arise between visitors and the organisation</p> <p>6.7 Describe how to deal with conflict that may arise between visitors and the organisation</p> <p>6.8 List types of 'environmentally friendly' transport that visitors should be encouraged to use</p> <p>6.9 Describe how to encourage the use of 'environmentally friendly' transport</p> <p>6.10 Describe why it is important to encourage visitors to buy local food and produce and contribute to the local economy</p> <p>6.11 Describe how to encourage visitors to buy local food and produce and contribute to the local economy</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to provide information and advice on environmental issues	7.1 Identify and agree own responsibilities for providing information and advice on environmental conservation 7.2 Provide information and advice to people on the site when necessary 7.3 Provide information and advice that is clear and easily understood 7.4 Make sure environmental activities are enjoyable for visitors 7.5 Explain the reasons for the information and advice provided 7.6 Deal with any conflict sensitively and in line with own organisation's procedures 7.7 Make suggestions to improve the information and advice own organisation provides			

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*(if sampled)*



## **Unit 15: Clean and tidy facility areas**

**Unit reference number:** M/601/4490

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to clean and tidy facility areas.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following 3 documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning outcomes 1, 2 and 4**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning outcomes 3 and 5**

These must be assessed using workplace evidence generated when the learner is cleaning and tidying facility areas.

### **Learning outcome 3**

When cleaning sport and recreation areas, the learner must cover all of the following types:

- a areas
  - 1 areas without particular hazards
  - 2 areas with particular hazards
  - 3 public areas
  - 4 non-public areas

with all of the following types:

- b equipment and materials
  - 1 manual equipment
  - 2 powered equipment
  - 3 cleaning agents.

### **Learning outcome 5**

When tidying sport and recreation areas, the learner must cover both of the following types:

- a spillages, breakages, waste and rubbish
  - 1 hazardous
  - 2 non-hazardous

with all of the following types:

- b areas
  - 1 areas without particular hazards
  - 2 areas with particular hazards
  - 3 public areas
  - 4 non-public areas

with 2 of the following types:

- c property
  - 1 clothing
  - 2 valuables
  - 3 suspicious objects.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to clean and tidy facility areas	<p>1.1 Outline why cleaning and tidying should avoid disruption</p> <p>1.2 Outline the basic requirements of the Health and Safety at Work Act which are relevant to this unit</p> <p>1.3 Outline the basic requirements of the Control of Substances Hazardous to Health regulations which are relevant to this unit</p> <p>1.4 Identify the organisational requirements and manufacturer's instructions for handling and storing the hazardous substances being worked with</p>			
2	Know how to clean sport and recreation areas	<p>2.1 Outline the programme for the areas to be cleaned</p> <p>2.2 Describe the organisational and legal requirements for using cleaning equipment and materials and for the disposal of spillages, breakages, waste and rubbish</p> <p>2.3 Outline the organisational and legal standards of hygiene and cleanliness</p> <p>2.4 Outline how to select equipment, clothing and materials for each circumstance</p> <p>2.5 Outline how to make sure that equipment and materials are fit for future use</p> <p>2.6 Outline the importance of safe and hygienic disposal of waste</p>			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to clean sport and recreation areas	3.1 Clean areas following the planned schedule 3.2 Cause as little disruption as possible 3.3 Use equipment, materials and methods appropriate to the area being cleaned 3.4 Wear protective clothing suitable for the equipment and materials being used 3.5 Handle and use equipment and materials safely and efficiently 3.6 Make sure the area meets their organisation's standards for cleanliness and hygiene 3.7 Store equipment and materials safely and ready for future use 3.8 Dispose of waste safely and according to organisational procedures			
4	Know how to tidy sport and recreation areas	4.1 Outline how to identify hazardous and non-hazardous spillages, breakages, waste and rubbish 4.2 Outline the organisational procedures for dealing with unsupervised property 4.3 Outline why escape routes should always be clear 4.4 Outline the importance of honesty when dealing with members of the public 4.5 Outline the procedures to follow when dealing with members of the public			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to tidy sport and recreation areas	5.1 Identify and deal with any spillages, breakages, waste and rubbish correctly 5.2 Dispose of these spillages, breakages, waste and rubbish safely and in line with organisational and legal requirements 5.3 Maintain the areas in a safe and tidy condition 5.4 Make sure that escape routes are not obstructed 5.5 Deal with lost and unsupervised property honestly and in line with facility procedures			

Learner name: \_\_\_\_\_

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*(if sampled)*



## **Unit 16: Deal with substances hazardous to health**

**Unit reference number:** T/601/4491

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

This unit covers the knowledge competence that the learner needs deal with substances hazardous to health.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following 3 documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning outcomes 1, 2 and 4**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning outcomes 3 and 5**

These must be assessed using workplace evidence generated when the learner is dealing with substances hazardous to health.

### **Learning outcome 3**

When handling substances hazardous to health, the learner must cover all of the following types:

- a protective clothing
  - 1 coverall
  - 2 goggles
  - 3 gloves
  - 4 boots
  - 5 mask.

### **Learning outcome 5**

When storing substances hazardous to health, the learner must cover 2 of the following types:

- a hazards
  - 1 defective containers
  - 2 defective storage areas
  - 3 unsafe working practices.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to deal with substances hazardous to health	1.1 Outline the basic requirements of the Health and Safety at Work Act which are relevant to dealing with substances hazardous to health 1.2 Outline the basic requirements of the Control of Substances Hazardous to Health regulations which are relevant to dealing with substances hazardous to health 1.3 Describe the organisational requirements and manufacturer's instructions for handling and storing the hazardous substances within own area of work 1.4 Outline how to identify the hazardous substances within own area of work 1.5 List the particular hazards involved in handling and storing the substances within own area of work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to handle substances hazardous to health	2.1 Describe the importance of following instructions for handling hazardous substances and what could happen if not followed 2.2 List the types of protective clothing which are needed for the types of substances which are being worked with 2.3 Outline the importance of dealing with spillages and contamination quickly and according to instructions 2.4 Outline how to deal with spillages and contamination involving hazardous substances 2.5 Outline the types of problems which need to be reported to a responsible colleague 2.6 Identify who the responsible colleague is 2.7 Describe how to complete incident reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to handle substances hazardous to health	3.1 Identify the hazardous substance and the risks involved in handling it 3.2 Handle the hazardous substance following the manufacturer's instructions and organisational and legal requirements 3.3 Select and wear protective clothing suitable for the substance being handled 3.4 Deal with any spillages and contamination of people according to the manufacturer's instructions and organisational and legal requirements 3.5 Get help from the responsible colleague when there are any other problems 3.6 Report any incidents and problems clearly and accurately			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to store substances hazardous to health	4.1 Outline the importance of storing hazardous substances immediately after use 4.2 State the correct storage areas for the substances 4.3 Outline why it is important to store incompatible substances separately 4.4 Outline what are incompatible substances and how to identify and store them 4.5 Outline how to identify hazards in the storage area and deal with them effectively 4.6 Describe what may happen if the range of hazards in the storage area are not dealt with properly 4.7 Outline the importance of identifying substances past their expiry date 4.8 Outline the procedures to follow if substances are identified to be past their expiry date 4.9 Outline the importance of keeping records up to date and writing clearly and legibly 4.10 Outline how to complete the necessary records			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to store substances hazardous to health	5.1 Return the substances to the correct storage area immediately after use 5.2 Make sure that incompatible substances are stored separately 5.3 Identify any hazards in the storage area 5.4 Deal with any hazards according to own level of responsibility and organisational and legal requirements 5.5 Identify any substances past their expiry date and follow the correct procedures for dealing with these 5.6 Update storage records according to organisational requirements 5.7 Lock the storage area securely when it is unattended			

Learner name: \_\_\_\_\_

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*(if sampled)*



## **Unit 17: Operate plant to maintain the quality of pool water**

**Unit reference number:** A/601/4492

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to operate plant to maintain the quality of pool water.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following 3 documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning outcomes 1, 2, 4 and 6**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning outcomes 3, 5 and 7**

These must be assessed using workplace evidence generated when the learner is operating plant to maintain the quality of pool water.

### **Learning outcome 3**

When starting up and shutting down plant, the learner must cover all of the following types:

a systems

- 1 Circulation (including pumps)
- 2 Filtration (including strainers and filters)
- 3 Disinfection (including storage and dosing tanks, pumps)
- 4 Heating (including calorifiers, heat exchangers)
- 5 Coagulation (including dosing tanks, pumps)
- 6 Pressure gauges
- 7 Measuring (automatic dosing, testing)
- 8 Control (including calibration and control systems)

with all of the following types:

b records

- 1 start up and shut down times
- 2 inlet and outlet pressures
- 3 water and air temperatures
- 4 results of chemical tests
- 5 variations from normal start-up and shut-down procedures
- 6 suggestions for improving normal operating procedures
- 7 Chemical levels (bulk and day tank levels and gas pressures – where appropriate).

### **Learning outcome 5**

When maintaining plant in working order, the learner must cover all of the following types:

a tests and checks

- 1 rates of energy use
- 2 rates of flow
- 3 levels of pressure
- 4 levels of temperature
- 5 measuring and control
- 6 alarms
- 7 energy saving devices
- 8 levels of chemicals in storage and dosing tanks

with all of the following types:

- b plant systems
  - 1 filtration
  - 2 disinfection
  - 3 heating
  - 4 pressure
  - 5 measuring and control

with all of the following types:

- c routine maintenance to ensure:
  - 1 plant efficiency
  - 2 plant effectiveness
  - 3 plant economy.

### **Learning outcome 7**

When ensuring the quality of water, the learner must cover all of the following types:

- a tests and monitoring
  - 1 pH
  - 2 free and combined disinfectant levels
  - 3 air and water temperatures
  - 4 relative humidity
  - 5 fresh water dilution
  - 6 pool loading
  - 7 plant running time
  - 8 microbiological

with all of the following types:

- b sensory inspections
  - 1 water clarity
  - 2 water quality
  - 3 algae
  - 4 foaming
  - 5 dissolved particulate matter
  - 6 scum lines
  - 7 the cleanliness of the pool surround

with all of the following types:

- c samples
  - 1 the calibration of automatic controls
  - 2 water balance
  - 3 total dissolved solids
  - 4 alkalinity
  - 5 calcium hardness
  - 6 bacteria.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to operate plant to maintain the quality of pool water	1.1 Describe the manufacturer's instructions and the normal operating procedures for the plant 1.2 Identify the chemicals commonly used in pool plant 1.3 For each chemical, identify: <ul style="list-style-type: none"> <li>- its effect</li> <li>- the hazards associated with it</li> <li>- the control measures that must be put in place to ensure safe use</li> </ul> 1.4 Outline the Emergency Action Plan for the plant 1.5 Identify the records concerning the operation of the plant which need to be kept up to date 1.6 Outline how to complete the necessary records 1.7 Identify who is the responsible colleague to give records to, and report equipment needing repair to 1.8 Outline the basic requirements of the Health and Safety at Work Act and COSHH regulations as they apply to the operation of plant			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to start up and shut down plant	2.1 Describe the importance of following instructions for the operation of the plant 2.2 Describe how to set the systems in preparation for start up and shut down 2.3 Describe how to begin start up and shut down sequences 2.4 Describe how to monitor the plant operation during start up and shut down 2.5 Outline how to take corrective action when the normal operating procedures are not met during start up and shut down 2.6 Identify the faults and alarms which may occur during start up and shut down			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to start up and shut down plant	3.1 Make sure the systems are correctly set for start up and shut down 3.2 Begin the start-up and shut-down sequences following the manufacturer's instructions 3.3 Monitor the systems for faults and alarms 3.4 Take the correct action to deal with any faults and alarms promptly and according to guidelines 3.5 Follow the Emergency Action Plan in the event of any emergencies 3.6 Complete all the necessary records accurately and legibly 3.7 Make records available to the responsible colleague when required 3.8 Ensure plant operates within the recommended parameters and standards laid down by the manufacturer or installer and in accordance with nationally accepted guidelines 3.9 Follow all relevant legislation and other safety requirements at all times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to maintain plant in working order	<p>4.1 Describe the importance of maintaining plant in good working order</p> <p>4.2 Outline the basic principles of:</p> <ul style="list-style-type: none"> <li>- filtration</li> <li>- disinfection</li> <li>- circulation</li> <li>- storage</li> <li>- boilers and heating equipment</li> <li>- associated measuring and control equipment</li> </ul> <p>4.3 State the requirements of the maintenance schedule and log sheets</p> <p>4.4 Identify:</p> <ul style="list-style-type: none"> <li>- normal rates of energy use</li> <li>- normal rates of energy flow</li> <li>- normal levels of pressure</li> <li>- normal temperature</li> </ul> <p>4.5 Outline how to carry out the routine tests and maintenance required</p> <p>4.6 Outline how to calculate, monitor and record energy and water usage figures</p> <p>4.7 Outline how to identify items needing repair</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.8 Outline what to do when items needing repair are found 4.9 Outline how to identify when the plant is not running properly 4.10 Outline how to test alarms			
5 Be able to maintain plant in working order	5.1 Carry out regular tests, visual and audible checks and routine maintenance according to the prescribed maintenance schedule and log sheet requirements 5.2 Identify any items which need repair and report these to the responsible colleague 5.3 Take the appropriate action when the normal operating procedures are not being met 5.4 Log and report energy and water usage figures, taking appropriate action to deal with wasteful losses and leaks to maintain the efficiency and safety of the plant 5.5 Monitor the alarms and respond to them following normal operating procedures and the Emergency Action Plan 5.6 Complete all the necessary records 5.7 Make records available to the responsible colleague when required 5.8 Follow all relevant legislation and meet recommended operating conditions at all times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to ensure the quality of water	<p>6.1 State the importance of maintaining the quality and temperature of the water</p> <p>6.2 Outline the basic principles involved in maintaining water quality</p> <p>6.3 Identify the tests and checks which need to be carried out in order to monitor the quality and temperature of the water</p> <p>6.4 Describe how to carry out tests and checks on the quality and temperature of the water</p> <p>6.5 Describe the remedial actions required for a range of chemical contaminants and biological releases into the pool</p> <p>6.6 Describe the importance of uncontaminated test equipment</p> <p>6.7 Describe how to ensure test equipment is not contaminated</p> <p>6.8 Outline the water temperatures which are appropriate for a range of different activities</p> <p>6.9 Describe the types of corrective action to take when water quality and temperature do not meet standards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to ensure the quality of water	<p>7.1 Carry out the regular tests, monitoring and sensory inspections according to prescribed water test procedures</p> <p>7.2 Check the water clarity to ensure it remains in optimum condition</p> <p>7.3 Pay careful and ongoing attention to the alarms which monitor water quality</p> <p>7.4 Make sure that test equipment is free from contamination</p> <p>7.5 Take water samples in a way that conforms to normal operating procedures</p> <p>7.6 Take corrective action when normal operating procedures are not being met and in response to bacteriological test results, including:</p> <ul style="list-style-type: none"> <li>- faecal</li> <li>- diarrhoeal</li> <li>- vomit</li> <li>- blood</li> <li>- microbiological</li> </ul> <p>7.7 Complete all the necessary records accurately and legibly</p> <p>7.8 Make records available to the responsible colleague when required</p> <p>7.9 Follow all relevant legislation and other safety requirements at all times</p>			

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*(if sampled)*

## **Unit 18: Maintain grounds of premises and facilities**

**Unit reference number:** H/601/6513

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 25

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### **Unit summary**

To maintain grounds through regular maintenance that is undertaken safely, in line with set procedures and in appropriate conditions. It includes

### **Assessment requirements/evidence requirements**

This unit is subject to Asset Skills principles of assessment which can be downloaded from Asset Skills' website.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to carry out maintenance, and the appropriate conditions for doing so	1.1 State the required personal protective equipment and why it is important to wear it 1.2 State the tools and equipment available for use, and which are the most appropriate for the work 1.3 Explain why it is important to carry out maintenance only when the ground conditions and weather are suitable, and what these conditions are			
2	Carry out maintenance according to given instructions	2.1 Choose the personal protective equipment, hand tools and equipment which are most suitable for the task 2.2 Carry out maintenance when the weather and ground conditions are suitable and at the appropriate times 2.3 Minimise damage and degradation to the area when maintaining grounds			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand how to remove debris and litter from the area, and why this is important</p>	<p>3.1 Give examples of debris and litter that may need to be removed from grounds</p> <p>3.2 State why it is important to correctly identify the nature of debris and litter, and the appropriate methods for disposing of these different types of refuse</p> <p>3.3 State how and where unwanted debris and litter should be disposed of, and to whom queries regarding their safe disposal should be directed</p> <p>3.4 State the requirements regarding the segregation of waste for disposal and recycling, why these must be adhered to, and the possible consequences of not doing so</p> <p>3.5 List the collection points to which waste containers must be transferred</p>			
<p>4 Remove any unwanted debris and litter as instructed</p>	<p>4.1 Identify the nature of any unwanted debris or litter</p> <p>4.2 Using the appropriate methods, clear any unwanted debris from the area, and dispose in accordance with safe practice</p> <p>4.3 Report any hazardous items or problems affecting the maintenance of the area to the relevant person</p> <p>4.4 Seek advice regarding the removal and disposal of hazardous items</p> <p>4.5 Make sure completed work areas meet the requirements of the work specification</p>			

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Assessor signature: \_\_\_\_\_

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*(if sampled)*

## **Unit 19: Maintain site security and safety**

**Unit reference number:** J/601/6522

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 25

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### **Unit summary**

To maintain the safety and security of the site by following security monitoring procedures. This includes monitoring the security systems, checking equipment and reporting to the appropriate member/s of staff. It includes understanding the organisation's security requirements and your role in relation to them.

### **Assessment requirements/evidence requirements**

This unit is subject to Asset Skills principles of assessment which can be downloaded from Asset Skills' website.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the principles of site security and safety</p>	<p>1.1 Describe the equipment checks and personal safety precautions which must be taken, and the consequences of not doing so</p> <p>1.2 Give examples of the types of security breach which could occur</p> <p>1.3 State the person(s) to whom any security breach should be reported, and the consequences of not doing so</p> <p>1.4 Describe the limits of own competence and responsibility for rectifying security breaches, and how to rectify them</p> <p>1.5 State the organisation's requirements and own personal instructions for security monitoring, and why it is important that these are followed correctly</p> <p>1.6 Describe why it is important to keep accurate records, what the records should contain and where they should be stored</p> <p>1.7 Identify the other people involved in maintaining site security and why it is important to liaise with them</p>			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
2 Carry out site security monitoring according to instructions	2.1 Follow instructions for carrying out security monitoring 2.2 Take all necessary precautions to minimise risk to self and others during security monitoring 2.3 Liaise with others involved when maintaining site security 2.4 Identify breaches of security 2.5 Report any breaches of security to the appropriate person			
3 Understand how to monitor security systems	3.1 Describe the checks which must be carried out on security and emergency equipment, and the regularity with which this must be done 3.2 Describe how to recognise malfunctions and/or damage to the equipment 3.3 Identify the person to whom equipment malfunctions should be reported, and the possible consequences of failing to do this			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Carry out the appropriate checks on security and emergency equipment	4.1 Carry out the necessary checks on security and emergency equipment according to manufacturers' instructions and legislative requirements 4.2 Promptly report any equipment malfunction 4.3 Take action to address security and safety issues, within the limits of own competence and responsibility 4.4 Keep accurate records of the outcomes of safety and security monitoring, and store them appropriately			

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*(if sampled)*

## **Unit 20: Monitor and maintain electrical and plumbing services**

**Unit reference number:** Y/601/6542

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 38

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### **Unit summary**

To carry out basic electrical and plumbing maintenance for which appropriate training has previously been completed.

### **Assessment requirements/evidence requirements**

This unit is subject to Asset Skills principles of assessment which can be downloaded from Asset Skills' website.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to safely prepare to carry out plumbing and electrical maintenance</p>	<p>1.1 State the type of maintenance or repair:</p> <ul style="list-style-type: none"> <li>- that is required and its extent</li> <li>- is within own competence and responsibility</li> </ul> <p>1.2 Outline the safety regulations and approved codes of practice relevant to electrical and plumbing maintenance</p> <p>1.3 Explain why it is important to always adhere to safety regulations and codes of practice</p> <p>1.4 State the importance of wearing personal protective equipment</p> <p>1.5 Identify which tools and equipment are most appropriate for the task</p> <p>1.6 Describe the actions which must be taken to warn others of maintenance work</p> <p>1.7 Describe how to isolate equipment from the supply</p> <p>1.8 State why equipment must be isolated before maintenance is started</p> <p>1.9 State where to turn off the supply</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Safely prepare to carry out maintenance	2.1 Choose tools, equipment and personal protective equipment appropriate to the task 2.2 Explain why it is important to prevent faulty equipment from being used 2.3 Before starting maintenance, isolate the equipment from the supply 2.4 Warn others of the work being carried out and the potential impact on premises and facilities			
3 Know how to carry out basic electrical and plumbing maintenance	3.1 Describe how to remove faulty components 3.2 State the consequences of failing to dispose of faulty components correctly 3.3 Explain why it is important to use the correct replacement parts 3.4 Describe the appropriate methods for removing damaged parts and fitting replacement component parts 3.5 Give examples of necessary adjustments and how to make them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Carry out basic electrical and plumbing maintenance according to instructions	4.1 Use approved safe working practices throughout the task 4.2 Remove faulty components and dispose of them appropriately 4.3 Remove damaged parts and fit replacement parts or components 4.4 Connect the appropriate fittings and components according to procedures and manufacturer's instructions 4.5 Make any necessary adjustments and reassemble the equipment following maintenance 4.6 Report to the appropriate person any maintenance that cannot be completed 4.7 Reconnect the supply according to procedures			
5 Understand how to carry out post-maintenance checks	5.1 State the procedures for reconnecting supply 5.2 Describe how to check that equipment is working properly following maintenance 5.3 Explain why it is important to leave equipment clean and safe to use			
6 Carry out the necessary post-maintenance checks	6.1 Check equipment is working correctly following maintenance 6.2 Return tools and equipment to the appropriate area in a condition ready for their next use			

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*(if sampled)*



## **Unit 21: Carry out maintenance and minor repairs**

**Unit reference number:** A/600/6344

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 24

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### **Unit summary**

This unit is about performing maintenance and minor repairs to items both within buildings and outside.

Carrying out such repairs and maintenance will involve the use of hand tools and equipment and working carefully to ensure that the area where the work has been carried out is still in keeping with the surrounding area. It is important that after repairs and maintenance have been carried out all items are functioning as they should.

### **Assessment requirements/evidence requirements**

This unit is subject to Asset Skills principles of assessment which can be downloaded from Asset Skills' website.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to carry out maintenance and minor repairs	1.1 state the type and amount of maintenance and repair work that is required 1.2 describe how environmental and other site conditions can influence how work is carried out 1.3 state which tools and equipment are appropriate for the task 1.4 describe the importance of carrying out preparatory work before carrying out repairs 1.5 describe the importance of protecting the surrounding area 1.6 state methods which can be used to protect the surrounding area			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to carry out maintenance and minor repairs	2.1 describe safe, approved working practices for carrying out the work 2.2 describe how to make sure that the surrounding areas are maintained during maintenance and repair 2.3 describe the importance of retaining the items to be replaced 2.4 describe how to check that items that have been repaired function correctly and why this should be done 2.5 describe the organisational requirements for reporting any maintenance and repair work that they are not competent to carry out 2.6 describe methods of cleaning tools and equipment 2.7 state the importance of cleaning tools and equipment after use 2.8 state where tools, equipment and un-used materials should be stored			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare to carry out maintenance and minor repairs	3.1 identify the items that need maintenance and the repair work required 3.2 assess that environmental and other site conditions are suitable to be able to carry out maintenance and repairs 3.3 select the hand tools and equipment that are the most appropriate for the task 3.4 protect the immediate surrounding areas throughout the preparations and the work 3.5 apply the appropriate method for repairing damaged areas or surfaces for repair			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to carry out maintenance and minor repairs	4.1 use safe and approved working practices and techniques 4.2 isolate any electrical supplies 4.3 ensure that there are no adverse effects to the finished items or appearance of the surrounding areas 4.4 check that replacement items function correctly and operate safely 4.5 check that the working and surrounding areas match following maintenance and repair work 4.6 report any maintenance or repair work that they are not competent to carry out 4.7 report any cleaning requirements that cannot be carried out 4.8 clean tools and equipment after use 4.9 secure tools, equipment and used materials in the correct storage area			

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 22: Check and maintain sport/play surfaces and equipment**

**Unit reference number:** D/601/4050

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 22

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to check and maintain sport/play surfaces and equipment.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following 3 documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning outcomes 1, 2 and 4**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning outcomes 3 and 5**

These must be assessed using workplace evidence generated when the learner is checking and maintaining sport/play surfaces and equipment.

### **Learning outcome 3**

When checking sites, surfaces, equipment and perimeters, the learner must cover all of the following types:

- a checks for:
  - 1 vandalism
  - 2 misuse of equipment
  - 3 safety of equipment
  - 4 site security
  - 5 contaminants

with all of the following types:

- b visual inspection of:
  - 1 site
  - 2 surfaces
  - 3 equipment
  - 4 perimeters.

### **Learning outcome 5**

When maintaining sites, surfaces, equipment and perimeters the learner must cover 4 of the following types:

- a methods
  - 1 repair
  - 2 cleaning
  - 3 brushing
  - 4 replacement
  - 5 treatment
  - 6 protection
  - 7 re-levelling of loose fill.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to check and maintain sites, surfaces equipment and perimeters	1.1 Identify relevant standards for sites, surfaces, equipment and perimeters 1.2 Identify relevant industry codes of practice 1.3 Describe relevant regulations 1.4 Identify safeguards to protect the work environment 1.5 Describe the organisation's recording and reporting procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to check sites, surfaces, equipment and perimeters	2.1 Identify information for identifying and inspecting the site, surfaces, equipment and perimeters 2.2 Identify methods of interpreting schedules and checklists 2.3 List types of visual check 2.4 Describe the organisation's recording and reporting procedures 2.5 List methods of providing evidence 2.6 Describe reasons for, and methods of, taking facilities out of service 2.7 Identify responsibilities and accountabilities relating to the completion of inspection schedules and checklists 2.8 Identify methods of identifying, selecting and obtaining the resources (equipment and materials) needed for maintenance			
3 Be able to check sites, surfaces, equipment and perimeters	3.1 Locate the areas to be inspected and maintained 3.2 Check all the items on the maintenance and inspection checklist and identify their immediate and future maintenance needs 3.3 Identify any items additional to the checklist during visual inspection and record these 3.4 Report any additional items that are beyond own level of competence to maintain, to the responsible person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to maintain sites, surfaces, equipment and perimeters	4.1 Identify information relating to materials, methods and services used in the maintenance processes 4.2 Identify methods and techniques for maintaining sites, surfaces, equipment and perimeters 4.3 Describe the limits of own authority in carrying out maintenance activities 4.4 Identify methods of disposing of hazardous and non-hazardous waste and surplus resources			
5 Be able to maintain sites, surfaces, equipment and perimeters	5.1 Use effective and appropriate materials and methods to maintain the site, surfaces, equipment and perimeters 5.2 Take measures to protect the work environment 5.3 Dispose of unwanted materials following legal requirements and the organisation's procedures			

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*(if sampled)*





## **Unit 23: Resolve customer service problems**

**Unit reference number:** M/601/1511

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 40

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### **Unit summary**

This unit is about what to do when it is difficult to meet customer expectations. Even if the service the learner gives is excellent, some customers experience problems. Part of the learner's job is to help to resolve those problems. There is likely to be a problem if customer expectations are not met. This may be because the customer's expectations involve more than the learner can offer or because service procedures have not been followed. Some problems are reported by customers and sometimes the learner will spot the problem first and resolve it before their customer has even noticed. As soon as the learner is aware of a problem, they need to consider the options and then choose a way to put it right. This unit is particularly important in customer service because many customers judge how good the customer service of the organisation is by the way problems are handled.

### **Assessment requirements/evidence requirements**

- 1 Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.
- 2 You may collect the evidence for the unit through work in a private sector organisation, a not - for - profit organisation or a public services organisation.
- 3 You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your Assessor to be confident that you are competent.

- 4 Your evidence must include examples of resolving problems involving each of the following:
  - a a problem first identified by customers
  - b a problem identified within the organisation before it has affected your customer
  - c a problem caused by differences between your customer's expectations and what your organisation can offer
  - d a problem caused by a system or procedure failure
  - e a problem caused by a lack of resources or human error.
- 5 You must provide evidence that you:
  - a supplied relevant information when customers have requested it
  - b supplied relevant information when customers have not requested it
  - c have used agreed organisational procedures when solving problems
  - d have made exceptions to usual practice with the agreement of others.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Spot customer service problems	1.1 Listen carefully to customers about any problem they have raised 1.2 Ask customers about the problem to check their understanding 1.3 Recognise repeated problems and alert the appropriate authority 1.4 Share customer feedback with others to identify potential problems before they happen 1.5 Identify problems with systems and procedures before they begin to affect customers			
2 Pick the best solution to resolve customer service problems	2.1 Identify the options for resolving a customer service problem 2.2 Work with others to identify and confirm the options to resolve a customer service problem 2.3 Work out the advantages and disadvantages of each option for their customer and the organisation 2.4 Pick the best option for their customer and the organisation 2.5 Identify for their customer other ways that problems may be resolved if they are unable to help			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Take action to resolve customer service problems	3.1 Discuss and agree the options for solving the problem with their customer 3.2 Take action to implement the option agreed with their customer 3.3 Work with others and their customer to make sure that any promises related to solving the problem are kept 3.4 Keep their customer fully informed about what is happening to resolve the problem 3.5 Check with their customer to make sure the problem has been resolved to the customer's satisfaction 3.6 Give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction			
4 Know how to resolve customer service problems	4.1 Describe organisational procedures and systems for dealing with customer service problems 4.2 Explain how to defuse potentially stressful situations 4.3 Describe how to negotiate 4.4 Identify the limitations of what they can offer their customer 4.5 Describe types of action that may make a customer problem worse and should be avoided			

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*(if sampled)*



## **Unit 24: Maintain the safety of the pool environment and its users**

**Unit reference number:** R/601/4496

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to maintain the safety of the pool environment and its users.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following 3 documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning outcomes 1, 3 and 5**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning outcomes 2, 4 and 6**

These must be assessed using workplace evidence generated when the learner is maintaining the safety of the pool environment and its users.



## **Learning outcome 2**

When preparing and maintaining a healthy and safe pool environment, the learner must cover 2 of the following types:

a pool

- 1 conventional pools
- 2 leisure pools
- 3 diving pools

with 3 of the following types:

b facilities

- 1 water features
- 2 play equipment
- 3 pool surrounds
- 4 signage
- 5 moveable floors
- 6 pool hoists

with 3 of the following types:

c emergency equipment

- 1 stretchers
- 2 pool side rescue aids
- 3 first-aid equipment, including defibrillators
- 4 communications equipment
- 5 cameras and computer-aided surveillance systems.

## **Learning outcome 4**

When supervising pool activities, the learner must cover 2 of the following types:

- a pool
  - 1 conventional pools
  - 2 leisure pools
  - 3 diving pools

with 4 of the following types:

- b activities
  - 1 leisure swimming
  - 2 lane swimming
  - 3 diving and jumping
  - 4 organised games
  - 5 sub-aqua
  - 6 canoeing
  - 7 teaching of swimming

with 2 of the following types:

- c customer
  - 1 adults
  - 2 children
  - 3 customers with particular needs

with all of the following types:

- d hazard
  - 1 unacceptable customer behaviour
  - 2 failure of equipment
  - 3 poor water quality
  - 4 physical hazards

with 4 of the following types:

- e ways to communicate
  - 1 speech
  - 2 hand signals
  - 3 whistles
  - 4 alarm systems
  - 5 public address
  - 6 radio.

## **Learning outcome 6**

When carrying out pool emergency procedures, the learner must cover 2 of the following types:

- a emergency
  - 1 drowning
  - 2 injured customers
  - 3 unconscious casualties
  - 4 multiple casualties

with all of the following types:

- b action
  - 1 alerting colleagues
  - 2 rescuing the casualty from the side of the pool
  - 3 rescuing the casualty in standing depth
  - 4 rescuing the casualty out of standing depth
  - 5 dealing with other customers

with 2 of the following types:

- c casualty
  - 1 adults
  - 2 children
  - 3 customers with disabilities
  - 4 customers with medical conditions.

## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to prepare and maintain a healthy and safe pool environment	1.1 Describe the types of hazards which may occur 1.2 Describe how to look for different types of hazards and provide the proper response to each 1.3 Outline the rules, regulations and bylaws covering the pool including Health and Safety at Work Act, and Health and Safety Executive's 'Managing Health and Safety in Swimming Pools' 1.4 Describe the types of emergency equipment required 1.5 Identify where emergency equipment is kept 1.6 Describe how to maintain emergency equipment 1.7 Outline the checks required for each type of pool environment 1.8 Outline what records need to be kept 1.9 Describe how to complete required records			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to prepare and maintain a healthy and safe pool environment	2.1 Carry out visual water quality and other safety checks of the pool and its facilities, complying with organisational requirements, and with minimal disruption to normal activities as possible 2.2 Identify and assess any hazards 2.3 Deal with any hazards quickly, following organisational and legal requirements 2.4 Check and store emergency equipment correctly 2.5 Make any required reports and complete relevant records			
3 Know how to supervise pool activities	3.1 Describe the types of advice and assistance which each of the different types of customer may require 3.2 Describe the most appropriate way of providing advice and assistance to different types of customers 3.3 Outline the normal operating procedures for the pool 3.4 Identify staffing levels for different types of activities and what to do if these are not adequate 3.5 Outline the types of hazards which may occur 3.6 Describe how to look for different types of hazards and provide the proper response to each 3.7 Outline the principles of water safety and accident prevention			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.8 Outline the role of the lifeguard 3.9 Describe how the pool is zoned for effective supervision 3.10 Describe the effect of the pool environment on safety 3.11 Outline when and how to communicate with customers			
4 Be able to supervise pool activities	4.1 Apply the organisational admissions policy 4.2 Observe activities carefully and continuously in the pool area being supervised 4.3 Give customers any information and help that they need 4.4 Supervise and educate customers to use the pool safely 4.5 Identify and deal with any potential hazards promptly and in line with the pool safety operating procedures 4.6 Communicate effectively with customers and colleagues when necessary 4.7 Follow the normal operating procedures at all times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to carry out pool emergency procedures	5.1 Outline the Emergency Action Plan for the pool and facility 5.2 Describe the differences in dealing with all the different kinds of customers 5.3 Describe how to identify and assess the nature of the emergency situation 5.4 Describe the right course of action to meet the needs of each kind of emergency situation 5.5 Describe the importance of responding calmly and promptly and providing reassurance to all those involved 5.6 Describe the nature and type of qualified assistance required for each of the types of emergency situation 5.7 Outline the importance of identifying the possible cause of the emergency 5.8 Outline the importance of reporting any difficulties which occurred in implementing the emergency procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to carry out pool emergency procedures	6.1 Promptly identify and assess the emergency 6.2 Implement the Emergency Action Plan 6.3 Take action appropriate to the emergency 6.4 Call for qualified assistance that is appropriate to the emergency 6.5 Give appropriate first aid and basic life support as necessary 6.6 Help to return the pool to normal operating procedures 6.7 Provide clear reports on the emergency and the events leading up to it 6.8 Identify and report any problems with the Emergency Action Plan to the responsible colleague			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*





## **Unit 25: Maintain the safety of the ice rink environment and its users**

**Unit reference number:** D/601/4498

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 22

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to maintain the safety of the ice rink environment and its users.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following 3 documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning outcomes 1, 3, 5 and 7**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning outcomes 2, 4, 6 and 8**

These must be assessed using workplace evidence generated when the learner is maintaining the safety of the ice rink environment and its users.

## **Learning outcome 2**

When preparing and maintaining a healthy safe ice rink environment, the learner must cover 2 of the following types:

- a rink
  - 1 conventional rinks
  - 2 leisure rinks
  - 3 outside
  - 4 curling
  - 5 arenas

with both of the following types:

- b facilities
  - 1 ice rink surrounds
  - 2 signage

with 2 of the following types:

- c emergency equipment
  - 1 stretchers
  - 2 first-aid equipment
  - 3 communications equipment
  - 4 cameras and computer-aided surveillance systems.

## **Learning outcome 4**

When issuing, checking-in and maintaining skates, the learner must cover 2 of the following types:

- a customer
  - 1 adults
  - 2 children
  - 3 customers with particular needs

with 2 of the following types:

- b faults
  - 1 dull blades
  - 2 broken/missing laces
  - 3 damage to fabric.

## **Learning outcome 6**

When supervising ice rink activities, the learner must cover 2 of the following types:

- a rink
  - 1 conventional rinks
  - 2 leisure rinks
  - 3 outside
  - 4 curling
  - 5 arenas

with 3 of the following types:

- b activities
  - 1 leisure skating
  - 2 lessons
  - 3 figure skating
  - 4 sports

with 2 of the following types:

- c customer
  - 1 adults
  - 2 children
  - 3 customers with particular needs

with all of the following types:

- d hazard
  - 1 inadequate adult supervision of children
  - 2 unacceptable customer behaviour
  - 3 failure of equipment
  - 4 poor ice quality
  - 5 physical hazards.

with 4 of the following types:

- e ways to communicate
  - 1 speech
  - 2 hand signals
  - 3 whistles
  - 4 alarm systems
  - 5 public address
  - 6 radio.

## **Learning outcome 8**

When carrying out ice rink emergency procedures, the learner must cover 2 of the following types:

- a emergency
  - 1 minor soft tissue injury
  - 2 major soft tissue injury
  - 3 fracture/serious injury
  - 4 unconscious casualties
  - 5 multiple casualties
  - 6 public disorder

with 3 of the following types:

- b action
  - 1 alerting colleagues
  - 2 attending to the casualty on ice surface
  - 3 dealing with other customers
  - 4 clearing customers from the rink area

with 2 of the following types:

- c casualty
  - 1 adults
  - 2 children
  - 3 customers with disabilities
  - 4 customers with medical conditions
  - 5 competitors/performers/sports official/spectators.

## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to prepare and maintain a healthy and safe ice rink environment	1.1 Describe the types of hazards which may occur 1.2 Describe how to look for different types of hazards and provide the proper response to each 1.3 Describe the rules, regulations and bye-laws covering the ice rink including Health and Safety at Work Act 1.4 Describe the types of emergency equipment required 1.5 Identify where emergency equipment is kept 1.6 Describe how to maintain emergency equipment 1.7 Outline the checks required for each type of ice rink environment 1.8 Outline what records need to be kept 1.9 Describe how to complete required records			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to prepare and maintain a healthy and safe ice rink environment	2.1 Carry out ice quality and other safety checks of the rink and its facilities, complying with organisational requirements and with minimal disruption to normal activities as possible 2.2 Identify and assess any hazards 2.3 Deal with any hazards quickly, following organisational and legal requirements 2.4 Check and store emergency equipment correctly 2.5 Make any required reports and complete relevant records			
3 Know how to issue, check-in and maintain skates	3.1 Outline how to treat customers in a polite and friendly way 3.2 Identify shoe and skate sizes and how to select the correct skates for different customers 3.3 Describe the correct procedures for storing customers' shoes 3.4 Describe typical problems that customers have with skates and how to provide assistance to them 3.5 Outline the correct procedures for exchanging shoes and skates following use 3.6 Describe typical faults that occur with skates and the correct procedures to follow in order to deal with each of these			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to issue, check-in and maintain skates	4.1 Deal with customers in a polite and friendly manner 4.2 Issue skates that are appropriate for the customer and in a safe and serviceable condition 4.3 Store the customers' shoes in the correct location 4.4 Provide the customers with any assistance they may need 4.5 Follow the correct procedures for exchanging skates and shoes following use 4.6 Identify any faults with the skates and follow the correct maintenance procedures			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to supervise ice rink activities	5.1 Describe the types of advice and assistance which each of the different types of customer may require 5.2 Describe the most appropriate way of providing advice and assistance to different types of customers 5.3 Outline the normal operating procedures for the ice rink 5.4 Outline staffing levels for different types of activities and what to do if these are not adequate 5.5 Outline the types of hazards which may occur 5.6 Describe how to look for different types of hazards and provide the proper response to each 5.7 Describe principles of safety on ice and accident prevention 5.8 Describe the role of the ice steward 5.9 Outline how the ice rink is zoned for effective supervision 5.10 Outline the effect of the ice rink environment on safety 5.11 Describe when and how to communicate with customers and other members of staff			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to supervise ice rink activities	6.1 Follow organisational procedures for dress, equipment and personal presentation 6.2 Apply the organisational admissions policy 6.3 Observe activities carefully and continuously in the rink area being supervised 6.4 Give customers any information and help that they need 6.5 Supervise and educate customers to use the rink safely 6.6 Safely provide assistance to customers who have fallen over 6.7 Identify and deal with any potential hazards promptly and in line with the rink safety operating procedures 6.8 Communicate effectively with customers and colleagues when necessary 6.9 Follow the normal operating procedures at all times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know how to carry out ice rink emergency procedures	7.1 Describe the Emergency Action Plan for the rink and facility 7.2 Outline the differences in dealing with all the different kinds of customers 7.3 Describe how to identify and assess the nature of the emergency situation 7.4 Identify the right course of action to meet the needs of each kind of emergency situation 7.5 Outline the importance of responding calmly and promptly and providing reassurance to all those involved 7.6 Describe the nature and type of qualified assistance required for each of the types of emergency situation 7.7 Outline the importance of identifying the possible cause of the emergency 7.8 Outline the importance of reporting any difficulties which occurred in implementing the emergency procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Be able to carry out ice rink emergency procedures	8.1 Promptly identify and assess the emergency 8.2 Implement the Emergency Action Plan 8.3 Take action appropriate to the emergency 8.4 Call for qualified assistance that is appropriate to the emergency 8.5 Give appropriate first aid and basic life support as necessary 8.6 Help to return the ice rink to normal operating procedures 8.7 Provide clear reports on the emergency and the events leading up to it 8.8 Identify and report any problems with the Emergency Action Plan to the responsible colleague			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 26: Process payments for purchases**

**Unit reference number:** H/601/4499

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to process payments for purchases.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following 3 documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning outcome 1**

This can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning outcomes 2 and 3**

These must be assessed using workplace evidence generated when the learner is processing payments for purchases.

## **Learning outcome 2**

When calculating the price of customers' purchases, the learner must cover both of the following types:

- a calculation
  - 1 using point of sale technology
  - 2 physical (including calculator and long-hand calculations)

with both of the following types:

- b purchase
  - 1 stock items
  - 2 special offers and discounts.

## **Learning outcome 3**

When processing sales payments, the learner must cover 2 of the following types:

- a payment
  - 1 cash
  - 2 cheques
  - 3 cards.

## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to process payments for purchases	1.1 Outline how to identify and check prices in own organisation 1.2 Identify where to get information and advice to deal with pricing problems 1.3 Outline how to identify any defects in products as they are being processed for sale 1.4 Outline how to identify any current discounts and special offers 1.5 Describe how payments are calculated in own organisation 1.6 Describe the common methods of calculating payments including point-of-sale technology and physical calculations 1.7 Outline how to keep cash and other payments safe and secure 1.8 List the types of payment which can be received 1.9 Identify procedures for authorising non-cash transactions			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.10 Outline how to check for and identify counterfeit payments</p> <p>1.11 Outline how to check for stolen cheques, credit cards, charge cards or debit cards</p> <p>1.12 Outline how to deal with customers offering suspect tender or suspected fraud of non-cash payments, in line with organisational procedures</p> <p>1.13 Identify the relevant rights, duties and responsibilities relating to The Sale of Goods Act</p> <p>1.14 Identify organisational procedures for calculating and taking payments</p> <p>1.15 Describe the value and importance of customer service to effective trading operations</p> <p>1.16 Describe how to balance giving the correct amount of attention to individual customers whilst maintaining a responsibility towards other customers in busy trading periods</p>			
2 Be able to calculate the price of customers' purchases	<p>2.1 Accurately identify the price of items</p> <p>2.2 Promptly resolve any problems in pricing goods</p> <p>2.3 Gain advice from relevant people if problems with prices cannot be resolved alone</p> <p>2.4 Make correct calculations for purchases</p> <p>2.5 Make sure the purchase meets expected standards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to process sales payments	3.1 Clearly and accurately inform customers of the amount due 3.2 Confirm the cash amount given by the customer and the change given to the customer 3.3 Gain authorisation for accepting non-cash payments when the value of the item exceeds own limit of authority 3.4 Tactfully inform the customer when authorisation for payment cannot be obtained for non-cash transactions 3.5 Accurately complete payment documentation 3.6 Securely store payments, protecting from theft 3.7 Offer additional services to the customer where they are available 3.8 Be courteous to customers at all times 3.9 Give attention to individual customers whilst ensuring others are not left without attention			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 27: Provide a facility reception service**

**Unit reference number:** L/601/4500

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to provide a facility reception service.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following 3 documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning outcomes 1 and 3**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning outcomes 2 and 4**

These must be assessed using workplace evidence generated when the learner is providing a facility reception service.

## **Learning outcome 2**

When welcoming customers and visitors, the learner must cover 2 of the following types:

- a customer and visitor
  - 1 adults
  - 2 children and young people
  - 3 people with particular needs.

## **Learning outcome 4**

When enrolling customers and taking bookings, the learner must cover 2 of the following types:

- a booking
  - 1 individual booking
  - 2 group booking

with 2 of the following types:

- b customer
  - 1 adults
  - 2 children and young people
  - 3 people with particular needs.

## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to welcome customers and visitors	1.1 Outline why customer care is important 1.2 Describe the types of visitors and customers who come to the facility and why 1.3 Describe how to greet and welcome customers and visitors 1.4 Outline the importance of explaining any delay in dealing with customers 1.5 Outline how to explain any delay in dealing with customers politely 1.6 Outline the types of information which customers and visitors usually need 1.7 Describe how to respond to customer/visitor requests for information, according to organisational procedures 1.8 Identify when colleagues need to be told about customers and visitors 1.9 Describe why it is important to tell colleagues about customers and visitors when relevant			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.10 Describe why it is important to deal with customers' and visitors' individual needs</p> <p>1.11 Outline the correct entry and security procedures for the facility</p> <p>1.12 Outline why it is important to follow the correct entry and security procedures</p> <p>1.13 Describe why it is important to be polite when refusing entry and to try to make alternative arrangements for the customer or visitor</p> <p>1.14 Identify what types of issues may need to be referred to a responsible colleague</p> <p>1.15 Identify who 'a responsible colleague' may be according to different situations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to welcome customers and visitors	2.1 Greet customers and visitors promptly, treating them politely and making them feel welcome in the facility 2.2 Explain to customers and visitors the reasons for any delay in dealing with them, and come back to them as quickly as possible 2.3 Find out what customers and visitors would like and any individual needs they may have 2.4 Clearly provide customers and visitors with requested information and other information which may be useful to them 2.5 When necessary, tell the appropriate colleague about the customers' and visitors' arrival and their individual needs 2.6 Follow the correct entry and security procedures for the type of customers and visitors involved 2.7 Assist customers and visitors to locate areas of the facility they need 2.8 Politely explain any reasons why customers and visitors cannot enter, and negotiate an alternative arrangement 2.9 Promptly refer any issues which cannot be dealt with personally, to the relevant responsible colleague			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Know how to enrol customers and take bookings	<p>3.1 Outline the booking and enrolment system for the facility</p> <p>3.2 Describe the importance of checking that services are available for enrolments and bookings, and what may happen if this does not take place</p> <p>3.3 Outline how to check the availability of services</p> <p>3.4 Outline how to help the customer to provide the necessary information</p> <p>3.5 Outline the importance of thoroughly checking information given by customers</p> <p>3.6 Describe the procedures for making charges for services in the facility and handling payments</p> <p>3.7 Outline how to use the information storage system in the facility</p> <p>3.8 Outline the importance of using the information storage system properly</p> <p>3.9 Outline how to complete the appropriate registers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to enrol customers and take bookings	4.1 Make sure that there are available services for the enrolments and bookings taken 4.2 Clearly tell the customer about available services and any waiting list arrangements 4.3 Help the customer to provide the necessary information and check that it is complete and correct 4.4 Confirm all the aspects of the booking or enrolment with the customer 4.5 Make sure that all charges and the handling of payments follow organisational procedures 4.6 Record all the necessary information completely and accurately using the organisation's system 4.7 Make sure that registers are up to date, complete and accurate			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 28: Support other team members in their work**

**Unit reference number:** R/601/4501

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 7

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to support other team members in their work.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following 3 documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning outcomes 1 and 3**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning outcomes 2 and 4**

These must be assessed using workplace evidence.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to help new team members settle in to the workplace</p>	<p>1.1 Describe the importance of new members of staff settling in to the workplace and what might happen if they do not</p> <p>1.2 Outline the relevant information needed about the new team member</p> <p>1.3 Describe how to encourage good working relationships between new team members and the rest of the team</p> <p>1.4 Identify the facilities in the workplace that the new team member will need to know about and the best way of showing them</p> <p>1.5 Describe the basic work routines and standards the new team member will need to know about</p> <p>1.6 Describe the importance of checking that the new team member has understood what they have been told</p> <p>1.7 Describe the importance of encouraging the team member to ask questions if they are unsure</p> <p>1.8 Outline the types of problems that the new team member may experience</p> <p>1.9 Describe how to deal with problems that the new team member may experience</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to help new team members settle in to the workplace	2.1 Encourage the new team member to feel welcome 2.2 Collect relevant information about the new team member 2.3 Introduce the new team member to the rest of the team and other relevant people 2.4 Encourage the rest of the team to support the new team member while they are settling in 2.5 Show the new team member all the resources and facilities they will need 2.6 Give the new team member relevant information 2.7 Check the new team member understands what they have been told 2.8 Encourage the new team member to ask questions if they are unsure about anything 2.9 Regularly check for any problems while the new team member is settling in, and follow the organisation's procedures for dealing with these 2.10 Provide the relevant colleague with information on the new team member's progress			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to show team members how to carry out new tasks	3.1 Describe the types of tasks their team member needs to be trained in 3.2 Describe the types of situations, equipment and materials that are appropriate for training 3.3 Outline how to instruct team members and how to demonstrate tasks clearly and correctly 3.4 Describe the importance of making sure the team member understands what they have to do 3.5 Describe the importance of making sure the team member continues to be competently supervised until they can achieve the standard required 3.6 Identify who could provide competent supervision 3.7 Describe what might happen if the team member's self-confidence is undermined when correcting their mistakes 3.8 Describe how to offer positive encouragement 3.9 Describe why it is important to offer positive encouragement 3.10 Identify the organisational and legal requirements that are relevant to the tasks the team member is being trained in			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to show team members how to carry out new tasks	4.1 Confirm with the relevant colleague what the team member needs to learn 4.2 Make sure own skills and knowledge are appropriate and adequate 4.3 Provide the team member with the information and advice they need, including: <ul style="list-style-type: none"> <li>- health and safety requirements</li> <li>- standard operating procedures</li> </ul> 4.4 Demonstrate the task safely and correctly 4.5 Check that the team member understands what is expected 4.6 Observe the team member carrying out the task 4.7 Identify and correct any mistakes in a way that supports the team member's self-confidence and offers positive encouragement 4.8 Let the team member practise under supervision until they consistently achieve the standard safely 4.9 Make sure all instructions and tasks are in line with organisational and legal requirements 4.10 Keep the relevant colleague informed of the team member's progress			



Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Further information and useful publications

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To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

### Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

## How to obtain National Occupational Standards

To obtain the National Occupational Standards go to [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

## Professional development and training

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Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([qualifications.pearson.com](http://qualifications.pearson.com)). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

# Annexe A: Quality assurance

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## Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson-recognised centre and must have approval its for qualifications.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of Assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

## Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

## Annexe B: Centre certification and registration

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Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

### **What are the access arrangements and special considerations for the qualifications in this specification?**

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications* for further details. [qualifications.pearson.com](http://qualifications.pearson.com).



# Annexe C: Assessment requirements/strategy

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## Assessment Strategy for Active Leisure and Learning and Wellbeing

### Introduction

This document sets out the recommendations of SkillsActive, the Standards Setting Body for Active Leisure and Learning, for the assessment and quality control systems required for the National and Scottish Vocational Qualifications that come under its umbrella. An annex for each qualification will be added to this generic document to detail any specific requirements to that qualification, or suite of qualifications.

SkillsActive representing employment interests in the sector is interested in the continuing availability of high quality qualifications that are fit for purpose, command public confidence and are understood by those taking them and those who use them for recruitment, or for other, purposes. The Sector Skills Council has long advocated that consistent standards are maintained across the Awarding Bodies who deliver the Scottish and National Vocational Qualifications on behalf of the industry.

This document is built around the following fundamental principles that SkillsActive has advocated for some time:

- National Occupational Standards establish the benchmark of competent performance in the sector
- S/NVQs should be assessed over a period of time in the workplace
- assessment of an individual's competence should be rigorous, efficient and cost effective using approaches that have the support of employers, the Awarding Bodies and other interest groups
- S/NVQs, because they are rooted in these standards, must therefore be seen as different from traditional qualifications in their application in the industry
- competence in the workplace is unique and has to be seen as different from training.

### Background

The current provision of NVQ/SVQ awards in Sport, Recreation and Allied Occupations and Active Leisure and Learning extends across Levels 1 to 4. These are currently offered by six Awarding Bodies, one for Scotland and the remainder in the rest of the UK.

This is the 3rd version of SkillsActive (formally SPRITO's) Assessment Strategy, which builds on the strategy which was approved by PSAG initially in September 1999 and re-recognized in July 2002.



The Sector Skills Council's guiding principle is "to act as the guardian of the industry's National Occupational Standards," to this end the industry has realised that a documented assessment strategy that lays down the overarching principles of assessment is vital to maintain the reliability and validity of these awards in the future, particularly if even more Awarding Bodies wish to offer these NVQs and SVQs, and they are to remain of value to employers.

The aim of the strategy is to build and improve on the current system and this document sets out the definitive requirements of the industry for all those who provide these qualifications.

### **Overarching assessment principles**

It is crucial to SkillsActive that "the industry" has confidence in the application of its National Occupational Standards, together with the industry values statements/code of ethics. This demands that those involved in the assessment process at every level, display an understanding, and have experience, of the technical and occupational requirements of the active leisure and learning industry and the sub sectors they are involved with; as well as a thorough and consistent interpretation of S/NVQ assessment principles.

The industry has consistently and firmly placed both its National Occupational Standards and Scottish and National Vocational Qualifications in the world of work.

### **Key components of the assessment strategy**

National Occupational Standards can be used for a variety of purposes, and the following sections apply where formal assessment of the NOS is necessary for qualification and accreditation purposes, to achieve the key principles set out above. These requirements are in addition to, and in no way conflict with, the generic criteria that Awarding Bodies must meet for the delivery of NVQ/SVQs, as required by the QCA's NVQ Code of Practice and the relevant sections of the SQA's SVQ Criteria and Guidance for Awarding Bodies.

#### **1 The layout of the National Occupational Standards**

The SSC has been very careful to incorporate current best practice in the way its National Occupational Standards are laid out and expressed. Awarding Bodies must use the National Occupational Standards as accredited by UKCG.

Great care has been taken to ensure that the National Occupational Standards are able to be properly assessed in ways which promote validity, reliability and fairness.

#### **2 Assessment Methodology, Evidence Requirements and aspects of them that must be assessed in the workplace**

SkillsActive has defined which aspects of its National Occupational Standards must always be assessed through performance in the workplace, even those for which assessment through simulation is allowed. (this is discussed in a later section). Quality assessment, for most aspects of these National Occupational Standards, cannot be achieved without regular access to the workplace.

The SSC intends to work closely with the Awarding Bodies to indicate the ways in which this is best assessed by providing guidance on the nature and type of assessment. In all cases candidate performance must be assessed in the workplace, although it will be made clear which aspects of the range must be assessed through performance evidence and which aspects could be assessed using supplementary evidence through scenarios, case studies, questioning etc.

The SSC will work with the Awarding Bodies to develop and agree qualification specific annexes for each of the separate S/NVQs that are submitted to UKCG, and these will be attached to this assessment strategy.

It is incumbent upon each Awarding Body to ensure that all candidate assessment captures the fundamentals expressed in this document and incorporates that detailed in any relevant annex. The information contained in the annex will amplify the generic statements into context/occupationally specific requirements such as the need for assessors to hold specific qualifications.

### **3 Design of the National and Scottish Vocational Qualifications**

SkillsActive carefully designs each of its S/NVQs to ensure that they contain opportunities for transfer and progression and that they are flexible enough to meet the differing requirements of both large and small employers, indoor and outdoor environments as well as the public, private and voluntary sectors. This assessment strategy supports flexibility in the use of the qualifications by a variety of employers and candidates, and tries not to place barriers to access through imposing unnecessary rigidity to the process.

Given the flexibility of the mandatory and optional structures on which the NVQs and SVQs are based there should be no reason for a candidate to attempt a unit for which they have no workplace assessment opportunities on a consistent basis.

### **4 External Quality Control**

SkillsActive believes that external quality control will be achieved by the following measures:

- the monitoring and standardisation of assessment decisions through a system of assessment and verification.
- The monitoring and standardisation of assessment decisions will be achieved by a robust and strengthened external verification system underpinned by risk rating and management.

#### **4.1 External Verifiers and External Verification**

From active and ongoing research, which started in the latter part of 1999, the SSC has confirmed that employers value a strengthening of the External Verification process rather than the introduction of some other 'independent' measure(s), which may prove to be a barrier to candidate access and take-up.

SkillsActive expects:

- EVs to command respect from their peers in the occupational sector of the industry and the application of the criteria in the sections below will ensure this
- every Awarding Body to seek advice, if and when required, from the SSC, on the technical qualifications, experience and competence of prospective external verifiers in the selection and deployment of EVs. Action taken as a result of the advice to be fed back to the SSC
- to provide, if necessary, input to the EV training days
- meet with every Awarding Body as necessary to understand the quality assurance processes being used.

SkillsActive has worked with its industry partners and the Awarding Bodies to develop criteria to measure the occupational competence of external verifiers and ensure the consistency of its advice. In addition to the requirements of the Code of Practice and the SVQ criteria, Awarding Bodies should ensure that prospective external verifiers:

- hold Verifier Unit V2 and it is recommended, also hold the assessor Units A1 and A2 (new external verifiers should be given a clear action plan for achieving unit V2)
- demonstrate knowledge and understanding of, and support for, the Sector's Values Statements and Codes of Ethics and how they are applied in assessment
- match the Technical Criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed
- be occupationally competent in the area appropriate to the level of the qualifications they are to be verifying
- provide evidence of knowledge, understanding and application of the National Occupational Standards together with Technical Definitions where appropriate
- be committed to the application, further development and refinement of the National Occupational Standards and SVQs/NVQs
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
- are aware of national issues affecting vocational education, training and qualifications in the sector
- provide evidence of knowledge of the Active Leisure and Learning framework of qualifications

- be committed to the content and guidance provided in the current edition of the SSC's Assessment Strategy
- demonstrate their ability to maintain credibility with the sector and to retain the confidence of the industry through commitment to ongoing personal and professional development
- sample the work of all assessors.

All new assessment centres should be approved by their external verifier before any candidates are registered; the frequency of centre visits for existing and new centres should conform to the risk assessment and management process requirements

## **4.2 Risk rating and risk management**

SkillsActive anticipates that improvements in Awarding Body approaches to gathering, monitoring and analysing statistical data will improve the overall rigour of external verification and the SSC will assist Awarding Bodies to do this. The industry welcomes the development of a system of risk rating and risk management. SkillsActive believes that such systems of risk rating and risk management will ensure that external verification, monitoring control and support mechanisms are put into place according to each centre's level of risk. The systems, currently being developed by the Awarding and regulatory bodies, will offer substantial enhancements to the quality control systems for NVQs and SVQs. SkillsActive will be prepared to discuss adaptations to this strategy following detailed discussions with individual Awarding Bodies about their risk strategies so that the SSC is re-assured that any adaptations only serve to strengthen quality and not undermine it.

The systems for risk rating and risk management should be reviewed and revised, as appropriate, following any guidance issued to Awarding Bodies from the regulatory bodies.

Where risk is identified, SkillsActive suggests that one or more of the following actions could be taken by the external verifier/Awarding Body:

- conduct a spot visit at short notice
- meet and/or observe each candidate or a larger sample of the candidates at the centre in question and compare assessment materials
- increase the frequency of verification visits
- conduct candidate and/or employer interviews, as required, over the telephone
- or other action appropriate to reducing the risk.

### 4.3 Internal verification

The SSC has worked with its industry partners and the Awarding Bodies to develop criteria to measure the occupational competence of internal verifiers:

Internal verifiers are appointed by an approved centre and approved by the Awarding Body through their external verifier.

Internal verifiers should only verify the decisions of assessors that fall within their acknowledged area of technical and occupational competence.

Internal verifiers should be in a position to influence an approved centre's assessment policy and to facilitate the assessment process and should be one of the following:

- employed by the same organisation (approved centre) as the assessors or
- working in partnership with, and drawing on evidence from, assessors' organisation(s)(approved centre)

The prospective internal verifier should:

- hold Verifier Unit V1 and it is recommended, also hold the assessor Units A1 and A2 (new internal verifiers should be given a clear action plan for achieving unit V1)
- meet the Technical Criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.
- provide evidence of recent experience in the occupational area.
- provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification.
- provide evidence of knowledge, understanding and support of the relevant Sport and Recreation Values Statements.
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse.
- provide evidence of their ability to maintain occupational competence and to participate in IV/assessor training initiatives for continuous professional development.

Approved centres may have additional generic criteria and personnel specifications in addition to the above

The internal verifier is responsible for the consistency of standards across all portfolios

Internal verifiers should observe each assessor conducting candidate assessments at regular intervals. The reliability, validity and authenticity of evidence must be checked during these observations.

#### **4.4 Awarding Bodies Forum**

SkillsActive has worked closely with all its Awarding Bodies to establish the Awarding Bodies Forum. It is a requirement for all Awarding Bodies offering the NVQs/SVQs in this sector to:

- attend quarterly meetings of the main Active Leisure and Learning Awarding Body Forum
- discuss and resolve issues concerning quality control, to ensure the consistent interpretation of the National Occupational Standards across all the Awarding Bodies
- receive updates from industry specialists on current industry developments and initiatives
- set and monitor targets for the implementation of the SVQs and NVQs.

The Terms of Reference of the Awarding Bodies Forum are designed to improve cross-Awarding Body standardisation of assessment decisions and issues.

#### **4.5 Independent Assessment**

Joint QCA/SQA Guidance "Developing an assessment strategy for NVQs and SVQs" requires that 'a significant part of the assessment for an NVQ or SVQ is carried out in a manner which is demonstrably independent of anyone who might have a vested interest in the outcome of the assessment decision'.

SkillsActive has concluded that risk assessment and management of centres is the best method to ensure external quality control for this strategy.

The NVQ/SVQ is the confirmation of an individual's competence in the workplace over a period of time. The gathering of performance evidence through observation or products of work is the preferred assessment method and these requirements are to be itemised in a series of qualification specific annexes to capture the requirements of every standard together with the types of additional evidence suitable for proving that standard. Centres should be encouraged to develop standard banks of questions to cover the required depth of underpinning knowledge and the requirements of that work location.

The SSC continues to support the conclusion that independent assessment is not required for this strategy as external quality control is fulfilled via the risk assessment and management of centres.

## **5 Workplace assessment**

### **5.1 Assessment Centres must:**

- ensure that candidates have access to the resources commonly in use in the industry and that the pressures and constraints of the workplace are properly reflected
- ensure that the principles and values of the occupational area(s) are embedded in the operation of the workplace
- demonstrate a commitment to quality and good practice which may include the pursuit of other schemes which recognise industry best practice
- ensure that assessment sites conform with health and safety requirements and good health and safety practice is reflected in assessment
- maintain a register of all assessors and internal verifiers
- provide evidence of their plans to keep assessors and internal verifiers updated with current industry requirements

Where applicable, the SSC will provide advice on the minimum “resource requirements” needed by an Approved Assessment Centre to provide adequate experience to the candidate.

### **5.2 Assessors**

Assessors are appointed by an approved centre and approved by the Awarding Body through their occupationally competent external verifier. They should only assess in their acknowledged area of technical and occupational competence.

Assessors should be one of the following:

- employed by the same organisation as the candidate or
- working in partnership with, and drawing on evidence from, the candidate’s organisation or
- an expert brought in to supplement the expertise of the candidate’s own organisation or as an additional external method of quality assurance.
- The prospective assessor should:
  - hold the Assessor Units A1 and A2 [new assessors should have a clear action plan for achieving units A1 and A2. An assessor or verifier who has gained certification must support assessment decisions by assessors who are still working towards certification.
- meet the Technical Criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed

- provide evidence of recent experience and competence in the occupational area to the level of the qualification(s) they wish to assess
- provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification
- provide evidence of knowledge, understanding and support of the relevant Active Leisure and Learning Values Statements and how they are applied in assessment
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
- provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development

Approved centres may have additional generic criteria and personnel specifications in addition to the above.

All assessors who operate within the S/NVQ system should gain A1 and A2 Assessment Units, thereby confirming their ability to utilise the full range of tools required to properly assess the individual at work over a period of time.

### **5.3 Witness testimony**

SkillsActive recognises that for the assessment of workplace performance to be as natural and efficient as possible, the use of witness testimony should be encouraged, and has a crucial role in the collection of evidence.

Witnesses must be fully briefed and clear about the purpose and use of the testimony and should be encouraged to achieve Unit L20 "Support the achievement of competence in the workplace". Any relationship between the witness and candidate should be declared and recorded for internal and external verification purposes.

Witnesses must be able to demonstrate that they have the necessary expertise in the relevant area and their testimony should:

- be specific to the activities or product
- give a brief description of the circumstances of the observation
- give a brief description of the background of the witness and the observed activity
- identify the aspects of competence demonstrated
- be signed and dated.

The assessor should carefully check the witness testimony against the points listed above.



## 6 Simulation

Simulation should only be used where it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame. Simulations will usually deal with contingencies such as unexpected problems, emergencies, or other incidents which will not necessarily occur frequently. Such instances are specified within the individual annexes for qualifications or suites of qualifications.

The Awarding Bodies must issue adequate guidance to their centres as to how these simulations should be planned and organised. In general this guidance must ensure that the demands on the candidate during simulation are neither more or less than they would be in a real work environment/situation. In particular:

- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the standard seeks to assess and be approved by the external verifier.
- all simulations should follow these documented plans
- the physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- where simulations are used they must be based in a realistic work environment and must be based on current working practice
- the use of simulation will be monitored by the external verifier to ensure that where simulations are used, they are based in a realistic work environment.

## **Annex to the assessment strategy for active leisure, learning and well-being - Pearson Edexcel Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services**

### **Introduction**

In June 2009, new national occupational standards for Operational Services level 2 were approved.

The Operational Services NVQ is aimed at staff working in a sport and activity environment who work with other staff and customers and for staff who use and maintain equipment and facilities, including caravan parks.

SkillsActive, the Sector Skills Council for Active Leisure, Learning and Well-being, as an Ofqual-approved unit and rule of combination submitter for the QCF, has now developed a new qualification for awarding organisations to submit for accreditation on the QCF, based on these new standards.

SkillsActive wishes to ensure that the assessment guidance and evidence requirements for the new qualification is uniform. Therefore it has coordinated work across the awarding organisations, with appropriate inputs from industry experts, to provide assessment guidance and evidence requirements for the awarding organisations to implement during the delivery of the new NVQ.

This document must be used with close reference to the SkillsActive assessment strategy for these qualifications.

### **Background**

In July 2002, PSAG approved the assessment strategy submitted by SkillsActive, the recognised standards setting body for the active leisure, learning and well-being sector. This was updated in 2007. The strategy sets out the recommendations for the assessment and quality control systems required for national vocational qualifications coming under the active leisure, learning and well-being umbrella. The strategy makes clear that certain sections may require a qualification specific annex to detail any specialist requirements which could not be contained in the generic document.

### **Occupational competence for assessors, Internal and external verifiers for the Level 2 Operational Services**

The following sections set out the criteria for their appointment;

#### **Assessors**

Meet the Technical Criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

#### **Internal verifiers**

Meet the Technical Criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

## **External verifiers**

Match the Technical Criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed.

What follows are the specific criteria for the Level 2 in Operational Services, they apply equally to prospective external and internal verifiers and assessors, who must have (all the other requirements specified in the assessment strategy should be consistently applied, those listed here are supplementary):

- 1 knowledge of, and commitment to, the active leisure, learning and well-being values statement for all staff.

## **General assessment principles**

### **Where should the evidence come from?**

The primary target group is facility staff who provides services – such as setting up and taking down equipment, equipment maintenance, cleaning and tidying, customer care, life-guarding or plant operation – to customers or members. Typical settings will be public or private leisure centres, sports centres, stadia, fitness centres, sports clubs, caravan parks or outdoor activity centres.

Whatever context the learner is working in, it is essential that their evidence comes from working with real equipment, facilities and customers, as part of temporary or permanent employment. It is very important that evidence is generated from real work activities, not 'skills test' type exercises, set up purely for the sake of assessment.

The only exceptions to this requirement are parts of units A52, C22, C12, C16, C15, C23, C261, C25, C26, C235, C28, C262, and C31, for which simulation is deemed to be acceptable. In addition, simulation and questioning are allowed for a limited number of items in some other units. These are clearly detailed in the evidence requirements below.

Where simulation is used, this should follow the requirements of the assessment strategy for this NVQ.

### **What are the most appropriate assessment methods?**

Assessor observations, witness testimony and products of work (for example, session plans, notes of team meetings and correspondence) are likely to be the most appropriate sources of performance evidence.

Supplementary evidence, for example, questioning, projects or assignments may be used where performance evidence (real work activity) is not needed as detailed later in the evidence specifications for each unit.

Questioning to gather supplementary and knowledge evidence can normally be carried out orally. However, oral questioning must be recorded by the assessor, in written form or by other appropriate means.

## **How much evidence is necessary?**

Most of the units require observation by an assessor on more than one occasion. The evidence requirements below show this in more detail.

These observations should not be carried out on the same day. There should be sufficient time between assessments for the assessor to satisfy himself or herself that the learner will be capable of achieving the same standard on a regular and consistent basis. Separating the assessment occasions by a period of at least one month is recommended.

In many cases, two observations will be sufficient. However, more than two may be needed to ensure that there is evidence for everything specified within the unit under 'assessment requirements or guidance specified by a sector or regulatory body' (as detailed later in the evidence specifications for each unit).

Where written evidence (usually records of work) is required, there should be evidence from at least two separate occasions, again separated by at least one month. As in the case of observations, it may be necessary to have evidence from more than two occasions to ensure there is sufficient evidence to cover everything specified.

Assessors must be sure that all written evidence is genuinely the learner's own work and not copied from someone else. Learners should make a statement confirming that the evidence is their own work.

## **Assessing more than one unit on each occasion**

Many of the units within the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services link together in a logical way and assessors are encouraged to make use of these links in an efficient and creative way. In many cases there should be no need to assess on a unit-by-unit basis (unless the learner wants unit accreditation only). It would make better use of both the assessor's and learner's time to consider and plan how many units could be covered on each assessment occasion.

For example, the learner may be involved in helping to prepare for a gymnastics session which is being run by a suitably qualified coach. This will involve checking the area prior to the session (part of C22 Promote health, safety and welfare in active leisure and recreation), setting out equipment for the session (part of C12 Set up, take down and store activity equipment), putting away and storing the equipment used (part of C12). The session may also involve some teamwork (part of A52 Support the work of the team and organisation) and some basic customer service (unit C34 Resolve customer service problems).

Prior discussion between the learner and assessor with perhaps some negotiation with the learner's supervisor should make this a productive assessment opportunity. At the beginning of the assessment occasion, the assessor can observe the learner checking the activity area (evidence for part of C22), observe them setting up the equipment (evidence for part of C12), observe them taking down and storing the equipment (part of C12) etc.

In this way much of the performance evidence for a number of units can be gathered. With another assessment occasion to follow, almost all of the evidence needed will be available. Careful planning and negotiation can make this possible and considerably reduce the number of assessment occasions.

## Assessment guidance and evidence requirements for each unit

### A52 Support the work of the team and organisation

#### Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- two types of colleagues
- both types of communication.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

#### Simulation

Simulation is allowed for the type of colleague responsible to you only, if there is no naturally occurring evidence.

#### Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity. Questioning is also allowed for 1.8 if no naturally occurring evidence is available.

#### Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **C22 Promote health, safety and welfare in active leisure and recreation**

### **Evidence of real work activity**

There must be evidence that the learner has met all of the assessment criteria listed against 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- four types of hazards
- three types of methods
- two types of abuse (including bullying)
- two types of casualty
- two types of qualified assistance
- two types of condition
- two types of people involved.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is allowed for 5.3, 5.4 and 5.5 and the whole of learning outcomes 7 and 9 only, if there is no naturally occurring evidence is available.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work in the play setting that they know and understand this technique, there is no requirement for them to be questioned again on this topic.



## **D214 Support equality and diversity in active leisure and recreation**

### **Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- four types of equality and diversity.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is not allowed for this unit.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

### **C32 Give customers a positive impression of yourself and your organisation**

- 1 Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.
- 2 You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
- 3 You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
- 4 Your communication with customers may be face to face, in writing, by telephone, text message, e-mail, internet (including social networking), intranet or by any other method you would be expected to use within your job role.
- 5 You must provide evidence of creating a positive impression with customers:
  - a during routine delivery of customer service
  - b during a busy time in your job
  - c during a quiet time in your job
  - d when people, systems or resources have let you down.
- 6 You must provide evidence that you communicate with customers effectively by:
  - a using appropriate spoken or written language
  - b applying the conventions and rules appropriate to the method of communication you have chosen.

## **C12 Set up, take down and store activity equipment**

### **Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work in a real activity leadership context (with the possible exceptions of those items listed under 'use of supplementary evidence' below). This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- all types of equipment
- all types of standard operating procedures.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is allowed for 5.4 only, if no naturally occurring evidence is available.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand these techniques (as there should be), there is no requirement for them to be questioned again on this topic.

## **C16 Check and service activity equipment**

### **Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- all types of equipment.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is allowed for 3.4 and 5.7 only, if no naturally occurring evidence is available.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **C15 Site caravans on parks**

### **Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work in a real activity leadership context (with the possible exceptions of those items listed under 'use of supplementary evidence' below). This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- both types of inspection
- one type of caravan
- two types of device
- both types of door
- four types of service.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is allowed for 3.4 only, if no naturally occurring evidence is available.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand these techniques (as there should be), there is no requirement for them to be questioned again on this topic.

## **C23 Clean and tidy facility areas**

### **Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- all types of areas
- all types of equipment and materials
- both types of spillages, breakages, waste and rubbish
- two types of property.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is allowed for 5.5 only, if no naturally occurring evidence is available.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **C261 Deal with substances hazardous to health**

### **Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- all types of protective clothing
- two types of hazards.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is allowed for 3.4, 3.5, 3.6, 5.3, 5.4 and 5.5 only, if no naturally occurring evidence is available.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **C25 Operate plant to maintain the quality of pool water**

### **Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- all types of systems
- all type of records
- all type of tests and checks
- all type of plants
- all type of routine maintenance
- all type of tests and monitoring
- all type of sensory inspections
- all type of samples.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is allowed for 3.4, 3.5, 5.2, 5.3, 5.5 and 5.6 only, if no naturally occurring evidence is available.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.



## **C26 Operate plant to provide and maintain an ice surface**

### **Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- all types of systems
- all type of gauges
- all type of records
- all type of routine maintenance
- all types of ancillary equipment
- all type of tests and monitoring
- all type of sensory inspections
- all type of maintenance procedures.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is allowed for 3.4, 3.5, 5.2, 5.3, 5.5, and 5.6 only, if no naturally occurring evidence is available.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **C223 Prepare hard standings and paths for caravans**

### **Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- all types of statutory distance
- three types of service
- one type of material
- two types of top/finish.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is not allowed for this unit.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

**C224 Use and maintain non-powered and hand-held powered tools and equipment**

**C224 Use and maintain pedestrian-controlled powered equipment**

**C224 Use and maintain ride-on powered equipment**

**C224 Use and maintain chippers and/or shredders**

Assessment of these units must follow the requirements specified by Lantra.

**C226 Maintain grounds of premises and facilities**

**C227 Monitor and maintain electrical and plumbing services**

**C228 Maintain site security and safety**

Assessment of these units must follow the requirements specified by Asset Skills.

## Carry out maintenance and minor repairs

Learning outcome	Assessment criteria	O	Q & A	S
Understand how to prepare to carry out maintenance and minor repairs	state the type and amount of maintenance and repair work that is required		X	
	describe how environmental and other site conditions can influence how work is carried out		X	
	state which tools and equipment are appropriate for the task		X	
	describe the importance of carrying out preparatory work before carrying out repairs		X	
	describe the importance of protecting the surrounding area		X	
	state methods which can be used to protect the surrounding area		X	
Understand how to carry out maintenance and minor repairs	describe safe, approved working practices for carrying out the work		X	
	describe how to make sure that the surrounding areas are maintained during maintenance and repair		X	
	describe the importance of retaining the items to be replaced		X	
	describe how to check that items that have been repaired function correctly and why this should be done		X	
	describe the organisational requirements for reporting any maintenance and repair work that they are not competent to carry out		X	
	describe methods of cleaning tools and equipment		X	
	state the importance of cleaning tools and equipment after use		X	
	state where tools, equipment and un-used materials should be stored		X	

<b>Learning outcome</b>	<b>Assessment criteria</b>	<b>O</b>	<b>Q &amp; A</b>	<b>S</b>
Be able to prepare to carry out maintenance and minor repairs	identify the items that need maintenance and the repair work required	X		
	assess that environmental and other site conditions are suitable to be able to carry out maintenance and repairs	X		
	select the hand tools and equipment that are the most appropriate for the task	X		
	protect the immediate surrounding areas throughout the preparations and the work	X		
	apply the appropriate method for repairing damaged areas or surfaces for repair	X		
Be able to carry out maintenance and minor repairs	use safe and approved working practices and techniques	X		
	isolate any electrical supplies	X	X	
	ensure that there are no adverse effects to the finished items or appearance of the surrounding areas	X		
	check that replacement items function correctly and operate safely	X		
	check that the working and surrounding areas match following maintenance and repair work	X		
	report any maintenance or repair work that they are not competent to carry out	X	X	
	report any cleaning requirements that cannot be carried out	X	X	
	clean tools and equipment after use	X		
	secure tools, equipment and used materials in the correct storage area	X		

## **C235 Check and maintain sport/play surfaces and equipment**

### **Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- all types of checks
- all types of visual inspection
- four types of methods.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is allowed for 3.3 and 3.4 only, if no naturally occurring evidence is available.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **C239 Contribute to environmental conservation in active leisure and recreation**

### **Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- six types of responsibilities
- all types of resources
- all types of advice and information
- five types of responsibilities
- three types of natural environment
- all types of advice and information
- three types of information and advice
- four types of information and advice.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is allowed for 4.6 only, if there is no naturally occurring evidence is available.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.



Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **C28 Maintain the safety of the pool environment and its users**

### **Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- two types of pool
- three types of facilities
- three types of emergency equipment
- four types of activities
- two types of customer
- all types of hazard
- four types of ways to communicate
- two types of emergency
- all types of action
- two types of casualty.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is allowed for 2.2, 2.3, 4.5 and the whole of learning outcome 6 only, if no naturally occurring evidence is available.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **C262 Maintain the safety of the ice rink environment and its users**

### **Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- two types of rink
- both types of facilities
- two types of emergency equipment
- two types of customer
- two types of faults
- three types of activities
- all types of hazard
- four types of ways to communicate
- two types of emergency
- three types of action
- two types of casualty.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is allowed for 2.2, 2.3, 4.6 and 6.7 and the whole of learning outcome 8 only, if no naturally occurring evidence is available.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

## **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **B223 Process payments for purchases**

### **Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- both types of calculation
- both types of purchase
- two types of payment.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is not allowed for this unit.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **C31 Provide a facility reception service**

### **Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- two types of customer and visitor
- two types of booking
- two types of customer.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is allowed for 2.2, 2.5, 2.7, 2.8 and 2.9 only, if no naturally occurring evidence is available.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

### **C34 Resolve customer service problems**

- 1 Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.
- 2 You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
- 3 You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
- 4 Your evidence must include examples of resolving problems involving each of the following:
  - a a problem first identified by customers
  - b a problem identified within the organisation before it has affected your customer
  - c a problem caused by differences between your customer's expectations and what your organisation can offer
  - d a problem caused by a system or procedure failure
  - e a problem caused by a lack of resources or human error.
- 5 You must provide evidence that you:
  - a supplied relevant information when customers have requested it
  - b supplied relevant information when customers have not requested it
  - c have used agreed organisational procedures when solving problems
  - d have made exceptions to usual practice with the agreement of others.



## **A316 Support other team members in their work**

### **Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is not allowed for this unit.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## Core values for Operational Services

Even though the units focus on and describe work functions, learners entering and working in the various sectors of the industry at this level should be aware that a number of basic values underpin good practice and they should try to integrate them into their everyday work.

### **Values Statement for managers and staff working in active leisure, learning and well-being.**

Competent facility staff operate at all times by reference to a set of values that includes the following:

#### **As regards himself or herself, all staff should:**

- display commitment, initiative, honesty, integrity and a proper sense of responsibility, honouring the trust reposed by clients, employers, colleagues and the general public
- uphold the good standing of management, education, sport and sportsmanship
- provide conscientiously a service of value to society, concerned with the development of quality in all matters, including the quality of life
- be conscious of values issues and resolve values conflicts by using a reasoned approach
- exercise responsible stewardship over all resources under their control: financial, material and human, striving always, to turn them to purposeful account
- take active steps to improve his or her own personal competence
- pay due regard to the law and avoid the abuse or misuse of their position.

#### **As regards the facility, the manager should:**

- ensure that the set of values that governs the conduct of the organisation as a whole extends to and includes the conduct of every member of it
- engender a spirit of openness, participation and co-operation but which recognises the need for authority structures and provides for conflict and competition to be managed
- give rights and responsibilities equal emphasis
- establish high expectations for all in the pursuit of excellence
- ensure consistently high standards of health, safety and psychological well-being for employees, volunteers and clients.

#### **As regards those who work at the facility, the manager should;**

- ensure that the general principles of ethical conduct and their application in specific contexts are understood and taken seriously by all staff and volunteers
- seek to ensure that the consciences of others are never put at risk

- value staff highly, recognise them as a valuable resource and encourage and assist them to develop their competence, self-esteem and potential
- develop internal relationships on the basis of mutual trust and reciprocal loyalty
- provide safe, congenial and healthy working conditions
- plan work and personal development jointly so as to provide maximum job satisfaction, challenge, opportunity and, as far as external circumstances permit, job security for those with a satisfactory record of performance
- develop and maintain a working climate in which improvements occur naturally and continuously without being enforced or imposed
- by leadership, co-ordination and personal commitment and example, achieve acceptance by all of the need to be effective and successful.

**As regards client and suppliers, all staff should:**

- ensure that the facility offers good value for money, reflected in the quality of service provided
- sustain and develop mutually beneficial relationships with client and suppliers
- regard every client as an individual with the right to dignity, respect and consideration, and display a caring attitude at all times
- accept that racism, sexism and prejudice against people with disabilities or who suffer social and economic disadvantage, have no place in the facility
- encourage clients to accept responsibility for their learning and enjoyment.

**As regards the environment, resources and society, all staff should:**

- communicate to the public truthfully and without intent to mislead by slanting or suppressing information
- interact with the community, its members and its institutions so as to increase understanding of the facility's aims and activities, and in so doing ensure that the facility is seen as an asset to the community and a good neighbour
- foster responsibly the amenity and well-being of the local community and contribute to meeting its needs
- minimise any adverse impact on the environment caused by the facility's operations
- take full account of the need for public safety
- respond to global environmental issues by economising in the use of energy and non-sustainable resources, by avoiding destruction of natural resources, by controlling pollution and by careful management of waste.

## Assessment Strategy for Customer Service S/NVQs at Levels 1, 2, 3 and 4

This document gives details of the Assessment Strategy for the Customer Service S/NVQs at Levels 1, 2, 3 and 4. It gives the key requirements for Customer Service Awarding Organisations/Bodies, external and internal verifiers, assessors and S/NVQ Centres regarding:

- 1 External Quality Control**
- 2 Assessor and Verifier Occupational Competence**
- 3 Workplace Performance and Simulation**
- 4 Employer Direct Model**

### **1 External Quality Control**

#### 1a Monitoring Centre Performance

Awarding Organisations/Bodies should:

- carry out thorough risk assessments of organisations applying to become approved centres for the Customer Service Level 1, 2, 3 and 4 S/NVQs
- apply quality control management measures appropriate to assess each centre's risk.

#### 1b External Verification

Awarding Organisations/Bodies will appoint external verifiers and will monitor all external verifier practices.

In particular the AO/B will:

- seek centre feedback regarding the performance of external verifiers and act on this feedback
- ensure that centres have requested feedback from their employers in the feedback process
- ensure that external verifiers follow the relevant regulatory code of practice for EVs and if no code of practice is developed Awarding Organisations/Bodies will develop their own and apply it
- ensure that where a Realistic Working Environment is used IVs and EVs carry out a full examination of the working practices and the assessment process.

## **2 Assessor and Verifier Occupational Competence**

2a Customer Service Awarding Organisations/Bodies will facilitate Assessment, Internal and External Verification by ensuring that EVs have:

- a thorough knowledge of the Level 1, 2, 3 or 4 National Occupational Standards for Customer Service, appropriate to the Level the EV is working at, and the ability to interpret them across a wide variety of Customer Service environments
- experience and working knowledge of the operational and assessment processes of the Customer Service S/NVQ at the Level the EV is working at
- relevant and credible customer service experience across the level and breadth of the National Occupational Standards and S/NVQs at the Level the EV is with working at
- knowledge of current customer service practice and emerging issues in the customer service arena
- high levels of communication and interpersonal skills.

**Level 1 – Table A shows the ICS requirements for the Occupational Competence of Assessors, Internal and External Verifiers at Level 1.**

**Level 2 – Table B shows the ICS requirements for the Occupational Competence of Assessors, Internal and External Verifiers at Level 2.**

**Level 3 – Table C shows the ICS requirements for the Occupational Competence of Assessors, Internal and External Verifiers at Level 3.**

**Level 4 – Table D shows the ICS requirements for the Occupational Competence of Assessors, Internal and External Verifiers at Level 4.**

In these tables the ICS has suggested some ways in which Awarding Organisations/Bodies can gain evidence to meet these requirements – these are not compulsory, just a guide.

The tick boxes on the right show whether the evidence applies to Assessors (A), Internal Verifiers (IV) or External Verifiers (EV).

2b Awarding Organisations/Bodies and the ICS will work together to:

- circulate and disseminate information appropriate to the job role, from the ICS, to all EVs when this supports the Awarding Organisations'/Bodies' communication strategy/schedule
- advise EVs of the availability of the ICS Web Pages
- hold briefings for external verifiers about the revised Customer Service Standards and S/NVQs
- encourage EVs to take part in ICS events regarding the Customer Service Standards and S/NVQs whenever this is felt appropriate.

### **3 Workplace Performance and Simulation**

Wherever possible, assessment of the Customer Service National S/NVQ Units should be carried out in a real job (either paid or voluntary). Where this is not possible this Assessment Strategy does allow for:

3a The use of simulation for the following Level 1 S/NVQ Units only:

- C1 Recognise and deal with customer queries, requests and problems
- C2 Take details of customer service problems.

To undertake assessment of simulated activities for the units above the Guidelines for Simulation shown at Appendix E must be met.

3b The use of a Realistic Working Environment including work experience and work placement is allowed for all Units in the Level 1 and Level 2 S/NVQ.

To undertake assessment in a Realistic Working Environment the Guidelines shown at Appendix F must be met.

All other units must be achieved in a real working situation (either paid or voluntary)

### **4 Employer Direct Model**

The ICS feels that the Employer Direct Model of in-house assessment will encourage more employers to offer the Customer Service SVQs and NVQs, particularly when they often have highly trained and experienced assessors, managers and trainers already in situ who meet or exceed the requirements of the A1 and V1 qualifications. Wherever possible, the ICS works with employers to encourage assessment to be carried out by colleagues, supervisors and/or managers in a workplace environment. However, many employers see gaining the A1 and V1 units as an obstacle and unnecessary given the experience and quality of their own internal assessors and trainers.

The Employer Direct Model has been developed to meet the needs of specific employers based on their knowledge of the Customer Service NOS and qualifications and their history of internal assessor/internal verifier expertise.

The ICS supports this model with several provisos:

The organisation must:

- liaise with an Awarding Organisation/Body who will be offering the qualification
- prepare, validate and review the assessment/verification roles
- carry out 100% mapping of the employers training to the National Occupational Standards for the A and V units which the qualifications are based on

- agree the mapping process with the awarding organisation/body involved
- demonstrate an equivalent level of rigour and robustness as the achievement of the unit qualification.

The Awarding Organisation/Body must:

- offer this model to employers only
- inform the ICS of employers who are using this model
- supply the ICS with statistical data including take-up, sector, size of organisation etc. when requested
- keep the ICS informed of any problems/issues incurred in the delivery of this model.

**Table A**

<b>The Assessor, IV and EV working at Level 1 must have:</b>		<b>This can be evidenced by:</b>	<b>A</b>	<b>IV</b>	<b>EV</b>
1	a thorough understanding of the National Occupational Standards in Customer Service at Level 1 with the ability to interpret them within the environments and sectors they are working in	gathering feedback from a variety of centres			✓
		explaining and putting the National Occupational Standards into the contexts they are working in	✓	✓	✓
2	knowledge of current practice and emerging issues and changes in the VQ area across the UK	taking active participation in consultations and briefings with Awarding Organisations/Bodies, UKCES, Accreditation Bodies and the ICS		✓	✓
		explaining the differences between the 4 UK countries	✓	✓	✓
3	knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries	gathering feedback from a variety of employers and centres			✓
		attending conferences or workshops where trends and developments in Customer Service are on the agenda	✓	✓	✓
		reading Customer Service publications and articles	✓	✓	✓
		regularly looking at the ICS Website for new developments	✓	✓	✓
		keeping up to date with media news regarding Customer Service	✓	✓	✓
		joining the ICS	✓	✓	✓



<b>The Assessor, IV and EV working at Level 1 must have:</b>		<b>This can be evidenced by:</b>	<b>A</b>	<b>IV</b>	<b>EV</b>
4	experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ Level 1	having a successful track record of assessing or verifying the current Standards across a variety of organisations	✓	✓	✓
		achieving or be working towards the Level 2, 3 or 4 Customer Service S/NVQ	✓	✓	✓
5	sufficient, relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 1	gathering feedback from a variety of employers and centres	✓	✓	✓
		curriculum vitae and references/testimonies	✓	✓	✓
6	appropriate A and V Units according to their role – within 18 months of working with the Standards for assessors and IVs and within 12 months for EVs  In Scotland all assessors and verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units	producing certificates or evidence of working towards these units or by taking part in a Employer Direct Model in partnership with an Awarding Organisation/Body	✓	✓	✓
7	demonstrated high levels of communication and interpersonal skills	gathering feedback from candidates, employers or peers	✓	✓	✓

**Table B**

<b>The Assessor, IV and EV working at Level 2 must have:</b>		<b>This can be evidenced by:</b>	<b>A</b>	<b>IV</b>	<b>EV</b>
1	a thorough understanding of the National Occupational Standards in Customer Service at Level 2 with the ability to interpret them within the environments and sectors they are working in	gathering feedback from a variety of centres			✓
		explaining and putting the National Occupational Standards into the contexts they are working in	✓	✓	✓
2	knowledge of current practice and emerging issues and changes in the VQ area across the UK	taking active participation in consultations and briefings with Awarding Organisations/Bodies, UKCES, Accreditation Bodies and the ICS		✓	✓
		explaining the differences between the 4 UK countries	✓	✓	✓
3	knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries	gathering feedback from a variety of employers and centres			✓
		attending conferences or workshops where trends and developments in Customer Service are on the agenda	✓	✓	✓
		reading Customer Service publications and articles	✓	✓	✓
		regularly looking at the ICS Website for new developments	✓	✓	✓
		keeping up to date with media news regarding Customer Service	✓	✓	✓
		joining the ICS	✓	✓	✓

<b>The Assessor, IV and EV working at Level 2 must have:</b>		<b>This can be evidenced by:</b>	<b>A</b>	<b>IV</b>	<b>EV</b>
4	experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ Level 2	having a successful track record of assessing or verifying the current Standards across a variety of organisations	✓	✓	✓
		achieving or be working towards the Level 2, 3 or 4 Customer Service S/NVQ	✓	✓	✓
5	sufficient, relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 2	gathering feedback from a variety of employers and centres	✓	✓	✓
		curriculum vitae and references/testimonies	✓	✓	✓
6	<p>appropriate A and V Units according to their role – within 18 months of working with the Standards for assessors and IVs and within 12 months for EVs.</p> <p>In Scotland all assessors and verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units.</p>	producing certificates or evidence of working towards these units or by taking part in a Employer Direct Model in partnership with an Awarding Organisation/Body	✓	✓	✓
7	demonstrated high levels of communication and interpersonal skills	gathering feedback from candidates, employers or peers	✓	✓	✓

**Table C**

<b>The Assessor, IV and EV working at Level 3 must have:</b>		<b>This can be evidenced by:</b>	<b>A</b>	<b>IV</b>	<b>EV</b>
1	a thorough understanding of the National Occupational Standards in Customer Service at Level 3 with the ability to interpret them within the environments and sectors they are working in	gathering feedback from a variety of centres			✓
		explaining and putting the National Occupational Standards into the contexts they are working in	✓	✓	✓
2	knowledge of current practice and emerging issues and changes in the VQ area across the UK	taking active participation in consultations and briefings with Awarding Organisations/Bodies, UKCES, Accreditation Bodies and the ICS		✓	✓
		explaining the differences between the 4 UK countries	✓	✓	✓
3	knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries	gathering feedback from a variety of employers and centres			✓
		attending conferences or workshops where trends and developments in Customer Service are on the agenda	✓	✓	✓
		reading Customer Service publications and articles	✓	✓	✓
		regularly looking at the ICS Website for new developments	✓	✓	✓
		keeping up to date with media news regarding Customer Service	✓	✓	✓
		joining the ICS	✓	✓	✓

<b>The Assessor, IV and EV working at Level 3 must have:</b>		<b>This can be evidenced by:</b>	<b>A</b>	<b>IV</b>	<b>EV</b>
4	experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ Level 3	having a successful track record of assessing or verifying the current Standards across a variety of organisations	✓	✓	✓
		achieving or be working towards the Level 2, 3 or 4 Customer Service S/NVQ	✓	✓	✓
5	sufficient, relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 3	gathering feedback from a variety of employers and centres	✓	✓	✓
		curriculum vitae and references/testimonies	✓	✓	✓
6	<p>appropriate A and V Units according to their role – within 18 months of working with the Standards for assessors and IVs and within 12 months for EVs.</p> <p>In Scotland all assessors and verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units.</p>	producing certificates or evidence of working towards these units or by taking part in a Employer Direct Model in partnership with an Awarding Organisation/Body	✓	✓	✓
7	demonstrated high levels of communication and interpersonal skills	gathering feedback from candidates, employers or peers	✓	✓	✓

**Table D**

<b>The Assessor, IV and EV working at Level 4 must have:</b>		<b>This can be evidenced by:</b>	<b>A</b>	<b>IV</b>	<b>EV</b>
1	a thorough understanding of the National Occupational Standards in Customer Service at Level 4 with the ability to interpret them within the environments and sectors they are working in	gathering feedback from a variety of centres			✓
		explaining and putting the National Occupational Standards into the contexts they are working in	✓	✓	✓
2	knowledge of current practice and emerging issues and changes in the VQ area across the UK	taking active participation in consultations and briefings with Awarding Organisations/Bodies, UKCES, Accreditation Bodies and the ICS		✓	✓
		explaining the differences between the 4 UK countries	✓	✓	✓
3	knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries	gathering feedback from a variety of employers and centres			✓
		attending conferences or workshops where trends and developments in Customer Service are on the agenda	✓	✓	✓
		reading Customer Service publications and articles	✓	✓	✓
		regularly looking at the ICS Website for new developments	✓	✓	✓
		keeping up to date with media news regarding Customer Service	✓	✓	✓
		joining the ICS	✓	✓	✓

<b>The Assessor, IV and EV working at Level 4 must have:</b>		<b>This can be evidenced by:</b>	<b>A</b>	<b>IV</b>	<b>EV</b>
4	experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ Level 4	having a successful track record of assessing or verifying the current Standards across a variety of organisations	✓	✓	✓
		achieving or be working towards the Level 2, 3 or 4 Customer Service S/NVQ	✓	✓	✓
5	sufficient, relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 4	gathering feedback from a variety of employers and centres	✓	✓	✓
		curriculum vitae and references/testimonies	✓	✓	✓
6	<p>appropriate A and V Units according to their role – within 18 months of working with the Standards for assessors and IVs and within 12 months for EVs.</p> <p>In Scotland all assessors and verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units.</p>	producing certificates or evidence of working towards these units or by taking part in a Employer Direct Model in partnership with an Awarding Organisation/Body	✓	✓	✓
7	demonstrated high levels of communication and interpersonal skills	gathering feedback from candidates, employers or peers	✓	✓	✓

### **Simulation can only be applied to the Level 1 S/NVQ Units listed below**

- C1 Recognise and deal with customer queries, requests and problems
- C2 Take details of customer service problems

Simulation is defined by the ICS as any activities where dealing with customers and work activities are carried out through using individuals acting the part of the customer or scenarios which are not 'real' customer transactions.

To undertake the assessment of simulated activities for these two units the following guidelines must be met:

- a when role playing, candidates and anybody taking part as a customer must have a brief that gives sufficient information for them to recognise the equivalent real situation and decide what they would do and say
- b the simulated situation should represent normal and routine experience wherever possible and not exceptional or unusually difficult circumstances that might be faced
- c the person taking part in the simulation as a customer must be credible for the situation that is being simulated
- d any resources or equipment that would normally be in real work should be available and in working order for the simulation
- e candidates should complete the required tasks to the National Occupational Standards and in the timescales that would normally be expected in real work
- f candidates should complete the required tasks taking account of legislation and regulation that would apply in real work
- g candidates must carry out the simulated activity in a professional manner taking into account establishment requirements such as appearance and dress code, personal conduct, hygiene, reliability and punctuality
- h whilst the primary purpose of the Simulation is for Assessment, feedback must be given in a way that builds confidence.

### **RWE can be applied to all Units in the Level 1 and 2 S/NVQs**

It is essential that organisations wishing to operate a Realistic Working Environment (RWE) operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

- a assessments must be carried out under realistic business pressures, using real customers and within a defined service offer
- b all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations



- c candidates must be expected to achieve a volume of work comparable to normal business practices
- d the range of services, products, tools, materials and equipment that the candidates use must be up to date and available. They must enable candidates to meet the requirements of the National Occupational Standards
- e account must be taken of any legislation or regulations in relation to the type of work that is being carried out
- f candidates must be given workplace responsibilities to enable them to meet the requirements of the Customer Service National Occupational Standards at Level 2
- g candidates must show that their productivity reflects those found in the work situation being represented.

# **Policies And Principles For Awarding Asset Skills Competence Units In The QCF**

## **1 Introduction**

ASSET SKILLS has worked with the Awarding Organisations offering qualifications within their footprint to develop these assessment principles for units of assessment which have been submitted to the QCF by Asset Skills.

ASSET SKILLS, with the support of industry, is dedicated to embedding the National Occupational Standards and units of assessment into the workplace and to upholding the quality and integrity of the Standards and units and the Awards, Certificates and Diplomas based upon them.

## **2 Assessment Principles for Competency Based Units**

The following principles will apply to Awarding Organisations:

- assessment should normally be at the candidate's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the external verifier
- a holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks e.g. if the candidate communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements
- assessors can only assess in their acknowledged area of occupational competence
- assessors and internal verifiers will be registered with their approved centre and be accountable to the organisation for their assessment practice
- health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

### **3 Simulation and Witness Testimony for Competency Based Units**

There are a few occasions when simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain.

The underlying reasons for either simulation or witness testimony are:

- health and safety considerations
- activities that would cause serious inconvenience or loss to an employer if there was an undue delay in their being carried out
- infrequently occurring activities
- equality of access.

#### **3.1 Simulation**

Simulation may be necessary for specific elements of the units. It is advisable that centres refer to the Awarding Organisations in these cases for clear guidelines.

Awarding Organisation guidance to centres must ensure that demands on the candidate during simulation are neither more nor less than they would encounter in a real work situation. In particular:

- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation accurately reflects what the unit seeks to assess
- all simulations should follow these documented plans
- a centre's overall strategy for simulation must be examined and approved by the external verifier
- there should be a range of simulations to cover the same aspect of the standard so that the risk of candidates successfully colluding is reduced
- the physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- the nature of the contingency must be realistic.

#### **3.2 Witness Testimony**

Witness testimony should not form the primary source of evidence. Centres must comply with Awarding Organisation guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

#### **4 Recognition of Prior Learning and Experience**

- Evidence from past achievement may be included as permissible evidence within assessment methods.
- Evidence of prior knowledge and understanding can be offered as supplementary evidence as long as it is a measurable assessed outcome of learning which links to the unit of assessment.
- Assessors should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims of prior learning and experience which relate to the individual circumstances.
- All candidates must demonstrate current competence with respect to recognition of prior learning (RPL).

#### **5 External Quality Assurance of Assessment**

- Awarding organisations will operate a Risk Rating system of approved centres. This will be applied UK wide. Awarding organisations will provide details of their plans and criteria for risk rating at the time of qualifications' submissions.
- The Awarding Organisations will carry out risk assessment annually and risk rate each approved centre and will take appropriate action to ensure quality assurance is maintained.

#### **6 Framework Criteria for the Appointment of External Verifiers**

ASSET SKILLS aims to ensure that the technical and quality aspirations of industry are met, in order to inspire confidence in the national occupational standards and qualifications. ASSET SKILLS will work with the Awarding Organisations to implement a practical and cost effective external verification process that will strengthen the rigour and consistency of assessment.

The criteria will apply to existing and new external verifiers.

##### **Verification Competence**

*Awarding Organisations will ensure that external verifiers:*

Hold an appropriate external verifier qualification (D35 or V2), or be working towards the V2 qualification, and demonstrate evidence of knowledge, understanding and experience of the assessment process (together with the occupational competence requirements below).

In England, Wales, Northern Ireland new external verifiers must achieve unit V2 within 12 months of beginning external verification.

In Scotland, all new EVs should have an assessment plan for achieving the V2 and be working towards achieving the awards. There is no timescale attached to the achievement of Unit V2.

## Occupational Competence

All external verifiers must:

- provide evidence of knowledge, understanding and application of the National Occupational Standards, Units of Assessment and Assessment Principles, together with technical definitions where appropriate. Awarding Organisations should cover this requirement as part of their normal appointment process
- have verifiable relevant experience and current knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. External verifiers' experience and knowledge could be verified by:
  - curriculum vitae and references
  - possession of a relevant qualification
  - corporate membership of a relevant professional institution
- have up-to-date knowledge and experience of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements
- have a sound in-depth knowledge of, and uphold the integrity of the NOS, Units of Assessment and these Assessment Principles
- undertake continuous professional development to ensure that they are working to the current National Occupational Standards in assessment and verification
- be aware of national issues affecting vocational education, training and qualifications in the sector
- have appropriate knowledge of the ASSET SKILLS framework of qualifications in relevant areas to the qualifications being externally verified
- demonstrate their ability to maintain credibility and retain the confidence of the industry through commitment to continuous personal and professional development
- provide evidence of knowledge, understanding and application of the Regulatory Authorities' codes of practice.

Awarding Organisations may have generic criteria and personnel specifications in addition to the above.

## 7 Framework Criteria for the Appointment of Internal Verifiers

Internal verifiers are appointed by an approved centre and approved by the Awarding Organisation through their external verifier.

This criteria will apply to existing and new internal verifiers.

Internal verifiers should only verify the decisions of assessors which fall within their acknowledged area of technical and occupational competence.

Internal verifiers should be seen as the person responsible for an approved centre's assessment quality in order to facilitate the assessment process and should be one of the following:

- 7.4.1 Internal verifiers will be employed directly or contractually by the same organisation (approved centre) as the assessors

Or

- 7.4.2 Acting as a counter-signatory on a short-term basis, a maximum period of 18 months, where internal verifier(s) have not yet achieved their V1 award.

Internal verifiers will either:

hold an appropriate internal verifier qualification (D34 or V1) or be working towards a V1 qualification.

- In England, Wales and Northern Ireland all new internal verifiers should achieve unit V1 within 18 months of beginning internal verification duties. Internal verification decisions by verifiers who are still working towards certification must be countersigned by a verifier who has gained certification.
- In Scotland, all new verifiers should have an assessment plan for achieving the V1 and be working towards achieving the award. External verifiers will monitor progress and achievement towards the achievement of V1 during centre visits.
- All new internal verifiers must hold units A1 and/or A2

or:

where employers opt for an 'employer direct' model, the qualification requirements specified by the regulatory authorities may be waived as described below.

**The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of their Awarding Organisation and Asset Skills and the approval of the qualifications Regulators, may choose between:**

achieving the appropriate regulatory body approved unit qualifications for internal verification

or:

demonstrating that the employer's training and development activity undertaken to prepare, validate and review these verification roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process **must** be agreed by the Awarding

Organisation as providing the equivalent level of rigour and robustness as achievement of the unit qualification.

**The alternative option described above, which waives the need for the regulatory approved units, must be confined in application to an 'organisation by organisation' and 'qualification by qualification' basis, and agreed by the qualification regulators. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with the relevant Awarding Organisation.**

It is desirable that all internal verifiers hold a relevant qualification.

Internal verifiers will:

- have verifiable relevant experience and current knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. Internal verifiers' experience and knowledge could be verified by:
  - curriculum vitae and references
  - possession of a relevant qualification
  - corporate membership of a relevant professional institution
- have expertise so they have up-to-date knowledge and experience of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements
- have a sound in-depth knowledge of, and uphold the integrity of the NOS, Units of Assessment and these Assessment Principles
- be prepared to participate in training activities for their continued professional development
- demonstrate their ability to maintain occupational competence by continuous professional development
- undertake continuous professional development to ensure that they are working to the current National Occupational Standards in assessment and verification
- have knowledge of the requirements and application of the Asset Skills Assessment Principles
- provide evidence of knowledge, understanding and application of the Regulatory Authorities' codes of practice.

Centres will be responsible for ensuring that internal verifiers plan and maintain continuous professional development.

Approved centres may have generic criteria and personnel specifications in addition to the above.

## **8 Framework Criteria for the Appointment of Assessors**

This section is intended to assist approved centres in the recruitment of those individuals who will act as assessors within the approved centre.

Assessors are appointed by an approved centre and approved by the Awarding Organisation through their external verifier.

- They should only assess in their area of technical and occupational competence as approved by their Awarding Organisations.

Assessors should be one of the following:

- employed directly or contractually by the same organisation (centre) as the candidate

or:

- acting as a counter signatory on a short term basis (18 months) where the Centre Assessor has not yet achieved their A1 or A2 awards.

### **Assessment Competence**

The Assessor should have the following:

either:

- hold D32 and/or D33 or A1 and or A2 or be working towards A1 and/or A2 Assessor Awards.

In England, Wales and Northern Ireland, new assessors must achieve unit A1 or A2 within 18 months of beginning assessment duties. Assessment decisions by assessors who are still working towards certification must be countersigned by an assessor who has gained certification.

In Scotland, all new assessors should have an assessment plan for achieving A1 or A2 and be working towards achieving the award. External verifiers will monitor progress and achievement towards the achievement of A1 or A2 during centre visits.

Candidates in possession of a TQFE without having an appropriate A1 or A2 award should undertake continuing professional development to demonstrate that they are working to the appropriate A Unit standard.

or:

- where employers opt for an 'employer direct' model, the qualification requirements specified by the regulatory authorities may be waived as described below.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of their Awarding Organisation and Asset Skills and the approval of the qualifications Regulators, may choose between:

achieving the appropriate regulatory body approved unit qualifications for assessment.



Or:

demonstrating that the employer's training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by the Awarding Organisation as providing the equivalent level of rigour and robustness as achievement of the unit qualification.

The alternative option described above, which waives the need for the regulatory approved units, must be confined in application to an 'organisation by organisation' and 'qualification by qualification' basis, and agreed by the qualification regulators. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with the relevant Awarding Organisation.

### **Occupational Competence**

Assessors must:

- have verifiable relevant current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience and knowledge could be verified by:
  - curriculum vitae and references
  - possession of a relevant qualification
  - corporate membership of a relevant professional institution
- have sufficient occupational expertise so they have up-to-date knowledge and experience of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements
- have a sound in-depth knowledge of, and uphold the integrity of the sector's NOS, units of Assessment and these Assessment Principles
- be prepared to participate in training activities for their continued professional development.

Centres will be responsible for ensuring that assessors plan and maintain continuous professional development.

Approved centres may have generic criteria and personnel specifications in addition to the above.

## **Annexe D: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title**

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Please go to [www.ofqual.gov.uk](http://www.ofqual.gov.uk) to access the document '*Operating rules for using the term 'NVQ' in a QCF qualification title*'.

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