

Specification

Edexcel NVQ/competence-
based qualifications

Edexcel Level 3 NVQ Diploma in Outdoor
Programmes (QCF)

First registration October 2011



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Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 3 NVQ Diploma in Outdoor Programmes (QCF):

Qualification title	Qualification Number (QN)	Accreditation start date
Edexcel Level 3 NVQ Diploma in Outdoor Programmes (QCF)	600/3255/8	13/09/2011

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Reference Application Database (LARA), where relevant.

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

The QCF 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 Edexcel.

Key features of the Edexcel Level 3 NVQ Diploma in Outdoor Programmes (QCF)

This qualification:

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

The Edexcel Level 3 NVQ Diploma in Outdoor Programmes (QCF) has been approved as a component for the Active Leisure and Learning Apprenticeship framework.

What is the purpose of this qualification?

This qualification is designed for learners working in, or aspiring to work in, health and fitness, particularly in personal training roles or similar.

Who is this qualification for?

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

Edexcel's policy is that the qualification should:

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

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

This qualification will give learners entry to the Register of Exercise Professionals at level 3.

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

Roles in health and fitness, particularly that of personal trainer or similar.

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

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 3 NVQ Diploma in Outdoor Programmes (QCF)?

The Level 3 NVQ Diploma in Outdoor Programmes (QCF) is made up of three pathways. Learners must complete one of the following pathways:

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

Outdoor Recreation Pathway — the learner must achieve a minimum of 39 credits. All 22 credits must be achieved from all five mandatory units, plus two optional units from option group one, and one optional unit from option group two. No optional units may be counted towards qualification completion more than once.

Outdoor Education Pathway — the learner must achieve a minimum of 45 credits. All 38 credits must be achieved from all seven mandatory units, and a minimum of two optional units.

Outdoor Development Training Pathway — the learner must achieve a minimum of 46 credits. All 43 credits must be achieved from all eight mandatory units, and a minimum of three credits from one optional unit.

Outdoor Recreation Pathway

The learner must achieve a minimum of 39 credits. 22 credits must be achieved from all five mandatory units, plus a minimum of two units from Optional Unit Group 1, and a minimum of one unit from Optional Unit Group 2.

Mandatory Units				
The learner must complete all five units from this group				
Unit Number	Unit reference	Unit Title	Credit	Level
1	H/503/0885	Contribute to Improving Personal and Organisational Performance	3	3
2	A/503/0939	Organise People and Resources for Outdoor Programmes	4	3
3	A/503/0651	Ensure the Health, Safety, Welfare and Security of Customers and Staff	4	3
4	M/503/0651	Promote the Conservation of the Environment	3	3
5	T/503/0910	Establish and Maintain Effective Working Relationships in the Outdoors	8	3
Optional Unit Group 1				
The learner must complete a minimum of two units from this group				
9	M/602/1844	Allocate and Monitor the Progress and Quality of Work in Own Area of Responsibility	14	4
21	Y/503/0897	Design Outdoor Recreation Programmes	5	3
22	H/503/0935	Facilitate Recreation in the Outdoors	5	3
Optional Unit Group 2				
The learner must complete a minimum of one unit from this group				
10	H/502/8456	Support the Efficient Use of Resources	5	4
11	A/502/9161	Provide Leadership in Own Area of Responsibility	9	5
12	Y/602/1840	Organise and Supervise Travel	7	3
13	Y/601/1695	Understand How to Safeguard the Wellbeing of Children and Young People	3	3
14	T/503/1006	Supervise Residential Experiences	4	3

15	T/601/1168	Contribute to the Prevention and Management of Abusive and Aggressive Behaviour	4	3
16	D/601/5540	Enable Disabled People to Take Part in Activities	9	3
17	K/503/0919	Facilitate Adventurous Experiences	7	4
18	D/503/0934	Facilitate Participants' Investigation And Understanding of the Environment	6	3

Outdoor Education Pathway

The learner must achieve a minimum of 45 credits. 38 credits must be achieved from all seven mandatory units, plus a minimum of two units from the Optional Unit group.

Mandatory Units				
The learner must complete all seven units from this group				
Unit Number	Unit Reference	Unit Title	Credit	Level
1	H/503/0885	Contribute to Improving Personal and Organisational Performance	3	3
2	A/503/0939	Organise People and Resources for Outdoor Programmes	4	3
3	A/503/0651	Ensure The Health, Safety, Welfare and Security of Customers and Staff	4	3
4	M/503/0940	Promote the Conservation of the Environment	3	3
5	T/503/0910	Establish and Maintain Effective Working Relationships in the Outdoors	8	3
19	J/503/0927	Facilitate Education in the Outdoors	13	4
8	A/503/0987	Promote the Transfer of Learning from Outdoor Experiences	3	3
Optional Units				
The learner must complete a minimum of two units from this group				
20	A/503/0889	Design Outdoor Education Programmes	5	4
9	M/602/1844	Allocate and Monitor the Progress and Quality of Work in Own Area of Responsibility	14	4
10	H/502/8456	Support the Efficient Use of Resources	5	4
11	A/502/9161	Provide Leadership in Own Area of Responsibility	9	5
12	Y/602/1840	Organise and Supervise Travel	7	3
13	Y/601/1695	Understand How to Safeguard the Wellbeing of Children and Young People	3	3
14	T/503/1006	Supervise Residential Experiences	4	3

15	T/601/1168	Contribute to the Prevention and Management of Abusive and Aggressive Behaviour	4	3
16	D/601/5540	Enable Disabled People to Take Part in Activities	9	3
17	K/503/0919	Facilitate Adventurous Experiences	7	4
18	D/503/0934	Facilitate Participants' Investigation and Understanding of the Environment	6	3

Outdoor Development Training Pathway

The learner must achieve a minimum of 46 credits. 43 credits must be achieved from all eight mandatory units, plus a minimum of one unit from the Optional Unit group.

Mandatory Units				
The learner must complete all eight units from this group				
Unit Number	Unit Reference	Unit Title	Credit	Level
1	H/503/0885	Contribute to Improving Personal and Organisational Performance	3	3
2	A/503/0939	Organise People and Resources for Outdoor Programmes	4	3
3	A/503/0651	Ensure the Health, Safety, Welfare and Security Of Customers and Staff	4	3
4	M/503/0940	Promote the Conservation of the Environment	3	3
5	T/503/0940	Establish and Maintain Effective Working Relationships in the Outdoors	8	3
6	K/503/0886	Design Outdoor Development Training Programmes	6	4
7	Y/503/0933	Facilitate Learning Using Outdoor Development Training	12	4
8	A/503/0987	Promote the Transfer Of Learning From Outdoor Experiences	3	3
Optional Units				
The learner must complete a minimum of one unit from this group				
9	M/602/1844	Allocate and Monitor the Progress and Quality Of Work in Own Area of Responsibility	14	4
10	H/502/8456	Support the Efficient Use of Resources	5	4
11	A/502/9161	Provide Leadership in Own Area of Responsibility	9	5
12	Y/602/1840	Organise and Supervise Travel	7	3
13	Y/601/1695	Understand How to Safeguard the Wellbeing of Children and Young People	3	3
14	T/503/1006	Supervise Residential Experiences	4	3

15	T/601/1168	Contribute to the Prevention and Management of Abusive and Aggressive Behaviour	4	3
16	D/601/5540	Enable Disabled People to Take Part in Activities	9	3
17	K/503/0919	Facilitate Adventurous Experiences	7	4
18	D/503/0934	Facilitate Participants' Investigation and Understanding of the Environment	6	3

How is the qualification graded and assessed?

The overall grade for the qualification is '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 strategy

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

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

Evidence of competence may come from:

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

It is important that the evidence is:

- **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 be read in conjunction with the assessment strategy in *Annexe D*)

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

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

The abbreviations may be used for cross-referencing purposes.

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

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel 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 Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

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

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

Each qualification is designed to support learners working in the Sport, Leisure and Recreation 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 D: Assessment 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:				
The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).				
Unit reference number:				
This is a unique reference number for the unit.				
QCF level:				
All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.				
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:				
A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.				
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:
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

Units

Unit 1: Contribute to Improving Personal and Organisational Performance

Unit reference number: H/503/0885

QCF level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

The aim of this unit is to give learners the knowledge and skills to monitor, evaluate and contribute to personal and organisational performance in their own area of responsibility.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Outdoor Programmes: www.skillsactive.com/common-unit-qualifications.

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 must be assessed using workplace evidence generated when the learner is contributing to improving personal and organisational performance.

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 improving personal and organisational performance	1.1	Explain the importance of continuous improvement in personal performance			
		1.2	Explain the importance of continuous improvement in organisational performance			
2	Know how to monitor own performance and the performance of own area of responsibility	2.1	Summarise how to monitor own performance and the performance of own area of responsibility			
		2.2	Explain why feedback – both positive and negative – from participants and colleagues is important			
		2.3	Explain how to encourage all types of feedback from participants and colleagues			
		2.4	Explain why it is important to welcome and respond to feedback constructively and not become defensive			
		2.5	Explain how to respond to positive and negative feedback constructively			
		2.6	Summarise why it is important to check feedback			
		2.7	Explain why it is important to keep a record of own observations and the feedback received from others			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to monitor own performance and the performance of own area of responsibility	3.1	Monitor own performance and the performance of own area of responsibility				
		3.2	Encourage feedback from colleagues and participants				
		3.3	Respond to feedback constructively				
		3.4	Check feedback and make sure it is accurate				
		3.5	Keep a record of own observations and feedback from others				
4	Know how to contribute to evaluating and improving organisational performance	4.1	Explain how to analyse own observations and feedback from others to identify the key implications for the organisation				
		4.2	Explain how to identify relevant organisational objectives, standards and values				
		4.3	Explain how to compare own analysis with organisational objectives, standards and values				
		4.4	Evaluate sources of information on possible improvements, including the work of similar organisations				
		4.5	Explain how to identify possible improvements in organisational performance				
		4.6	Summarise who evaluations should be shared with and the appropriate procedures to follow				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to contribute to evaluating and improving organisational performance	4.7	Explain why it is important to take account of other people's views and experiences when evaluating organisational performance				
		4.8	Explain the importance of monitoring and evaluating improvements				
		5.1	Analyse own observations and feedback from others on organisational performance				
		5.2	Compare own analysis with organisational objectives, standards and values				
		5.3	Compare what was achieved with what was planned				
		5.4	Research and identify possible improvements				
		5.5	Share own evaluation with appropriate colleagues				
		5.6	Take account of others' experiences and views				
		5.7	Work together to agree and implement improvements				
		5.8	Monitor and evaluate how effective the improvements have been				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Know how to contribute to own personal development	6.1	Explain how to analyse own observations and feedback from others to identify the implications for own development				
		6.2	Explain how to identify who to work with to evaluate own work				
		6.3	Explain how to evaluate own work against professional and organisational standards				
		6.4	Summarise how to take account of own career goals				
		6.5	Explain the importance of having a personal development plan				
		6.6	Evaluate own preferred learning styles and the types of development activities that fit with these learning styles				
		6.7	Summarise why it is important to review and update own development plan and when and how to do so				
7	Be able to contribute to own personal development	7.1	Analyse own observations of personal performance and feedback from others				
		7.2	Work with an appropriate colleague to evaluate own work				
		7.3	Evaluate own work against professional and organisational standards and own career goals				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	7.4	Agree and prioritise areas for development				
	7.5	Develop and agree a personal development plan				
	7.6	Choose development activities that fit own preferred learning styles and circumstances				
	7.7	Implement own personal development plan				
	7.8	Review and update own development plan according to progress and changing circumstances				

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 2: Organise People and Resources for Outdoor Programmes

Unit reference number: A/503/0939

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

The aim of this unit is to give learners the knowledge and skills to prepare for an outdoor programme, being accountable for resources, self and others.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Outdoor Programmes: www.skillsactive.com/common-unit-qualifications.

Learning outcomes 1 and 3

These can be assessed by:

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

Learning outcomes 2, 4 and 5 must be assessed using workplace evidence generated when the learner is organising people and resources for outdoor programmes.

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 organise resources for the programme	1.1	Summarise the types of resources needed for a range of different types of programmes				
		1.2	Explain how to estimate the quantity of resources needed for a programme				
		1.3	Summarise the legal, technical and organisational requirements covering the resources within own responsibility				
		1.4	Summarise the organisational procedures for obtaining resources				
		1.5	Explain why emergency and contingency planning is important				
		1.6	Explain the importance of checking facilities and equipment regularly for safety, availability and suitability and how to do such checks				
		1.7	Describe the correct condition in which resources should be left after use				
		1.8	Explain how to identify and deal with unsafe and unserviceable resources				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to organise resources for the programme	2.1	Obtain resources appropriate to the programme's aims and objectives				
		2.2	Make sure resources meet the needs of the participants				
		2.3	Make sure the resources meet legal, technical and organisational requirements and guidelines				
		2.4	Make sure the resources are available when needed				
		2.5	Put in place emergency and contingency plans				
3	Know how to prepare self and others for the programme	3.1	Explain why it is important to brief colleagues				
		3.2	Summarise the types of information colleagues should be given about the participants, the programme and the resources they will be using				
		3.3	Explain the importance of making sure staff are properly trained and qualified				
		3.4	Compare and contrast the levels of training and qualification appropriate to different activities and how to check that staff possess these				
		3.5	Summarise the types of requests and suggestions potentially received from colleagues and participants and how to respond to these constructively				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to prepare self and others for the programme	3.6	Justify the importance of everyone – colleagues, participants and self – being mentally and physically prepared for the programme				
		3.7	Summarise the types of information that the participants should receive and why this is important				
		3.8	Explain how to check that self, colleagues and participants are fully prepared				
		4.1	Brief colleagues about the programme, participants and resources				
5	Be able to deal with resources after use	4.2	Make sure the participants have relevant information				
		4.3	Deal with requests and suggestions constructively				
		4.4	Make sure self and others are mentally and physically prepared				
		5.1	Encourage participants to clear up the environment				
		5.2	Make sure resources are in a condition fit for use				
		5.3	Identify and remove unsafe and unserviceable resources and report them to the responsible colleague				
		5.4	Make sure that resources are put in the correct place				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	5.5	Follow the correct procedures for ensuring the quality and quantity of resources are maintained				
	5.6	Follow the correct procedures for dealing with staffing issues during the activity				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 3: Ensure the Health, Safety, Welfare and Security of Customers and Staff

Unit reference number: A/503/0651

QCF level: 3

Credit value: 4

Guided learning hours: 23

Unit summary

The aim of this unit is to give learners the knowledge and skills to ensure the health, safety, welfare and security of customers and staff by identifying hazards and contributing to developing, maintaining and improving normal and emergency operating procedures.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Sports Development: www.skillsactive.com/common-unit-qualifications.

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 must be assessed using workplace evidence generated when the learner is ensuring the health, safety, welfare and security of customers and staff.

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 ensure the health, safety, welfare and security of customers and staff	1.1	Summarise the key requirements of health and safety legislation that affect own area of work				
		1.2	Explain own organisation's health, safety and security procedures and policies				
		1.3	Explain the principles of the duty of care				
		1.4	Define 'health' including the meaning of emotional/psychological health				
		1.5	Summarise equipment manufacturers' guidelines, as appropriate to own work				
		1.6	Explain National Governing Body guidance relating to activities, where appropriate to own work				
		1.7	Explain relevant operating procedures regarding health and safety				
		1.8	Summarise the possible impact of weather on health and safety in own area of responsibility				
		1.9	Explain how to exercise authority and leadership in potentially hazardous situations				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to identify hazards and assess risks to health, safety and security	1.10	<p>Explain how to identify types of untoward incidents (including 'near misses') which may occur and why they should be reported, in relation to the following:</p> <ul style="list-style-type: none"> • activities, • participant and staff behaviour, • environmental damage 		
	2.1	Explain the importance of identifying hazards and assessing risks		
	2.2	Explain the importance of involving as many relevant people as possible in identifying hazards and assessing risks		
	2.3	Explain how to involve others in identifying hazards		
	2.4	Explain how to identify the information which needs to be collected to make an effective risk assessment and how to collect, evaluate and record such information		
	2.5	Classify the types of hazards which are likely to be present in own area of responsibility		
	2.6	Explain how to identify existing hazards and controls		
	2.7	Define risk acceptance criteria and how to determine these		

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	2.8	Explain how to assess risks				
	2.9	Explain how to determine when risks are unacceptable according to organisational, local and national requirements				
	2.10	Explain how to identify own technical limitations when assessing risks and who are the competent specialists who need to be consulted when a risk or hazard is beyond own limitations				
	2.11	Summarise the importance of continuing to monitor for new hazards and assessing the risks presented by these				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to identify hazards and assess risks to health, safety and security	3.1	Check facilities, equipment and activities for health, safety and security issues				
		3.2	Gather information from all relevant people about possible hazards				
		3.3	Record all significant hazards, who is exposed, and any existing safety procedures				
		3.4	Assess the risks associated with these hazards and whether these risks are acceptable according to legal and organisational requirements				
		3.5	Consult an appropriate person when assessing the risks is beyond own level of competence				
		3.6	Report any unacceptable risks following legal and organisational requirements				
		3.7	Continue to monitor for new hazards and assess their risks on an ongoing basis				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to contribute to developing and maintaining normal and emergency operating procedures	4.1	Explain the importance of safety procedures to manage risks in own area of responsibility				
		4.2	Explain why it is important to involve as many people as possible in developing such safety procedures and how to do so				
		4.3	Explain how to develop safety procedures which are consistent with a risk assessment				
		4.4	Explain how to identify the circumstances in which appropriate authorities would have to be informed about lack of effective risk management				
		4.5	Summarise who are the appropriate authorities and how to inform them about lack of effective risk management				
		4.6	Evaluate effective methods of promoting safety to participants and staff				
		4.7	Explain how to make sure participants and staff know and adhere to the relevant safety requirements				
		4.8	Explain why participants and colleagues should be encouraged to take responsibility for their own safety				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.9	Summarise the importance of reviewing and adapting procedures on an ongoing basis			
	4.10	Explain the importance of monitoring the implementation of safety procedures and of intervening promptly when these are not being followed			
	4.11	Explain why participants and staff should be actively encouraged to provide feedback on risks, hazards and ground rules			
	4.12	Explain how to encourage such feedback effectively			
	4.13	Explain how to use participant and staff feedback to improve ground rules			
	4.14	Classify the types of incidents and emergencies which are likely to occur and how to deal with these			
	4.15	Explain how to ensure that other team members respond effectively to incidents and emergencies			
	4.16	Explain how to decide what type of assistance is appropriate to the incident and emergency and how to summon such assistance			
	4.17	Summarise the information which the people providing assistance will need to know			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to contribute to developing and maintaining normal and emergency operating procedures	4.18	Evaluate own level of competence and responsibility in relation to an emergency or incident				
		4.19	Explain how to record and report incidents and emergencies				
		4.20	Summarise how to recommend new approaches which might prevent emergencies and incidents being repeated				
		5.1	Put in place the procedures to keep risks to an acceptable level				
		5.2	Make sure these procedures are consistent with legal and organisational requirements				
		5.3	Give relevant people the information they need about procedures and encourage and motivate them to follow these procedures				
		5.4	Intervene effectively when procedures are not being followed				
		5.5	Continue to review and adapt procedures when necessary				
		5.6	Gather feedback from relevant people on how well procedures are working				
		5.7	Use feedback on how well procedures are working to improve those procedures				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Know how to contribute to maintaining and improving procedures for the protection of vulnerable participants	6.1	Explain the importance of effective protection for vulnerable participants				
		6.2	Summarise who are vulnerable participants				
		6.3	Interpret key requirements of legislation for child protection				
		6.4	Explain how to identify other types of vulnerable people who may need similar protection and legal requirements in relation to these				
		6.5	Summarise own organisation's policies and procedures for the protection of vulnerable participants, and own responsibilities in this				
		6.6	Explain the main risks to children and other vulnerable people and procedures – for example Criminal Record Bureau checks – that must be used to ensure protection				
		6.7	Explain the importance of checking that protection procedures are being followed and how to do so				
		6.8	Explain how to respond when there are suspicions of abuse according to organisational and legal requirements				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
7		6.9	Explain why it is important to collect, assess and share information about possible abuse				
		6.10	Explain how to identify reporting procedures relating to abuse				
		6.11	Summarise types of support that may be needed by self or colleagues, and how to access such support				
		6.12	Summarise the rules and guidelines covering the confidentiality of information relating to abuse				
	Be able to contribute to maintaining and improving procedures for the protection of vulnerable participants	7.1	Carry out own responsibilities for the protection of vulnerable participants according to organisational and legal requirements				
		7.2	Give relevant people the information they need about policies and procedures and encourage and motivate them to follow these				
		7.3	Intervene when policies and procedures are not being followed				
		7.4	Encourage relevant people to report any suspicions they have about possible abuse				
		7.5	Follow the correct procedures when there are suspicions of possible abuse				
		7.6	Protect, and encourage others to protect, confidential information				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	7.7	Make sure staff involved in cases of suspected abuse receive any support they may need				
	7.8	Gather feedback from relevant people on how well procedures are working				
	7.9	Use feedback on how well procedures are working to improve these procedures				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 4: Promote the Conservation of the Environment

Unit reference number: M/503/0940

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

The aim of this unit is to give learners the knowledge and skills to promote conservation of the environment by contributing to and implementing codes of practice for using the environment and educating participants on the impact of outdoor activities on the environment.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Outdoor Programmes: www.skillsactive.com/common-unit-qualifications.

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 must be assessed using workplace evidence generated when the learner is promoting the conservation of the environment.

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 conservation of the environment	1.1	Explain the importance of environmental protection and how codes can contribute to this			
		1.2	Summarise current good practice at the national, local and organisational level			
		1.3	Summarise the effects of all the types of impact listed in the range			
2	Know how to contribute to and implement codes of practice for using the environment	2.1	Summarise the current codes in use and how to contribute to their development			
		2.2	Explain the importance of all staff for whom the candidate is responsible understanding codes of practice and agreements			
		2.3	Explain how to monitor and control activities to ensure that they conform to codes of practice			
		2.4	Explain how to monitor and evaluate the impact of activities on sites			
		2.5	Summarise the ways in which the natural environment can be improved in a way sympathetic to the area and surroundings			
		2.6	Explain the reporting procedures to follow			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to contribute to and implement codes of practice for using the environment	3.1	Make contributions to a code of practice which are based on current good practice and guidance				
		3.2	Make sure that all staff in own area of responsibility know and understand the code of practice and agreements				
		3.3	Make sure that all activities under own control conform to the code of practice and agreements				
		3.4	Monitor and evaluate the impact of activities on the sites used				
		3.5	Take opportunities to improve the natural environment in a way that is compatible with the site				
		3.6	Report on the impact of activities on these sites to the responsible colleague				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to educate participants on the impact of activities on the environment	4.1	Explain the importance of participants understanding the codes of practice and agreements about the use of sites				
		4.2	Explain how to check and confirm participants' understanding				
		4.3	Summarise measures which can be taken to minimise environmental impact and how to explain these to participants				
		4.4	Explain how to identify vulnerable areas of the site and how to ensure that the participants know about these				
		4.5	Explain the importance of providing a good role model in terms of environmental practice and how to do so				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to educate participants on the impact of activities on the environment	5.1	Ensure the participants understand the current codes of practice and agreements for the site they will be using			
		5.2	Ensure the participants understand the impact which could be caused to the site			
		5.3	Ensure the participants understand how impact to the site can be kept to a minimum			
		5.4	Draw the participants' attention to vulnerable areas of the site and show how these areas should be treated			
		5.5	Work in a way which provides a model of good practice to the participants on how to treat the site			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 5: Establish and Maintain Effective Working Relationships in the Outdoors

Unit reference number: T/503/0910

QCF level: 3

Credit value: 8

Guided learning hours: 35

Unit summary

The aim of this unit is to give learners the knowledge and skills to work with participants and colleagues by establishing and maintaining relationships, monitoring, supporting and delegating effectively.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Outdoor Programmes: www.skillsactive.com/common-unit-qualifications.

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 must be assessed using workplace evidence generated when the learner is establishing and maintaining effective working relationships in the outdoors.

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 establish and maintain effective relationships with participants and colleagues	1.1	Summarise relevant legal and professional requirements and codes of practice including those covering working with children				
		1.2	Explain the importance of effective working relationships with participants and colleagues				
		1.3	Explain how to establish an effective rapport with participants and colleagues				
		1.4	Explain why it is important for participants and colleagues to know and understand own role and responsibilities				
		1.5	Clarify why trust, openness and honesty are important when working with participants and colleagues and give examples of when this is important				
		1.6	Explain how to encourage and motivate others and build their self-confidence and why this is important for both participants and colleagues				
		1.7	Summarise the importance of effective communication with participants and colleagues				
		1.8	Differentiate between different communication skills				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	1.9	Summarise types of information about participants and colleagues that should be treated confidentially and why this is important			
	1.10	Evaluate own preferred style of working with others and why it is important to be able to adopt different styles according to different situations and needs			
	1.11	Summarise the types of physical and emotional limits that apply to participants and colleagues, how to recognise when people are close to their limits and how to respond in these situations			
	1.12	Summarise the types of diversity likely to be encountered when working with participants and colleagues			
	1.13	Explain why diversity – amongst participants and colleagues – is important and should be respected and built on			
	1.14	Compare and contrast types of discrimination that may happen and how to challenge these effectively			
	1.15	Summarise types of conflict likely to be encountered when working with participants and colleagues, and how to deal with these correctly			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		1.16	Summarise the ethical and value based guidelines to be followed when working with participants and colleagues				
2	Be able to establish and maintain effective working relationships with participants and colleagues	2.1	Establish and maintain an effective rapport				
		2.2	Share own enthusiasm for the outdoors with others and encourage them to appreciate the outdoor environment and their place within it				
		2.3	Encourage trust, openness and honesty				
		2.4	Motivate others and build their confidence				
		2.5	Communicate effectively whilst respecting confidentiality				
		2.6	Adapt own style to meet changing needs				
		2.7	Recognise and respect physical and emotional limits				
		2.8	Value diversity, challenge discrimination and encourage inclusiveness				
		2.9	Deal with conflict positively and according to procedures				
		2.10	Follow ethical and value-based guidelines				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to work effectively with clients and colleagues	3.1	Summarise the potential range of client and colleagues worked with				
		3.2	Summarise the types of organisations that may benefit from own work and how to identify and make contact with these				
		3.3	Explain why it is important to project a positive image and how to do so				
		3.4	Explain why it is important to negotiate and agree common objectives				
		3.5	Differentiate between different negotiation skills				
		3.6	Explain why it is important to plan with colleagues and agree individual roles				
		3.7	Characterise different team roles and how to work effectively as a team member				
		3.8	Explain why it is important to recognise when help and support are needed in own work, and how to identify appropriate sources of help and support				
		3.9	Explain how to identify types of situations in which team plans may need to be adapted				
		3.10	Explain why it is important to adapt team plans when necessary, and how to negotiate and agree changes				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.11	Summarise types of differences encountered in a team – for example, different strengths and weaknesses, different qualities, perspectives, experiences and ways of working – and why these are important			
	3.12	Explain how to take advantage of difference and build on it to forge effective team working			
	3.13	Explain why it is important to review aspects of work with colleagues			
	3.14	Explain how to create and use opportunities for review			
	3.15	Explain why it is important both to give and receive honest and constructive feedback			
	3.16	Examine how reviews with clients and colleagues can be used to improve own working			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to work effectively with clients and colleagues	4.1	Present a positive image to clients and colleagues				
		4.2	Negotiate and agree common objectives				
		4.3	Plan with clients and colleagues and agree individual roles				
		4.4	Achieve objectives through effective team work				
		4.5	Negotiate and agree changes to plans, when necessary				
		4.6	Ask for support when needed				
		4.7	Respect and build on differences				
		4.8	Create and use opportunities for review				
		4.9	Provide honest and constructive comment				
		4.10	Encourage and receive feedback positively				
		4.11	Agree mutual ways of improving				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Know how to delegate work and monitor and support colleagues	5.1	Explain the importance of delegating work to others				
		5.2	Summarise situations in which work should be delegated to others				
		5.3	Explain how to delegate work effectively and safely				
		5.4	Explain why it is important to monitor colleagues' work and how to do so without disrupting what they are doing				
		5.5	Describe how to measure performance of colleagues against agreed objectives				
		5.6	Summarise the types of support that colleagues may need and how to provide it effectively				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to delegate work and monitor and support colleagues	6.1	Delegate responsibilities effectively and safely to colleagues			
		6.2	Monitor colleagues' work			
		6.3	Measure performance against agreed objectives			
		6.4	Provide support when needed			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Design Outdoor Development Training Programmes

Unit reference number: K/503/0886

QCF level: 4

Credit value: 6

Guided learning hours: 28

Unit summary

The aim of this unit is to give learners the knowledge and skills to design outdoor development training programmes which meet individual and group development needs, abilities and potential.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following 3 documents, which 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 3 NVQ Diploma in Outdoor Programmes: www.skillsactive.com/common-unit-qualifications.

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 must be assessed using workplace evidence generated when the learner is designing outdoor development training programmes.

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 design outdoor development training programmes	1.1	Summarise the underlying philosophy of outdoor development training, and why its principles and values are important				
		1.2	Explain the experiential learning cycle				
		1.3	Analyse development of the whole person including affective, cognitive, physical, social and spiritual factors				
		1.4	Explain the meanings of group dynamics and team development				
		1.5	Explain how to identify team development which can be achieved by outdoor programmes				
		1.6	Explain the meanings of adventure thresholds and misadventure, and adventures of the spirit				
		1.7	Compare and contrast 'facilitation' and 'instruction'				
		1.8	Summarise the difference between learning approaches based on gap theory and those based on human potential development				
		1.9	Analyse individuals, groups and organisations as foci for learning				
		1.10	Explain the importance of interaction between the person and the environment				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	1.11	Summarise relevant health and safety legislation including that covering activity centres				
	1.12	Explain organisational procedures and requirements				
	1.13	Explain the principles of the duty of care				
	1.14	Define 'health' including the meaning of emotional/psychological health				
	1.15	Interpret Activity Centre Licensing Regulations and equipment manufacturers' guidelines				
	1.16	Summarise technical knowledge, eg National Governing Body guidance relating to activities				
	1.17	Explain relevant operating procedures regarding safety				
	1.18	Compare and contrast the types of contingencies which are likely to occur: weather, accident and emergency, forced changes and how to plan for these				
	1.19	Explain incidence and the effect of adverse meteorological conditions				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Know how to identify individual and group development needs, abilities and potential	2.1	Explain the importance of identifying both group and individual learning needs, abilities and potential				
		2.2	Classify the common types of group and individual development needs which participants are likely to have				
		2.3	Explain how to select and use methods of identifying individual and group development needs, abilities and potential appropriate to different types of participant				
		2.4	Explain the importance of establishing levels of permission for physical and emotional risk taking and how to do so				
		2.5	Describe learning styles theory				
3	Be able to identify individual and group development needs, abilities and potential	3.1	Collect and analyse information about participant development needs, abilities and potential				
		3.2	Confirm and prioritise information about participant development needs, abilities and potential through consultation with participants, colleagues and clients				
		3.3	Establish levels of agreement for physical and emotional risk taking				
		3.4	Identify and agree preferred learning and transfer strategies with participants, colleagues and clients				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to design programmes which meet individual and group development needs, abilities and potential	4.1	Explain the importance of programme objectives and making sure these meet participant needs, abilities and potential				
		4.2	Explain how to select activities and environments appropriate to needs, abilities, potential and learning styles				
		4.3	Summarise factors to bear in mind when selecting activities which stretch the participants and how to select such activities				
		4.4	Explain how to identify the types of situations for which activities can act as metaphors and how to choose activities which are appropriate metaphors				
		4.5	Explain what constitutes a supportive learning environment for different types of participants and how to create one				
		4.6	Explain the importance of progression and how to ensure the programme allows for this				
		4.7	Summarise the importance of the programme providing opportunities for evaluation, review and reflection and how to plan for these				
		4.8	Explain the importance of the programme providing for the transfer of learning to other contexts and how to make this happen				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to design programmes which meet individual and group development needs, abilities and potential	5.1	Identify and agree objectives which meet participant development needs, abilities and potential			
		5.2	Select development opportunities best suited to achieving learning objectives			
		5.3	Make sure the programme is consistent with relevant guidelines and requirements			
		5.4	Design challenges relevant to client needs			
		5.5	Plan for progression and the transfer of learning to other contexts			
		5.6	Plan for reflection, review and evaluation			
		5.7	Make sure there is a supportive learning environment			
		5.8	Plan for contingencies			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 7: Facilitate Learning Using Outdoor Development Training

Unit reference number: Y/503/0933

QCF level: 4

Credit value: 12

Guided learning hours: 55

Unit summary

The aim of this unit is to give learners the knowledge and skills to facilitate learning using outdoor programmes by maintaining a climate conducive to specified learning outcomes, facilitating development, and managing physical and emotional well-being of the group and individual participants.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Outdoor Programmes: www.skillsactive.com/common-unit-qualifications.

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 must be assessed using workplace evidence generated when the learner is facilitating learning using outdoor development training.

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 facilitate learning using outdoor development training	1.1	Summarise the underlying philosophy of outdoor development training, and why its principles and values are important				
		1.2	Explain the experiential learning cycle				
		1.3	Analyse the development of the whole person including affective, cognitive, physical, social and spiritual factors				
		1.4	Explain the meaning of group dynamics and team development				
		1.5	Evaluate leadership styles				
		1.6	Summarise the types of team development which can be achieved by outdoor programmes				
		1.7	Explain the meanings of adventure thresholds and misadventure, and adventures of the spirit				
		1.8	Compare and contrast 'facilitation' and 'instruction'				
		1.9	Summarise the difference between learning approaches based on gap theory and those based on human potential development				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Know how to establish and maintain a climate conducive to achieving specified Learning outcomes	1.10	Analyse individuals, groups and organisations as foci for learning				
		1.11	Explain the importance of interaction between the person and the environment				
		2.1	Explain how to address simultaneously the needs of individuals and groups				
		2.2	Explain how to respond safely to the learning opportunities presented in the outdoors and use them for meeting personal and group objectives				
		2.3	Explain how to modify and develop planned activities				
		2.4	Explain how to balance the physical and emotional strength of individuals with the challenges of the outdoors				
		2.5	Justify when to intervene and when to hold back with individuals approaching their adventure thresholds				
		2.6	Explain how to receive sensitively and act on feedback				
		2.7	Compare and contrast motivational techniques and strategies and how to select and apply them				
		2.8	Compare and contrast systems of reward and praise				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	2.9	Explain the meaning of individual differences as a stimulus to learning				
	2.10	Explain how to set a positive example and role model to others				
	2.11	Explain how to use outdoor activities to stimulate participants to stretch their own knowledge and understanding of themselves and others				
	2.12	Explain how to recognise the characteristics of an effective and ineffective team				
	2.13	Explain how to demonstrate a systematic approach to problem solving				
	2.14	Explain how to shape values and attitudes without moralising				
	2.15	Summarise how to choose activities that lead to desired Learning outcomes				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to establish and maintain a climate conducive to achieving specified Learning outcomes	3.1	Explain the relevant features of the planned experience and its underpinning values				
		3.2	Establish own role with the group				
		3.3	Negotiate ground rules for behaviour				
		3.4	Respond sensitively to feelings and values expressed by the participants				
		3.5	Encourage participants to share responsibility for their own individual and group learning				
		3.6	Work with and influence group dynamics in ways that support learning				
		3.7	Acknowledge achievement				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to facilitate participants' individual learning and group development	4.1	Summarise the steps in group formation				
		4.2	Explain how to diagnose the mood or other conditions of a group, and the development stage they are at				
		4.3	Compare and contrast the various strategies used for the encouragement of both individual and group development				
		4.4	Explain how to prioritise the differing needs of the group, the individual and the task				
		4.5	Explain how to get individuals to work near their adventure thresholds				
		4.6	Explain how role relationships with each participant may or should develop (helping, counter-depending, inter-depending, independence)				
		4.7	Justify the importance of allowing participants to make mistakes or to fail				
		4.8	Explain how to recognise the limits of own competence in relation to the activity being facilitated				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
	4.9	Compare and contrast the methods that can be employed to help individuals to explore their feelings					
	4.10	Explain how self-esteem is built up by giving individuals the experience of responding successfully to a series of increasingly demanding challenges					
	4.11	Explain how to recognise the vulnerability of participants who have a distorted self-image					
	4.12	Summarise the value of specific positive feedback in building self-esteem					

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to facilitate participants' individual and group development	5.1	Emphasise the importance of team work in achieving objectives				
		5.2	Make sure at least one group member understands the objectives and parameters				
		5.3	Encourage open and effective communication				
		5.4	Vary activities to meet individual and group needs				
		5.5	Encourage exploration and risk taking within agreed safety procedures				
		5.6	Make use of unplanned events during the experience				
		5.7	Enable individual reflection and group review				
		5.8	Encourage participants to think about how they may apply and test what they have learned to new situations				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Know how to manage the physical and emotional well-being of participants	6.1	Summarise relevant health and safety legislation, including that covering activity centres				
		6.2	Explain how to identify legislation covering working with children				
		6.3	Explain organisational procedures and requirements				
		6.4	Explain the principles of the duty of care				
		6.5	Define 'health' including the meaning of emotional/psychological health				
		6.6	Interpret Activity Centre Licensing Regulations and equipment manufacturers' guidelines				
		6.7	Summarise technical knowledge, eg National Governing Body guidance relating to activities				
		6.8	Explain relevant operating and emergency procedures regarding safety				
		6.9	Compare and contrast the types of contingencies which are likely to occur: weather, accident and emergency, forced changes and how to plan for these				
		6.10	Explain incidence and the effect of adverse meteorological conditions				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
7	Be able to manage the physical and emotional well-being of participants	7.1	Follow organisational, legal and relevant governing body requirements for the activity				
		7.2	Manage risk to keep the activity as safe as necessary taking account of the benefits of risk taking				
		7.3	Foresee the onset of physical and emotional danger, including adverse conditions				
		7.4	Encourage participants to safeguard individual and group safety				
		7.5	Encourage positive behaviour and deal effectively with unacceptable behaviour				
		7.6	Take action to prevent or limit harm				
		7.7	Recognise the physical and emotional limits of individuals and enable them to maintain dignity and self-respect				
		7.8	Maintain and vary ground rules according to legal, organisational and client requirements				
		7.9	Respond to incidents and emergencies in line with organisational procedures				

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 8: Promote the transfer of learning from outdoor experiences

Unit reference number: A/503/0987

QCF level: 3

Credit value: 3

Guided learning hours: 16

Unit summary

The aim of this unit is to give learners the knowledge and skills to facilitate learning through individual and shared reflection on experience and help participants identify how they can transfer learning to other aspects of their lives.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Outdoor Programmes: www.skillsactive.com/common-unit-qualifications.

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 must be assessed using workplace evidence generated when the learner is promoting the transfer of learning from outdoor experiences.

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 facilitate learning through individual and shared reflection on experience	1.1	Summarise the experiential learning cycle				
		1.2	Explain the importance of reflection to effective learning				
		1.3	Explain the meanings of participants' aims, objectives and goals				
		1.4	Summarise the types of opportunities which can be created or used for review and reflection				
		1.5	Explain how to create an effective listening environment and encourage participants to air their views				
		1.6	Explain how to analyse participants' experiences and provide a summary of this analysis				
		1.7	Explain how to establish the links between what has been learned in the outdoor environment and other aspects of the participants' lives				
		1.8	Explain the importance of recording the outcomes of reviews				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to facilitate learning through individual and shared reflection on experience	2.1	Establish a listening environment for the review				
		2.2	Enable participants to reflect on their experiences				
		2.3	Enable participants to identify individual and group learning				
		2.4	Enable participants to identify the process of individual and group learning				
		2.5	Link intended and non-intended learning to individual and group objectives				
		2.6	Clarify and reinforce key points to focus participants' attention on learning				
3	Know how to help participants identify how they can transfer learning to other aspects of their lives	3.1	Compare and contrast the three methods of transfer, ie metaphor, direct and indirect				
		3.2	Explain the importance of assisting participants to transfer what they have learned to other contexts				
		3.3	Summarise potential and actual difficulties which participants may have with this process and how to identify the ones which apply to particular people				
		3.4	Explain how to recognise other individuals who could usefully contribute to the transfer process				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.5	Summarise the types of support which individuals may need when attempting to transfer learning			
	3.6	Summarise the types of advice, assistance and information about participants' learning needs which those providing support may need			
	3.7	Explain how to develop and progress action plans			
	3.8	Explain how to explain how the benefits of the experience can be maximised			
	3.9	Explain how to negotiate the types of resources, assistance and conditions to assist the participants			
	3.10	Explain how to achieve the commitment of participants to the identified Learning outcomes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to help participants identify how they can transfer learning to other aspects of their lives	4.1	Enable participants to see the relevance of their learning to other areas of life			
		4.2	Enable participants to identify what learning they can transfer to specific aspects of their lives			
		4.3	Enable participants to identify what they can transfer about how they are learning			
		4.4	Gain participants' commitment to related objectives			
		4.5	Review and evaluate potential obstacles to the participants transferring what they have learned			
		4.6	Discuss possible strategies to overcome these obstacles			
		4.7	Share information and guidance about opportunities to transfer learning and support which may be needed, with others			
		4.8	Encourage ongoing reflection and review			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

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

Unit 9: Allocate and Monitor the Progress and Quality of Work in Own Area of Responsibility

Unit reference number: M/602/1844

QCF level: 4

Credit value: 14

Guided learning hours: 95

Unit summary

The aim of this unit is to give learners the skills and understanding to plan work for colleagues, briefing, monitoring and supporting them in their work in the context of their organisation and sector.

Assessment requirements/evidence requirements

This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to plan work for colleagues	1.1	Confirm the work required in own area of responsibility with the relevant people				
		1.2	Plan how work will be carried out, taking account of: <ul style="list-style-type: none"> the views of people in own area of responsibility any priorities or critical activities best use of resources 				
		1.3	Ensure the work is allocated to colleagues on a fair basis, taking account of their skills, knowledge, experience, workloads and opportunities for personal development				
		1.4	Review and update work plans for own area of responsibility				
		1.5	Communicate changes to those who will be affected				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to brief colleagues on planned work	2.1	Ensure that colleagues are briefed on allocated work with reference to: <ul style="list-style-type: none"> • how the work fits with the vision and objectives for the area of work and organisation • the standard of expected performance 				
		2.2	Promote ways of working which maximise the opportunities offered by diversity				
		2.3	Enable colleagues to ask questions, make suggestions and seek clarification in relation to planned work				
3	Be able to monitor colleagues' work	3.1	Monitor the progress and quality of work of colleagues on a regular and fair basis				
		3.2	Measure the progress and quality of colleagues work against the standard of expected performance				
		3.3	Provide colleagues with prompt and constructive feedback on their performance				
4	Be able to support colleagues in their work	4.1	Support colleagues in identifying and dealing with problems and unforeseen events				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Understand own sector context for allocating and monitoring work in own area of responsibility	4.2	Motivate colleagues to complete allocated work, providing additional support to help completion				
		4.3	Address any conflict that arises in a way that supports effective working				
		4.4	Agree ways of improving colleagues' performance when necessary				
		4.5	Acknowledge the successful completion of significant pieces of work				
		4.6	Use information collected on colleagues' performance in formal appraisals of their performance				
		5.1	Summarise own sector's requirements for the development and maintenance of knowledge, understanding and skills				
6	Understand own organisational context for allocating and monitoring work in own area of responsibility	5.2	Summarise specific legislation, regulations, guidelines and codes of practice for work in own area of responsibility				
		6.1	Describe the people and other resources available in own area of responsibility				
		6.2	Summarise the work requirements in own area of responsibility				
		6.3	Summarise the operational plans in own area of responsibility				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	6.4	Explain the vision and objectives of own area of work and those of own organisation			
	6.5	Summarise own organisation's policy and procedures in relation to: <ul style="list-style-type: none"> • health and safety • people development • standards of performance • dealing with poor performance • grievance and disciplinary issues • performance appraisal 			
7	7.1	Clarify the importance of confirming work required in own area of responsibility			
	7.2	Explain how to take account of health and safety issues when planning and allocating work			
	7.3	Clarify the importance of seeking views on planned work from people across own area of responsibility			
	7.4	Explain how to maximise the opportunities offered by diversity in own area of responsibility			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.5	Clarify the importance of reviewing and updating plans of work in the light of developments			
		7.6	Explain how to reallocate work and resources and communicate changes to those affected			
8	Understand how to brief colleagues on planned work	8.1	Explain the importance of briefing colleagues on planned work			
		8.2	Clarify the importance of showing colleagues how their work fits into the overall vision and objectives of own area of responsibility and those of the organisation			
		8.3	Compare different ways of enabling colleagues to ask questions and seek clarification when being briefed on planned work			
9	Understand how to monitor work carried out by colleagues	9.1	Evaluate the advantages and disadvantages of different ways of monitoring colleagues' work			
10	Understand how to support colleagues in their work	10.1	Explain how to provide constructive and prompt feedback to colleagues about their work			
		10.2	Explain how to take account of diversity and inclusion issues when supporting colleagues to complete allocated work			
		10.3	Clarify the importance of identifying and addressing poor performance by colleagues			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	10.4	Describe the types of problems and unforeseen events in own area of responsibility for which colleagues may need support				
	10.5	Describe the types of support and additional resources colleagues may need to complete planned work				
	10.6	Compare different methods of motivating and supporting colleagues to complete their work and improve their performance				
	10.7	Explain how to log and make use of information on colleagues' performance when carrying out formal appraisals				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: Support the Efficient Use of Resources

Unit reference number: H/502/8456

QCF level: 4

Credit value: 5

Guided learning hours: 19

Unit summary

The aim of this unit is to give learners the knowledge and skills to support the use of resources by making recommendations and contributing to the control of their use.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website (www.skillsactive.com/common-unit-qualifications):

- 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 3 NVQ Certificate in Spectator Safety.

Learning outcomes 3 and 5 must be assessed using workplace evidence generated when the learner is supporting the efficient use of resources.

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 efficient use of resources	1.1	Explain how to communicate effectively with team members, colleagues and line managers				
		1.2	Identify team objectives and organisational policies regarding the use of resources				
		1.3	Describe the organisational procedures for making recommendations on the use of resources				
		1.4	Explain the importance of effective management of resources to organisational performance				
		1.5	Describe the principles underpinning the effective and efficient management of resources				
2	Know how to make recommendations for the use of resources	2.1	Explain how to develop and argue an effective case for changes in the management of resources				
		2.2	Explain how to enable people to identify and communicate the resources they need				
		2.3	Describe the trends and developments which may influence the future use of resources and how to plan for these				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to make recommendations for the use of resources	3.1	Give relevant people the opportunity to provide information on the resources the team needs				
		3.2	Make recommendations for the use of resources that take account of relevant past experience				
		3.3	Make recommendations that take account of trends and developments which are likely to affect the use of resources				
		3.4	Make recommendations that are consistent with team objectives, organisational policies and environmental concerns				
		3.5	Make recommendations that clearly indicate the potential benefits expected from the planned use of resources				
		3.6	Present the recommendations to relevant people in an appropriate and timely manner				
4	Know how to contribute to the control of resources	4.1	Explain how to encourage others to take responsibility for the control of resources in own area of work				
		4.2	Describe the potential environmental impact of the resources being used				
		4.3	Describe the problems which may occur with resources and how these can be dealt with				
		4.4	Describe the importance of keeping accurate records on the use of resources				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.5	Explain how to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of products and services			
	4.6	Explain how to analyse the past use of resources			
	4.7	Explain how to use results of analysis to make recommendations on more effective use of resources in the future			
5 Be able to contribute to the control of resources	5.1	Give relevant people opportunities to take individual responsibility for the efficient use of resources			
	5.2	Monitor the use of resources under own control at appropriate intervals			
	5.3	Make sure the use of resources by the team is efficient and takes into account the potential impact on the environment			
	5.4	Monitor the quality of resources continuously and ensure consistency in product and service delivery			
	5.5	Identify problems with resources promptly			
	5.6	Make recommendations for corrective action to the relevant people as soon as possible			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	5.7	Make recommendations for improving the use of resources to relevant people in an appropriate and timely manner				
	5.8	Make sure that records relating to the use of resources are complete, accurate and available to authorised people only				

Learner name: _____ Date: _____

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

Unit 11: Provide Leadership in Own Area of Responsibility

Unit reference number: A/502/9161

QCF level: 5

Credit value: 9

Guided learning hours: 60

Unit summary

The aim of this unit is to give learners the understanding of how to lead other people, and the skills to establish the conditions for effective leadership and empowering people in their area of responsibility.

Assessment requirements/evidence requirements

This unit assesses occupational competence, therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the sector context for leadership	1.1	Describe different leadership styles common in own sector			
		1.2	Summarise the legal, regulatory and ethical requirements which have implications for leadership in own sector			
2	Understand own personal context for leadership	2.1	Explore how own values, motivations and emotions impact on own leadership skills			
		2.2	Evaluate own strengths and limitations in the leadership role			
		2.3	Explain own role, responsibilities and level of power			
		2.4	Explain the vision and objectives of the overall organisation and how these translate into the vision, objectives, culture and operational plans for own area of responsibility			
		2.5	Describe the types of support and advice that people are likely to need in own area, and how to respond to these			
		2.6	Evaluate different leadership styles used across the organisation			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to establish the conditions for effective leadership in own area of responsibility	3.1	Communicate the vision and direction for own area of responsibility, together with supportive objectives and operational plans, to the people working within own area				
		3.2	Ensure that people working within own area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the organisation as a whole				
		3.3	Win, through own performance, the trust and support of people within own area				
		3.4	Obtain regular feedback on own performance				
4	Understand how to lead other people	4.1	Summarise the main differences between management and leadership				
		4.2	Explain the importance of having and communicating a vision for own area of responsibility				
		4.3	Compare a range of different leadership styles				
		4.4	Explain how to select and apply leadership styles according to context				
		4.5	Explain how to select and apply different methods for communicating with people across an area of responsibility				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date	
5	Be able to lead people in own area of responsibility	4.6	Explain why it is important to gather and make use of feedback from people on own leadership performance					
		4.7	Describe the types of difficulty and challenge that may arise within own area, including conflict					
		4.8	Explain ways of overcoming difficulty and challenge through the use of effective leadership skills					
		4.9	Explain how to select and apply different methods of encouraging, motivating, and supporting people, and recognising their achievements					
		5.1	Select and apply a range of leadership styles as appropriate to different situations and people					
		5.2	Communicate regularly, making effective use of a range of different communication methods, with all the people working within own area					
		5.3	Demonstrate active listening skills					
		5.4	Steer own area successfully through difficulties and challenges, including conflict amongst colleagues					

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Understand how to empower other people through leadership	5.5	Give people in own area support and advice when they need it, especially during periods of setback and change				
		5.6	Motivate and support people in your area to achieve their work and development objectives				
		5.7	Provide recognition when colleagues are successful				
		6.1	Explore the benefits of a culture which encourages and recognises creativity and innovation				
		6.2	Explain how to encourage a culture of creativity and innovation in own area of responsibility				
		6.3	Explain the importance of encouraging others to take the lead, and ways in which this can be achieved				
		6.4	Provide examples of how to empower other people in own area of responsibility				
7	Be able to empower other people through effective leadership	7.1	Maintain a culture within own area which encourages and recognises creativity and innovation				
		7.2	Empower people in own area to develop their own ways of working and take their own decisions within agreed boundaries				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.3	Encourage people to give a lead in their own areas of expertise, and show willingness to follow this lead			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 12: Organise and Supervise Travel

Unit reference number: Y/602/1840

QCF level: 3

Credit value: 7

Guided learning hours: 45

Unit summary

The aim of this unit is to give learners the understanding and skills to organise and supervise travel arrangement, following legal and organisational requirements.

Assessment requirements/evidence requirements

This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Be able to organise travel arrangements	1.1	Make the following types of arrangements: <ul style="list-style-type: none"> • method of transport • route • departure and arrival times • stages in the journey • food and drink • comfort and hygiene • overnight accommodation • supervision and support • transport and equipment 			
	1.2	Plan travel arrangements that: <ul style="list-style-type: none"> • are appropriate to the requirements of the journey • are appropriate to the needs of the participants • balance efficiency, cost -effectiveness, comfort and concern for the environment • are safe • take account of the likely conditions during the journey 			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to supervise journeys	1.3	Provide participants and members of staff with clear, correct and up-to-date information about the travel arrangements				
		1.4	Provide information relating to travel arrangements in good time				
		1.5	Ensure participants and staff are fully prepared for the journey				
		1.6	Plan for likely contingencies				
		2.1	Provide supervision for journeys which are: <ul style="list-style-type: none"> • self-powered • in an organisation/hired vehicle • by public transport 				
		2.2	Take reasonable action to ensure the timely departure and arrival of participants				
		2.3	Maintain the safety of participants during the journey				
		2.4	Ensure equipment, belongings and travel documents are handled and stored in a way which maintains their safety and security				
		2.5	Deal with difficulties which arise in a way which maintains the safety, security, comfort and goodwill of participants				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to follow legal and organisational requirements relating to travel	3.1	Follow relevant organisational and legal requirements for the journey				
		3.2	Keep required records accurate and up-to-date				
		3.3	Take reasonable action to ensure that vehicles and attachments being used for journeys conform to organisational and legal requirements				
4	Understand how to organise travel arrangements	4.1	Outline the major factors to bear in mind when organising travel				
		4.2	Describe the travel arrangements appropriate to the range of participants, journeys and types of programmes related to their work				
		4.3	Describe the different types of arrangements and resources that may be required for: <ul style="list-style-type: none"> • adults • children and young people • people with specific needs for travel 				
		4.4	Describe the measures that should be taken to ensure the timely departure and arrival of participants				
		4.5	Explain how conditions can affect travel and the importance of taking account of variations in condition				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Understand the organisational and legislative requirements for travel	4.6	Explain the importance of providing participants and other relevant individuals with up-to-date, accurate and timely travel information				
		4.7	Describe the range of contingency arrangements which are likely to be needed for journeys and how to make these plans				
6	Understand supervisory responsibilities required during journeys	5.1	Describe the preparations which participants and members of staff would have to make for journeys				
		5.2	Summarise the organisational and legal requirements which govern the organisation of travel for participants				
		5.3	Outline organisational and legal requirements for the condition and control of vehicles				
		5.4	Summarise guidelines and good practice in relation to the parking of vehicles				
		5.5	Outline the records which need to be kept in relation to travel and the importance of maintaining these				
6	Understand supervisory responsibilities required during journeys	6.1	Explain the importance of ensuring the safety and welfare of participants during the journey and how to do this				
		6.2	Describe the types of behaviour which should be discouraged during different types of journeys.				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	6.3	Describe the steps which can be taken to manage and discourage undesirable behaviour during journeys			
	6.4	Outline the main differences between carrying out supervisory responsibilities for: <ul style="list-style-type: none"> • Adults • Children and young people • People with specific needs for travel 			
	6.5	Describe the measures that should be taken to ensure the safety and security of: <ul style="list-style-type: none"> • equipment • belongings • travel documents 			
	6.6	Outline safe handling and storage techniques			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 13: Understand How to Safeguard the Wellbeing of Children and Young People

Unit reference number: Y/601/1695

QCF level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

The aim of this unit is to understand why and how to work with children and young people to ensure their safety and well being, considering legislation, guidelines and procedures for online, offline and in work settings and how to respond to evidence or concerns of bullying.

Assessment requirements/evidence requirements

Unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	1.1	Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people				
		1.2	Explain child protection within the wider concept of safeguarding children and young people				
		1.3	Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people				
		1.4	Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice				
		1.5	Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing				
2	Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1	Explain the importance of safeguarding children and young people				
		2.2	Explain the importance of a child or young person centred approach				
		2.3	Explain what is meant by partnership working in the context of safeguarding				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		2.4	Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed				
3	Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1	Explain why it is important to ensure children and young people are protected from harm within the work setting				
		3.2	Explain policies and procedures that are in place to protect children and young people and adults who work with them				
		3.3	Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected				
		3.4	Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits				
4	Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1	Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding				
		4.2	Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting.				
		4.3	Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1	Explain different types of bullying and the potential effects on children and young people				
		5.2	Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place				
		5.3	Explain how to support a child or young person and/or their family when bullying is suspected or alleged				
6	Understand how to work with children and young people to support their safety and wellbeing	6.1	Explain how to support children and young people's self-confidence and self-esteem				
		6.2	Analyse the importance of supporting resilience in children and young people				
		6.3	Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety				
		6.4	Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety				
7	Understand the importance of e-safety for children and young people	7.1	Explain the risks and possible consequences for children and young people of being online and of using a mobile phone				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	7.2	Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> • social networking • internet use • buying online • using a mobile phone. 			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 14: Supervise Residential Experiences

Unit reference number: T/503/1006

QCF level: 3

Credit value: 4

Guided learning hours: 19

Unit summary

The aim of this unit is to give learners the knowledge and skills to supervise participants on arrival, during daily organisation and to organise their sleeping arrangements.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Outdoor Programmes: www.skillsactive.com/common-unit-qualifications.

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 must be assessed using workplace evidence generated when the learner is supervising residential experiences.

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 supervise participants' arrival	1.1	Explain why it is important to ensure that the participants' arrival goes well				
		1.2	Summarise the information required before and during participants' arrival				
		1.3	Summarise accommodation and catering arrangements appropriate to a range of different types of participants and programmes				
		1.4	Summarise particular needs which people may have for accommodation and catering, including cultural and religious ones				
		1.5	Summarise the facilities and equipment which may be required for participants' arrival				
		1.6	Explain why it is important to maintain an overview of the arrival process and how to do so				
		1.7	Summarise the types of issues and queries which may arise during arrival and how to deal with these				
		1.8	Interpret the relevant organisational procedures and legal requirements which apply, including those covering working with children				
		1.9	Summarise the types of contentious and conflicting issues which may occur, how to seek clarification and from whom				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		1.10	Explain why it is important to seek feedback from the participants on the arrangements and facilities				
		1.11	Summarise events and issues which may need following up after arrival and what to do				
2	Be able to supervise participants' arrival	2.1	Gain all the relevant information about the participants, their needs and their programme				
		2.2	Check that accommodation and catering arrangements meet the participants' known needs				
		2.3	Make sure the required staff, facilities and equipment are ready for the participants' arrival				
		2.4	Make sure the arrival process goes as planned				
		2.5	Resolve queries and issues raised by staff and participants following organisational and legal standards and procedures				
		2.6	Clarify with relevant staff contentious and conflicting issues				
		2.7	Seek feedback from the participants on their satisfaction with facilities and arrangements				
		2.8	Follow up events and issues with relevant individuals, following organisational standards and procedures				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to supervise participants' daily organisation	3.1	Explain the importance of continuing to supervise the participants' daily organisation				
		3.2	Summarise the types of residential needs which participants may have and the organisational procedures and legal requirements which apply				
		3.3	Summarise the types of requested changes which may occur and how to deal with these				
		3.4	Explain the principles of quality internal and external customer care				
4	Be able to supervise participants' daily organisation	4.1	Make sure that arrangements and resources relating to participants' daily residential needs are available and appropriate according to organisational and legal standards and procedures				
		4.2	Make sure staff and participants understand the arrangements and have an opportunity to ask questions and give feedback				
		4.3	Make sure participants' daily residential needs are met				
		4.4	Deal with requested changes to the arrangements following organisational and legal standards and procedures				
		4.5	Maintain an ethos and spirit of quality internal and external customer care throughout the process				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Know how to organise participants' sleeping arrangements	5.1	Explain the importance of providing sleeping arrangements which meet the needs of the participants and the programme				
		5.2	Explain how to organise the types of sleeping arrangements listed in the range for the types of participants				
		5.3	Summarise the security arrangements appropriate to certain types of participants, for example children and young people				
		5.4	Explain why it is important to make sure participants are aware of sleeping arrangements				
		5.5	Summarise the types of requested changes to sleeping arrangements which may be made, the reasons for these and how to deal with them in line with the aims of the programme				
		5.6	Explain the importance of supervising the organisation of sleeping arrangements and how to do this with sensitivity according to the different types of participants				
		5.7	Summarise the issues which may occur and how to deal with these				
		5.8	Summarise relevant organisational procedures and legal requirements				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Be able to organise participants' sleeping arrangements	5.9	Explain the importance of seeking feedback on sleeping arrangements and how to get and respond to such feedback				
		6.1	Ensure that all staff and participants understand the sleeping arrangements				
		6.2	Deal with requested changes and queries according to organisational procedures and legal requirements and the aims of the programme				
		6.3	Supervise the organisation of sleeping arrangements with participants and staff, taking into account the sensitivity and importance of this aspect of the residential experience				
		6.4	Ensure there are adequate security arrangements for the participants involved				
		6.5	Deal with issues which occur in line with organisational procedures and legal requirements				
		6.6	Seek feedback from staff and participants regarding sleeping arrangements				
		6.7	Deal with feedback in line with organisational procedures and the aims of the programme				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
7	Know how to supervise participants' departure	7.1	Explain why it is important to make sure departure goes smoothly				
		7.2	Summarise the information which needs to be held by the candidate and other staff				
		7.3	Explain why it is important to ensure the participants understand the departure arrangements and how to do this				
		7.4	Summarise the facilities and equipment which may need to be organised for the departure				
		7.5	Explain why it is important to maintain an overview of the departure and how to do so				
		7.6	Summarise queries and issues which may arise and how to deal with these according to organisational procedures and legal requirements				
		7.7	Explain the importance of feedback and how to get it				
		7.8	Explain how to deal with the range of events and issues				
8	Be able to supervise participants' departure	8.1	Make sure self and other staff have the relevant information concerning the participants' planned departure				
		8.2	Make sure the participants understand the arrangements and procedures for departure, including the importance of not leaving property behind				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	8.3	Make sure that self, other staff and the required facilities and equipment are ready for departure			
	8.4	Make sure the departure goes according to plan			
	8.5	Resolve queries and issues raised by staff and participants according to organisational procedures and legal requirements			
	8.6	Seek feedback from the participants to on their satisfaction with departure arrangements			
	8.7	Follow up events and issues with relevant individuals, following organisational procedures			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 15: Contribute to the Prevention and Management of Abusive and Aggressive Behaviour

Unit reference number: T/601/1168

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

The aim of this unit is to give learners the knowledge and understanding of how to prevent and manage aggressive and abusive behaviour, considering the causes, forms and effects. Learners will also gain the skills to deal with incidents and contribute to minimising the risk of abusive and aggressive behaviour.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Outdoor Programmes: www.skillsactive.com/common-unit-qualifications.

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 and understand how to prevent and manage abusive and aggressive behaviour	1.1	Identify legislation, policy and procedures relating to the prevention and management of abusive and aggressive behaviour			
		1.2	Explain the importance of reviewing incidents of abusive and aggressive behaviour			
		1.3	Identify sources of specialist support for dealing with abusive and aggressive behaviour			
2	Know and understand the forms, causes and effects of abusive and aggressive behaviour	2.1	Identify the factors which indicate the potential for abusive or aggressive behaviour to develop			
		2.2	Identify the forms that abusive and aggressive behaviour can take			
		2.3	Describe the effects of abusive and aggressive behaviour on those involved and those witnessing			
3	Be able to deal with incidents of abusive and aggressive behaviour	3.1	Take action which minimises abusive and aggressive behaviour			
		3.2	Communicate with individuals displaying abusive and aggressive behaviour in a manner which restores a calmer atmosphere			
		3.3	Respond to physically aggressive behaviour in accordance with statutory and organisational requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Record and report incidents of abusive and aggressive behaviour in accordance with organisational procedure			
4	Be able to contribute to minimising the risk of abusive and aggressive behaviour	4.1	Identify environmental factors which affect behaviour			
		4.2	Review incidents of abusive and aggressive behaviour and suggest options for reducing the risk of reoccurrence			
		4.3	In consultation with others, refer those at risk of displaying abusive and aggressive behaviour to appropriate people and agencies			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: Enable Disabled People to Take Part in Activities

Unit reference number: D/601/5540

QCF level: Level 3

Credit value: 9

Guided learning hours: 67

Unit summary

The aim of this unit is to give learners the knowledge and skills to work with disabled participants by adapting activities to meet their needs.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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

www.skillsactive.com/common-unit-qualifications.

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 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				
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				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	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			
	3.9	Describe how to check the appropriateness and serviceability of the equipment to be used			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		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 check 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				
		5.10	Describe how to access such help				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Be able to work with disabled participants	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				
		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				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	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 17: Facilitate Adventurous Experiences

Unit reference number: K/503/0919

QCF level: 4

Credit value: 7

Guided learning hours: 31

Unit summary

The aim of this unit is to give learners the knowledge and skills to prepare self and participants for adventurous experiences and facilitate, supervise and review their activities.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Outdoor Programmes: www.skillsactive.com/common-unit-qualifications.

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 must be assessed using workplace evidence generated when the learner is facilitating adventurous experiences

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 facilitate adventurous experiences	1.1	Summarise relevant legislation and guidelines for the type of experience planned including those of the organisation and National Governing Bodies, where these apply		
		1.2	Describe the special environmental considerations and hazards which may be encountered during the adventurous experience		
		1.3	Explain how to identify other types of hazards which are likely to occur, for example, in the planned activities, in the equipment used, and in participant behaviour		
		1.4	Compare and contrast appropriate methods of risk assessment and risk management, including: <ul style="list-style-type: none"> • environmental conditions and changes, • physical, emotional and psychological factors, • criteria for modifying or abandoning the experience, • published national and local safety rules, • organisational guidelines, • prior experience 		

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Know how to prepare for adventurous experiences	2.1	Illustrate the value of adventure and challenge and the benefits which participants can get from such experiences				
		2.2	Explain the difference between real and perceived risk				
		2.3	Explain the meaning of the 'adventure continuum' from comfort to panic zones				
		2.4	Explain how to assess the range of participants' likely adventure thresholds				
		2.5	Summarise factors to bear in mind when choosing adventurous experiences for participants				
		2.6	Explain how to balance the participants' abilities and concerns with the perceived risk of the experience				
		2.7	Explain the importance of clear and sound safety parameters				
		2.8	Explain why the details of the planned experience must be checked with a responsible colleague and the procedures to follow				
		2.9	Explain why it is necessary to have familiarity with and appropriate personal experience in the specific adventure activity which is planned				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to prepare for adventurous experiences	2.10	Justify reasons for choice of particular location, approach and equipment				
		3.1	Identify the aims of the experience, as they relate to the participants' needs, abilities and potential				
		3.2	Assess the participants' likely adventure thresholds				
		3.3	Design the experience to meet the aims, and challenge, but not exceed, the participants' adventure thresholds				
		3.4	Make sure the experience is in line with the policies, procedures and resources of the organisations involved				
		3.5	Research and, if necessary, reconnoitre the location for the experience				
		3.6	Select and prepare equipment for the experience				
		3.7	Identify the external influences and hazards relevant to the experience				
		3.8	Make sure that the experience is within own competence to manage				
		3.9	Make sure that effective but flexible safety parameters have been established				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to prepare participants for adventurous experiences	4.1	Summarise the agreed safety parameters for the activity and why these must be clearly explained to the participants				
		4.2	Explain why it is important to encourage, not coerce, participants into adventurous activities				
		4.3	Explain the meaning of 'informed consent' in the context of adventurous activities				
		4.4	Justify the importance of encouraging participants to take control of their own experience and how to balance this with the safety parameters				
		4.5	Explain the importance of mutual support and trust within a group of participants and how to encourage this				
		4.6	Explain the importance of preparing participants to cope with unforeseen circumstances				
		4.7	Summarise how to encourage and prepare participants to use basic problem solving techniques				
		4.8	Explain how to agree responsibilities for assessing and helping to manage risk				
		4.9	Explain why it is important to demonstrate and inculcate a strong environmental ethic				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.10	Explain why it is beneficial for participants to express feelings including those of apprehension, exploit them creatively, and reflect on their experience during and after any adventurous activity			
5	Be able to prepare participants for adventurous experiences	5.1	Communicate the aims and value of the experience to the participants			
		5.2	Enable the participants to help plan and manage the experience and develop a sense of ownership			
		5.3	Communicate the safety parameters for the experience and the location			
		5.4	Encourage mutual trust, support and openness in the group, about concerns, apprehensions, strengths and weaknesses			
		5.5	Prepare the participants to cope with both anticipated and unforeseen circumstances, and to solve problems by themselves as far as possible			
		5.6	Agree with participants the responsibility of leaders and participants for reporting hazards accidents and near-misses, and for assessing and managing risk			
		5.7	Ensure that participants understand and can follow the emergency procedures			

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
6 Know how to supervise and facilitate adventurous experiences	6.1	Compare and contrast styles of leadership which are appropriate to leading adventurous experiences				
	6.2	Explain the importance of carefully monitoring the level of risk throughout the experience and maintaining activities within agreed safety parameters, and how to do so				
	6.3	Explain the importance of keeping interventions to a minimum				
	6.4	Explain how to identify the situations in which it may be necessary to intervene during the experience				
	6.5	Explain how to identify the situations in which appropriate help will have to be called upon and the procedures to follow to do this				
	6.6	Explain the importance of delegating responsibility to participants and how to do so effectively				
	6.7	Explain the importance of reviewing the experience with the participants and the types of occurrences to note during the experience which could be used during later reviews				
	6.8	Summarise safety procedures and guidelines				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		6.9	Explain the importance of fostering judgement and self-confidence amongst participants				
		6.10	Summarise ranges of likely group behaviour and interaction				
7	Be able to supervise and facilitate adventurous experiences	7.1	Continuously monitor the level of challenge and adventure in relation to participants' adventure thresholds and their ability to cope				
		7.2	Adjust the level of challenge and adventure by measured interventions which maximise the likelihood of achieving the aims of the experience				
		7.3	Maintain the participants' attention to hazards, safety parameters and agreed responsibilities for the experience and location				
		7.4	Encourage the noting of events and exchanges which may be used with participants both during and following the experience to get the best out of the experience				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
8	Know how to conclude and review adventurous experiences	8.1	Explain how to deal with end-of-adventure experience emotion amongst participants				
		8.2	Explain how to make an environmental impact assessment				
		8.3	Explain how to assess and weigh relative success and relative failure against aims and objectives				
		8.4	Compare and contrast the range of available methods to evaluate all aspects of the adventurous experience				
9	Be able to conclude and review adventurous experiences	9.1	Encourage the participants to assess whether the experience and location have achieved their physical and other objectives and the aims of each participant				
		9.2	Assess with the participants whether the adventure threshold of each participant has been respected, agreed safety parameters observed and responsibilities discharged				
		9.3	Enable the participants to give feedback which helps them to learn from their experience, reinforces progress and maintains morale				
		9.4	Identify any significant learning points for self, which may indicate future actions				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 18: Facilitate Participants' Investigation and Understanding of the Environment

Unit reference number: D/503/0934

QCF level: 3

Credit value: 6

Guided learning hours: 30

Unit summary

The aim of this unit is to give learners the knowledge and skills for environmental investigation and to develop participants' investigations skills and understanding of the environment.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Outdoor Programmes: www.skillsactive.com/common-unit-qualifications.

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 must be assessed using workplace evidence generated when the learner is facilitating participants' investigation and understanding of the environment.

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 investigation	1.1	Explain the value of environmental awareness and understanding to participants and the types of investigations and activities which encourage this				
		1.2	Compare and contrast the relationship of the learning with relevant curricula and examination syllabi				
		1.3	Evaluate participants' different learning strengths and abilities and how these should be taken into account				
		1.4	Explain the importance of being aware of the aims and learning objectives of the exploration and how to identify these				
		1.5	Summarise the available options in the local area for environmental exploration				
		1.6	Explain the importance of identifying the participants' needs and how to do so				
		1.7	Explain how to choose an investigation relevant to the participants needs and learning objectives				
		1.8	Summarise the importance of health and safety considerations when leading environmental explorations and safety guidelines for the types of environments in which the candidate is working, eg farm land, rocky/uneven terrain, shore line etc				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		1.9	Explain safety guidelines relevant to any modes of transport which are being used, eg canoes, minibuses etc				
		1.10	Explain 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 investigation	2.1	Identify the aims and learning objectives of the environmental investigation				
		2.2	Make sure the investigation makes the best use of the available options and meets the participants' needs				
		2.3	Make sure the context and background for the investigation are appropriate to the desired learning				
		2.4	Make sure there are safety parameters which will ensure the participants' safety and enable the agreed aims to be achieved				
		2.5	Check and agree all aspects of the environmental investigation with a responsible person				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to prepare participants for environmental investigation and understanding	3.1	Explain how to identify the aims and objectives of the investigation				
		3.2	Evaluate own knowledge of the environment and an understanding of the context for the investigation				
		3.3	Explain why having sufficient principles for the investigation is important to facilitating understanding through effective learning				
		3.4	Explain the importance of clarifying the focus and aims of the exploration with the participants and how to do so				
		3.5	Explain the importance of encouraging the participants to take ownership of the exploration for themselves and how to do so				
		3.6	Explain the importance of making clear the safety parameters for the exploration, what the key point are and how to emphasise these				
		3.7	Explain the importance of participants observing for themselves and sharing these observations with others in the group				
		3.8	Explain how to encourage participants to observe and what they should be looking for				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		3.9	Explain the importance of encouraging participants to ask questions of the candidate and of each other				
		3.10	Explain how to deal with questions informatively and positively				
		3.11	Explain how to identify other sources of information which the participants or candidate could use				
4	Be able to prepare participants for environmental investigation and understanding	4.1	Clarify the focus and aims of the environmental exploration with the participants				
		4.2	Communicate the background and context for the investigation to the participants				
		4.3	Actively promote the value of environmental awareness and understanding to the participants				
		4.4	Actively encourage the participants to take ownership of the environmental investigation for themselves, whilst making clear the safety parameters				
		4.5	Clearly emphasise the importance of observing the environment during the investigation and of sharing these observations with others				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Know how to develop participants' investigation skills and understanding of the environment	4.6	Encourage the participants to ask questions and be able to deal with these questions positively and informatively				
		5.1	Describe key features of the local environment, including flora and fauna, general geology, geomorphology, climate, soil types and land use				
		5.2	Explain how to interpret local sites and why they are interesting, why they are vulnerable and how to protect them				
		5.3	Compare and contrast different field work techniques and how these can be applied to a range of environments				
		5.4	Explain the importance of only intervening when this will support the agreed learning objectives				
		5.5	Explain how to make effective use of the prevailing conditions, unplanned events, the site being explored and the participants' abilities				
		5.6	Summarise the types of unplanned events and prevailing conditions which may occur				
		5.7	Explain the key environmental concepts which underpin the investigation				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Be able to develop participants' investigation skills and understanding of the environment	6.1	Encourage the participants' environmental awareness and understanding in line with the planned aims and learning objectives				
		6.2	Make the participants aware of the range of fieldwork techniques and how they are used in differing environments				
		6.3	Manage the collection and collation of data				
		6.4	Assist the participants to present, analyse and interpret findings correctly				
		6.5	Intervene when this will support the learning objectives for the exploration				
		6.6	Make effective use of the prevailing conditions, unplanned events, the site and the participants' abilities				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 19: Facilitate Education in the Outdoors

Unit reference number: J/503/0927

QCF level: 4

Credit value: 13

Guided learning hours: 57

Unit summary

The aim of this unit is to give learners the knowledge and skills to facilitate education in the outdoors, initiating, monitoring and supporting the experience and managing the physical and emotional wellbeing of participants.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Outdoor Programmes: www.skillsactive.com/common-unit-qualifications.

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 must be assessed using workplace evidence generated when the learner is facilitating education in the outdoors.

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 facilitate education in the outdoors	1.1	Compare and contrast personal and social education (spiritual, moral, cultural, mental and physical)				
		1.2	Summarise the concepts of curricular and cross curricular work				
		1.3	Explain how to enhance teacher/pupil relationships				
		1.4	Explain what is meant by the terms community and society				
		1.5	Explain Key/Functional/Core Skills				
		1.6	Interpret the meaning of learning to learn				
		1.7	Summarise lifelong learning and its importance and application				
		1.8	Explain organisational procedures and why guidelines must be followed				
		1.9	Justify the need to allow sufficient time for preparation				
		1.10	Explain how to identify relevant support literature				
		1.11	Compare and contrast self-awareness and self-development				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Know how to initiate the outdoor educational experience	1.12	Explain the candidate's role in supporting mainstream and other educational areas				
		1.13	Evaluate the benefits and values of outdoor education				
		1.14	Justify the importance of educating the whole person				
		2.1	Explain how to communicate with client organisations and course members about aspirations, aims and expectations (eg by personal visits, phone, correspondence etc. and the design and use of relevant information and entry forms)				
		2.2	Explain the meaning of creative analysis – eg generating success criteria with clients' preferences				
		2.3	Explain how to review and analyse any previous sessions with the same client or similar client group				
		2.4	Explain how perceptions of need may vary				
		2.5	Explain how to recognise and reconcile the needs of client groups, funding agencies or other sponsors, and other educational areas				
		2.6	Explain how to address simultaneously the needs of individuals and groups				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to initiate the outdoor educational experience	3.1	Make sure the participants have the equipment and clothing they need				
		3.2	Create and maintain a climate conducive for learning				
		3.3	Communicate own roles to the participants				
		3.4	Adapt own behaviour to meet the needs of the participants and the purpose of the experience				
		3.5	Encourage the participants to take responsibility for their own learning				
		3.6	Agree ground rules				
4	Know how to monitor, support and guide the educational experience	4.1	Explain how to respond safely to the learning opportunities presented in the outdoors and use them for meeting personal and group objectives				
		4.2	Explain how to modify and develop planned activities				
		4.3	Explain how to receive sensitively and act on feedback				
		4.4	Compare and contrast motivational techniques and strategies and explain how to select and apply them				
		4.5	Compare and contrast systems of reward and praise				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	4.6	Explain the meaning of individual differences as a stimulus to learning				
	4.7	Explain how to set a positive example and role model to others				
	4.8	Explain how to use outdoor activities to stimulate participants to stretch their own knowledge and understanding of themselves and others				
	4.9	Explain how to shape values and attitudes without moralising				
	4.10	Summarise how to choose activities that lead to desired Learning outcomes				
	4.11	Explain how to diagnose the mood or other conditions of a group, and the development stage they are at				
	4.12	Assess the various strategies used for the encouragement of both individual and group development				
	4.13	Explain how to prioritise the differing needs of the group, the individual and the task				
	4.14	Explain how to recognise the limits of the candidate's own competence				
	4.15	Justify the value of specific positive feedback in building self-esteem				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to monitor, support and guide the educational experience	4.16	Summarise the types of further information which may need to be given to participants and why				
		5.1	Balance own roles to achieve the best outcome for the participants				
		5.2	Encourage participants to take on responsibilities where this is safe				
		5.3	Provide feedback where this supports learning				
		5.4	Take opportunities where they arise to ensure best learning for the participants				
		5.5	Make sure the outcomes of the experience meet the needs of individuals and the group				
		5.6	Communicate with individuals and the group in a way that meets participants' needs, the situation and the aims of the experience				
6	Know how to manage the physical and emotional well-being of participants	6.1	Summarise relevant health and safety legislation, including that covering activity centres				
		6.2	Explain how to identify the legislation covering working with children				
		6.3	Explain the principles of the duty of care				
		6.4	Define 'health' including the meaning of emotional/psychological health				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	6.5	Interpret Activity Centre Licensing Regulations and equipment manufacturers' guidelines				
	6.6	Summarise technical knowledge, eg National Governing Body guidance relating to activities				
	6.7	Explain relevant operating and emergency procedures regarding safety				
	6.8	Compare and contrast the types of contingencies which are likely to occur: weather, accident and emergency, forced changes and how to plan for these				
	6.9	Summarise types of hazards and untoward incidents which may occur and what to do about them				
	6.10	Explain incidence and the effect of adverse meteorological conditions				
	6.11	Explain how to recognise the reactions of individuals under stress				
	6.12	Explain how to recognise the physical and psychological needs of individuals				
	6.13	Explain how to balance the physical and emotional strength of individuals with the challenges of the outdoors				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	6.14	Justify when to intervene and when to hold back with individuals approaching their adventure thresholds				
	6.15	Explain how to maintain the self respect and dignity of self and others				
	6.16	Explain how to exercise authority and leadership in potentially hazardous situations				
	6.17	Explain how to manage subjective and objective dangers				
7 Be able to manage the physical and emotional well-being of participants	7.1	Follow organisational, legal and relevant governing body requirements for the activity				
	7.2	Manage risk to keep the activity as safe as necessary taking account of the benefits of risk taking				
	7.3	Foresee the onset of physical and emotional danger, including adverse conditions				
	7.4	Encourage participants to safeguard individual and group safety				
	7.5	Encourage positive behaviour and deal effectively with unacceptable behaviour				
	7.6	Take action to prevent or limit harm				
	7.7	Recognise the physical and emotional limits of individuals and enable them to maintain dignity and self-respect				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	7.8		Maintain and vary ground rules according to legal, organisational and client requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 20: Design Outdoor Education Programmes

Unit reference number: A/503/0889

QCF level: 4

Credit value: 5

Guided learning hours: 22

Unit summary

The aim of this unit is to give learners the knowledge and skills to design outdoor educational programmes by identifying individual and group needs.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Outdoor Programmes: www.skillsactive.com/common-unit-qualifications.

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 must be assessed using workplace evidence generated when the learner is designing outdoor education programmes

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 design outdoor education programmes	1.1	Compare and contrast personal and social education (spiritual, moral, cultural, mental and physical)				
		1.2	Summarise the concepts of curricular and cross curricular work				
		1.3	Explain how to enhance teacher/pupil relationships				
		1.4	Clarify what is meant by the terms community and society				
		1.5	Explain what is meant by Key/Functional/Core Skills				
		1.6	Interpret the meaning of learning to learn				
		1.7	Summarise lifelong learning and its importance and application				
		1.8	Explain organisational procedures and why guidelines must be followed				
		1.9	Explain the need to allow sufficient time for preparation				
		1.10	Explain how to identify relevant support literature				
		1.11	Compare and contrast self-awareness and self-development				
		1.12	Explain own role in supporting mainstream and other educational areas				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		1.13	Evaluate the benefits and values of outdoor education				
		1.14	Explain the importance of educating the whole person				
2	Know how to identify and agree individual and group educational needs	2.1	Explain how to communicate with client organisations and course members about aspirations, aims and expectations (eg by personal visits, phone, correspondence etc and the design and use of relevant information and entry forms)				
		2.2	Explain educational needs				
		2.3	Summarise creative analysis, eg generating success criteria with clients' preferences				
		2.4	Explain how to review and analyse any previous sessions with the same client or similar client group				
		2.5	Examine how perceptions of need may vary				
		2.6	Explain how to recognise and reconcile the needs of client groups, funding agencies or other sponsors, and other educational areas				
3	Be able to identify and agree individual and group educational needs	3.1	Identify participants' educational needs by referring to requirements				
		3.2	Confirm educational needs in consultation with other relevant people				
		3.3	Note any significant individual educational needs				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to design an outdoor education programme	3.4	Agree with other relevant people opportunities that are suitable for participants				
		4.1	Summarise how to design a programme – selecting objectives, making the best use of resources and planning for individual and group need				
		4.2	Explain how to provide feedback and the types of feedback which the client should receive				
		4.3	Explain the importance of emerging educational needs and how to plan for these				
		4.4	Summarise relevant health and safety legislation, including that covering activity centres				
		4.5	Explain the principles of the duty of care				
		4.6	Define 'health' including the meaning of emotional/psychological health				
		4.7	Interpret Activity Centre Licensing Regulations and equipment manufacturers' guidelines				
		4.8	Summarise technical knowledge, eg National Governing Body guidance relating to activities				
		4.9	Explain relevant operating procedures regarding safety				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5		4.10	Compare and contrast the types of contingencies which are likely to occur: weather, accident and emergency, forced changes and how to plan for these				
		4.11	Explain incidence and the effect of adverse meteorological conditions				
		4.12	Explain the importance of the programme providing for the transfer of learning to other contexts and how to make this happen				
	Be able to design an outdoor education programme	5.1	Design programmes to take account of agreed educational needs				
		5.2	Make best use of available resources				
		5.3	Take account of individual and group participant needs				
		5.4	Make sure the programme meets legal, technical, organisational and professional guidelines and requirements				
		5.5	Create opportunities for feedback from those with an interest in the participants' learning				
		5.6	Plan for likely contingencies				
		5.7	Agree the programme with other relevant people and gain their commitment				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 21: Design Outdoor Recreation Programmes

Unit reference number: Y/503/0897

QCF level: 3

Credit value: 5

Guided learning hours: 18

Unit summary

The aim of this unit is to give learners the knowledge and skills to design outdoor recreational programmes by identifying individual and group needs and aspirations.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Outdoor Programmes: www.skillsactive.com/common-unit-qualifications

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 must be assessed using workplace evidence generated when the learner is designing outdoor recreation programmes

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 design outdoor recreation programmes	1.1	Summarise relevant health and safety legislation, including that covering activity centres				
		1.2	Explain organisational procedures and requirements				
		1.3	Explain the principles of the duty of care				
		1.4	Define 'health' including the meaning of emotional/psychological health				
		1.5	Interpret Activity Centre Licensing Regulations and equipment manufacturers' guidelines				
		1.6	Summarise technical knowledge, eg National Governing Body guidance relating to activities				
		1.7	Explain relevant operating procedures regarding safety				
		1.8	Compare and contrast the types of contingencies which are likely to occur: weather, accident and emergency, forced changes and how to plan for these				
		1.9	Explain incidence and the effect of adverse meteorological conditions				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Know how to identify the recreational needs and aspirations of participants	2.1	Explain the importance of gathering information on the recreational needs and aspirations of the participants in advance of the programme				
		2.2	Summarise the usual recreational needs and aspirations which participants have				
		2.3	Explain how to identify relevant organisational, legal and governing body standards and procedures and how to access these				
		2.4	Summarise types of specific and unusual requests which would need to be checked with the participants and why				
		2.5	Explain the types of potential difficulties which may arise when seeking to meet participants' aspirations and needs				
		2.6	Summarise procedures to follow to resolve potential difficulties of this kind				
3	Be able to identify the recreational needs and aspirations of participants	3.1	Gather information about the needs and aspirations of the participants using organisational methods in advance of designing the programme				
		3.2	Make sure the recreational needs and aspirations of the participants are in line with organisational, legal and governing body requirements				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		3.3	Clarify any specific and unusual requests with the participants				
		3.4	Identify potential difficulties with meeting expressed needs and aspirations, and follow organisational procedures to resolve these issues				
4	Know how to design an outdoor recreation programme	4.1	Explain how to identify published programmes, brochures, codes of practice and operating procedures				
		4.2	Explain how to design a range of activity programmes so that they meet the participants' needs and aspirations				
		4.3	Explain the importance of checking the accuracy and compatibility of the proposed programme with other related areas of the organisation				
		4.4	Explain the importance of talking the participants through the programme and giving them opportunities for questioning and clarification				
		4.5	Summarise the types of issues which participants may raise during briefings and how to deal with these				
		4.6	Explain the principles of customer care when negotiating programmes with participants				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to design an outdoor recreation programme	5.1	Design the programme so that it meets agreed participants' needs and aspirations and organisational, legal and relevant governing body requirements			
		5.2	Plan for likely contingencies			
		5.3	Check the programme with key staff to make sure it is consistent with client requirements and other planned activities			
		5.4	Talk the participants through the programme, and give them opportunities for questioning and clarification			
		5.5	Deal with any requested changes to the programme in a spirit of quality customer care			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 22: Facilitate Recreation in the Outdoors

Unit reference number: H/503/0935

QCF level: 3

Credit value: 5

Guided learning hours: 22

Unit summary

The aim of this unit is to give learners the knowledge and skills to facilitate recreation in the outdoors, initiating, monitoring and supporting the experience and managing the physical and emotional wellbeing of participants.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following 3 documents, which 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 3 NVQ Diploma in Outdoor Programmes: www.skillsactive.com/common-unit-qualifications

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 must be assessed using workplace evidence generated when the learner is facilitating recreation in the outdoors.

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 facilitate recreation in the outdoors	1.1	Summarise relevant health and safety legislation, including that covering activity centres				
		1.2	Explain how to identify the legislation covering working with children				
		1.3	Explain organisational procedures and requirements				
		1.4	Explain the principles of the duty of care				
		1.5	Define 'health' including the meaning of emotional/psychological health				
		1.6	Interpret Activity Centre Licensing Regulations and equipment manufacturers' guidelines				
		1.7	Summarise technical knowledge, eg National Governing Body guidance relating to activities				
		1.8	Explain relevant operating and emergency procedures regarding safety				
		1.9	Compare and contrast the types of contingencies which are likely to occur: weather, accident and emergency, forced changes and how to plan for these				
		1.10	Summarise types of hazards and untoward incidents which may occur and what to do about them				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	1.11	Explain incidence and the effect of adverse meteorological conditions				
	1.12	Explain how to recognise the reactions of individuals under stress				
	1.13	Explain how to recognise the physical and psychological needs of individuals				
	1.14	Justify the importance of information on conditions and the environment and how to use such information				
	1.15	Explain why participants need to be fully briefed on the experience and its aims and objectives				
	1.16	Summarise the necessary ground rules and health and safety procedures which must be established and followed and the legal requirements which underpin these				
	1.17	Summarise the types of equipment and special clothing which the participants must have and how to ensure that they meet their individual needs				
	1.18	Explain how to ensure participants fully understand what they have been told				
	1.19	Summarise the types of transport arrangements for a variety of activities and how to organise these				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to establish a climate conducive to recreation	2.1	Summarise key features of a recreational experience from the participants' point of view and from the point of view of the organisation			
		2.2	Summarise the types of attitude and behaviour which the candidate should display to ensure the recreational experience is successful			
		2.3	Explain how to identify locations and resources which are likely to maximise the participants' recreational experience			
		2.4	Explain how to encourage participants to join in and get the most from the experience			
		2.5	Explain how to recognise aspects of the experience about which participants may have concerns and how to reassure them			
		2.6	Analyse the skills which the candidate needs to carry through their tasks competently and how to approach these with confidence			
3	Be able to establish a climate conducive to recreation	3.1	Relate to the participants in a way that encourages fun and enjoyment within the boundaries of safety			
		3.2	Ensure the participants have a good understanding of how to use the equipment and clothing			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to facilitate outdoor experiences to meet the recreational needs of participants	3.3	Provide a location and resources which are appropriate to the participants' needs				
		3.4	Encourage the participants to enjoy and get the most from the recreational experience				
		3.5	Reassure the participants about any aspects of the experience they may be concerned about				
		3.6	Approach all tasks in a way which gives the participants confidence				
		4.1	Explain why it is important to introduce activities which are challenging but not threatening				
		4.2	Explain how to balance the challenging aspects of the experience against what the participants may see as threatening				
		4.3	Explain how to identify and set goals which are realistic for the group and its individual members				
		4.4	Summarise the skills which the participants will need to deal with their immediate activities and how to ensure they have these				
		4.5	Explain the importance of group control and management in optimising the participants' learning experience and how to manage and control the group				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to facilitate outdoor experiences to meet the recreational needs of participants	4.6	Compare and contrast methods of motivating and encouraging the range of participants				
		4.7	Explain the importance of reviewing the experience with the participants — what they and the candidate will get from such a review				
		4.8	Explain how participants can be further involved in the activity if they wish				
		5.1	Provide activities which are challenging but non-threatening to the participants				
		5.2	Set realistic goals for the group and individual participants				
		5.3	Ensure the participants have the skills they need to deal with the immediate activities				
		5.4	Support, manage and encourage the participants in a way which optimises their experience				
		5.5	Provide the participants with the opportunity to review the recreational experience				
		5.6	Provide participants with information about how to pursue the activity in the future				
6	Know how to manage the physical and emotional well-being of participants	6.1	Justify the importance of both physical and emotional welfare				
		6.2	Explain how to identify signs of physical and emotional danger for the participants				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	6.3	Explain why it is important to influence the participants to safeguard the physical and emotional welfare of others	6.4	Explain the importance of the types of positive and unacceptable behaviour listed and how to deal with these effectively		
	6.5	Summarise the types of action to take to limit or prevent physical and emotional harm	6.6	Explain how to identify aspects of own behaviour which will demonstrate and reinforce respect for the natural environment and the group's dynamics		
	6.7	Explain how to respond to the types of adverse physical conditions listed	6.8	Explain how to recognise when individuals are reaching their physical and emotional limits and how to maintain their self-respect and dignity in these situations		
	6.9	Explain standard emergency procedures	6.10	Explain how to recognise circumstances in which the candidate should renegotiate ground rules, how to do so and the limits to observe		
	6.11	Summarise the types of untoward incidents which may occur and how to respond to these				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
7	Be able to manage the physical and emotional well-being of participants	7.1	Follow organisational, legal and relevant governing body requirements for the activity				
		7.2	Manage risk to keep the activity as safe as necessary taking account of the benefits of risk taking				
		7.3	Anticipate and be aware of physical and emotional danger, including adverse conditions				
		7.4	Encourage participants to safeguard individual and group safety				
		7.5	Encourage positive behaviour and deal effectively with unacceptable behaviour				
		7.6	Take action to prevent or limit harm				
		7.7	Recognise the physical and emotional limits of individuals and enable them to maintain dignity and self-respect				
		7.8	Maintain and vary ground rules according to legal, organisational and client requirements				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

To obtain the National Occupational Standards go to www.ukstandards.org.uk.

Professional development and training

Edexcel 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 (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel 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: Progression pathways

The Edexcel qualification framework for the Sport, Leisure and Recreation sector

QCF Level	General Qualifications	BTEC Full VRQ Courses	BTEC Short Courses	NVQ/Occupational
5		BTEC HNC/Ds in Sport and Leisure Management and Sport and Exercise Sciences		
4		BTEC HNCs in Sport and Leisure Management and Sport and Exercise Sciences		
3	Advanced Subsidiary GCES Physical Education and Leisure Studies	Edexcel Level 3 BTEC Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Sport and Sport and Exercise Sciences	BTEC Level 3 Certificate and Diploma in Sailing and Watersports	NVQs in Sports Development, Leisure Management, Achieving Excellence in Sports Performance, and Spectator Safety
	Advanced GCES Physical Education and Leisure Studies			
2	GCSE Physical Education (full and short course)	Edexcel Level 2 BTEC Certificate, Extended Certificate and Diploma in Sport	BTEC Level 2 Subsidiary Certificate and Certificate in Sailing and Watersports	NVQs in Coaching, Teaching and Instructing, Activity Leadership, Instructing Exercise and Fitness, Operational Services, and Spectator Safety

QCF Level	General Qualifications	BTEC Full VRQ Courses	BTEC Short Courses	NVQ/Occupational
1		BTEC Introductory Certificate and Diploma in Sport and Leisure	BTEC Award/Certificate/Diploma in Sport and Active Leisure	NVQ in Sport, Recreation and Allied Occupations
Entry	Entry Level Certificate in Physical Education	Entry level Certificate in Skills for Working Life (Sport and Recreation) Entry level BTEC Award in Sport and Active Leisure		

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel 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 relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel 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 Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

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

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

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

The Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel 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 C: Centre certification and registration

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

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

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel 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 Edexcel qualifications with integrity.

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

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.

Annexe D: 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 Well-being – Level 3 NVQ in Sports Development

Background

In July 2002, PSAG approved the Assessment Strategy submitted by SkillsActive (then SPRITO), the recognised Standards Setting Body for the Active Leisure and Learning sector. The strategy sets out the recommendations for the assessment and quality control systems required for National and Scottish Vocational Qualifications coming under the SkillsActive umbrella and should always be referred to for full details of assessment requirements. The strategy makes clear that certain sections may require a qualification specific annex to detail any specialist requirements which could not be contained in the generic document.

Occupational Competence for Assessors, Internal and External Verifiers in The Outdoors

Assessment strategy sections 4.1.1, 4.3.4, and 5.2.3 set out the criteria for their appointment and a bullet point in each section states that they must “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” and “Be occupationally competent in the area appropriate to the level of the qualifications they are to be verifying or assessing”.

What follows are the specific criteria for the Outdoors sector and they apply equally to prospective External and Internal Verifiers and Assessors, who must have:

Required criteria:

- Worked in a relevant outdoors context for two years full time or equivalent eg Outdoors centre manager, Outdoors chief instructor, Outdoors area manager
- Hold an appropriate occupationally-related qualification eg N/SVQ Level 3 or above or a related HND, Foundation Degree, a related degree or a Level 3 or above qualification from the NQF or Level 8 or above from the SCQF.

Appointment process for External verifiers

Assessment strategy section 4.1 states that “every Awarding Body to seek advice from the SSC on the technical qualifications, experience and competence of all prospective External Verifiers in the selection and deployment of EVs”; to assist this process for Outdoors External Verifiers the sector recommends that:

- Awarding Bodies have an occupationally competent person involved in the interviewing process. Approved by UKCG June 2006

Annexe E: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title

Please go to www.ofqual.gov.uk to access the document '*Operating rules for using the term 'NVQ' in a QCF qualification title*'.

