

# **Pearson Edexcel Level 1 NVQ Award in Sport and Active Leisure**

## **Specification**

NVQ/Competence-based qualification

For first registration July 2010

Issue 2

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

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

This qualification was previously known as:

Pearson Edexcel Level 1 NVQ Award in Sport and Active Leisure (QCF)

The QN remains the same.

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

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## Summary of Pearson Edexcel Level 1 NVQ Award in Sport and Active Leisure specification Issue 2 changes

<b>Summary of changes made between previous issue and this current issue</b>	<b>Page number</b>
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	6
Guided learning definition updated	10
QCF references removed from unit titles and unit levels in all units	12-61

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

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



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# Introducing Pearson Edexcel NVQ/Competence-based qualifications

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## What are NVQ/Competence-based qualifications?

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

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development courses for employees that have been in the workplace for some time or as a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

## Sizes of NVQ/Competence-based qualifications

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

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

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

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

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

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

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



## Qualification titles covered by this specification

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This specification gives you the information you need to offer the Pearson Edexcel Level 1 NVQ Award in Sport and Active Leisure:

<b>Qualification title</b>	<b>Qualification Accreditation Number (QAN)</b>	<b>Accreditation start date</b>
Pearson Edexcel Level 1 NVQ Award in Sport and Active Leisure	501/0267/9	01/07/2010

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

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

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

# Key features of the Pearson Edexcel Level 1 NVQ Award in Sport and Active Leisure

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This qualification:

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

**Pearson expect the Pearson Edexcel Level 1 NVQ Award in Sport and Active Leisure to be approved as a component of the Active Leisure and Learning Apprenticeship framework.**

## What is the purpose of this qualification?

This qualification is seen as the entry level occupational qualification for the active leisure, learning and well-being sector. It is aimed mainly at young people or others who are new to sport and recreation and wish to achieve a qualification that reflects their competence in basic, introductory functions and responsibilities.

## Who is this qualification for?

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

Pearson's policy is that the qualifications should:

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

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

The Pearson Edexcel Level 1 NVQ Award in Sport and Active Leisure is designed for those working in or aspiring to work in, the sport and active leisure sector, or young people accessing the Young Apprenticeship framework.

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

- Leisure centre assistant.

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

The Pearson Edexcel Level 1 NVQ Award in Sport and Active Leisure is ideal for entry into the Sport and Active Leisure industry.

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

- Operational services
- Activity leadership
- Coaching
- Sports development.

The Pearson Edexcel Level 1 NVQ Award in Sport and Active Leisure is part of a suite of qualifications in the same, and related, sectors offered by Pearson, qualifications offered include:

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

# What is the qualification structure for the Pearson Edexcel Level 1 NVQ Award in Sport and Active Leisure?

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## Qualification structure summary

The Total Qualification Time (TQT) for this qualification is 100.

The Guided Learning Hours for this qualification are 78.

The learner must achieve all 7 credits from the 3 mandatory units, plus a minimum of 3 credits from any of the 4 optional units. The total credit value of this qualification is 10 credits.

## Qualification structure

<b>Pearson Edexcel Level 1 NVQ Award in Sport and Active Leisure</b>			
<b>Unit Ref.</b>	<b>Mandatory units</b>	<b>Credit</b>	<b>Level</b>
D/600/9608	Help to provide equipment for active leisure, learning and well-being activities	3	1
H/600/9657	Help to give good levels of service to participants and customers in active leisure, learning and well-being	2	1
D/501/5138	Deal with accidents and emergencies	2	2
<b>Unit Ref.</b>	<b>Optional units</b>	<b>Credit</b>	<b>Level</b>
K/600/9613	Help to plan and prepare an active leisure, learning and well-being session	1	1
Y/600/9655	Help to maintain active leisure, learning and well-being facility areas	2	1
D/600/9656	Help to maintain active leisure, learning and well-being activity equipment	2	1
K/600/9658	Lead an activity within an active leisure, learning and well-being session	2	1

## How is the qualification graded and assessed?

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

To pass a unit the learner must:

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

The qualification is designed to be assessed:

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

### Assessment requirements/strategy

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

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

Evidence of competence may come from:

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

It is important that the evidence is:

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

## Types of evidence

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

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

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

## What do you need to offer this qualification?

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### Centre recognition

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

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

### Approvals agreement

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

## Quality assurance

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

## What resources are required to deliver this qualification?

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

# Unit format

Each unit in this specification contains the following sections.

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



# Units



## **Unit 1: Help to provide equipment for active leisure, learning and well-being activities**

**Unit reference number:** D/600/9608

**Level:** 1

**Credit value:** 3

**Guided learning hours:** 24

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### **Unit summary**

This unit covers the knowledge and competence of setting up, taking down, issuing and storing equipment for activities in a correct, safe and timely manner.

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

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

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 1 Award in Sport and Active Leisure (NVQ).

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

These can be assessed by:

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

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

These must be assessed using workplace evidence generated when the learner is providing equipment activities.

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

When providing equipment for activities the learner must cover one of the following types:

- (a) equipment
  - 1. small items that they can set up on their own
  - 2. large items that need more than one person to set up.

with one of the following types:

- (b) instruction
  - 1. spoken
  - 2. written.

### **Learning outcome 7**

When issuing equipment for activities the learner must cover two of the following types:

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Know the principles of providing equipment for activities	1.1 Outline the types of activities for which equipment is needed 1.2 Outline the types of equipment which have to be set up and taken down 1.3 Identify the main health and safety requirements for the types of equipment which have to be set up and taken down 1.4 Identify the storage and activity areas for the types of equipment which have to be set up and taken down 1.5 Outline safe manual lifting and handling procedures 1.6 Outline why safe manual lifting and handling procedures are important 1.7 Outline the types of faults and/or hazards with equipment which can be identified by checking it visually 1.8 Outline how to identify and report obvious problems with equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2. Know how to help to set up equipment	2.1 Identify the correct ways of setting up and taking down the equipment worked with 2.2 State the correct way to lay out equipment for activities 2.3 Outline why it is important to make sure equipment is ready when it is needed 2.4 Outline why it is important to check with a more senior colleague that equipment has been set up and laid out correctly			
3. Be able to help to set up equipment	3.1 Find the equipment to set up 3.2 Lift and handle the equipment safely and without causing damage 3.3 Follow instructions for setting up and laying out the equipment 3.4 Make sure the equipment is ready when needed 3.5 Check with a senior colleague that the set-up is correct 3.6 Identify and report any problems to a more senior colleague 3.7 Work co-operatively with colleagues			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4. Know how to help to take down and store equipment	4.1 Outline why it is important to make sure the area is ready for the next activity when the equipment has been taken down 4.2 Identify where equipment should be stored 4.3 Outline why it is important to store equipment in the right place 4.4 Outline why it is important that storage areas should be clean and tidy 4.5 Outline why storage areas should be secure 4.6 State the security procedures which should be followed			
5. Be able to help to take down and store equipment	5.1 Find the equipment to take down 5.2 Follow instructions for taking down the equipment 5.3 Lift and handle the equipment safely and without causing damage 5.4 Make sure the working area is ready for the next activity 5.5 Return the equipment to the correct storage area 5.6 Leave the storage area clean, tidy and secure 5.7 Identify and report any problems to a more senior colleague			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6. Know how to issue equipment	6.1 Outline how to treat customers in a polite and friendly way 6.2 Outline how to select appropriate equipment for different customers 6.3 Identify the correct procedures for storing customers' belongings 6.4 Outline typical problems that customers have with equipment and how to provide assistance to them 6.5 Identify the correct procedures for exchanging belongings and equipment following use 6.6 Outline typical faults that may occur with equipment issued to customers 6.7 State the correct procedures to follow to report the typical faults that may occur with equipment issued to customers			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7. Be able to issue equipment	7.1 Deal with customers in a polite and friendly manner 7.2 Issue equipment appropriate for the customer 7.3 Make sure issued equipment is in a safe and serviceable condition 7.4 Store any customer belongings in the correct location 7.5 Provide the customer with any assistance they may need 7.6 Follow the correct procedures for exchanging equipment and customer belongings following use 7.7 Identify and report any faults with equipment			

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

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

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

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

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

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

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

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

*(if sampled)*



## **Unit 2: Help to give good levels of service to participants and customers in active leisure, learning and well-being**

**Unit reference number:** H/600/9657

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 16

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to provide a good level of service to customers in active leisure, learning and well-being.

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

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

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 1 Award in Sport and Active Leisure (NVQ).

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

These can be assessed by:

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

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

These must be assessed using workplace evidence generated when the learner is giving good levels of service.

### **Learning outcome 3**

When dealing with the participants, the learner must cover two of the following types:

- (a) participants and customers
  - 1. adults
  - 2. children and young people
  - 3. people with special needs.

with 1 of the following types:

- (b) communication
  - 1. spoken
  - 2. written.

### **Learning outcome 5**

When working with their colleague, the learner must cover both of the following types:

- (a) colleague
  - 1. working at the same level as themselves
  - 2. line manager.

with 1 of the following types:

- (b) communication
  - 1. spoken
  - 2. written.

### **Learning outcome 7**

When improving their work, the learner must cover both of the following types:

- (a) colleague
  - 1. working at the same level as themselves
  - 2. line manager.

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Know how to give good levels of service to participants and customers	1.1 Outline why it is important to provide good levels of service to participants and customers 1.2 Identify the standards which should be achieved in own work 1.3 State how own efforts help to provide good levels of service to participants and customers 1.4 Outline why it is important to communicate clearly with participants, customers and colleagues 1.5 Outline what might happen if communication is not clear 1.6 Outline why equality and diversity are important in working with customers, participants and colleagues 1.7 State how to treat people equally and respect their individuality			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
2. Know how to work well with participants and customers	2.1 Identify how to dress and present self at work 2.2 Identify how to behave and not behave with participants and customers 2.3 Outline why dress, appearance and behaviour are important at work 2.4 Identify how to deal politely with customers 2.5 Outline the types of situations where participants and customers may need help and information 2.6 Identify what should be done to give customers help and information 2.7 Outline the types of situations where it is not appropriate to try to help a customer, but where help from a colleague should be asked for 2.8 Outline why safeguarding children and vulnerable people is important 2.9 Identify the procedures to follow for safeguarding children and vulnerable people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3. Be able to work well with participants and customers	3.1 Meet organisation's standards for appearance and behaviour 3.2 Deal with participants and customers politely 3.3 Be helpful to participants and customers 3.4 Communicate with participants and customers clearly 3.5 Give participants and customers any information they need or seek help from colleagues 3.6 Treat and value each person equally as an individual 3.7 Follow the correct procedures for safeguarding children and other vulnerable people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4. Know how to work well with colleagues	4.1 Outline why teamwork is important in providing good levels of service 4.2 Outline why it is important to carry out duties as asked to do 4.3 Outline what might happen if duties are not carried out as asked 4.4 Outline the types of situations where help and advice from colleagues are needed 4.5 Outline why it is important to ask for help from colleagues 4.6 Outline the types of situations where it may not be right to give colleagues help 4.7 Outline what should be done if unsure about providing help to colleagues 4.8 Outline what a 'good working relationship' with colleagues means 4.9 Outline what can be done to maintain a good working relationship 4.10 Outline the types of situations where there might be problems in working with colleagues 4.11 Outline why it is important to take any problems to line manager			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5. Be able to work well with colleagues	5.1 Carry out duties as asked to do 5.2 Ask colleagues for help and advice when needed 5.3 Give colleagues help when needed 5.4 Communicate with colleagues clearly and accurately 5.5 Maintain good working relationships with colleagues 5.6 If there are problems working with colleagues, explain these problems to line manager			
6. Know how to help to improve own work	6.1 Outline why it is important to always try to improve own work 6.2 Identify how to ask colleagues for feedback on own work 6.3 Outline why feedback from colleagues is important 6.4 Identify how to use feedback from colleagues to improve own work 6.5 State who should be worked with to identify what is done well and where improvements could be made 6.6 Outline why it is important to take part in training and education 6.7 Outline the types of training and education available			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7. Be able to help to improve own work	7.1 Always try to achieve the standard of work which the organisation expects 7.2 Ask colleagues for feedback on own work 7.3 Work with a relevant colleague to <ul style="list-style-type: none"> <li>• Identify the things done well and areas which could be done better</li> <li>• Identify the new things needed to learn</li> </ul> 7.4 Take part in training that helps to improve own work			

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

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

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

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

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

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

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

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

*(if sampled)*

## **Unit 3: Deal with accidents and emergencies**

**Unit reference number:** D/501/5138

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 14

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### **Unit summary**

Play, sport and recreation always involves an element of challenge and risk, and accidents will happen from time to time. Other emergencies, such as fires, may also occur. It is very important that all members of staff are competent to deal with accidents and emergencies so that the welfare of spectators and colleagues is maintained.

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

#### **Learning outcomes 1 and 2**

These must be assessed using workplace evidence generated when the learner is dealing with accidents and emergencies or through realistic simulations.

#### **Learning outcome 1**

Whilst dealing with injuries and signs of illness the learner must cover one of the following types of casualties:

- a) adult
- b) child
- c) person with particular needs

at least one of the following types of qualified assistance:

- d) the organisation's first aider
- e) emergency services

and at least one of the following types of conditions:

- f) minor injury that can be dealt with on-site
- g) minor illness that can be dealt with on-site
- h) major injury requiring medical attention
- i) major illness requiring medical attention.

If the learner can only cover one type of casualty, one type of assistance and one type of condition through workplace evidence or simulation, they must be questioned on the rest.

### **Learning outcome 2**

Whilst following emergency procedures, the learner must cover at least one of the following types of people:

- a) adults
- b) children
- c) people with particular needs.

If the learner can only cover one type of people through workplace evidence or simulation, they must be questioned on the rest.

### **Learning outcomes 3 and 4**

These can be assessed by:

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

### **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. Deal with injuries and signs of illness	1.1 Remain calm and follow their organisation's procedures 1.2 Protect the casualty and other people involved from further risk 1.3 Call for qualified assistance that is appropriate to the casualty's condition 1.4 Provide reassurance and comfort to those involved 1.5 Give the qualified assistance clear and accurate information about what happened 1.6 Follow the accident reporting procedures, as required			
2. Follow emergency procedures	2.1 Give the people involved in the emergency clear and correct instructions 2.2 Carry out their role in the emergency procedures calmly and correctly 2.3 Maintain the safety of the people involved 2.4 Follow the correct procedures for reporting the emergency 2.5 Report any problems with the emergency procedures to the relevant colleague			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3. Know how to deal with injuries and signs of illness	3.1 Describe the values or codes of practice relevant to the work they are carrying out 3.2 Explain the importance of dealing with accidents and emergencies promptly, calmly and correctly 3.3 Identify the types of injuries and illnesses that may occur in their area of work 3.4 Describe how to deal with these injuries and illnesses before qualified assistance arrives 3.5 Identify whether to contact the on-site first aider or immediately call the emergency services depending on the situation and organisational procedures 3.6 Identify who is the on-site first aider and describe how to contact them 3.7 Describe the procedures they should follow to contact the emergency services 3.8 Explain why it is important to protect the casualty and others involved from further harm 3.9 Describe the procedures to follow to protect the casualty and others 3.10 Explain why it is important to provide comfort and reassurance 3.11 Describe how to provide reassurance and comfort 3.12 Describe their responsibilities for reporting accidents 3.13 Describe the procedures for reporting accidents			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4. Know how to follow emergency procedures	4.1 Describe the emergency procedures in their place of work for: <ul style="list-style-type: none"> <li>• Fires</li> <li>• Security incidents</li> <li>• Missing persons</li> </ul> 4.2 Describe the instructions that must be given to the people involved in each type of incident 4.3 Describe their organisation's reporting procedures for emergencies 4.4 Describe the types of problems that may occur during emergency procedures 4.5 Explain why they should report problems with emergency procedures 4.6 Identify who problems with emergency procedures should be reported to			

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

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

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

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

*(if sampled)*





## **Unit 4: Help to plan and prepare an active leisure, learning and well-being session**

<b>Unit reference number:</b>	K/600/9613
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>Guided learning hours:</b>	8

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### **Unit summary**

This unit covers the knowledge and competence of helping a more experienced colleague – coach, instructor or activity leader – to plan and prepare a session.

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

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

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 1 Award in Sport and Active Leisure (NVQ).

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

These can be assessed by:

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

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

These must be assessed using workplace evidence generated when the learner is helping to plan and prepare a session.

### **Learning outcome 3**

When helping to plan an activity as part of a session, the learner must cover both of the following types:

- (a) information
  - 1. spoken
  - 2. written.

with both of the following types;

- (b) activities
  - 1. for an individual
  - 2. for a group.

### **Learning outcome 5**

When helping to make arrangements for a session, the learner must cover two of the following types:

- (a) arrangements
  - 1. getting the equipment they need for the session
  - 2. getting access to the facility
  - 3. providing information to participants in the session.

### **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 plan and prepare a session	1.1 Outline why it is important to plan and prepare for a session 1.2 Outline how to identify own responsibilities for the session, including what should and should not be done 1.3 Outline why it is important to work closely with the person responsible for the session 1.4 Identify the health and safety requirements that cover areas of own responsibility			
2. Know how to help to plan activities as part of a session	2.1 Outline the types of information needed to plan an activity within a session 2.2 Outline why it is important to check any unclear information 2.3 Outline the types of information that may be confidential 2.4 Outline how to deal with confidential information 2.5 Outline why it is important to evaluate activities 2.6 Outline why it is important to use evaluations of other activities when planning new activities 2.7 Outline why it is important to make sure the planned activity meets the overall aims of the session			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3. Be able to help to plan an activity as part of a session	3.1 Collect the information needed to prepare the activity 3.2 Check any unclear information with the person responsible for the session 3.3 Deal with any confidential information correctly 3.4 Suggest a plan for the activity that meets the session's aims 3.5 Use evaluations of previous activities to help the plan 3.6 Take account of health and safety requirements 3.7 Make sure the planned activity fits into the time available 3.8 Check the details of the plan with the person responsible for the session and make any changes they ask for			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4. Know how to help to make arrangements for a session	4.1 Outline why it is important to carry out the arrangements within own area of responsibility 4.2 Outline why arrangements should be made in good time 4.3 Outline how to identify when arrangements should be made to make sure equipment, facilities and participants will be ready as planned 4.4 State the procedures to follow when arranging facilities and equipment and giving information to participants 4.5 Outline how to work with other people in a way that maintains their support and goodwill 4.6 Outline what may happen if the support and goodwill of other people are lost			
5. Be able to help to make arrangements for a session	5.1 Find out what own responsibilities are for arranging the session 5.2 Follow the correct procedures for making arrangements for the session 5.3 Check relevant health and safety requirements 5.4 Make arrangements for the session in good time 5.5 Refer any problems which should not be deal by self, to the person responsible for the session 5.6 Work with other people in a way that maintains their goodwill and support			

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

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

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

*(if sampled)*

## **Unit 5: Help to maintain active leisure, learning and well-being facility areas**

**Unit reference number:** Y/600/9655

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 16

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### **Unit summary**

This unit covers the knowledge and competence of ensuring sport and recreation areas are clean and tidy.

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

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

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 1 Award in Sport and Active Leisure (NVQ).

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

These can be assessed by:

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

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

These must be assessed using workplace evidence generated when the learner is maintaining facility areas.

### **Learning outcome 3**

When checking facility areas the learner must cover two of the following types:

- (a) area
  - 1. activity areas
  - 2. non-activity areas
  - 3. outdoor areas.

with two of the following types:

- (b) problem
  - 1. health and safety hazards
  - 2. faulty equipment
  - 3. damage
  - 4. dirt and untidiness
  - 5. security hazards.

and with both of the following types:

- (c) action
  - 1. dealing with the problem themselves
  - 2. reporting the problem.

### **Learning outcome 5**

When tidying the facilities, the learner must cover both of the following types:

- (a) area
  - 1. activity areas
  - 2. non-activity areas.

with one of the following types;

- (b) property
  - 1. clothing
  - 2. valuables
  - 3. suspicious objects.



## **Learning outcome 7**

When cleaning the facilities the learner must cover two of the following types:

- (a) area
  - 1. activity areas
  - 2. non-activity areas
  - 3. outdoor areas.

with two of the following types:

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

## **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 maintain facility areas	1.1 Outline why health, safety, cleanliness and tidiness are important in a sport and recreation facility			
2.	Know how to check facility areas	2.1 Identify own responsibilities under the Health And Safety At Work Act 2.2 Identify the procedures which must be followed for checking facility areas and dealing with any problems found 2.3 Outline the types of problems which may be found in a facility area 2.4 Outline the types of problems allowed to deal with by self 2.5 Outline the types of problems which should not be deal with by self 2.6 State who problems should be reported to 2.7 Outline why reports should be made clearly and quickly			
3.	Be able to check facility areas	3.1 Check the requested areas, following the correct procedures 3.2 Identify possible problems 3.3 Take the correct action to deal with any problems, according to instructions 3.4 Report any problems clearly and accurately to a more senior colleague			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4. Know how to tidy facility areas	4.1 Outline the types of waste and rubbish which may be found in the facility 4.2 State how to deal with each type of waste and rubbish correctly 4.3 Outline the types of waste that are hazardous 4.4 State how hazardous waste should be dealt with 4.5 Identify the procedures which should be followed when dealing with customers' property 4.6 Identify the procedures which should be followed if an object is thought to be suspicious			
5. Be able to tidy facility areas	5.1 Deal with waste and rubbish without delay, following organisation's procedures 5.2 Identify and report any hazardous waste and rubbish to a senior colleague 5.3 Dispose of waste and rubbish safely and hygienically 5.4 Leave the area in a safe and tidy condition 5.5 Follow the correct procedures for dealing with customers' property			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6. Know how to clean facility areas	6.1 Outline why it is important to disrupt other people as little as possible when cleaning 6.2 Outline why warning notices should be displayed 6.3 Identify where warning notices should be positioned 6.4 Identify organisation's standards of cleanliness 6.5 Outline how to leave cleaning equipment and materials in a state fit for future use 6.6 Identify appropriate clothing to wear when cleaning 6.7 Outline why it is necessary to wear appropriate clothing when cleaning 6.8 State the manufacturers' guidelines for the cleaning agents being used			
7. Be able to clean facility areas	7.1 Wear appropriate clothing for the cleaning activity. 7.2 Cause as little disruption as possible to other people in the area 7.3 Set up warning notices in the area being cleaned 7.4 Use the requested equipment and materials 7.5 Use the equipment and materials safely, efficiently and correctly 7.6 Make sure the area meets organisation's standards for cleanliness when finished 7.7 Leave the equipment and materials in a condition fit for future use			

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

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*(if sampled)*



## **Unit 6:** Help to maintain active leisure, learning and well-being activity equipment

<b>Unit reference number:</b>	D/600/9656
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	16

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to carry out basic maintenance to activity equipment. It covers following maintenance routines according to their organisation's procedures and manufacturers' instructions.

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

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

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 1 Award in Sport and Active Leisure (NVQ).

### **Learning outcome 1**

This can be assessed by:

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

### **Learning outcome 2**

Must be assessed using workplace evidence generated when the learner is maintaining activity equipment.

## **Learning outcome 2**

When maintaining the activity equipment, the learner must cover one of the following types:

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

## **Assessment methodology**

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



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Know how to maintain activity equipment	1.1 Identify health and safety requirements for the equipment to be maintained within own area of responsibility 1.2 Outline why it is important to make sure equipment is safe before beginning maintenance 1.3 Outline how to make sure equipment is safe before beginning maintenance 1.4 Identify the relevant parts of the organisation's maintenance schedule 1.5 Identify the manufacturer's guidelines for the types of equipment in own area of work 1.6 Outline the importance of causing as little disruption as possible to normal activities 1.7 State how to cause as little disruption as possible to normal activities 1.8 Outline the limits of own abilities when it comes to carrying out maintenance 1.9 List the types of maintenance allowed to be carried out within own area of responsibility 1.10 Identify how to report problems 1.11 Outline the importance of recording maintenance 1.12 Outline how to record maintenance			

<p>2. Be able to help to maintain activity equipment</p>	<p>2.1 Identify the equipment which needs maintenance</p> <p>2.2 Make sure equipment is safe before carrying out maintenance</p> <p>2.3 Check the equipment, following the maintenance schedule and manufacturer's instructions</p> <p>2.4 Cause as little disruption to normal activities as possible</p> <p>2.5 Carry out maintenance according to operating procedures and manufacturers' instructions</p> <p>2.6 Identify and report any:</p> <ul style="list-style-type: none"> <li>• obvious faults with the equipment</li> <li>• difficulties in carrying out maintenance</li> </ul> <p>2.7 Keep maintenance records up to date</p>			
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## **Unit 7: Lead an activity within an active leisure, learning and well-being session**

**Unit reference number:** K/600/9658

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 16

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### **Unit summary**

This unit covers the knowledge and competence of helping to run a coaching or activity session, by leading particular activities within it.

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

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

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 1 Award in Sport and Active Leisure (NVQ).

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

These can be assessed by:

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

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

These must be assessed using workplace evidence generated when the learner is leading an activity within a session.

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

When leading an activity within a session, the learner must cover both of the following types:

- (a) participant
  - 1. individual
  - 2. group.

### **Learning outcome 5**

When observing an activity and giving feedback to participants, the learner must cover both of the following types:

- (a) participant
  - 1. individual
  - 2. group.

with three of the following types;

- (b) feedback, covering
  - 1. health and safety
  - 2. rules and codes
  - 3. skills and techniques
  - 4. participants' behaviour.

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Know the principles of leading an activity	1.1 Outline the importance of working closely with the person responsible for the session 1.2 Outline the types of problems which should not be dealt with alone, but should be referred to the responsible person 1.3 State own responsibilities during the session 1.4 State the health and safety requirements relevant to the activities being led 1.5 Identify techniques, skills, rules and codes relevant to the activities being led 1.6 Outline the importance of good communication with participants during the session 1.7 Outline how to motivate and encourage participants without putting them under stress			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2. Know how to help participants to prepare for an activity	2.1 Outline the importance of a good working relationship with participants 2.2 Outline how to establish a good working relationship with participants 2.3 Identify the requirements for dress and equipment for the activities being led 2.4 Outline why dress and equipment are important 2.5 Outline how to give clear and correct demonstrations and explanations of skills, techniques, rules, codes and health and safety requirements 2.6 Outline why it is important to answer participants' questions 2.7 Outline the types of warm-ups that are appropriate to the activities being led 2.8 Outline why warm up is important			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3. Be able to help participants to prepare for an activity	3.1 Establish a good working relationship with the participants 3.2 Make sure own dress and equipment are safe and appropriate for the activity 3.3 Make sure the participants' dress and equipment are safe and appropriate for the activity 3.4 Help the participants warm up and prepare for the activity 3.5 Demonstrate and explain the activity safely 3.6 Communicate in a way that is appropriate to the participants 3.7 Answer participants' questions clearly and correctly 3.8 Give the participants encouragement and motivation without putting them under stress			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4. Know how to observe an activity and give feedback to participants	4.1 Outline why it is important to observe the participants at all times during the activity and pay attention to each of them 4.2 Outline the importance of giving feedback to participants on what they are doing 4.3 Outline how to give feedback in a way that will help the participants to improve their performance 4.4 Identify appropriate times during an activity to provide feedback			
5. Be able to observe an activity and give feedback to participants	5.1 Observe the participants throughout the activity 5.2 Pay attention to the needs of all the participants 5.3 Give feedback at appropriate times during the activity 5.4 Make sure that feedback highlights good performance and where participants need to improve 5.5 Make sure that feedback is clear and encouraging 5.6 Follow the agreed health and safety procedures 5.7 Refer any problems which cannot be dealt with correctly, to the person responsible for the session			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6. Know how to bring an activity to an end	6.1 Outline how to allow enough time to finish an activity 6.2 Outline why it is important to allow enough time to finish an activity as planned 6.3 Outline why it is important to cool down 6.4 Outline types of appropriate cool-down exercises for the activities they are leading 6.5 Outline why it is important to sum up what the participants have achieved 6.6 Outline why it is important to get feedback from the participants on the activity which has been led 6.7 Identify procedures for putting away equipment and tidying the facility 6.8 Outline how to identify faulty equipment 6.9 Outline what to do with faulty equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7. Be able to bring an activity to an end	7.1 Allow enough time to finish the activity 7.2 Help the participants to cool down safely 7.3 Sum up for the participants what has been achieved 7.4 Encourage the participants to give their own feedback on the activity 7.5 Follow the correct procedures for putting away equipment and tidying the facility 7.6 Refer any problems which cannot be dealt with correctly, to the person responsible for the session			
8. Know how to help to evaluate an activity	8.1 Outline why evaluation is important 8.2 Outline why it is important to compare what happened during a session with what was planned 8.3 Outline the importance of making positive use of the feedback from others, including participants and the person responsible for the session 8.4 Outline why it is important to record the results of their evaluation 8.5 State how to make use of evaluations when planning and leading future activities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9. Be able to help to evaluate an activity	9.1 Carry out the evaluation with the person responsible for the session 9.2 Compare what happened during the activity with what was planned 9.3 Identify what the participants achieved during the activity 9.4 Take account of the participants' feedback about the activity 9.5 Provide own ideas about what went well and what could be improved 9.6 Listen to and take account of the views of the person responsible for the session 9.7 Record the results of the evaluation to help improve future activities			

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

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*(if sampled)*



## Further information

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

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

### Key publications

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

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

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

## How to obtain National Occupational Standards

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

Telephone: +44 (0)20 7632 2000  
Fax: +44 (0)20 7632 2001  
Email: [skills@skillsactive.com](mailto:skills@skillsactive.com)  
Website: [www.skillsactive.com](http://www.skillsactive.com)

## Professional development and training

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

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

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

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

The training we provide:

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

# Annexe A: Quality assurance

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## Key principles of quality assurance

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

## Quality assurance processes

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

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

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

The Pearson quality assurance processes will involve:

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

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



## Annexe B: Centre certification and registration

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

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

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

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

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

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

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



# Annexe C: Assessment requirements/strategy

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## Assessment Strategy for active leisure, learning and well-being

### Introduction

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

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

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

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

### Background

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

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

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

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

## **Overarching assessment principles**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **4. External Quality Control**

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

- The monitoring and standardisation of assessment decisions through a system of assessment and verification

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

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

From active and on-going 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**

Skills Active 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'.

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

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

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

## 5. Workplace assessment

### 5.1. Assessment Centres must:

- ensure that candidates have access to the resources commonly in use in the industry and that the pressures and constraints of the workplace are properly reflected
- ensure that the principles and values of the occupational area(s) are embedded in the operation of the workplace;
- demonstrate a commitment to quality and good practice which may include the pursuit of other schemes which recognise industry best practice;
- ensure that assessment sites conform with Health and Safety requirements and good health and safety practice is reflected in assessment.
- maintain a register of all assessors and Internal Verifiers
- provide evidence of their plans to keep Assessors and Internal Verifiers updated with current industry requirements
- where applicable, the SSC will provide advice on the minimum “resource requirements” needed by an Approved Assessment Centre to provide adequate experience to the candidate.

### 5.2. Assessors

Assessors are appointed by an Approved centre and approved by the Awarding Body through their occupationally competent External Verifier.

**They should only assess in their acknowledged area of technical and occupational competence.**

Assessors should be one of the following:

- employed by the same organisation as the candidate or...
- working in partnership with, and drawing on evidence from, the candidate’s organisation or...
- an expert brought in to supplement the expertise of the candidate’s own organisation or as an additional external method of quality assurance.

The prospective Assessor should:

- Hold the Assessor Units A1 and A2 [New assessors should have a clear action plan for achieving units A1 and A2. An assessor or verifier who has gained certification must support assessment decisions by assessors who are still working towards certification.]
- Meet the Technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.
- Provide evidence of recent experience and competence in the occupational area to the level of the qualification(s) they wish to assess.
- Provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification.

- Provide evidence of knowledge, understanding and support of the relevant Active Leisure and Learning Values Statements and how they are applied in assessment.
- Demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse.
- Provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development.

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

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

### **5.3. Witness testimony**

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

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

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

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

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

## **6. Simulation**

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

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

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

## **Annex to the assessment strategy for active leisure, learning and well-being - Level 1 NVQ Award in Sport and Active Leisure**

### **Introduction**

In July 2009, new national occupational standards for sport and active leisure level 1 were approved.

The sport and active leisure NVQ is suitable for people who are new to sport and recreation and who wish to achieve an award that reflects their competence in basic, introductory functions and responsibilities.

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

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

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

### **Background**

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

### **Occupational competence for assessors, internal and external verifiers for the Level 1 Sport and Active Leisure**

The following sections set out the criteria for their appointment;

#### **Assessors**

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

## **Internal verifiers**

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

## **External verifiers**

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

What follows are the specific criteria for the level 1 sector they apply equally to prospective external and internal verifiers and assessors, who must have (all the other requirements specified in the assessment strategy should be consistently applied, those listed here are supplementary):

- A working knowledge of one or more occupational sectors which come under the SkillsActive umbrella.
- Knowledge of, and commitment to, the active leisure, learning and well-being values statement for all staff as well as any specific values that relate to the working contexts in which the level 1 is being achieved.

## **General assessment principles**

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

This qualification is seen as the entry level occupational qualification for the active leisure, learning and well-being sector. It is aimed mainly at young people or others who are new to sport and recreation and wish to achieve a qualification that reflects their competence in basic, introductory functions and responsibilities. For this reason, it is accepted that many learners will not be employed, but may be gathering their evidence in a college, school or other, more protected, environment (for example, a custodial establishment). Learners may also gather evidence from relevant work experience placements.

However, it is essential that learners' evidence comes from working with real sport and recreation equipment, facilities and participants. This can be done in a school or college gymnasium, for example. The participants, in this case, may be fellow students. It is very important that evidence is generated from real activities, not 'skills test' type exercises set up purely for the sake of assessment (the only exception to this is unit C35 Deal with accidents and emergencies, for which simulation is deemed to be acceptable).

For example, evidence for unit C11 Help to provide equipment for active leisure, learning and well-being activities should come from the learner carrying out those activities for a session that must take place at a given time and will involve real participants who have real expectations and health and safety requirements. Similarly, evidence for unit C21 Help to maintain active leisure, learning and well-being facility areas could come from the learner cleaning and tidying up after the same session, or it may come from routine and necessary cleaning and tidying activities.

The only exception to this requirement is unit C35, for which simulation is deemed to be acceptable. In addition, simulation and supplementary evidence are allowed for a limited number of items. These are clearly detailed in the evidence requirements below.

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

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

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

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

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

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

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

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

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

Where written evidence (usually records of work) is required, again there should be evidence from two separate occasions. In the case of Unit D41 Help to plan and prepare an active leisure, learning and well-being session, for example, the most appropriate forms of evidence will be: information that the learner has collected, plans that they have suggested, and the arrangements for the session that they have made. It would not be efficient to ask the assessor to observe the learner carrying out all the activities the unit requires. All of these pieces of evidence should be in written form or recorded by other means. The learner must produce these in planning and preparing for at least two sessions (separated by an appropriate period of time – ideally at least one month). As in the case of observations, it may be necessary to have evidence for planning and preparing more than two sessions to ensure there is sufficient evidence to cover everything.

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

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

Many of the units within the Level 1 NVQ Award in Sport and Active Leisure link together in a logical way and assessors are encouraged to make use of these links in an efficient and creative way. In many cases there should be no need to assess on a unit-by-unit basis (unless the learner wants unit accreditation only). It would make better use of both the assessor's and learner's time to consider and plan how many units could be covered on each assessment occasion.

For example, the learner may be involved in helping to run a gymnastics session, this could involve:

- Planning and preparing their contribution to the session (D41).
- Checking the area prior to the session (C21).
- Helping to set up equipment for the session (C11).
- Leading an activity within the session – for example, supervising forward and backward rolls (D42).
- Putting away and storing the equipment and tidying the area following the session (C21).

Prior discussion between the learner and assessor with perhaps some negotiation with the learner's supervisor should make this a productive assessment opportunity. At the beginning of the assessment occasion, the assessor could ask to see evidence of the learner's planning and preparation for the session (D41), observe them checking the area (C21), observe them helping to set up the equipment (C11), observe them leading the activity (D42) etc. There should also be evidence of the learner's working relationship with the participants (D15).

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



## Assessment guidance and evidence requirements for each unit

### C11 Help to provide equipment for active leisure, learning and well-being activities

#### Evidence of real work activity

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

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

- One type of equipment
- One type of instruction
- Two types of customer.

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

#### Simulation

Simulation is allowed for 3.6, 5.7 and 7.7 only, if there is no naturally occurring evidence is available.

#### Use of supplementary evidence

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

#### Knowledge and understanding

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

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

## **C21 Help to maintain active leisure, learning and well-being facility areas**

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

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

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

- Two types of areas
- Two types of problems
- Two types of action
- One type of property
- Two types of equipment and materials.

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

### **Simulation**

Simulation is allowed for one type of problem, 5.2 and 5.5 only, if there is no naturally occurring evidence.

### **Use of supplementary evidence**

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

### **Knowledge and understanding**

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

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

## **C35 Deal with accidents and emergencies**

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

Due to the nature of this unit, it is unlikely that naturally occurring evidence will be available during assessor observations. If evidence is available from the learner's work in the past, this may be gathered through witness testimony, and/or other authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). This evidence must meet all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. (With the possible exceptions of those items listed under 'use of supplementary evidence' below).

There must also be evidence that the learner's work has met the requirements listed under 'what you must cover'. This must include as a minimum:

- One type of casualty
- One type of qualified assistance
- One type of condition
- One type of property
- Two types of equipment and materials.

If there is evidence from the learner's work in a real context, this must meet the assessment criteria listed against 'the learner will be able to' including the expansion of this section which constitutes the technical definition for sporting context being assessed. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### **Simulation**

Simulation is allowed for this unit only, if there is no naturally occurring evidence.

### **Use of supplementary evidence**

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

Supplementary evidence is allowed for 2.5 only, if there is no naturally occurring evidence is available.

## **Knowledge and understanding**

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

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

## **C260 Help to maintain active leisure, learning and well-being activity equipment**

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

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

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

- One type of equipment.

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

### **Simulation**

Simulation is allowed for 2.6 and 2.7 only, if there is no naturally occurring evidence is available.

### **Use of supplementary evidence**

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

### **Knowledge and understanding**

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

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

## **D15 Help to give good levels of service to participants and customers in active leisure, learning and well-being**

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

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

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

- Two types of customer and participant
- One type of communication
- Both types of colleague.

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

### **Simulation**

Simulation is allowed for 5.6 only, if there is no naturally occurring evidence is available.

### **Use of supplementary evidence**

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

Supplementary evidence is allowed for 3.7 and 5.6 only, if there is no naturally occurring evidence is available.

### **Knowledge and understanding**

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

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

## **D41 Help to plan and prepare an active leisure, learning and well-being session**

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

There must be evidence that the learner has met all of the assessment criteria listed against 'the learner will be able to' through their own work in a real setting (with the possible exceptions of those items listed under 'use of supplementary evidence' below). There is no requirement for observation for this unit. Records of the learner's work (for example, information they have collected, plans and arrangements for the session) will be sufficient provided it is authenticated by a senior person – for example the learner's supervisor.

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

- Both types of information
- Both types of activities
- Two types of arrangements.

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

### **Simulation**

Simulation is not allowed for this unit.

### **Use of supplementary evidence**

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

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

### **Knowledge and understanding**

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

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

## **D42 Lead an activity within an active leisure, learning and well-being session**

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

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

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

- Both types of participant
- Three types of feedback.

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

### **Simulation**

Simulation is allowed for 5.7 and 7.6 only, if no naturally occurring evidence is available.

### **Use of supplementary evidence**

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

### **Knowledge and understanding**

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

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



## Core values for level 1

Even though the units focus on and describe work functions, candidates entering and working in the various sectors of the industry at this level should be aware that a number of basic values underpin good practice and they should try to integrate them into their every day work.

### **(A) Personal; candidates should:**

1. Display commitment, honesty, integrity and a proper sense of responsibility.
2. Take active steps to improve his or her own personal competence and practice.
3. Pay due regard to the law and avoid the abuse or misuse of their position.

### **(B) The service and resources; candidates should:**

1. Work to contribute to a quality service.
2. Develop and maintain beneficial relationships with colleagues and service users.
3. Regard every service user as an individual, with the right to dignity, respect and consideration, and display a caring attitude at all times.
4. Promote equality of opportunity for all service users and seek to develop anti-discriminatory practice and positive attitudes to all especially those who are disadvantaged.
5. Ensure that all resources are being used effectively and not wasted.
6. Give due consideration and care to the immediate environment surrounding the activity as well as the broader natural environment.
7. Take full account of the need for public safety.

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