# Pearson Edexcel Level 2 NVQ Certificate in Activity Leadership

## Specification

Competence-based qualification

For first registration July 2010

Issue 2

**Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

**About Pearson**

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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

This qualification was previously known as:

Edexcel Level 2 NVQ Certificate in Activity Leadership (QCF)

The QN remains the same.

# Summary of Pearson Edexcel Level 2 NVQ Certificate in Activity Leadership 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 | 16-180 |

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.

# Contents

# Introducing Pearson Edexcel NVQ qualifications

## What are NVQ qualifications?

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

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

This specification gives you the information you need to offer the Pearson Edexcel Level 2 NVQ Certificate in Activity Leadership:

| Qualification title | Qualification Number (QN) | Accreditation start date |
|---|---|---|
| Pearson Edexcel Level 2 NVQ Certificate in Activity Leadership | 501/0082/8 | 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 Level 2 NVQ Certificate in Activity Leadership

This qualification:

- is nationally recognised

- is based on the Activity Leadership National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure are owned by SkillsActive.

The Pearson Edexcel Level 2 NVQ Certificate in Activity Leadership has been approved as one of the components required for the Active Leisure and Learning Apprenticeship framework.

## What is the purpose of this qualification?

The primary target group is staff/volunteers who prepare sessions that introduce and lead people in an activity, make sure the working environment is healthy and safe and promote people's personal and social development. Typical settings will be activity holiday centres, outdoor education centres, youth clubs and organisations which provide outdoor experiences.

## 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 qualifications should:

- be free from any barriers that restrict access and progression

- ensure equality of opportunity for all wishing to access the qualifications.

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

The Pearson Edexcel Level 2 NVQ Certificate in Activity Leadership is designed for those working in, or aspiring to work in, activity leadership, including people accessing the associated apprenticeship framework.

This qualification requires individuals to demonstrate competence against National Occupational Standards, which are based on the needs of the sector as defined by SkillsActive, the Sector Skills Council. As such it contributes to the development of skilled labour in the sector.

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

- activity leader

- assistant instructor

- youth worker

- outdoor recreation assistant.

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

The Pearson Edexcel Level 2 NVQ Certificate in Activity Leadership is ideal for entry into the activity leadership sub-sector of the active leisure and learning sector.

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

- outdoor programmes

- coaching

- sports development.

The Pearson Edexcel Level 2 NVQ Certificate in Activity Leadership is part of a suite of qualifications in the same, and related, sectors offered by Pearson, across the different levels of the. Further qualifications offered include:

- Pearson Edexcel BTEC Entry Level Award in Sport and Active Leisure

- Pearson Edexcel BTEC Level 1 Award/Certificate/Diploma in Sport and Active Leisure

- Pearson Edexcel Level 1 NVQ Award in Sport and Active Leisure

- Pearson Edexcel BTEC Level 2 Certificate/Extended Certificate/Diploma in Sport

- Pearson Edexcel Level 2 NVQ Certificate in Sport and Play Surfaces

- Pearson Edexcel BTEC Level 3 Certificate/Subsidiary Diploma/Diploma/Extended Diploma in Sport

- Pearson Edexcel BTEC Level 4 HNC Diploma in Sport

- Pearson Edexcel BTEC Level 5 HND Diploma in Sport.

# What is the qualification structure for the Level 2 NVQ Certificate in Activity Leadership ?

Individual units can be found in the *Units* section.

The Total Qualifcation Time (TQT) for this qualification is 300.

The Guided Learning Hours for this qualifcation are 224.

## Qualification structure summary

The learner must achieve all 25 credits from the 6 mandatory units and a minimum of 2 optional units. A total of 30 credits (minimum).

## Qualification structure

| Pearson Edexcel Level 2 NVQ Certificate in Activity Leadership | | | |
|---|---|---|---|
| **Unit Ref.** | **Mandatory units** | **Credit** | **Level** |
| F/601/5532 | Prepare for activity sessions | **4** | **2** |
| J/601/5533 | Lead activity sessions | **9** | **3** |
| L/601/5534 | Conclude and review activity sessions | **4** | **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** |
| **Unit** | **Optional units** | **Credit** | **Level** |
| K/601/5542 | Contribute to participants' personal and social development | **5** | **2** |
| M/601/5543 | Contribute to participants' exploration and understanding of the natural environment | **4** | **2** |
| R/601/5535 | Administer finance and information | **3** | **2** |
| Y/601/5536 | Contribute to joint working with other organisations | **4** | **2** |
| H/601/5538 | Support the development of the sport or activity | **2** | **2** |
| K/601/5539 | Look after participants when they are away from home | **6** | **3** |
| D/601/5540 | Enable disabled people to take part in activities | **9** | **3** |

| H/601/5541 | Contribute to adventurous activities | 8 | 2 |
| L/601/0933 | Give customers a positive impression of yourself and your organisation | 5 | 2 |

| Unit | Optional units | Credit | Level |
|------|----------------|--------|-------|
| L/601/4495 | Contribute to environmental conservation in active leisure and recreation | 6 | 3 |
| K/601/4486 | Set up, take down and store activity equipment | 3 | 2 |
| M/601/4487 | Check and service activity equipment | 3 | 2 |

# How is the qualification graded and assessed?

The overall grade for each 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 this qualification have been included in *Annexe C*. They have been developed by Skills Active 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:

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

## Types of evidence

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 following examples:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- reflective accounts
- evidence of Recognition of Prior Learning.

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. Alternatively, centres may develop their own.

# What do you need to offer this qualification?

### 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. Pearson 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

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

# What resources are required to deliver this qualification?

Each qualification is designed to support learners working in the Active Leisure and Learning 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.

**Unit title**:

This is the formal title of the unit that will appear on the learners certificate

**Unit reference number**:

This code is a unique reference number for the unit.

**Level**:

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

**Credit value**:

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.

**Guided learning hours**:

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.

**Unit summary**:

This provides a summary of the purpose of the unit.

**Assessment requirements/evidence requirements**:

The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.

**Assessment methodology**:

This provides a summary of the assessment methodology to be used for the unit.

| Learning outcomes: | Assessment criteria: | Evidence type: | Portfolio reference: | Date: |
|---|---|---|---|---|
| | | | | |

Portfolio reference: The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.

Date: 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:                 Prepare for activity sessions

**Unit reference number:**   F/601/5532

**Level:**                   2

**Credit value:**            4

**Guided learning hours:**   30

## Unit summary

This unit covers the knowledge and competence that the learner needs to prepare for activity sessions.

## Assessment requirements/evidence requirements

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

- Additional Requirements for Qualifications that use the title NVQ
- Assessment Strategy for NVQs & SVQs
- Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Activity Leadership.

### 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 preparing for activity sessions.

**Learning outcome 3**

When planning activity sessions, the learner must cover all of the following types:

(a) information
1. time and location
2. context in which activities are taking place
3. expected participants
4. participant needs and motivations
5. aims of the programme
6. health and safety requirements
7. available equipment and facilities
8. evaluations of similar sessions

with 2 of the following types:

(b) aims of the programme
1. fun and recreation
2. curriculum-based
3. personal and social development
4. encouraging future participation, adherence and/or progress in the sport or activity

with 3 of the following types:

(c) participant
1. adults
2. children and young people
3. people with particular needs
4. new participants
5. participants with some experience

**Learning outcome 5**

When preparing self for activity sessions, the learner must cover 2 of the following types:

(a) session
1. fun and recreation
2. curriculum-based
3. personal and social development
4. encouraging future participation, adherence and/or progress in the sport or activity

with 2 of the following types:

(b) personal equipment
1. activity equipment
2. clothing
3. safety equipment
4. first aid equipment

with 3 of the following types:

(c) participant
   1. adults
   2. children and young people
   3. people with particular needs
   4. new participants
   5. participants with some experience

## Learning outcome 7

When preparing equipment and facilities for activity sessions, the learner must cover 3 of the following types:

(a) participant
   1. adults
   2. children and young people
   3. people with particular needs
   4. new participants
   5. participants with some experience

with 2 of the following types:

(b) session
   1. fun and recreation
   2. curriculum-based
   3. personal and social development
   4. encouraging future participation, adherence and/or progress in the sport or activity

## 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 for activity sessions | 1.1 Describe the values and/or codes of practice relevant to the work being carrying out | | | |
| | 1.2 Describe the importance of careful and thorough planning and preparation for sessions | | | |
| | 1.3 Identify the requirements for health and safety that are relevant to the activities being planned including Health and Safety at Work legislation and requirements from relevant National Governing Bodies | | | |
| | 1.4 Describe how the sessions relate to the overall aims of the programme | | | |
| | 1.5 State how to identify the needs, motivations and potential of the participants | | | |
| | 1.6 Describe the types of special needs that participants may have | | | |
| | 1.7 Describe how to adapt own plans, self and the equipment and facilities to meet special needs that participants may have | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 2  Know how to plan activity sessions | 2.1  Outline what a session plan should cover | | | |
| | 2.2  Describe the importance of treating information about participants confidentially and what this means | | | |
| | 2.3  Describe how to develop and check objectives, sequences and timings for a session | | | |
| | 2.4  Outline how to find out about the equipment and facilities that will be available for the session | | | |
| | 2.5  State the types of circumstances that may change and how to plan for these | | | |
| | 2.6  Outline why it is important to get the approval of the colleague responsible for the programme | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 3      Be able to plan activity sessions | 3.1   Collect the information needed to plan the sessions | | | |
| | 3.2   Have session plans that meet the aims of the programme and the needs and potential of individual participants | | | |
| | 3.3   Make sure the plans have realistic objectives, sequences and timings | | | |
| | 3.4   Make sure the plans meet health and safety requirements | | | |
| | 3.5   Adapt the plans to take account of available equipment, facilities and time | | | |
| | 3.6   Identify anything that might change before the sessions and plan how to deal with these | | | |
| | 3.7   Get approval for the plans from the responsible colleague | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 4 Know how to prepare self for activity sessions | 4.1 Outline why it is important to have own plans for the session and other essential information readily available | | | |
| | 4.2 Outline levels of personal competence and the types of qualifications required to lead the sessions that are being prepared | | | |
| | 4.3 Outline why it is important to have the correct level of personal competence and the appropriate qualifications, and what may happen if not | | | |
| | 4.4 Describe the physical and mental demands of leading the planned session | | | |
| | 4.5 Describe why it is important that the learner is in the right physical and mental condition | | | |
| | 4.6 Outline different styles of leadership that are appropriate to different types of participants and sessions | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 5 Be able to prepare self for activity sessions | 5.1 Have own plans and other essential information about the sessions available | | | |
| | 5.2 Make sure own personal competence and qualifications are appropriate to leading the sessions | | | |
| | 5.3 Physically and mentally prepare self for the sessions | | | |
| | 5.4 Have the correct personal equipment ready for the sessions | | | |
| | 5.5 Choose a leadership style that is appropriate to the aims of the session and the needs and potential of the participants | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 6 | Know how to prepare equipment and facilities for activity sessions | 6.1 | List the types of equipment and facilities that are needed for the planned sessions | | | |
| | | 6.2 | State how to choose equipment that will be appropriate to a particular client group | | | |
| | | 6.3 | Describe how to check equipment and facilities | | | |
| | | 6.4 | Describe the correct procedures to follow when unsafe or unserviceable equipment and/or facilities are found | | | |
| | | 6.5 | Outline why participants should help to prepare facilities and equipment | | | |
| | | 6.6 | Describe how to identify whether and how the local environment could be harmed by the sessions | | | |
| | | 6.7 | Describe how to identify what could be done to protect the environment from harm | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 7 Be able to prepare equipment and facilities for activity sessions | 7.1 Obtain equipment and facilities that are suitable for the participants and the sessions | | | |
| | 7.2 Make sure equipment and facilities meet health and safety requirements and/or local codes of practice | | | |
| | 7.3 Identify any unsafe or unserviceable equipment and/or facilities and follow the correct procedures for dealing with these | | | |
| | 7.4 Encourage and help the participants to prepare equipment and facilities safely and in line with own organisation's procedures | | | |
| | 7.5 Minimise any damage to the local environment and injury to self and others | | | |

Learner name: _____     Date:_____

Learner signature: _____     Date:_____

Assessor signature: _____     Date:_____

Internal verifier signature: _____     Date:_____
(*if sampled*)

# Unit 2:                    Lead activity sessions

**Unit reference number:**    J/601/5533

**Level:**                    3

**Credit value:**             9

**Guided learning hours:**    67

## Unit summary

This unit covers the knowledge and competence that the learner needs to lead activity sessions.

## Assessment requirements/evidence requirements

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

- Additional Requirements for Qualifications that use the title NVQ within the QCF

- Assessment Strategy for NVQs & SVQs

- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Activity Leadership.

### 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 leading activity sessions.

## Learning outcome 3

When preparing participants for activity sessions, the learner must cover 3 of the following types:

(a) participant

1. adults
2. children and young people
3. people with particular needs
4. new participants
5. participants with some experience

with 2 of the following types:

(b) aims and objectives

1. fun and recreation
2. curriculum-based
3. personal and social development
4. encouraging future participation, adherence and/or progress in the sport or activity

## Learning outcome 5

When introducing the participants to activities, the learner must cover all of the following types:

(a) key points

1. responsibility for health and safety
2. rules for behaviour
3. skills and techniques
4. use of equipment
5. respect for the environment

with 3 of the following types:

(b) participant

1. adults
2. children and young people
3. people with particular needs
4. new participants
5. participants with some experience

**Learning outcome 7**

When leading activities, the learner must cover 3 of the following types:

(a) participant
1. adults
2. children and young people
3. people with particular needs
4. new participants
5. participants with some experience

with 2 of the following types:

(b) aims and objectives
1. recreation
2. curriculum-based
3. personal and social development
4. encouraging future participation and progress in the sport or activity

with both of the following types:

(c) feedback
1. to individuals
2. to groups

**Learning outcome 9**

When maintaining and encouraging effective working relationships during activity sessions, the learner must cover all of the following types:

(a) communication methods
1. presenting to groups
2. speaking to individuals
3. active listening

with 3 of the following types:

(b) participant
1. adults
2. children and young people
3. people with particular needs
4. new participants
5. participants with some experience

## 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 the general principles of how to lead activity sessions | 1.1 Describe the values and/or codes of practice relevant to the work being carrying out | | | |
| | 1.2 Identify the requirements for health and safety that are relevant to the activities being planned including Health and Safety at Work legislation and requirements from relevant National Governing Bodies | | | |
| | 1.3 Outline how to identify the impact that the activities being led could have on the environment | | | |
| | 1.4 Outline how to identify what could be done to minimise the environmental impact of activities being led | | | |
| | 1.5 Outline the aims, objectives and content of the session being led | | | |
| | 1.6 Describe the importance of following own plans for sessions or varying these plans to meet new needs and opportunities | | | |
| | 1.7 Describe the importance of being able to communicate clearly with the participants according to their needs | | | |
| | 1.8 Describe how to communicate clearly with both individuals and groups | | | |

| Learning outcomes | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|
| | 1.9 | Describe the importance of adapting own plans and methods to meet each participant's individual needs | | | |
| | 1.10 | Describe the importance of balancing risk with the benefits of risk | | | |
| | 1.11 | Describe why participants must be motivated to learn effectively | | | |
| | 1.12 | Describe the importance of the participants receiving clear and supportive feedback on what they have achieved | | | |
| | 1.13 | Identify situations in which extra motivation may need to be given to participants | | | |
| | 1.14 | List different methods that can be used to motivate participants without putting undue pressure on them | | | |
| | 1.15 | State the record-keeping procedures that must be followed | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 2    Know how to prepare participants for activity sessions | 2.1   Identify participant clothing and equipment required for the activities being leading | | | |
| | 2.2   Outline why recording attendance may be important in some contexts | | | |
| | 2.3   Describe why it is important to explain the aims and objectives and benefits of the session | | | |
| | 2.4   Describe why it is important to find out about participants' previous experience | | | |
| | 2.5   Describe why participants must be mentally and physically ready for the activities they will be involved in | | | |
| | 2.6   Identify the methods to use when preparing participants mentally and physically for the activities they will be involved in | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 3 | Be able to prepare participants for activity sessions | 3.1 | Meet the participants on time | | | |
| | | 3.2 | Help the participants feel welcome and relaxed | | | |
| | | 3.3 | Follow own organisation's procedures for checking attendance | | | |
| | | 3.4 | Make sure the participants' clothing and equipment are safe and appropriate | | | |
| | | 3.5 | Organise the participants in order to communicate with them | | | |
| | | 3.6 | Explain the aims and objectives of the session and its benefits to the participants | | | |
| | | 3.7 | Find out if the participants have any relevant experience to build on | | | |
| | | 3.8 | Make sure the participants are mentally and physically ready for the session | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 4 | Know how to introduce the participants to activities | 4.1 | Outline the key points that must be explained to participants before they begin activities | | | |
| | | 4.2 | State the types of questions or problems that participants may have | | | |
| | | 4.3 | Describe methods that can be used to explain and demonstrate key points | | | |
| | | 4.4 | Describe the importance of encouraging question and answer sessions | | | |
| | | 4.5 | Identify methods that can be used to make sure participants understand what is expected of them | | | |
| 5 | Be able to introduce the participants to activities | 5.1 | Demonstrate key points to the participants | | | |
| | | 5.2 | Explain the key points and why they are important | | | |
| | | 5.3 | Encourage the participants to ask questions | | | |
| | | 5.4 | Answer the participants' questions helpfully and clearly | | | |
| | | 5.5 | Check that the participants understand key points | | | |
| | | 5.6 | Motivate the participants without putting them under stress | | | |

| Learning outcomes | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|
| 6     Know how to lead activities | 6.1 | Describe how to supervise the participants during the session | | | |
| | 6.2 | Identify behaviour management techniques that can be used when leading sessions | | | |
| | 6.3 | State the levels of supervision that are appropriate to different activities and types of participants | | | |
| | 6.4 | Describe when and when not to intervene in an activity | | | |
| | 6.5 | Describe the methods that should be used to help the participants to achieve the aims and objectives of the session | | | |
| | 6.6 | Describe how to gauge participants' feelings about activities and how to respond to these | | | |
| | 6.7 | Outline the types of new risks, needs and opportunities that could occur during a session that may require a change to own plans | | | |

| Learning outcomes | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|
| 7     Be able to lead activities | 7.1 | Make sure the participants follow instructions throughout the session | | | |
| | 7.2 | Manage the participants' behaviour to maintain a good learning environment | | | |
| | 7.3 | Follow planned procedures for health, safety and respect for the environment | | | |
| | 7.4 | Develop the session at a pace suited to the participants and its aims and objectives | | | |
| | 7.5 | Assess participant progress and give clear and positive feedback at appropriate points | | | |
| | 7.6 | Give the participants further explanations and demonstrations when necessary | | | |
| | 7.7 | Encourage the participants to say how they are finding the session, and respond appropriately | | | |
| | 7.8 | Vary own session plan to meet any new needs and opportunities | | | |
| | 7.9 | Identify and control any new risks when they occur | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 8    Know how to maintain and encourage effective working relationships during activity sessions | 8.1   Describe legal requirements, industry values and/or ethical codes that affect the relationship with participants | | | |
| | 8.2   Outline types of participant behaviour during activity sessions that could be interpreted as inappropriate | | | |
| | 8.3   Outline how to establish a leadership role based on mutual respect | | | |
| | 8.4   Describe the importance of good working relationships between participants | | | |
| | 8.5   Outline why each participant should receive adequate attention | | | |
| | 8.6   Identify ways of working that encourage communication and interaction between participants | | | |
| | 8.7   Describe how to balance the needs of individual participants with those of the group as a whole | | | |
| | 8.8   Describe the importance of encouraging participants to communicate and relate effectively with others | | | |
| | 8.9   Identify types of behaviour that have a positive and negative effect on the group | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| | 8.10 Identify why types of behaviour that have a positive and negative effect on the group should be emphasised | | | |
| | 8.11 Identify types of unacceptable behaviour that must be challenged | | | |
| | 8.12 Describe the importance of challenging unacceptable behaviour | | | |
| | 8.13 Outline methods and procedures for dealing with unacceptable behaviour | | | |
| | 8.14 Outline methods and procedures for dealing with conflict | | | |
| | 8.15 Describe the importance of maintaining participants' emotional welfare | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 9 | Be able to maintain and encourage effective working relationships during activity sessions | 9.1 | Establish a leadership position which is based on mutual respect | | | |
| | | 9.2 | Communicate with participants as appropriate to their needs | | | |
| | | 9.3 | Maintain a relationship which is in line with good practice and industry values | | | |
| | | 9.4 | Encourage and motivate participants to achieve their goals | | | |
| | | 9.5 | Give attention to each participant's needs | | | |
| | | 9.6 | Encourage effective communication and interpersonal skills | | | |
| | | 9.7 | Emphasise types of behaviour that have a positive effect on the group | | | |
| | | 9.8 | Identify and challenge unacceptable behaviour in line with own organisation's procedures | | | |
| | | 9.9 | Identify and deal with conflict promptly and fairly | | | |

Learner name: _____     Date:_____

Learner signature: _____     Date:_____

Assessor signature: _____     Date:_____

Internal verifier signature:  _____     Date:_____
(*if sampled*)

# Unit 3: Conclude and review activity sessions

| | |
|---|---|
| **Unit reference number:** | L/601/5534 |
| **Level:** | 2 |
| **Credit value:** | 4 |
| **Guided learning hours:** | 30 |

## Unit summary

This unit covers the knowledge and competence that the learner needs to conclude and review activity sessions.

## Assessment requirements/evidence requirements

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

- Additional Requirements for Qualifications that use the title NVQ within the QCF

- Assessment Strategy for NVQs & SVQs

- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Activity Leadership.

**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 concluding and reviewing activity sessions.

**Learning outcome 3**

When reviewing activity sessions with participants, the learner must cover 2 of the following types:

(a) session
   1. fun and recreation
   2. curriculum-based
   3. personal and social development
   4. encouraging future participation, adherence and/or progress in the sport or activity

with 3 of the following types:

(b) participant
   1. adults
   2. children and young people
   3. people with particular needs
   4. new participants
   5. participants with some experience

**Learning outcome 5**

When bringing activity sessions to an end, the learner must cover 3 of the following types:

(a) participant
   1. adults
   2. children and young people
   3. people with particular needs
   4. new participants
   5. participants with some experience

## 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 conclude and review activity sessions | 1.1   Describe the values and/or codes of practice relevant to the work being carried out | | | |
| | 1.2   Describe the importance of concluding a session carefully and with sufficient time | | | |
| | 1.3   Describe the legal requirements for health and safety that are relevant to the activities coming to an end | | | |
| | 1.4   Describe any other national requirements that govern the activities and the equipment and facilities that have been used | | | |
| | 1.5   Outline the aims of the programme that has been delivered | | | |
| | 1.6   Describe the needs, potential and expectations of the participants | | | |
| | 1.7   Outline the types of special needs that participants may have | | | |
| | 1.8   Outline how to adjust plans for concluding and reviewing the session to take account of any special needs that participants may have | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 2 Know how to review activity sessions with participants | 2.1 Describe the importance and purpose of reviewing the session with the participants | | | |
| | 2.2 Outline why participants should give open and honest feedback, both negative and positive, on the session | | | |
| | 2.3 Describe the techniques that can be used to encourage and facilitate feedback | | | |
| | 2.4 Outline why it is important to measure how well the session has achieved its aims | | | |
| | 2.5 Outline and how to measure how well a session has achieved its aims | | | |
| | 2.6 Outline the types of unmet needs and expectations that participants may have at the end of a session | | | |
| | 2.7 Outline how to deal with any unmet needs and expectations | | | |
| | 2.8 Describe the importance of identifying and acknowledging achievement and learning | | | |
| | 2.9 List other settings or situations to which learning could be applied | | | |
| | 2.10 Outline why it is important to share the outcomes of the review with the colleague responsible for the programme | | | |
| | 2.11 Outline what future actions may arise as a result of the review | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 3    Be able to review activity sessions with participants | 3.1   Choose an appropriate time and place for the review | | | |
| | 3.2   Help each participant to take part in the review | | | |
| | 3.3   Make sure the review takes account of the participants' experiences during the session | | | |
| | 3.4   Help the participants to identify, and be positive about, what they have achieved | | | |
| | 3.5   Explore with the participants how learning can be applied in the future | | | |
| | 3.6   Summarise with the participants how well the session achieved its aims and met their needs and expectations | | | |
| | 3.7   Discuss the outcomes of the review with the colleague responsible for the programme and agree future actions | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 4 Know how to bring activity sessions to an end | 4.1 Describe what is meant by preparing the participants emotionally and physically to finish their activities | | | |
| | 4.2 Describe the importance of preparing participants emotionally and physically to finish their activities | | | |
| | 4.3 Describe why sufficient time should be allocated for preparing participants to finish their activities | | | |
| | 4.4 State the types of information that participants may need at the end of a session | | | |
| | 4.5 Describe why participants should be encouraged and helped to deal with equipment and facilities following use | | | |
| 5 Be able to bring activity sessions to an end | 5.1 Manage own time to finish the session effectively | | | |
| | 5.2 Prepare the participants emotionally and physically to end the session | | | |
| | 5.3 Encourage and help the participants to clear up | | | |
| | 5.4 Encourage the participants to take part in the activity in the future | | | |
| | 5.5 Give the participants any further information they may need | | | |
| | 5.6 Make sure the participants leave the session in a safe and orderly manner | | | |
| | 5.7 Follow own organisation's procedures for recording the session and any incidents | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 6 | Know how to deal with equipment, clothing and facilities following activity sessions | 6.1 | Describe any organisational, legal and national governing body requirements for the equipment, clothing and facilities being used | | | |
| | | 6.2 | Describe the importance of checking equipment, clothing and facilities following use | | | |
| | | 6.3 | Describe what to look for when checking equipment, clothing and facilities following use | | | |
| | | 6.4 | Identify the correct storage areas for the equipment and clothing used | | | |
| 7 | Be able to deal with equipment, clothing and facilities following activity sessions | 7.1 | Follow the correct procedures for checking equipment, clothing and facilities | | | |
| | | 7.2 | Identify and remove any unsafe or unserviceable equipment and clothing from use and report them to the responsible colleague | | | |
| | | 7.3 | Make sure equipment, clothing and facilities are in a condition fit for future use | | | |
| | | 7.4 | Make sure equipment is returned to the correct storage area | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 8 | Know how to reflect on and evaluate activity sessions | 8.1 | Describe what is meant by 'reflective practice' | | | |
| | | 8.2 | Describe why reflective practice is important | | | |
| | | 8.3 | Describe how to carry out evaluations of activity sessions | | | |
| | | 8.4 | Outline why participant and colleague feedback is important as well as own impressions | | | |
| 9 | Be able to reflect on and evaluate activity sessions | 9.1 | Review the aims and objectives for the sessions that have been delivered | | | |
| | | 9.2 | Reflect on all aspects of the sessions that have been delivered:<br>– planning<br>– preparation<br>– leading and managing the group<br>– relationships | | | |
| | | 9.3 | Reflect on the feedback received from participants and colleagues | | | |
| | | 9.4 | Identify what went well and what could be improved | | | |
| | | 9.5 | Identify how to:<br>– improve future sessions<br>– improve own practice as an activity leader | | | |
| | | 9.6 | Discuss learning points with a responsible colleague | | | |

Learner name: _____     Date:_____

Learner signature: _____     Date:_____

Assessor signature: _____     Date:_____

Internal verifier signature:  _____     Date:_____
(*if sampled*)

# Unit 4: Support the work of the team and organisation

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

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

## 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 specification and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Wellbeing 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 | | | |

| Learning outcomes | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|
| | 2.8 | Describe the importance of always asking for help and information when it is needed | | | |
| | 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 | | | |

| Learning outcomes | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|
| 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: | | | |
| | – own strengths | | | |
| | – areas where own work could be improved | | | |
| | – new areas of skill and knowledge which may be needed for future responsibilities | | | |
| | 5.5 Take part in relevant training and development | | | |
| | 5.6 Regularly review personal development | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 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 | | | |
| | | 6.6 | Describe why it is important to discuss own suggestions with colleagues and to take account of their ideas | | | |
| 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 | | | |

Learner name: _____  Date:_____

Learner signature: _____  Date:_____

Assessor signature: _____  Date:_____

Internal verifier signature: _____  Date:_____
(*if sampled*)

# Unit 5: 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 |

## 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 specification and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Wellbeing 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 onsite
2. minor illness that can be dealt with onsite
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 | 1.1 List the values or codes of practice relevant to the work being carried out | | | |
| | 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 | | | |
| | 1.3 Identify manufacturers' guidelines and instructions for the use of facilities and equipment | | | |
| | 1.4 Describe why health, safety and welfare are important in an active leisure and recreation environment | | | |
| | 1.5 Identify the persons responsible for health and safety in own workplace | | | |
| | 1.6 Outline own organisation's security procedures | | | |
| 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 | | | |

| Learning outcomes | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|
| | 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 | | | |
| | 2.12 | Outline why it is important to make suggestions about health and safety issues | | | |
| | 2.13 | Describe how to make suggestions about health and safety issues | | | |

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

| 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 |
|---|---|---|---|---|
| | 4.11 Outline when to contact statutory agencies with responsibilities for safeguarding and protecting | | | |
| | 4.12 Outline how to contact statutory agencies with responsibilities for safeguarding and protecting | | | |
| | 4.13 Describe why it is important to share concerns about possible abuse with others | | | |
| | 4.14 Describe the limits of own competence with regard to safeguarding and protecting | | | |
| | 4.15 Outline why it is important to treat information about possible abuse confidentially | | | |
| 5 Be able to help to safeguard and protect children and vulnerable adults | 5.1 Ensure that up to date information on guidelines for safeguarding and protecting children and vulnerable adults is available | | | |
| | 5.2 Identify what the policies and procedures mean for own job and area of work | | | |
| | 5.3 Follow the relevant procedures for:<br><br>– safeguarding and protecting children and vulnerable adults at all times<br><br>– protecting self from potential accusations | | | |
| | 5.4 Be alert to possible signs of abuse | | | |
| | 5.5 Identify, record and report any concerns about the welfare of children and vulnerable adults, while maintaining confidentiality | | | |

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

| 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 | | | |

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

# Unit 6: Support equality and diversity in active leisure and recreation

| | |
|---|---|
| **Unit reference number:** | H/601/4485 |
| **Level:** | 3 |
| **Credit value:** | 2 |
| **Guided learning hours:** | 15 |

## 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 specification and can be downloaded from SkillsActive's website:

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

**Learning outcome 1**

This can be assessed by:

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

**Learning outcome 2**

Learning outcome 2 must be assessed using workplace evidence generated when the learner is supporting equality and diversity in active leisure and recreation.

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 | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| | 1.10 Outline how to help people take part to the best of their ability | | | |
| | 1.11 Describe the importance of exploring and challenging own assumptions or those of others, about actual and potential customers | | | |
| | 1.12 Identify types of words and behaviour from staff and customers that are inconsistent with valuing equality and diversity | | | |
| | 1.13 Outline how to challenge words and behaviour from staff and customers that are inconsistent with valuing equality and diversity | | | |
| | 1.14 Outline why it is important to report concerns about discrimination | | | |
| | 1.15 Outline how to respond correctly to behaviour and practice that might discriminate against people | | | |
| | 1.16 Outline how to report behaviour and practice that might discriminate against people | | | |
| | 1.17 Outline own organisation's complaints procedures | | | |
| | 1.18 Outline why complaints procedures are important | | | |
| | 1.19 Outline why it is important to help customers to use complaints procedures | | | |
| | 1.20 Identify appropriate people to work with, in own organisation, on issues to do with equality and diversity | | | |

| 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:<br>– respects individuals' beliefs, needs and preferences<br>– is inclusive through their behaviour and language<br>– helps people to take part to the best of their abilities | | | |
| | 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 | | | |

Learner name: _____  Date:_____

Learner signature: _____  Date:_____

Assessor signature: _____  Date:_____

Internal verifier signature: _____  Date:_____
(*if sampled*)

# Unit 7: Contribute to participants' personal and social development

| | |
|---|---|
| **Unit reference number:** | K/601/5542 |
| **Level:** | 2 |
| **Credit value:** | 5 |
| **Guided learning hours:** | 37 |

## Unit summary

This unit covers the knowledge and competence that the learner needs to contribute to participants' personal and social development.

## Assessment requirements/evidence requirements

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

- Additional Requirements for Qualifications that use the title NVQ within the QCF

- Assessment Strategy for NVQs & SVQs

- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Activity Leadership.

**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 contributing to participants' personal and social development.

**Learning outcome 2**

When preparing for development opportunities the learner must cover 2 of the following types:

(a) participants

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

with 2 of the following types:

(b) development needs

1. self-awareness
2. personal skills
3. interpersonal skills
4. social inclusion

with 2 of the following types:

(c) safety parameters

1. physical boundaries
2. criteria for abandoning the development opportunity
3. the participants' safety ground rules
4. relevant guidelines for activities of this nature

**Learning outcome 4**

When facilitating development opportunities, the learner must cover 2 of the following types:

(a) development opportunities

1. self-awareness
2. personal skills
3. interpersonal skills
4. social inclusion

with 2 of the following types:

(b) participants

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

**Learning outcome 6**

When concluding development opportunities, the learner must cover 2 of the following types:

(a) development opportunities
1. self-awareness
2. personal skills
3. interpersonal skills
4. social inclusion

with 2 of the following types:

(b) participants
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 prepare for activity sessions | 1.1  Describe the value of personal and social development opportunities to participants | | | |
| | 1.2  Describe the types of experiences and activities which encourage personal and social development of participants | | | |
| | 1.3  Describe the importance of being aware of the aims of the development opportunity | | | |
| | 1.4  Describe how to identify the aims of the development opportunity | | | |
| | 1.5  Describe the importance of knowing about the participants' hopes, concerns and development needs | | | |
| | 1.6  Describe how to collect information about the participants' hopes, concerns and development needs | | | |
| | 1.7  Describe how to take account of the participants' hopes, concerns and development needs when structuring the development opportunity | | | |
| | 1.8  Describe the limits of own technical and interpersonal competence | | | |

| Learning outcomes | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|
| | 1.9 | Describe why it is important to take account of limits of own technical and interpersonal competence when structuring the development opportunity | | | |
| | 1.10 | Describe the organisation's resources, constraints and safety parameters for the development opportunities being delivered, including any relevant legislation and national guidelines such as those of National Governing Bodies, where these apply | | | |
| | 1.11 | Describe the importance of checking the details of the development opportunity with a responsible colleague (senior colleague and/or the client responsible for the group) | | | |
| 2  Be able to prepare for development opportunities | 2.1 | Identify the aims of the development opportunity and the desired outcomes | | | |
| | 2.2 | Find out about the participants' hopes, concerns and development needs during the preparation | | | |
| | 2.3 | Take account of the participants' hopes, concerns and development needs during the preparation | | | |
| | 2.4 | Prepare the development opportunity in a way which is consistent with own level of technical and interpersonal competence | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| | | 2.5 | Take account of organisation's resources and relevant health and safety requirements | | | |
| | | 2.6 | Assess the risks involved in the experience | | | |
| | | 2.7 | Make sure there are satisfactory safety parameters | | | |
| | | 2.8 | Plan and agree all aspects of the development opportunity with a responsible colleague following organisational procedures | | | |
| 3 | Know how to facilitate development opportunities | 3.1 | Outline the meaning of 'client centred learning' | | | |
| | | 3.2 | Describe the importance of thoroughly preparing the participants for a development opportunity | | | |
| | | 3.3 | Describe the importance of effective teamwork and communication in personal and social development opportunities | | | |
| | | 3.4 | Describe the value of unplanned events during a development opportunity | | | |
| | | 3.5 | Describe what kinds of unplanned events may occur which could be made use of | | | |
| | | 3.6 | Describe the importance of individual reflection for the participants during a development opportunity | | | |
| | | 3.7 | Describe how to encourage and facilitate individual reflection for the participants during a development opportunity | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| | | 3.8 | Describe the importance of encouraging participants to develop their own problem-solving skills | | | |
| | | 3.9 | Describe how to encourage and facilitate participants to develop their own problem-solving skills | | | |
| 4 | Be able to facilitate development opportunities | 4.1 | Prepare the participants effectively for the development opportunity | | | |
| | | 4.2 | Encourage the participants to take responsibility for their own learning during the development opportunity | | | |
| | | 4.3 | Emphasise the importance of teamwork as appropriate to the objectives of the development opportunity | | | |
| | | 4.4 | Encourage effective communication within the group | | | |
| | | 4.5 | Use unplanned events during the development opportunity to enhance its effectiveness | | | |
| | | 4.6 | Encourage individual reflection at appropriate points during the development opportunity | | | |
| | | 4.7 | Encourage the participants to solve problems for themselves during the development opportunity | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 5     Know how to conclude development opportunities | 5.1   Describe the value and purpose of reviews and individual reflection following development opportunities | | | |
| | 5.2   Describe the importance of explaining own observations about what happened during the development opportunity, to the participants | | | |
| | 5.3   Describe how to explain own observations to participants and the main points to bear in mind when doing so | | | |
| | 5.4   Describe the importance of the participants being able to feed back both to the group and to the leader | | | |
| | 5.5   Outline how to encourage participant feedback and points to bear in mind when doing so | | | |
| | 5.6   Describe the importance of encouraging individual participants to recognise their own skills and self-worth and those of others in the group | | | |
| | 5.7   Describe how to encourage participants to recognise their own skills and self-worth and points to bear in mind when doing so | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| | | 5.8 | Describe the concept and importance of participants' transferring learning from one context to other aspects of their lives | | | |
| | | 5.9 | Outline how to encourage participants to consider the transfer of learning from one context to other aspects of their lives | | | |
| 6 | Be able to conclude development opportunities | 6.1 | Explain own observations about what happened during the development opportunity, to the participants | | | |
| | | 6.2 | Encourage the participants to share their own observations and views with the rest of the group and with the leader | | | |
| | | 6.3 | Help the participants to recognise their own and each other's skills and self-worth | | | |
| | | 6.4 | Encourage the participants to reflect on their experience and consider what they have learned | | | |
| | | 6.5 | Encourage the participants to consider and agree how their new learning could be applied to other aspects of their lives | | | |
| | | 6.6 | Encourage the participants to use this learning and method of learning in the future | | | |

Learner name: _____    Date:_____

Learner signature: _____    Date:_____

Assessor signature: _____    Date:_____

Internal verifier signature: _____    Date:_____
(*if sampled*)

# Unit 8: Contribute to participants' exploration and understanding of the natural environment

**Unit reference number:** M/601/5543

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

## Unit summary

This unit covers the knowledge and competence that the learner needs to contribute to participants' exploration and understanding of the natural environment.

## Assessment requirements/evidence requirements

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

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Activity Leadership.

**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 contributing to participants' exploration and understanding of the natural environment.

**Learning outcome 2**

When preparing for environmental exploration, the learner must cover 2 of the following types:

(a) participant

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

with all of the following types:

(b) safety parameters

    1. physical boundaries
    2. criteria for abandoning the environmental exploration
    3. the participants' safety ground rules
    4. relevant guidelines for activities of this nature

**Learning outcome 4**

When preparing participants for environmental exploration and understanding, the learner must cover 2 of the following types:

(a) participant

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

with all of the following types:

(b) safety parameters

    1. physical boundaries
    2. criteria for abandoning the development opportunity
    3. the participants' safety ground rules
    4. relevant guidelines for activities of this nature

**Learning outcome 6**

When facilitating environmental awareness and understanding, the learner must cover 2 of the following types:

(a) participant

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

with all of the following types:

(b) safety parameters

    1. physical boundaries
    2. criteria for abandoning the development opportunity
    3. the participants' safety ground rules
    4. relevant guidelines for activities of this nature

## 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 for environmental exploration | 1.1 | Describe the value of environmental awareness and understanding to participants | | | |
| | 1.2 | Describe the types of experiences and activities which encourage environmental awareness and understanding to participants | | | |
| | 1.3 | Describe the importance of being aware of the aims and learning objectives of the exploration | | | |
| | 1.4 | Describe how to identify the aims and learning objectives of the exploration | | | |
| | 1.5 | List the available options in the local area for environmental exploration | | | |
| | 1.6 | Describe the importance of identifying the participants' needs | | | |
| | 1.7 | Outline how to identify the participants' needs | | | |
| | 1.8 | State how to choose an experience relevant to the participants' needs and learning objectives | | | |
| | 1.9 | Describe the importance of health and safety considerations when leading environmental explorations and safety guidelines for the types of working environments, for example farm land, rocky/uneven terrain, shore line etc | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| | | 1.10 | Identify safety guidelines relevant to any modes of transport which are being used, for example canoes, minibuses etc | | | |
| | | 1.11 | Describe the importance of checking the details of the environmental exploration with a responsible colleague (senior colleague and/or the client responsible for the group) | | | |
| 2 | Be able to prepare for environmental exploration | 2.1 | Identify the aims and learning objectives of the environmental exploration | | | |
| | | 2.2 | Make sure the experience meets the participants' needs, making best use of the available options | | | |
| | | 2.3 | Make sure there are safety parameters which will ensure the participants' safety whilst enabling the agreed aims to be achieved | | | |
| | | 2.4 | Check and agree all aspects of the environmental exploration with a responsible person | | | |
| 3 | Know how to prepare participants for environmental exploration and understanding | 3.1 | Describe the importance of clarifying the focus and aims of the exploration with the participants | | | |
| | | 3.2 | Describe how to do clarify the focus and aims of the exploration with the participants | | | |
| | | 3.3 | Describe the importance of encouraging the participants to take ownership of the exploration for themselves | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| | 3.4 Describe how to encourage the participants to take ownership of the exploration for themselves | | | |
| | 3.5 Describe the importance of making clear the safety parameters for the exploration, what the key point are and how to emphasise these | | | |
| | 3.6 Describe the importance of participants observing for themselves and sharing these observations with others in the group | | | |
| | 3.7 Outline how to encourage participants to observe and what they should be looking for | | | |
| | 3.8 Describe the importance of encouraging participants to ask questions of the leader and of each other | | | |
| | 3.9 Outline how to deal with questions informatively and positively | | | |
| | 3.10 Identify other sources of information which the participants or self could use | | | |
| 4 Be able to prepare participants for environmental exploration and understanding | 4.1 Clarify the focus and aims of the environmental exploration with the participants | | | |
| | 4.2 Promote the value of environmental awareness and understanding to the participants | | | |
| | 4.3 Encourage the participants to take ownership of the environmental exploration for themselves | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| | 4.4 Explain the safety parameters | | | |
| | 4.5 Emphasise the importance of observing the environment during the exploration and of sharing these observations with others | | | |
| | 4.6 Encourage the participants to ask questions of the leader and others in the group | | | |
| | 4.7 Respond to questions informatively and accurately | | | |
| | 4.8 Encourage participants to enquire further if information is not readily available | | | |
| 5 Know how to facilitate environmental awareness and understanding | 5.1 Describe key features of the local environment, including flora and fauna, general geology, geomorphology, climate, soil types and land use | | | |
| | 5.2 Identify the location of local sites of interest and why they are interesting | | | |
| | 5.3 Identify local sites which are vulnerable, why they are vulnerable and how to protect them | | | |
| | 5.4 Describe how to monitor and control the exploration so that it is within agreed safety parameters and is in line with the planned aims and objectives | | | |
| | 5.5 Describe the circumstances where it may be appropriate to intervene | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| | 5.6 Describe how to make effective use of the prevailing conditions, unplanned events, the site being explored and the participants' abilities | | | |
| | 5.7 List the types of unplanned events and prevailing conditions which may occur | | | |
| 6 Be able to facilitate environmental awareness and understanding | 6.1 Promote the participants' environmental awareness and understanding as planned | | | |
| | 6.2 Make sure that all activity is in line with the agreed safety parameters | | | |
| | 6.3 Encourage the participants to ask questions of the leader and each other | | | |
| | 6.4 Deal with questions positively, responding informatively and accurately | | | |
| | 6.5 Encourage participants to enquire further if information is not readily available | | | |
| | 6.6 Intervene when this will support the learning objectives for the exploration | | | |
| | 6.7 Make use of the prevailing conditions, unplanned events, the site and the participants' abilities to enhance awareness and understanding | | | |

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

## Unit 9: Administer finance and information

| | |
|---|---|
| **Unit reference number:** | R/601/5535 |
| **Level:** | 2 |
| **Credit value:** | 3 |
| **Guided learning hours:** | 22 |

## Unit summary

This unit covers the knowledge and competence that the learner needs to administer finance and information.

## Assessment requirements/evidence requirements

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

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Activity Leadership.

### 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 administering finance and information.

### Learning outcome 2

When receiving and disbursing money, the learner must cover 1 of the following types:

(a) money

1. cash
2. cheques

with 2 of the following types:

(b) calculations

1. charges
2. change
3. totals of money received and paid out
4. totals of money transferred to others

### Learning outcome 4

When enrolling participants for activities, the learner must cover 2 of the following types:

(a) participants

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

with 3 of the following types:

(b) information

1. type of activities
2. timings of activities
3. participant requirements for activities
4. charges
5. opportunities for progression

### Learning outcome 6

When maintaining records, the learner must cover 1 of the following types:

(a) records

1. paper-based
2. computer-based

## 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 receive and disburse money | 1.1    Outline the basic legal and organisational requirements for handling money relevant to own work, including those that safeguard against fraud and theft | | | |
| | 1.2    Describe how to calculate charges for activities under own control | | | |
| | 1.3    Describe how to calculate and record totals for money received, paid out and transferred | | | |
| | 1.4    Describe the problems which may occur when dealing with money | | | |
| | 1.5    Identify which problems can be dealt with personally and which should be referred on to a colleague | | | |
| | 1.6    Describe the importance of recording the details of money received and paid out | | | |
| | 1.7    Describe how to record the details of money received and paid out | | | |
| | 1.8    Describe the importance of issuing and keeping receipts and what should be recorded on a receipt | | | |
| | 1.9    Describe how to store money, receipts and other financial records | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 2 | Be able to receive and disburse money | 2.1 | Record accurately the details of money received and paid out | | | |
| | | 2.2 | Make sure calculations are correct | | | |
| | | 2.3 | Issue and obtain accurate receipts for money received and paid out | | | |
| | | 2.4 | Keep all money, records and receipts securely | | | |
| | | 2.5 | Pass on money, records and receipts to the authorised colleague as required | | | |
| | | 2.6 | Refer any problems regarding finance to the authorised colleague | | | |
| | | 2.7 | Make sure that own financial procedures follow organisational requirements | | | |
| 3 | Know how to enrol participants for activities | 3.1 | Describe the organisational requirements for enrolments | | | |
| | | 3.2 | Describe the importance of dealing with enquiries promptly and courteously | | | |
| | | 3.3 | Outline the information which should be provided to potential participants about available activities | | | |
| | | 3.4 | Outline the information which needs to be collected about participants | | | |
| | | 3.5 | Outline why information collected about participants is important | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| | | 3.6 | List the requirements for activities under own control, for example numbers allowed, dress and equipment necessary, any previous experience etc. | | | |
| | | 3.7 | Describe why it is important to confirm arrangements for the activity with participants | | | |
| | | 3.8 | Describe what arrangements for the activity need to be confirmed with participants | | | |
| 4 | Be able to enrol participants for activities | 4.1 | Deal with enquiries promptly and politely | | | |
| | | 4.2 | Give people accurate information about activities | | | |
| | | 4.3 | Collect and record the relevant details obtained about participants | | | |
| | | 4.4 | Make sure the enrolments meet the requirements for the activity | | | |
| | | 4.5 | Confirm the arrangements for the activity with the participants | | | |
| | | 4.6 | Follow all relevant organisational procedures | | | |

| Learning outcomes | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|
| 5 Know how to maintain records | 5.1 | Describe organisational and legal requirements for storing and passing on information | | | |
| | 5.2 | Describe the importance of accurate and efficient record keeping and filing | | | |
| | 5.3 | Outline what types of information need to be treated confidentially | | | |
| | 5.4 | Outline why it is important to treat certain information confidentially | | | |
| | 5.5 | Outline how to treat information confidentially | | | |
| | 5.6 | Outline how to treat information confidentially | | | |
| 6 Be able to maintain records | 6.1 | Make sure records are complete, legible and accurate | | | |
| | 6.2 | Store own records securely so that they can be found when needed | | | |
| | 6.3 | Deal with confidential information correctly | | | |
| | 6.4 | Find information when it is needed | | | |
| | 6.5 | Pass on information to colleagues as required | | | |
| | 6.6 | Ensure all records are handled according to organisational and legal requirements | | | |

Learner name: _____     Date:_____

Learner signature: _____     Date:_____

Assessor signature: _____     Date:_____

Internal verifier signature: _____     Date:_____
(*if sampled*)

# Unit 10: Contribute to joint working with other organisations

| | |
|---|---|
| **Unit reference number:** | Y/601/5536 |
| **Level:** | 2 |
| **Credit value:** | 4 |
| **Guided learning hours:** | 30 |

## Unit summary

This unit covers the knowledge and competence that the learner needs to contribute to joint working with other organisations.

## Assessment requirements/evidence requirements

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

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Activity Leadership.

**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 contributing to joint working with other organisations.

**Learning outcome 3**

When setting up and maintaining links with other organisations and individuals, the learner must cover 2 of the following types:

(a) organisations

1. providers of services and products
2. public sector organisations
3. private sector organisations
4. voluntary sector organisations

with 1 of the following types:

(b) individuals

1. activity leaders
2. people in the community

**Learning outcome 5**

When working jointly with other organisations and individuals, the learner must cover 1 of the following types:

(a) joint work

1. formal
2. informal

with 2 of the following types:

(b) organisations

1. providers of goods and services
2. public sector organisations
3. private sector organisations
4. voluntary sector organisations

with 1 of the following types:

(c) individuals

1. activity leaders
2. people in the community

## 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 the importance of joint working with other organisations | 1.1 State the mutual benefits which could come about from joint work with other organisations and individuals | | | |
| | 1.2 Outline the range of organisations and individuals with whom working relationships can be developed, which are relevant to own job role | | | |
| 2 Know how to set up and maintain links with other organisations and individuals | 2.1 Describe how to identify and approach suitable organisations and individuals | | | |
| | 2.2 Describe how to explore the possible advantages of joint working and maintain contact | | | |
| | 2.3 Describe how to establish and maintain effective working relationships with other organisations and individuals | | | |
| | 2.4 Describe the importance of responding positively and cooperatively to other organisations and individuals | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 3 | Be able to set up and maintain links with other organisations and individuals | 3.1 | Identify other organisations and individuals it is appropriate and realistic to work with | | | |
| | | 3.2 | Make contact with appropriate organisations and individuals | | | |
| | | 3.3 | Give a positive impression of own organisation and work | | | |
| | | 3.4 | Explore with organisations and individuals the possible benefits of future links | | | |
| | | 3.5 | Agree how to keep in contact and work jointly in the future, where appropriate | | | |
| | | 3.6 | Deal with approaches from other organisations and individuals positively and cooperatively | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 4 Know how to work jointly with other organisations and individuals | 4.1 State the difference between formal and informal joint working | | | |
| | 4.2 Describe the importance of clearly agreeing the roles and responsibilities involved in joint working | | | |
| | 4.3 Describe the importance of only taking on responsibilities which are feasible and consistent with the organisation's policies | | | |
| | 4.4 Outline own job role and organisational responsibilities relevant to joint working | | | |
| | 4.5 Describe the importance of maintaining contact and reviewing progress with the other organisations and individuals involved and how to do so | | | |
| | 4.6 Describe the importance of promptly informing other organisations and individuals of any difficulties in joint work | | | |
| | 4.7 Describe the importance of keeping colleagues informed of joint working arrangements | | | |
| | 4.8 Describe the importance of seeking help when problems cannot be sorted out personally | | | |
| | 4.9 Describe the types of difficulties which can occur in joint working | | | |
| | 4.10 Describe how to deal with difficulties which can occur in joint working | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 5 | Be able to work jointly with other organisations and individuals | 5.1 | Agree own responsibilities for joint work | | | |
| | | 5.2 | Agree the responsibilities of the other organisations and individuals for joint work | | | |
| | | 5.3 | Only take on responsibilities which are feasible and consistent with own job role and organisation's policies | | | |
| | | 5.4 | Agree how to communicate and check the progress of joint work | | | |
| | | 5.5 | Carry out own responsibilities as agreed | | | |
| | | 5.6 | Tell other organisations and individuals of any problems experienced with own responsibilities | | | |
| | | 5.7 | Keep colleagues informed of the joint work | | | |
| | | 5.8 | Seek help for any difficulties which cannot be sorted out personally | | | |
| | | 5.9 | Maintain effective working relationships throughout the joint work | | | |

Learner name: _____     Date:_____

Learner signature: _____     Date:_____

Assessor signature: _____     Date:_____

Internal verifier signature:  _____     Date:_____
(*if sampled*)

# Unit 11: Support the development of the sport or activity

| | |
|---|---|
| **Unit reference number:** | H/601/5538 |
| **Level:** | 2 |
| **Credit value:** | 2 |
| **Guided learning hours:** | 15 |

## Unit summary

This unit covers the knowledge and competence that the learner needs to support the development of the sport or activity.

## Assessment requirements/evidence requirements

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

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Activity Leadership.

### 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 supporting the development of the sport or activity.

**Learning outcome 2**

When promoting the sport or activity and opportunities to take part, the learner must cover 1 of the following types:

(a) enquiry
   1. spoken
   2. in writing

with 2 of the following types:

(b) information
   1. future sessions
   2. other sessions
   3. equipment appropriate to the sport or activity
   4. publications on the sport or activity

**Learning outcome 4**

When responding to complaints and suggestions about products and services offered by the sport or activity, the learner must cover 1 of the following types:

(a) complaints and suggestions
   1. aspects of delivery within own area of responsibility
   2. aspects of delivery outside own level of responsibility

with 1 of the following types:

(b) services and products
   1. services provided by self
   2. services provided by the sport or activity

## 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 the sport or activity and the opportunities to take part | 1.1 Outline national structure and organisation of the sport/activity | | | |
| | 1.2 Outline services and products produced by, or relevant to, the sport/activity | | | |
| | 1.3 Identify sources of additional information on the sport/activity | | | |
| | 1.4 Identify materials available to promote the sport/activity | | | |
| | 1.5 Identify the opportunities to take part in the sport/activity | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 2 Be able to promote the sport or activity and opportunities to take part | 2.1 Provide participants with information on the sport/activity and opportunities to participate | | | |
| | 2.2 Emphasise the benefits of taking part | | | |
| | 2.3 Deal in a positive manner with enquiries about opportunities to participate | | | |
| | 2.4 Provide information to participants which promotes access to further opportunities to take part, appropriate to their ability and potential | | | |
| | 2.5 Ensure information is accurate and up to date | | | |
| | 2.6 Refer enquiries which cannot be dealt with personally to a source which is likely to provide a satisfactory answer | | | |
| 3 Know how to respond to complaints and suggestions about products and services offered by the sport or activity | 3.1 Describe complaints procedures | | | |
| | 3.2 Describe complaints procedures | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 4 Be able to respond to complaints and suggestions about products and services offered by the sport or activity | 4.1 Respond to both complaints and suggestions promptly and politely | | | |
| | 4.2 Maintain privacy and confidentiality where appropriate | | | |
| | 4.3 Promptly sort out the complaints and suggestions which can be handled personally | | | |
| | 4.4 Explain any further action to be taken concerning both the complaints and suggestions and inform the relevant authority | | | |
| | 4.5 Match information about services and products to the individual's request | | | |
| | 4.6 Refer requests for information outside own knowledge and area of responsibility, to an appropriate person or agency | | | |

Learner name: _____     Date:_____

Learner signature: _____     Date:_____

Assessor signature: _____     Date:_____

Internal verifier signature: _____     Date:_____
(*if sampled*)

# Unit 12: Look after participants when they are away from home

**Unit reference number:** K/601/5539

**Level:** 3

**Credit value:** 6

**Guided learning hours:** 45

## Unit summary

This unit covers the knowledge and competence that the learner needs to look after participants when they are away from home.

## Assessment requirements/evidence requirements

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

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Activity Leadership.

### 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 looking after participants when they are away from home.

**Learning outcome 2**

When assisting with participants' arrival, the learner must cover 2 of the following types:

(a) participants
1. adults
2. children and young people
3. people with particular needs

with 4 of the following types:

(b) information
1. relevant facilities and their location
2. restricted areas and their location
3. ground rules for behaviour
4. health and safety considerations
5. planned activities

**Learning outcome 4**

When looking after participants' physical welfare, the learner must cover 2 of the following types:

(a) participants
1. adults
2. children and young people
3. people with particular needs

with 1 of the following types:

(b) activities
1. on site
2. off site

with 1 of the following types:

(c) travelling
1. on foot
2. using transport

**Learning outcome 6**

When looking after participants' emotional welfare, the learner must cover 2 of the following types:

(a) participants
1. adults
2. children and young people
3. people with particular needs

with 2 of the following types:

(b) emotional problems
1. home sickness
2. isolation in the group
3. bullying
4. anxiety about activities

**Learning outcome 8**

When assisting with participants' departure, the learner must cover 2 of the following types:

(a) participants

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

with all of the following types:

(b) information

1. time and location of departure
2. travel arrangements

## 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 assist with participants' arrival | 1.1 Describe the importance of welcoming the participants to the programme and giving them the information they need | | | |
| | 1.2 Identify the particular medical, cultural, dietary and emotional needs which participants may have | | | |
| | 1.3 Describe own responsibilities in relation to the participants, the responsibilities of other staff, and with whom liaison should take place | | | |
| | 1.4 Describe levels of anxiety and excitement which participants are likely to have on arrival | | | |
| | 1.5 List the information which the participants must have when they arrive | | | |
| | 1.6 Describe the importance of knowing about the participants before they arrive | | | |
| | 1.7 Outline how to gather such information | | | |
| | 1.8 Describe the importance of checking accommodation and catering arrangements prior to the participants' arrival | | | |
| | 1.9 Describe how to control participants' behaviour on arrival and what to look for | | | |
| | 1.10 Outline how to make participants feel welcome and at ease | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 2 | Be able to assist with participants' arrival | 2.1 | Make sure all relevant information about the participants, their needs, and the programme they will be taking part in, is available | | | |
| | | 2.2 | Check the accommodation and catering arrangements to make sure they meet the participants' needs | | | |
| | | 2.3 | Meet the participants punctually and help them to feel welcome and at ease | | | |
| | | 2.4 | Introduce self and other staff and explain own responsibilities | | | |
| | | 2.5 | Supervise and control the participants' behaviour when they arrive in a way appropriate to them | | | |
| | | 2.6 | Provide the participants with the information they need on arrival | | | |
| | | 2.7 | Deal with the participants' questions positively and informatively | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 3   Know how to look after participants' physical welfare | 3.1   List what types of special clothing the participants may need during activity programmes | | | |
| | 3.2   Describe the importance of informing participants in advance of the need for special clothing | | | |
| | 3.3   State how participants can plan the use of clothing during a programme | | | |
| | 3.4   Describe the common health and safety hazards outside of activities against which participants must be safeguarded | | | |
| | 3.5   Describe the importance of supervising participants during on and off site travel, on foot and using transport | | | |
| | 3.6   Describe the procedures to follow in supervising participants during on and off site travel, on foot and using transport | | | |
| | 3.7   Describe the importance of participants' personal hygiene during the programme | | | |
| | 3.8   Describe how to encourage participants' good personal hygiene for different types of participants | | | |
| | 3.9   Describe the importance of making sure participants get enough recreation, rest and sleep during a programme | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| | 3.10 Describe how to encourage participants to get enough recreation, rest and sleep during a programme | | | |
| | 3.11 State the most common personal and medical needs which participants may have and how to deal with these | | | |
| | 3.12 Outline organisational and legal requirements for dealing with lost property | | | |
| | 3.13 Describe the importance of participants taking responsibility for organising and looking after their belongings | | | |
| | 3.14 Describe how to encourage participants to take responsibility for organising and looking after their belongings | | | |
| | 3.15 Describe organisational and legal requirements for safeguarding participants' safety during the programme | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 4 Be able to look after participants' physical welfare | 4.1 Make sure that food, accommodation, clothing and footwear meets the participants' needs throughout the programme | | | |
| | 4.2 Tell the participants in good time when they will need special clothing for activities | | | |
| | 4.3 Encourage participants to use special clothing properly | | | |
| | 4.4 Escort the participants in a supervised and organised way when they are travelling to and from activities | | | |
| | 4.5 Encourage the participants to maintain their personal hygiene | | | |
| | 4.6 Encourage and help participants to take care of their own belongings | | | |
| | 4.7 Make sure the participants have adequate opportunities for recreation, rest and sleep | | | |
| | 4.8 Deal with the participants' personal and medical needs sensitively and effectively | | | |
| | 4.9 Maintain the participants' safety and security at all times when they are away from home | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 5 Know how to look after participants' emotional welfare | 5.1 Outline the most common emotional problems which participants may have during a programme and how to cope with these according to organisational guidelines | | | |
| | 5.2 Describe the importance of seeking assistance when a participant's emotional problem goes beyond own level of responsibility and competence | | | |
| | 5.3 Describe how to judge when an emotional problem goes beyond own level of responsibility and competence | | | |
| | 5.4 Describe the importance of confidentiality when dealing with emotional problems, what confidentiality means and how to safeguard it | | | |
| | 5.5 Describe the importance of the participants feeling physically and emotionally safe | | | |
| | 5.6 Outline how to encourage participants to feel physically and emotionally safe | | | |
| | 5.7 Describe how to show empathy and understanding to participants who have emotional problems and the importance of this | | | |
| | 5.8 State why emotional problems and action taken should be recorded and reported | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 6 | Be able to look after participants' emotional welfare | 6.1 | Encourage the participants to tell staff about any emotional problems they may have during the programme | | | |
| | | 6.2 | Show empathy and understanding to participants who have emotional problems | | | |
| | | 6.3 | Where possible, gather information about the emotional problem from other sources | | | |
| | | 6.4 | Deal with the emotional problem in a way which safeguards the participants' wellbeing and is in line with organisational guidelines | | | |
| | | 6.5 | Maintain a necessary and appropriate level of confidentiality about the participant and their emotional problem | | | |
| | | 6.6 | Get help from the responsible colleague when an emotional problem is beyond own level of competence and responsibility | | | |
| | | 6.7 | Keep an accurate record of participants' emotional problems | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 7 Know how to assist with participants' departure | 7.1 Describe the information that participants need about their departure | | | |
| | 7.2 Describe the importance of giving participants information about their departure | | | |
| | 7.3 List ground rules for participants' behaviour during departure | | | |
| | 7.4 Describe the importance of ground rules for participants' behaviour during departure | | | |
| | 7.5 Describe own organisation's departure procedures | | | |
| | 7.6 Describe procedures to follow to ensure participants leave with an authorised person | | | |
| | 7.7 Describe the importance of participants leaving with an authorised person | | | |

| Learning outcomes | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|
| 8     Be able to assist with participants' departure | 8.1 | Prior to participants' departure, encourage them to pack thoroughly, checking their belongings to ensure that nothing has been left behind | | | |
| | 8.2 | Make sure that the participants have the information they need about departures | | | |
| | 8.3 | Answer any questions that the participants have about their departure | | | |
| | 8.4 | Make sure the participants' behaviour is safe and acceptable | | | |
| | 8.5 | Follow own organisation's departure procedures | | | |
| | 8.6 | Where necessary, make sure the participants leave with an authorised person | | | |
| | 8.7 | Make a final check to ensure that personal belongings are not left behind | | | |

Learner name: _____    Date:_____

Learner signature: _____    Date:_____

Assessor signature: _____    Date:_____

Internal verifier signature: _____    Date:_____
(*if sampled*)

# Unit 13: Enable disabled people to take part in activities

| | |
|---|---|
| **Unit reference number:** | D/601/5540 |
| **Level:** | 3 |
| **Credit value:** | 9 |
| **Guided learning hours:** | 67 |

## Unit summary

This unit covers the knowledge and competence that the learner needs to enable disabled people to take part in activities.

## Assessment requirements/evidence requirements

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

- Additional Requirements for Qualifications that use the title NVQ within the QCF

- Assessment Strategy for NVQs & SVQs

- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Activity Leadership.

### 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 enabling disabled people to take part in activities.

**Learning outcome 2**

When identifying the needs of disabled participants for the activity, the learner must cover all of the following types:

(a) information
   1. nature of the impairment
   2. what the participant can do
   3. requirements for access
   4. special equipment used
   5. preferred communication methods
   6. safety requirements
   7. medical requirements
   8. previous history of participation

with 1 of the following types:

(b) participant
   1. physically disabled
   2. with learning difficulties
   3. with sensory impairments

with 1 of the following types:

(c) sources
   1. the participant themselves
   2. parents or carers
   3. group leaders

**Learning outcome 4**

When adapting activities to the needs of disabled participants, the learner must cover 1 of the following types:

(a) participant
   1. physically disabled
   2. with learning difficulties
   3. with sensory impairments

with both of the following types:

(b) equipment
   1. normal activity equipment
   2. special equipment to meet the participant's needs

**Learning outcome 6**

When working with disabled participants, the learner must cover 1 of the following types:

(a) participant
   1. physically disabled
   2. with learning difficulties
   3. with sensory impairments

## 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 identify the needs of disabled participants for the activity | 1.1 Describe the value of sport and recreation activities to disabled participants | | | |
| | 1.2 Describe the importance of involving disabled participants to the best of their ability | | | |
| | 1.3 Describe the importance of identifying the needs of disabled participants | | | |
| | 1.4 Describe the most common types of impairments which they are likely to encounter | | | |
| | 1.5 Describe the implications of the most common types of impairments for the activity | | | |
| | 1.6 Describe how to gather and check information on the participant's abilities | | | |
| | 1.7 Describe how to interpret the implications of the participant's abilities | | | |
| | 1.8 Identify sources of help in interpreting information on disabilities | | | |
| | 1.9 Describe how to identify the modifications and adaptations to the activity and equipment to meet the needs of disabled participants | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| | 1.10 Outline the types of information about participants that should be treated confidentially, and who can and cannot be given such information | | | |
| | 1.11 Outline how to work out and ensure there are adequate staffing levels | | | |
| 2 Be able to identify the needs of disabled participants for the activity | 2.1 Collect up to date information on the participant's needs from relevant sources | | | |
| | 2.2 Collect this information sensitively and in a manner appropriate to the participant | | | |
| | 2.3 Check the information for accuracy | | | |
| | 2.4 Where necessary, get competent help to interpret the information correctly | | | |
| | 2.5 Record the information accurately for future use | | | |
| | 2.6 Make an assessment of the participant's ability in regard to the activity | | | |
| | 2.7 Identify the modifications to the activity and the support which the participant may need | | | |
| | 2.8 Check proposed modifications with a responsible colleague | | | |
| | 2.9 Make sure there are adequate staffing levels | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 3    Know how to adapt activities to the needs of disabled participants | 3.1   Describe the importance of providing disabled participants with opportunities for development and challenge | | | |
| | 3.2   Describe how to set goals for an activity which are realistic for the participant's level of ability whilst still providing opportunities for development and challenge | | | |
| | 3.3   Describe health and safety issues when setting up activities for the range of disabled participants, in particular how levels of risk for an activity can be increased when working with disabled people | | | |
| | 3.4   Describe how to design 'warm-up' activities for disabled participants | | | |
| | 3.5   Outline how to adapt the activity's structure to the needs of the disabled participant | | | |
| | 3.6   Describe the importance of briefing any enablers on the activity and its goals | | | |
| | 3.7   Describe types of support which may be needed for the participant's medical, personal and communications needs | | | |
| | 3.8   Identify special types of equipment which participants in the range may need for the activity | | | |

| Learning outcomes | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|
| | 3.9 | Describe how to check the appropriateness and serviceability of the equipment to be used | | | |
| | 3.10 | Describe the importance of getting help when problems beyond own level of competence occur | | | |
| | 3.11 | Outline how to access help when needed | | | |
| 4 Be able to adapt activities to the needs of disabled participants | 4.1 | Make sure the planned goals for the activity are safe and realistic for the participant, whilst still providing opportunities for challenge and development | | | |
| | 4.2 | Structure the activity and preparation for the activity so that it is appropriate to the participant's needs | | | |
| | 4.3 | Brief enablers fully as to the nature of the activity and its goals | | | |
| | 4.4 | Make sure the participant can safely access the environment in which the activity will take place | | | |
| | 4.5 | Make sure that any support for the participant's personal, medical and communications needs is available | | | |
| | 4.6 | Set up and arrange equipment so that it is safe and appropriate for the participant | | | |
| | 4.7 | Seek appropriate help when problems beyond own level of competence occur | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 5 Know how to work with disabled participants | 5.1 Describe the importance of equal opportunity and anti-discriminatory practice when working with disabled participants | | | |
| | 5.2 Describe the importance of clear communications with the range of disabled participants | | | |
| | 5.3 Describe how to communicate effectively with the range of disabled participants | | | |
| | 5.4 Describe the importance of checking the participant's level of understanding at key points | | | |
| | 5.5 Describe how to checking the participant's level of understanding at key points | | | |
| | 5.6 Describe why direct help should be provided with the participant's agreement | | | |
| | 5.7 Describe when direct help should be provided without the participants agreement | | | |
| | 5.8 Outline the levels of supervision which are appropriate to the range of participants and the activity | | | |
| | 5.9 Describe the importance of getting appropriate help when problems beyond own level of competence occur and | | | |
| | 5.10 Describe how to access such help | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| | 5.11 Describe the importance of the participant receiving support for any personal or medical needs they may have during the activity | | | |
| | 5.12 Describe how to identify when a participant may have a personal or medical need | | | |
| | 5.13 Describe how to respond to a participant's personal or medical need | | | |
| | 5.14 Describe the importance of reviewing with the participant and others | | | |
| | 5.15 Describe what to do with the results of a review | | | |

| Learning outcomes | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|
| 6     Be able to work with disabled participants | 6.1 | Communicate with the participant in a way which is appropriate to their needs | | | |
| | 6.2 | Check the participant's level of understanding at all key points during the activity | | | |
| | 6.3 | Provide direct help during the activity with the participant's agreement | | | |
| | 6.4 | Provide a level of supervision throughout the activity which is appropriate to the participant's safety and medical requirements | | | |
| | 6.5 | Get appropriate help when problems beyond own level of competence occur | | | |
| | 6.6 | Ensure the participant receives support for personal and medical needs as required | | | |
| | 6.7 | Review with the participant and others how well the activity and arrangements has met their needs | | | |

Learner name: _____  Date:_____

Learner signature: _____  Date:_____

Assessor signature: _____  Date:_____

Internal verifier signature: _____  Date:_____
(*if sampled*)

# Unit 14: Contribute to adventurous activities

| | |
|---|---|
| **Unit reference number:** | H/601/5541 |
| **Level:** | 2 |
| **Credit value:** | 8 |
| **Guided learning hours:** | 60 |

## Unit summary

This unit covers the knowledge and competence that the learner needs to contribute to adventurous activities.

## Assessment requirements/evidence requirements

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

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Activity Leadership.

**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 contributing to adventurous activities.

**Learning outcome 2**

When preparing for adventurous activities the learner must cover 1 of the following types:

(a) experience
  1. on site activities
  2. off site activities

with 2 of the following types:

(b) aims
  1. recreation
  2. curriculum-based
  3. personal and social development
  4. encouraging future participation and progress in the sport or activity

with 2 of the following types:

(c) participant
  1. adults
  2. children and young people
  3. people with particular needs

with all of the following types:

(d) safety parameters
  1. physical boundaries
  2. criteria for abandoning the experience
  3. participants' safety ground rules
  4. relevant guidelines for activities of this nature

**Learning outcome 4**

When introducing participants to adventurous activities, the learner must cover 2 of the following types:

(a) participant
  1. adults
  2. children and young people
  3. people with particular needs

with 1 of the following types:

(b) experience
  1. on site activities
  2. off site activities

with all of the following types:

(c) safety parameters
  1. physical boundaries
  2. criteria for abandoning the experience
  3. the participants' safety ground rules
  4. relevant guidelines for activities of this nature

**Learning outcome 6**

When supervising and controlling adventurous activities, the learner must cover 1 of the following types:

(a) experience
1. on site activities
2. off site activities

with all of the following types:

(b) safety parameters
1. physical boundaries
2. criteria for abandoning the experience
3. the participants' safety ground rules
4. relevant guidelines for activities of this nature

with 2 of the following types:

(c) participant
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 prepare for adventurous activities | 1.1  Describe the value of adventure and challenge and the benefits which participants can get from such experiences | | | |
| | 1.2  Describe the difference between real and perceived risk | | | |
| | 1.3  Describe the meaning of the 'adventure continuum' from comfort to panic zones | | | |
| | 1.4  Describe how to assess the range of participants' likely adventure thresholds | | | |
| | 1.5  List factors to bear in mind when choosing adventurous activities for participants | | | |
| | 1.6  Describe how to balance the participants' abilities and concerns with the perceived risk of the experience | | | |
| | 1.7  Describe the importance of clear and sound safety parameters | | | |
| | 1.8  Describe why the details of the planned experience must be checked with a responsible colleague | | | |
| | 1.9  Describe the procedures to follow in checking the details of the planned experience with a responsible colleague | | | |

| Learning outcomes | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|
| | 1.10 | Identify relevant legislation and guidelines for the type of experience planned including those of the organisation and National Governing Bodies, where these apply | | | |
| 2 Be able to prepare for adventurous activities | 2.1 | Identify the aims of the experience | | | |
| | 2.2 | Assess the participants' likely adventure thresholds | | | |
| | 2.3 | Make sure the experience will meet the identified aims and adventure thresholds | | | |
| | 2.4 | Make sure the experience is in line with the organisation's policies, procedures and resources | | | |
| | 2.5 | Make sure the experience is within own ability to lead | | | |
| | 2.6 | Assess the risks involved in the experience | | | |
| | 2.7 | Make sure there are safety parameters which control these risks whilst still providing an appropriate level of adventure for the participants | | | |
| | 2.8 | Check all aspects of the experience with a responsible colleague | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 3 | Know how to introduce participants to adventurous activities | 3.1 | State the agreed safety parameters for the activity | | | |
| | | 3.2 | Outline why the agreed safety parameters for the activity must be clearly explained to the participants | | | |
| | | 3.3 | Describe why it is important to encourage, not coerce, participants into adventurous activities | | | |
| | | 3.4 | Describe the meaning of 'informed consent' in the context of adventurous activities | | | |
| | | 3.5 | Describe the importance of encouraging participants to take control of their own experience | | | |
| | | 3.6 | Describe how to balance participants taking control of their own experience, with the safety parameters | | | |
| | | 3.7 | Describe the importance of mutual support and trust within a group of participants | | | |
| | | 3.8 | Describe how to encourage mutual support and trust within a group of participants | | | |
| | | 3.9 | Describe the importance of preparing participants to cope with unforeseen circumstances | | | |
| | | 3.10 | Describe how to encourage and prepare participant to use basic problem-solving techniques | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| | 3.11 Describe how to agree responsibilities for identifying, assessing and helping to manage risk | | | |
| | 3.12 Outline why it is important for participants to feel free to express feelings of apprehension and creative imagination | | | |
| 4 Be able to introduce participants to adventurous activities | 4.1 Promote the value of adventurous activities to the participants | | | |
| | 4.2 Encourage the participants to take responsibility for owning and helping to manage the experience | | | |
| | 4.3 Emphasise the participants' own responsibilities for identifying and managing risk during the experience | | | |
| | 4.4 Explain the safety parameters to the participants | | | |
| | 4.5 Stress the importance of mutual trust and support within the group | | | |
| | 4.6 Prepare the participants to cope with unforeseen circumstances during the experience by solving problems for themselves | | | |
| | 4.7 Reassure the participants that expressions of apprehension or creative imagination are acceptable | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 5 Know how to supervise and control adventurous activities | 5.1 Outline styles of leadership which are appropriate to leading adventurous activities | | | |
| | 5.2 Describe the importance of carefully monitoring the level of risk throughout the experience and maintaining activities within agreed safety parameters | | | |
| | 5.3 Describe how to monitor the level of risk throughout the experience and maintain activities within agreed safety parameters | | | |
| | 5.4 Describe the importance of keeping interventions to a minimum | | | |
| | 5.5 Outline the situations in which it may be necessary to intervene during the experience | | | |
| | 5.6 List the situations in which appropriate help will have to be called upon | | | |
| | 5.7 State the procedures to follow when help is needed | | | |
| | 5.8 Describe the importance of delegating responsibility to participants | | | |
| | 5.9 Outline how to delegate responsibility to participants | | | |
| | 5.10 Describe the importance of reviewing the experience with the participants | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| | | 5.11 | Outline the types of occurrences to note during the experience which could be used during later reviews | | | |
| 6 | Be able to supervise and control adventurous activities | 6.1 | Provide a style of leadership which helps the experience to achieve its aims and the planned level of adventure | | | |
| | | 6.2 | Monitor the level of risk throughout the experience and maintain activities within agreed safety parameters | | | |
| | | 6.3 | Intervene only when the participants' health and safety is threatened or the objectives are not being achieved | | | |
| | | 6.4 | Get appropriate help when problems occur that are beyond own ability and/or area of responsibility to deal with | | | |
| | | 6.5 | Encourage the participants to take responsibility for decision making and problem-solving within the guidelines for the experience | | | |
| | | 6.6 | Note occurrences which could be used during subsequent reviews with the participants | | | |

Learner name: _____  Date:_____

Learner signature: _____  Date:_____

Assessor signature: _____  Date:_____

Internal verifier signature: _____  Date:_____
(*if sampled*)

## Unit 15: 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

### 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   Wherever possible the learner's evidence should be based on 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 based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.

2   The learner 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   The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.

4   The learner's communication with customers may be face to face, in writing, by telephone, text message, email, internet (including social networking), intranet or by any other method they would be expected to use within their job role.

5   The learner must provide evidence of creating a positive impression with customers:
    a. during routine delivery of customer service
    b. during a busy time in their job
    c. during a quiet time in their job
    d. when people, systems or resources have let them down.

6    The learner must provide evidence that they communicate with customers effectively by:
   a. using appropriate spoken or written language
   b. applying the conventions and rules appropriate to the method of communication they 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 customer 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 | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| 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 | | | |
| 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 | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| 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 16: Contribute to environmental conservation in active leisure and recreation

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

**Level:** 3

**Credit value:** 6

**Guided learning hours:** 45

## 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 specification and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Wellbeing 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 reuse
4. waste recycling (including composting)
5. energy conservation (including the promotion of 'green' transport)
6. water conservation and reuse
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 |
|---|---|---|---|---|
| 1 Know how to contribute to environmental conservation in active leisure and recreation | 1.1 Explain what is meant by:<br>– environmental conservation<br>– sustainability<br>– bio-diversity<br><br>1.2 Explain why environmental conservation is important to own organisation<br><br>1.3 Outline the basic requirements of legislation that is relevant to environmental conservation<br><br>1.4 Outline organisation's environmental management plan<br><br>1.5 Outline own responsibilities relating to environmental conservation<br><br>1.6 Outline available budgets and other organisational constraints<br><br>1.7 List agencies and other organisations that can provide information and advice on environmental conservation<br><br>1.8 Describe how to make suggestions to improve environmental conservation in own organisation<br><br>1.9 Describe why it is important to try to continuously improve environmental conservation | | | |

| 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: <br><br> – energy <br><br> – water <br><br> – materials | | | |
| | 2.3 Outline the types of resources an organisation can reuse | | | |
| | 2.4 Outline main methods by which an organisation can reuse 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 | | | |
| | 2.9 Describe why it is important to maintain equipment according to the manufacturers' instructions | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|
| | 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:<br>– boundaries, borders and buffer zones<br>– formal gardens<br>– grassland, moor, heath and other open areas<br>– trees and woodland areas<br>– rivers, streams, ponds and wetland areas<br><br>4.2 Describe the main methods an organisation can use to sustain and develop:<br>– boundaries, borders and buffer zones<br>– formal gardens<br>– grassland, moor, heath and other open areas<br>– trees and woodland areas<br>– rivers, streams, ponds and wetland areas<br><br>4.3 Outline how to create 'wild areas', for example wildflower meadows<br><br>4.4 Outline how to install features such as nesting boxes and log piles to attract and benefit wildlife<br><br>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 |
|---|---|---|---|---|---|
| | 4.6 | Describe the materials and methods that should be used to construct boundaries, paths and roads | | | |
| | 4.7 | List the types of building and other materials that should be avoided and why | | | |
| | 4.8 | State the main types of native species of plants on own site | | | |
| | 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 | | | |
| | 4.10 | Describe how to deal with cuttings, for example grass cuttings, logs and prunings, in a way most appropriate to the site | | | |
| | 4.11 | Describe why it is important to deal with cuttings in a way most appropriate to the site | | | |
| | 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 | | | |
| | 4.13 | Describe how to encourage and protect the main types of wildlife local to own site | | | |
| | 4.14 | List the types of plants and wildlife that should not be introduced | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|---|
| | | 4.15 | Describe why certain types of plants and wildlife should not be introduced | | | |
| 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 |
|---|---|---|---|---|
| | 6.6 State the types of conflict that may arise between visitors and the organisation | | | |
| | 6.7 Describe how to deal with conflict that may arise between visitors and the organisation | | | |
| | 6.8 List types of environmentally-friendly transport that visitors should be encouraged to use | | | |
| | 6.9 Describe how to encourage the use of environmentally-friendly transport | | | |
| | 6.10 Describe why it is important to encourage visitors to buy local food and produce and contribute to the local economy | | | |
| | 6.11 Describe how to encourage visitors to buy local food and produce and contribute to the local economy | | | |
| 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 | | | |

| Learning outcomes | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|
| | 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 | | | |

Learner name: _____     Date:_____

Learner signature: _____     Date:_____

Assessor signature: _____     Date:_____

Internal verifier signature: _____     Date:_____
(*if sampled*)

## Unit 17: 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 specification and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Wellbeing 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 | | | |
| | 1.10 | Describe why the correct procedures must be followed when finding damaged and missing parts | | | |

| Learning outcomes | Assessment criteria | | Evidence type | Portfolio reference | Date |
|---|---|---|---|---|---|
| | 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: <br> – safe <br> – tidy <br> – secure | | | |
| | 7.6    Complete any required records | | | |

Learner name: _____    Date:_____

Learner signature: _____    Date:_____

Assessor signature: _____    Date:_____

Internal verifier signature: _____    Date:_____
(*if sampled*)

## Unit 18: Check and service activity equipment

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

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 22

### 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 specification and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Wellbeing 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 | 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 | | | |
| | 1.2 Identify health and safety requirements for the equipment to be maintained in own area of responsibility | | | |
| 2 Know how to check equipment and identify what maintenance is needed | 2.1 Describe the importance of health and safety when checking equipment | | | |
| | 2.2 Describe the dangers of not checking equipment thoroughly | | | |
| | 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 | | | |
| | 2.4 Outline the importance of causing as little disruption as possible to normal activities | | | |
| | 2.5 Outline how to cause as little disruption as possible to normal activities | | | |
| | 2.6 Outline how to identify when equipment needs maintenance | | | |
| | 2.7 Describe the importance of removing unsafe equipment from use | | | |
| | 2.8 Describe how to remove unsafe equipment from use | | | |

| 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:<br><br>–   the checks made<br><br>–   the work which needs to be done<br><br>–   any action taken | | | |

| 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 organisations procedures for servicing and acting safely throughout, including what may happen if this is not done | | | |
| | 4.6  Outline the manufacturer's and organisations 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 | | | |
| | 4.11  State what checks need to be carried out to make sure standards for safety and serviceability are met | | | |

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

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

# Further information and useful publications

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

- books, software and online resources for UK schools and colleges: 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

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

SkillsActive
Castlewood House
77-91 New Oxford Street
London
WC1A 1DG

Telephone:     +44 (0)20 7632 2000

Fax:             +44 (0)20 7632 2001

Email:          skills@skillsactive.com

Website:         www.skillsactive.com

# Professional development and training

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). 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

## Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.

- The centre agrees as part of gaining recognition to abide by specific terms and conditions around 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 for 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 process where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres 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, which is 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 Pearson 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

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 actions
- 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 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.

# Annexe C: Assessment requirements/strategy

## Assessment strategy for active leisure, 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 annexe 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-recognised 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 annexe.

The information contained in the annexe 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.

External Verifiers must 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.

## Annexe to the assessment strategy for active leisure, learning and wellbeing - Level 2 NVQ Certificate in Activity Leadership

### Introduction

In June 2009, new national occupational standards for Activity Leadership level 2 were approved.

The Activity Leadership NVQ is aimed at activity leaders, assistant instructors, youth workers, outdoor recreation assistants, outdoor assistant instructor and sports development workers.

SkillsActive, the Sector Skills Council for Active Leisure, Learning and Wellbeing, 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 wellbeing 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 wellbeing umbrella. The strategy makes clear that certain sections may require a qualification specific annexe 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 Activity Leadership

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 Activity Leadership, they apply equally to prospective external and internal verifiers and assessors, who must have:

- Knowledge of, and commitment to, the active leisure, learning and wellbeing values statement for either sports development or outdoor education, training, recreation as well as the values for all staff.

**General assessment principles**

**Where should the evidence come from?**

The primary target group is staff/volunteers who prepare sessions which introduce and lead people in an activity, make sure the working environment is healthy and safe and promote people's personal and social development. Typical settings will be activity holiday centres, outdoor education centres, youth clubs and organisations which provide outdoor experiences.

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, D21, D22, D23, C22, A51, A54, B11, C12, C16 and C239, 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. Assessors and learners are strongly encouraged to plan assessments to fit in with the learner's work patterns so that the number of assessment occasions on which observation takes place can be kept to a realistic minimum (please see the section below on *Assessing more than one unit on each occasion* for some suggestions).

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 Activity Leadership 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 working in an outdoor activity centre running a raft building session with a more experienced instructor on site as overall in charge. This will involve checking the area prior to the session (part of C22 Promote health, safety and welfare in active leisure and recreation), putting out the equipment for building the rafts (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).' The learner will have prepared a session plan and prepared the participants (D21 Prepare for activity sessions). They will deliver the session (D22 Lead activity sessions) and carry out a review with the participants (D23 Conclude and review activity sessions) the whole session may also be part of D25 Contribute to adventurous activities

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 preparing for the session, running the whole session and putting the equipment away at the end of the session. This will cover evidence for parts of C22, C12, A52, C34, D21, D22, D23, D25.

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

### D21 Prepare for activity sessions

#### 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 information

- two types of aims of the programme

- two types of participant

- two types of session

- two types of personal 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 7.3 only, if there is no naturally occurring evidence 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.

## D22 Lead activity sessions

### 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 participant
- two types of aims and objectives
- all types of key points
- both types of feedback
- all types of communication 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 7.7 only, if there is no naturally occurring evidence 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. Supplementary evidence is allowed for 7.8, 9.7 and 9.8 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.

## D23 Conclude and review activity sessions

### 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 session
- two types of participant

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 3.6 only, if there is no naturally occurring evidence 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.

## 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 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.

## D31 Contribute to participants' personal and social development

### 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 participants

- two types of development needs

- two types of safety parameters

- two types of development opportunities.

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. Supplementary evidence is allowed for 3.5 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.

### D32 Contribute to participants' exploration and understanding of the natural environment

**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 participant
- all types of safety parameters.

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. Supplementary evidence is allowed for 6.7 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.

## A51 Administer finance and information

### 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:

- one type of money
- two types of calculations
- two types of participants
- three types of information
- one type of records.

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 2.6 only, if there is no naturally occurring evidence 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.

## A54 Contribute to joint working with other organisations

### 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 organisation

- one type of individuals

- one type of joint work.

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 5.6 and 5.8 only, if there is no naturally occurring evidence 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.

## B11 Support the development of the sport or activity

### 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:

- one type of enquiry

- two types of information

- one type of complaints and suggestions

- one type of services and products.

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 4.3, 4.4 and 4.6 only, if there is no naturally occurring evidence 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.

## C37 Look after participants when they are away from home

### 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 participants
- four types of information
- one type of activities
- one type of travelling
- two types of emotional problems.

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.

## D24 Enable disabled people to take part in activities

### 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 information
- one type of participant
- one type of sources
- both 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 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. Questioning is also allowed for 6.6 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.

## D25 Contribute to adventurous activities

### 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:

- one type of experience
- two types of aims
- two types of participant
- all types of safety parameters
- one type of experience.

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. Questioning is also allowed for 6.4 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.

## 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.

## 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 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.

## 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.

## Core values for Activity Leadership

Even though the units focus on and describe work functions, candidates 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 every day work.

Three of the Active Leisure, Learning and Wellbeing value statements are included here to reflect the differing circumstances that the learner may be working in, the first is from Outdoor Education, Training and Recreation, the second is from Sports Development and the third is for all staff working in the sector.

### A    Outdoor Education, Development Training and Recreation

1    Belief in and commitment to these values must underpin the work of those who are responsible for and those who are committed to delivering quality experiences in the outdoors.

2    These values accompany a profound belief in the special value of new and adventurous experience, both guided and unguided, for all people throughout their lives.

3    Such experience, physical, social, spiritual, intellectual and/or emotionally enhances the quality of life, strengthens processes of learning and self-discovery and builds a sense of community, respect for the environment, personal health and self fulfilment.

4    All providers should ensure they deliver a quality experience to their clients which takes full account of the special opportunities and experiences available in the outdoors.

### Principles

Every person or organisation whether as a participant, purchaser or provider (or other organisation in contact with this profession) has a right to expect a quality of delivery which is underpinned by the following:

1    Those providing outdoor experiences should have a balance of technical and interpersonal skills, together with personal and social qualities, such that his/her work will be competent, purposeful and sensitive to the needs of participants.

2    Each participant has a right to be safe, both physically and emotionally;  to be stimulated and to develop confidence and self-esteem through judicially chosen and carefully introduced opportunities for new experiences, challenge and adventure.

3    Whilst everyone should have the opportunity to reach their potential adventure thresholds and thus accelerate their personal growth, every effort must be made to ensure that no individual experiences a personally damaging degree of fear.

4    Everyone has a right to access learning opportunities and enjoyment; no one irrespective of age, ethnicity, gender, disability, or on any other grounds should experience discrimination; individuality and diversity are valued, positive attitudes and anti-discriminatory practices are encouraged.

5     Those facilitating outdoor experiences should seek to develop, strengthen and affirm the concept of the whole person (body, mind and spirit) and should seek to encourage participants to try to develop all aspects of their human personality.

6     Sensitivity and respect should be encouraged and developed towards people and the environment.  The development of caring attitudes begins by example.

7     Outdoor experiences can be individually fulfilling for the person who is alone, but can also provide opportunities for people to enjoy friendship and cooperation with others promoting effective teamwork. It is understood that both individual and group activities, when properly supported, provide opportunities to develop self-reliance, personal health and interpersonal skills and this can be enhanced by residential experience.

8     The ultimate aim should be to enable participants through the process of interacting effectively and safely with others and with the environment to enjoy themselves, alone or in collaboration with others in accepting challenge, facing risk, formalising and realising aspirations and tackling problems.


## B. Sports Development

Sports development takes place in many diverse situations, i.e. in a sports specific setting or within a multi-sports environment. Sports Development Officers require to assume the role of the enabler/provider and operate at all times in a manner which takes due account of the following underpinning 'core' values.

### 1     Participants

1.1  The activity offered should be 'customer orientated' and participant centred.

1.2  There should be equality of opportunity at all times for all participants.

1.3  All participants should feel physically and emotionally safe and secure at all times.

### 2     Sports development staff should:

2.1  Display a professional approach which requires to be adaptable/flexible in all situations, i.e. administration, promotion of activity, programme management, staff recruitment (coaches/instructors) and in all dealings with individuals and/or groups.

2.2  Be appropriately accredited and display high personal standards of cleanliness and appearance and undertake their duties at all times in a professional and courteous manner.

2.3  Never abuse their position of privilege, confidentiality, trust and friendship and respect at all times the important role played by the voluntary sector.

2.4  Promote and create awareness of the important role that sport and physical activity can play in developing health and fitness.

2.5  Establish structures which ensure continuity, progression (development of individual skills and standards of performance) and engender lifelong interest in sports and physical activity.

2.6 Recruit persons (professional/voluntary) who are suitable and appropriately qualified, to work with participants, whether it be in a sports specific setting or a multi-sports environment.

2.7 Tackle barriers to participation (if they exist) and to be aware of those participants with special needs.

2.8 Have awareness and understanding of the requirements of forward planning and, where appropriate, assist with the implementation process to ensure and demonstrate good practice.

2.9 Encourage respect of others, respect of rules, and encourage good conduct and fair play at all times.

## 3 Environment

3.1 All steps should be taken to provide a welcoming (meet or exceed customer expectations), safe and enjoyable environment.

3.2 All equipment provided should be suitable for the activity to be performed.

3.3 All relevant current legislation should be adhered to i.e. Health & Safety at Work Act and Children's Act etc.

## 4 Rationale

4.1 To provide increased opportunity to experience the benefits of sport and physical recreation.

4.2 To develop relationships and work with schools and other target groups to increase levels of participation in sport and physical recreation.

4.3 To provide opportunities and activities which must allow for further progression on an individual or team basis.

4.4 There requires to be a communication network developed among fellow professionals, volunteers, clubs/organisations and individual participants.

4.5 There requires to be implemented an appropriate consultation/evaluation process in order to ensure existing and planned programmes meet the differing and ever changing needs of the community.

## C. Values Statement for managers and staff working in active leisure, learning and wellbeing.

Competent facility staff operate at all times by reference to a set of values that includes the following:

## 1 As regards himself or herself, all staff should;

1.1 Display commitment, initiative, honesty, integrity and a proper sense of responsibility, honouring the trust reposed by clients, employers, colleagues and the general public.

1.2 Uphold the good standing of management, education, sport and sportsmanship.

1.3 Provide conscientiously a service of value to society, concerned with the development of quality in all matters, including the quality of life.

1.4 Be conscious of values issues and resolve values conflicts by using a reasoned approach.

1.5 Exercise responsible stewardship over all resources under their control: financial, material and human, striving always, to turn them to purposeful account.

1.6 Take active steps to improve his or her own personal competence.

1.7 Pay due regard to the law and avoid the abuse of misuse of their position.

**2    As regards the facility, the manager should:**

2.1 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.

2.2 Engender a spirit of openness, participation and cooperation but which recognises the need for authority structures and provides for conflict and competition to be managed.

2.3 Give rights and responsibilities equal emphasis.

2.4 Establish high expectations for all in the pursuit of excellence.

2.5 Ensure consistently high standards of health, safety and psychological wellbeing for employees, volunteers and clients.

**3    As regards those who work at the facility, the manager should:**

3.1 Ensure that the general principles of ethical conduct and their application in specific contexts are understood and taken seriously by all staff and volunteers.

3.2 Seek to ensure that the consciences of others are never put at risk.

3.3 Value staff highly, recognise them as a valuable resource and encourage and assist them to develop their competence, self-esteem and potential.

3.4 Develop internal relationships on the basis of mutual trust and reciprocal loyalty.

3.5 Provide safe, congenial and healthy working conditions.

3.6 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.

3.7 Develop and maintain a working climate in which improvements occur naturally and continuously without being enforced or imposed.

3.8 By leadership, co-ordination and personal commitment and example, achieve acceptance by all of the need to be effective and successful.

**4     As regards client and suppliers, all staff should:**

4.1 Ensure that the facility offers good value for money, reflected in the quality of service provided.

4.2 Sustain and develop mutually beneficial relationships with client and suppliers.

4.3 Regard every client as an individual with the right to dignity, respect and consideration, and display a caring attitude at all times.

4.4 Accept that racism, sexism and prejudice against people with disabilities or who suffer social and economic disadvantage, have no place in the facility.

4.5 Encourage clients to accept responsibility for their learning and enjoyment.

## 5   As regards the environment, resources and society, all staff should:

5.1 Communicate to the public truthfully and without intent to mislead by slanting or suppressing information.

5.2 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.

5.3 Foster responsibly the amenity and wellbeing of the local community and contribute to meeting its needs.

5.4 Minimise any adverse impact on the environment caused by the facility's operations.

5.5 Take full account of the need for public safety.

5.6 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.