

# **Edexcel Level 3 NVQ Diploma in Sport and Play Surfaces (QCF)**

## **Specification**

Edexcel NVQ/competence-based qualifications

First registration May 2012

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Publications Code N031003

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## Qualification title covered by this specification

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This specification gives you the information you need to offer the Edexcel Level 3 NVQ Diploma in Sport and Play Surfaces (QCF):

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Edexcel Level 3 NVQ Diploma in Sport and Play Surfaces (QCF)	600/5117/6	01/05/2012

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

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aims Reference Application (LARA) where relevant.

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

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

For further information on the funding of 14–19 qualifications offered in England, please refer to the DfE Section 96 website.

For further information on the funding of 19+ qualifications offered in England, please refer to the SFA website.

For further information on funding in Wales, visit the DAQW website.

For further information on funding in Northern Ireland, visit the DELNI and DENI website.

# Key features of the Edexcel Level 3 NVQ Diploma in Sport and Play Surfaces (QCF)

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This qualification:

- is nationally recognised
- is based on the Sport and Play Services National Occupational Standards (NOS), which are owned by SkillsActive.

It is anticipated that the Edexcel Level 3 NVQ Diploma in Sport and Play Surfaces (QCF) will be approved as part of the Advanced Apprenticeship framework in Active Leisure and Learning.

## Who is this qualification for?

This qualification is aimed at those working in sport and play surface construction, specifically those site operatives wishing to progress to more advanced skill levels and to supervisory/management roles.

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

Edexcel'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 these qualifications to the learner and employer?

For learners, the benefits of this qualification are that it:

- allows them to develop skills that will be useful to them in their day-to-day job role
- confirms their occupational competence, thus enhancing their employability
- motivates them by giving them the opportunity to gain a nationally-recognised level 3 qualification that demonstrates ongoing professional development.

For employers, the benefits of this qualification are that it:

- helps identify training needs by benchmarking best practice
- motivates staff to perform at a high standard, resulting in better customer satisfaction and improved staff retention
- allows for increased confidence in the performance of staff who have achieved the qualification.

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

Learners who have successfully completed this qualification can progress on to general management qualifications, such as the Edexcel Level 3 BTEC Award in Management (QCF).

The Edexcel Level 3 NVQ Diploma in Sport and Play Surfaces (QCF) is part of a suite of qualifications in the same and related sectors offered by Edexcel, across different levels of the QCF. Further information can be found in *Annexe A*.

# What is the qualification structure for the Edexcel Level 3 NVQ Diploma in Sport and Play Surfaces (QCF)?

## Qualification structure summary

Learners must achieve a minimum of 41 credits, of which at least 26 must be at or above level 3.

Learners must achieve 21 credits from the five mandatory units, plus at least 20 credits from the optional units. At least two units must be achieved from optional group B1, with the remaining credit from optional group B1 and/or B2.

Units 7 and 10 are a barred combination. This means that only one of these units may count towards the qualification.

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

## Qualification structure

Edexcel Level 3 NVQ Diploma in Sport and Play Surfaces (QCF)				
No.	Unit Reference Number	Group A - Mandatory units	Credit value	Level
1	Y/600/9669	Plan, allocate and monitor the work of a team	5	3
2	M/600/9600	Set objectives and provide support for team members	5	3
3	K/502/9429	Ensure health and safety requirements are met in own area of responsibility	2	3
4	M/601/1511	Resolve customer service problems	6	2
5	K/601/4049	Complete sport/play surface work for handover	3	2
No.	Unit Reference Number	Group B1 - Optional units	Credit value	Level
6	T/503/5394	Install artificial grass surfaces for sport and play	7	3
7*	L/503/5398	Install polymeric surfaces for sport and play	7	3
8	A/503/5395	Install acrylic surfaces for sport and play	7	3
9	H/503/5505	Install prefabricated textile and non-textile resilient surfaces for sport and play	7	3
10*	J/503/5397	Install indoor polymeric surfaces for sport and play	7	3



<b>No.</b>	<b>Unit Reference Number</b>	<b>Group B2 - Optional units</b>	<b>Credit value</b>	<b>Level</b>
11	F/503/5396	Inspect and assess sport and play sites, surfaces, equipment and perimeters	7	3
12	K/503/5506	Install subfloor undercarriage systems for indoor sport and play surfaces	10	3
13	H/601/4048	Prepare for and install base layers for sport/play surfaces	3	2
14	M/503/8231	Assemble and install purpose-made equipment and components for sport/play	3	2
15	A/502/9161	Provide leadership in own area of responsibility	9	5
16	L/600/9586	Manage own professional development within an organisation	4	3

\* Units 7 and 10 are a barred combination.

## 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, where permitted by the unit *Evidence requirements* and the assessment requirements in *Annexe D*.

### Assessment requirements

The *Assessment Requirements* for this qualification can be found in *Annexe D*. They comply fully with the Assessment Strategy that has been developed by SkillsActive. The *Assessment Requirements* include details on:

- general assessment principles
- simulation
- requirements for centres
- external verification.

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 current job role as a result of a learning/training programme in 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.
- It is important to note that RPL is permitted only where the evidence meets the requirements of the unit *Evidence requirements* and the qualification assessment requirements in *Annexe D*. (In particular it should be noted that SkillsActive requires RPL evidence to be no more than two years old.)
- a **combination** of these.

It is important that the evidence is:

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

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

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

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

The abbreviations may be used for cross-referencing purposes.

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

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

# Centre recognition and approval

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## Centre recognition

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

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

## Approvals agreement

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

## Quality assurance

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

## What resources are required?

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Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment requirements*. Staff assessing the learner must also meet the requirements outlined in *Annexe D*.

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>	The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).			
<b>Unit code:</b>	This is the unit owner's reference number for the specified unit.			
<b>Unit reference number:</b>	This code is a unique reference number for the unit.			
<b>QCF level:</b>	All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8.			
<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>	A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.			
<b>Unit summary:</b>	This provides a summary of the purpose of the unit.			
<b>Evidence requirements:</b>	The evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.			
<b>Recording of evidence:</b>	This provides a summary of the how evidence can be recorded.			
<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: Plan, allocate and monitor the work of a team**

<b>Unit code:</b>	D5
<b>Unit reference number:</b>	Y/600/9669
<b>QCF level:</b>	3
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	25

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### **Unit summary**

This unit helps learners to plan and allocate the work for a team, and support, monitor and improve team performance.

### **Evidence requirements**

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment requirements* and the information below.

To pass the unit, learners must meet all of the assessment criteria.

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

This unit assumes learners have managerial/supervisory responsibilities for a team. If this is not the case, these responsibilities could be assigned to learners on a temporary basis for purpose of completing the qualification.

For all learning outcomes, there must be evidence that the learner has met all of the assessment criteria through their own work.

Appropriate assessment methods include:

- observations
- examining products of the learner's work, for example staff rotas, allocation plans, instructions to colleagues, notes taken during meetings, correspondence.

Each assessment criterion must be evidenced on more than one occasion.

### **Simulation**

Simulation is not allowed for any learning outcomes in this unit.

## **Recording of evidence**

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to plan work for a team	1.1 Agree team objectives with own manager 1.2 Develop a plan for a team to meet agreed objectives, taking into account the capacity and capabilities of the team			
2 Be able to allocate work across a team	2.1 Discuss team plans with a team 2.2 Agree work allocation and SMART (specific, measurable, achievable, realistic and time-bound) objectives with team members 2.3 Agree standard of work required by team			
3 Be able to manage team members to achieve team objectives	3.1 Support all team members in order to achieve team objectives			
4 Be able to monitor and evaluate the work of team members	4.1 Assess team members' work against agreed standards and objectives 4.2 Identify and monitor conflict within a team 4.3 Identify causes for team members not meeting team objectives			
5 Be able to improve the performance of a team	5.1 Identify ways of improving team performance 5.2 Provide constructive feedback to team members to improve their performance 5.3 Implement identified ways of improving team performance			

Learner name: _____	Date: _____
Learner signature: _____	Date: _____
Assessor signature: _____	Date: _____
Internal verifier signature: _____ <i>(if sampled)</i>	Date: _____

## **Unit 2: Set objectives and provide support for team members**

<b>Unit code:</b>	B5
<b>Unit reference number:</b>	M/600/9600
<b>QCF level:</b>	3
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	35

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### **Unit summary**

This unit is about being able to set objectives and provide support for team members.

### **Evidence requirements**

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment requirements* and the information below.

To pass the unit, learners must meet all of the assessment criteria.

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

This unit assumes learners have managerial/supervisory responsibilities for a team. If this is not the case, these responsibilities could be assigned to learners on a temporary basis for purpose of completing the qualification.

For all learning outcomes, there must be evidence that the learner has met all of the assessment criteria through their own work.

Appropriate assessment methods include:

- observations
- examining products of the learner's work, for example staff rotas, allocation plans, instructions to colleagues, notes taken during meetings, correspondence.

Each assessment criterion must be evidenced on more than one occasion.

### **Simulation**

Simulation is not allowed for any learning outcomes in this unit.

## **Recording of evidence**

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to communicate a team's purpose and objectives to the team members	<p>1.1 Describe the purpose of a team</p> <p>1.2 Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)</p> <p>1.3 Communicate the team's purpose and objectives to its members</p>			
2 Be able to develop a plan with team members showing how team objectives will be met	<p>2.1 Discuss with team members how team objectives will be met</p> <p>2.2 Ensure team members participate in the planning process and think creatively</p> <p>2.3 Develop plans to meet team objectives</p> <p>2.4 Set SMART personal work objectives with team members</p>			
3 Be able to support team members identifying opportunities and providing support	<p>3.1 Identify opportunities and difficulties faced by team members</p> <p>3.2 Discuss identified opportunities and difficulties with team members</p> <p>3.3 Provide advice and support to team members to overcome identified difficulties and challenges</p> <p>3.4 Provide advice and support to team members to make the most of identified opportunities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to monitor and evaluate progress and recognise individual and team achievement	4.1 Monitor and evaluate individual and team activities and progress 4.2 Provide recognition when individual and team objectives have been achieved			

Learner name: _____	Date: _____
Learner signature: _____	Date: _____
Assessor signature: _____	Date: _____
Internal verifier signature: _____ <i>(if sampled)</i>	Date: _____



**Unit 3:** **Ensure health and safety requirements are met in own area of responsibility**

<b>Unit code:</b>	C315
<b>Unit reference number:</b>	K/502/9429
<b>QCF level:</b>	3
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	11

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### **Unit summary**

This unit is about knowing how, and being able, to maintain safe working conditions. This includes how to manage health and safety in the learner's own area of responsibility.

### **Evidence requirements**

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment requirements* and the information below.

To pass the unit, learners must meet all of the assessment criteria.

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

For all learning outcomes that begin with the words 'Be able to', there must be evidence that the learner has met all of the assessment criteria through their own work.

This unit assumes learners have managerial/supervisory responsibilities for a team. If this is not the case, these responsibilities could be assigned to learners on a temporary basis for purpose of completing the qualification.

Appropriate assessment methods include:

- observations
- examining products of the learner's work, for example checklists, specifications, resourcing plans, notes taken during meetings, correspondence.

Each assessment criterion must be evidenced on more than one occasion.

### **Simulation**

Simulation is not allowed for this unit.

## **Knowledge and understanding**

For all learning outcomes that begin with the words 'Understand' or 'Know', there must be explicit evidence that the learner possesses all of the knowledge and understanding shown in the assessment criteria.

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.

Knowledge and understanding should not be inferred from performance unless the assessment criteria cover *how to do* something. If there is evidence (as there should be) from the learner's own work that they know or understand this technique, there is no requirement for them to be questioned again on this topic.

## **Recording of evidence**

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to create the conditions for health and safety in own area of responsibility</p>	<p>1.1 Explain the requirement for organisations to have a written health and safety policy statement</p> <p>1.2 Describe different ways to communicate the written health and safety policy statement to people who work in own area of responsibility and other relevant parties</p> <p>1.3 Describe different ways of developing a culture in own area of responsibility which puts health and safety first</p> <p>1.4 Describe the type of hazards and risks that may arise in relation to health and safety</p> <p>1.5 Explain how to establish and use systems for identifying hazards and assessing risks</p> <p>1.6 Explain how to establish systems for monitoring, measuring and reporting on health and safety performance in own area of responsibility</p> <p>1.7 Explain the importance of setting a good example to others in relation to health and safety</p> <p>1.8 Identify the type of resources required to deal with health and safety issues</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to establish the conditions for health and safety in own area of responsibility</p>	<p>2.1 Ensure that own organisation’s written health and safety policy statement is clearly communicated to all people in own area of responsibility and other relevant parties</p> <p>2.2 Ensure that a system is in place for identifying hazards and assessing risks in own area of responsibility</p> <p>2.3 Ensure that systems are in place for effective monitoring, measuring and reporting of health and safety performance in own area of responsibility</p> <p>2.4 Ensure that sufficient resources are allocated across own area of responsibility to deal with health and safety issues</p> <p>2.5 Develop a culture within own area of responsibility which puts health and safety first</p> <p>2.6 Demonstrate that own actions reinforce the messages in the organisation’s health and safety policy statement</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand own responsibilities for health and safety	3.1 Explain why health and safety in the workplace is important 3.2 Explain own personal responsibilities and liabilities under health and safety legislation 3.3 Describe how and where to identify own personal responsibilities and liabilities under health and safety legislation 3.4 Describe how to keep up with legislative and other developments relating to health and safety			
4 Understand how to manage health and safety in own area of responsibility	4.1 Explain how and when to review the application of the written health and safety policy statement in own area of responsibility and produce/provide findings to inform development 4.2 Explain how and when to consult with people (or their representatives) in own area of responsibility on health and safety issues 4.3 Explain what sources of specialist expertise may be useful in relation to health and safety 4.4 Explain the types of action that should be taken to control or eliminate hazards and risks in own area of responsibility 4.5 Explain why and how health and safety should inform planning and decision-making			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to manage health and safety in own area of responsibility</p>	<p>5.1 Ensure that the health and safety policy statement is put into practice in own area of responsibility</p> <p>5.2 Ensure that the health and safety policy is subject to review as situations change and at regular intervals with the findings passed to the appropriate people for consideration</p> <p>5.3 Ensure that prompt and effective action is taken to eliminate or control identified hazards and risks</p> <p>5.4 Ensure regular consultation with people (or their representatives) in own area of responsibility on health and safety issues</p> <p>5.5 Seek and make use of specialist expertise in relation to health and safety issues</p> <p>5.6 Show continuous improvement in own area of responsibility in relation to health and safety performance</p> <p>5.7 Make health and safety a priority area in terms of informing planning and decision-making in own area of responsibility</p>			

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





## **Unit 4: Resolve customer service problems**

**Unit code:** C241 (CfA C3)

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

**QCF level:** 2

**Credit value:** 6

**Guided learning hours:** 40

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### **Unit summary**

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

### **Evidence requirements**

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment requirements* and the information below.

To pass the unit, learners must meet all of the assessment criteria.

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

All of the assessment criteria in learning outcomes 1, 2 and 3 relate to performance. Unless simulation is required (see below), evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

1. The learner's evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation.
2. The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.

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

### **Simulation**

Assessment should be carried out in the workplace wherever possible.

Simulation in a realistic working environment may, however, be used where the lack of opportunity for assessment would be a barrier to achievement. For further information, see *Annexe D: Assessment requirements*.

### **Knowledge and understanding**

All of the assessment criteria in learning outcome 4 relate to knowledge and understanding, and must be assessed separately to performance. These criteria can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment and should preferably be assessed using questions-and-answers or by professional discussion.

### **Recording of evidence**

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

## Learning outcomes and assessment criteria

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

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

Learner name: _____	Date: _____
Learner signature: _____	Date: _____
Assessor signature: _____	Date: _____
Internal verifier signature: _____ <i>(if sampled)</i>	Date: _____



## **Unit 5: Complete sport/play surface work for handover**

**Unit code:** SP2-6/C234

**Unit reference number:** K/601/4049

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 22

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### **Unit summary**

This unit covers the skills and knowledge that a learner needs to complete sport/play surface work for handover.

This unit also appears in the Edexcel Level 2 NVQ Certificate in Sport and Play Surfaces (QCF). Learners who have already achieved this unit will not need to take it again; they put it towards the achievement of the Level 3 NVQ Diploma in Play Surfaces by credit transfer. For further details, please refer to the QCF Credit and Accumulation Policy, available on the Edexcel website.

### **Evidence requirements**

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment requirements* and the information below.

To pass the unit, learners must meet all of the assessment criteria.

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

For learning outcome 2, there must be evidence that the learner has met all of the assessment criteria through their own work when completing sport/play surface work for handover.

Appropriate assessment methods include:

- observations
- examining products of the learner's work, for example checklists, specifications, allocation of resources, notes taken during meetings, correspondence
- witness testimony and/or authentic records of the learner's work (for example diaries and/or reflective accounts countersigned by a senior colleague).

Each assessment criterion must be evidenced on more than one occasion. For assessment criterion 2.1, there must be evidence that relates to both of the following types of item:

- surplus materials and equipment
- mechanical plant and tools.

### **Simulation**

Simulation is not allowed for this unit.

### **Knowledge and understanding**

Learning outcome 1 can be assessed using the following methods:

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

### **Recording of evidence**

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to complete sport/play surface work for handover</p>	<p>1.1 Describe the procedures for the return of hired equipment and tools</p> <p>1.2 Describe the methods of removing temporary accommodation and services</p> <p>1.3 Describe the methods of disposing of waste and surplus spoil</p> <p>1.4 Describe the security precautions to take when clearing sites</p> <p>1.5 Describe the safeguards to take when clearing sites</p> <p>1.6 Describe health, safety and other regulations relevant to the clearing of sites</p>			
<p>2 Be able to clear site on completion</p>	<p>2.1 Clear all items from the site as instructed</p> <p>2.2 Dispose of controlled waste and hazardous substances in designated containers</p> <p>2.3 Make sure controlled waste and hazardous substances are removed from the site by authorised people</p> <p>2.4 Maintain the health and safety of self and others</p> <p>2.5 Minimise damage to the surrounding environment</p> <p>2.6 Complete records for the collection of hire items accurately and legibly</p> <p>2.7 Maintain security precautions as required by own organisation and the client</p>			

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

## **Unit 6: Install artificial grass surfaces for sport and play**

<b>Unit code:</b>	C245
<b>Unit reference number:</b>	T/503/5394
<b>QCF level:</b>	3
<b>Credit value:</b>	7
<b>Guided learning hours:</b>	50

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### **Unit summary**

This unit is about understanding how, and being able, to prepare for and install artificial grass surfaces for sport and play.

### **Evidence requirements**

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment requirements* and the information below.

To pass the unit, learners must meet all of the assessment criteria.

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

For all learning outcomes that begin with the words 'Be able to', there must be evidence that the learner has met all of the assessment criteria through their own work.

Appropriate assessment methods include:

- observations
- examining products of the learner's work, for example checklists, specifications, allocation of resources, notes taken during meetings, correspondence
- witness testimony and/or authentic records of the learner's work (for example diaries and/or reflective accounts countersigned by a senior colleague).

Each assessment criterion must be evidenced on more than one occasion.

In learning outcomes 3 and 5, there must be evidence covering all assessment criteria that relates to:

- at least two of the following types of artificial grass: non-filled (first generation); sand-filled (second generation); sand-dressed (second generation); long-pile composite-filled (third generation)

The learner's work must also meet any technical requirements stipulated by any sector or regulatory bodies for a sport that the surface is intended to be used for.

### **Simulation**

Simulation is not allowed for this unit.

### **Knowledge and understanding**

For all learning outcomes that begin with the words 'Understand' or 'Know', there must be explicit evidence that the learner possesses all of the knowledge and understanding shown in the assessment criteria.

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.

Knowledge and understanding should not be inferred from performance unless the assessment criteria cover *how to do* something. If there is evidence (as there should be) from the learner's own work that they know or understand this technique, there is no requirement for them to be questioned again on this topic.

### **Recording of evidence**

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to install artificial grass surfaces for sport and play	<p>1.1 Interpret national and international governing body and industry requirements for artificial grass playing surfaces as relevant to own role and responsibilities</p> <p>1.2 Explain COSHH regulations covering substances used in installing and filling artificial grass surfaces</p> <p>1.3 Explain the importance of risk assessments in relation to installing and filling artificial grass surfaces</p> <p>1.4 Differentiate between the following types of materials, their characteristics and uses:</p> <ul style="list-style-type: none"> <li>- non-filled (first generation)</li> <li>- sand-filled (second generation)</li> <li>- sand-dressed (second generation)</li> <li>- long-pile composite-filled (third generation)</li> </ul>			
2 Know how to prepare to install artificial grass surfaces	<p>2.1 Explain the key points to consider when interpreting plans and specifications for surfaces</p> <p>2.2 Explain how to ensure supplied materials meet specifications</p> <p>2.3 Explain how to check that all aspects of the base, shock pad and edgings are ready to receive an artificial grass surface</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 Explain how to evaluate the range of equipment available to lay and fill artificial grass surfaces in order to select what is needed for a job</p> <p>2.5 Summarise the conditions under which artificial grass surface materials should be stored and why</p>			
<p>3 Be able to prepare to install artificial grass surfaces</p>	<p>3.1 Check that the base/shock pad is level, its texture is consistent and even, and it is ready to receive the surface</p> <p>3.2 Check that the kerbs/edgings meet specifications for the surface</p> <p>3.3 Check the artificial grass meets specifications</p> <p>3.4 Follow the established and agreed procedures if the base, kerbs/edgings or materials do not meet specifications</p> <p>3.5 Choose plant and equipment to install the artificial grass to specification</p> <p>3.6 Store the artificial grass appropriately and in a place suitable for later installation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to install and finish artificial grass surfaces</p>	<p>4.1 Summarise the weather conditions that adversely affect laying and filling an artificial grass surface</p> <p>4.2 Explain how to plan and organise the laying and filling of an artificial grass surface so that work can be done efficiently, safely and to specification</p> <p>4.3 Explain what makes an effective seam</p> <p>4.4 Explain the techniques for trimming and seaming</p> <p>4.5 Evaluate different methods of installing playing lines</p> <p>4.6 Explain the importance of following manufacturers' instructions for the use of adhesives</p> <p>4.7 Compare and contrast different types of sand and granular fill and their application</p> <p>4.8 Explain how to clear sites and deal with/dispose of surplus materials according to legal and manufacturers' requirements</p>			
<p>5 Be able to install and finish artificial grass surfaces</p>	<p>5.1 Make sure the weather conditions are suitable for installing the artificial grass</p> <p>5.2 Organise materials and work area for efficient and safe working</p> <p>5.3 Plan work layout so that the surface can be laid to specification</p> <p>5.4 Lay the artificial grass according to specifications</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.5 Trim and join materials to ensure effective and even seams 5.6 Fit the artificial grass surface to edges and equipment sockets 5.7 Install playing lines to specification 5.8 Insert filling materials to specification 5.9 Clear the site of all equipment and surplus materials 5.10 Ensure that all work is carried out to manufacturers' instructions and accepted industry best practice 5.11 Protect self, others and the environment from hazards			

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

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

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

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*



## **Unit 7: Install polymeric surfaces for sport and play**

<b>Unit code:</b>	C246
<b>Unit reference number:</b>	L/503/5398
<b>QCF level:</b>	3
<b>Credit value:</b>	7
<b>Guided learning hours:</b>	50

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### **Unit summary**

This unit is about understanding how, and being able, to prepare for and install polymeric surfaces for sport and play.

### **Evidence requirements**

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment requirements* and the information below.

To pass the unit, learners must meet all of the assessment criteria.

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

For all learning outcomes that begin with the words 'Be able to', there must be evidence that the learner has met all of the assessment criteria through their own work.

Appropriate assessment methods include:

- observations
- examining products of the learner's work, for example checklists, specifications, allocation of resources, notes taken during meetings, correspondence
- witness testimony and/or authentic records of the learner's work (for example diaries and/or reflective accounts countersigned by a senior colleague).

Each assessment criterion must be evidenced on more than one occasion.

In learning outcomes 3 and 5, there must be evidence covering all assessment criteria that relates to:

- at least two of the following types of polymeric surface: porous polymeric; sandwich system; solid polyurethane; prefabricated.

The learner's work must also meet any technical requirements stipulated by any sector or regulatory bodies for a sport that the surface is intended to be used for.

## **Simulation**

Simulation is not allowed for this unit.

## **Knowledge and understanding**

For all learning outcomes that begin with the words 'Understand' or 'Know', there must be explicit evidence that the learner possesses all of the knowledge and understanding shown in the assessment criteria.

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.

Knowledge and understanding should not be inferred from performance unless the assessment criteria cover *how to do* something. If there is evidence (as there should be) from the learner's own work that they know or understand this technique, there is no requirement for them to be questioned again on this topic.

## **Recording of evidence**

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to install polymeric surfaces for sport and play</p>	<p>1.1 Interpret national and international governing body and industry requirements for polymeric surfaces as relevant to own role and responsibilities</p> <p>1.2 Explain COSHH regulations covering substances used in installing polymeric surfaces</p> <p>1.3 Explain the importance of risk assessments in relation to installing polymeric surfaces</p> <p>1.4 Differentiate between the following types of materials, their characteristics and uses:</p> <ul style="list-style-type: none"> <li>- porous polymeric</li> <li>- sandwich system</li> <li>- solid polyurethane</li> <li>- prefabricated</li> </ul>			
<p>2 Know how to prepare to install polymeric surfaces</p>	<p>2.1 Explain the key points to consider when interpreting plans and specifications for surfaces</p> <p>2.2 Explain how to ensure supplied materials meet specifications</p> <p>2.3 Explain how to check that all aspects of the base and edgings are ready to receive polymeric surface</p> <p>2.4 Explain how to evaluate the range of equipment available to lay polymeric surfaces in order to select what is needed for a job</p> <p>2.5 Summarise the conditions under which materials for polymeric surfaces should be stored and why</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to prepare to install polymeric surfaces</p>	<p>3.1 Check that the base is level, its texture is consistent and even, and it is ready to receive the surface</p> <p>3.2 Check that the kerbs/edgings meet specifications for the surface</p> <p>3.3 Check the materials for the polymeric surface meet specifications</p> <p>3.4 Follow the established and agreed procedures if the base, kerbs/edgings or materials do not meet specifications</p> <p>3.5 Choose plant and equipment to install the polymeric surface to specification</p> <p>3.6 Store the materials appropriately and in a place suitable for later installation</p>			
<p>4 Know how to install and finish polymeric surfaces</p>	<p>4.1 Summarise the weather conditions that adversely affect laying a polymeric surface</p> <p>4.2 Explain how to plan and organise the laying and filling of a polymeric surface so that work can be done efficiently, safely and to specification</p> <p>4.3 Explain what makes an effective seam</p> <p>4.4 Explain the techniques for trimming and seaming</p> <p>4.5 Evaluate different methods of installing playing lines</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.6 Explain the importance of following manufacturers' instructions for the mixing and laying of materials</p> <p>4.7 Compare and contrast different types of sand and granular fill and their application</p> <p>4.8 Explain how to clear sites and deal with/dispose of surplus materials according to legal and manufacturers' requirements</p>			
<p>5 Be able to install and finish polymeric surfaces</p>	<p>5.1 Make sure the weather conditions are suitable for installing the polymeric surface</p> <p>5.2 Organise materials and work area for efficient and safe working</p> <p>5.3 Plan work layout so that the surface can be laid to specification</p> <p>5.4 Mix the materials according to manufacturer's instructions</p> <p>5.5 Lay the polymeric surface according to specifications</p> <p>5.6 Follow correct procedures for taking, recording and storing samples</p> <p>5.7 Ensure the polymeric surface fits to edges and equipment sockets</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.8 Clear the site of all equipment and surplus materials 5.9 Ensure that all work is carried out to manufacturers' instructions and accepted industry best practice 5.10 Protect self, others and the environment from hazards			

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

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

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

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*

## **Unit 8: Install acrylic surfaces for sport and play**

<b>Unit code:</b>	C247
<b>Unit reference number:</b>	A/503/5395
<b>QCF level:</b>	3
<b>Credit value:</b>	7
<b>Guided learning hours:</b>	50

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### **Unit summary**

This unit is about understanding how, and being able, to prepare for and install acrylic surfaces for sport and play.

### **Evidence requirements**

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment requirements* and the information below.

To pass the unit, learners must meet all of the assessment criteria.

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

For all learning outcomes that begin with the words 'Be able to', there must be evidence that the learner has met all of the assessment criteria through their own work.

Appropriate assessment methods include:

- observations
- examining products of the learner's work, for example checklists, specifications, allocation of resources, notes taken during meetings, correspondence
- witness testimony and/or authentic records of the learner's work (for example diaries and/or reflective accounts countersigned by a senior colleague).

Each assessment criterion must be evidenced on more than one occasion.

In learning outcomes 3 and 5, there must be evidence covering all assessment criteria that relates to:

- at least two of the following types of acrylic surface: cushioned; non-cushioned; spray-coated.

The learner's work must also meet any technical requirements stipulated by any sector or regulatory bodies for a sport that the surface is intended to be used for.

### **Simulation**

Simulation is not allowed for this unit.

### **Knowledge and understanding**

For all learning outcomes that begin with the words 'Understand' or 'Know', there must be explicit evidence that the learner possesses all of the knowledge and understanding shown in the assessment criteria.

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.

Knowledge and understanding should not be inferred from performance unless the assessment criteria cover *how to do* something. If there is evidence (as there should be) from the learner's own work that they know or understand this technique, there is no requirement for them to be questioned again on this topic.

### **Recording of evidence**

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to install acrylic surfaces for sport and play	<p>1.1 Interpret national and international governing body and industry requirements for acrylic playing surfaces as relevant to own role and responsibilities</p> <p>1.2 Explain COSHH regulations covering substances used in installing acrylic surfaces</p> <p>1.3 Explain the importance of risk assessments in relation to installing acrylic surfaces</p> <p>1.4 Differentiate between the following types of materials, their characteristics and uses:</p> <ul style="list-style-type: none"> <li>- cushioned</li> <li>- non-cushioned</li> <li>- spray coated</li> </ul>			
2 Know how to prepare to install acrylic surfaces	<p>2.1 Explain the key points to consider when interpreting plans and specifications for surfaces</p> <p>2.2 Explain how to ensure supplied materials meet specifications</p> <p>2.3 Explain how to check that all aspects of the base and edgings are ready to receive acrylic surface</p> <p>2.4 Explain how to evaluate the range of equipment available to lay acrylic surfaces in order to select what is needed for a job</p> <p>2.5 Summarise the conditions under which materials for acrylic surfaces should be stored and why</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare to install acrylic surfaces	3.1 Check that the base is level, its texture is consistent and even, and ready to receive the surface 3.2 Check that the kerbs/edgings meet specifications for the surface 3.3 Check the materials for the acrylic surface meet specifications 3.4 Follow the established and agreed procedures if the base, kerbs/edgings or materials do not meet specifications 3.5 Choose plant and equipment to install the acrylic surface to specification 3.6 Store the materials appropriately and in a place suitable for later installation			
4 Know how to install and finish acrylic surfaces	4.1 Summarise the weather conditions that adversely affect laying an acrylic surface 4.2 Explain how to plan and organise the laying and filling of an acrylic surface so that work can be done efficiently, safely and to specification 4.3 Explain the importance of following manufacturers' instructions for the mixing and laying of materials 4.4 Explain how to clear sites and deal with/dispose of surplus materials according to legal and manufacturers' requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to install and finish acrylic surfaces	5.1 Make sure the weather conditions are suitable for installing the acrylic surface 5.2 Organise materials and work area for efficient and safe working 5.3 Plan work layout so that the surface can be laid to specification 5.4 Mix the materials according to manufacturer's instructions 5.5 Lay the acrylic surface according to specifications 5.6 Ensure the acrylic surface fits to edges and equipment sockets 5.7 Clear the site of all equipment and surplus materials 5.8 Work to manufacturers' instructions and accepted industry best practice 5.9 Protect yourself, others and the environment from hazards			

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



## **Unit 9: Install prefabricated textile and non-textile resilient surfaces for sport and play**

<b>Unit code:</b>	C249
<b>Unit reference number:</b>	H/503/5505
<b>QCF level:</b>	3
<b>Credit value:</b>	7
<b>Guided learning hours:</b>	50

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### **Unit summary**

This unit is about understanding how, and being able, to prepare for and install textile and non-textile resilient surfaces for sport and play.

### **Evidence requirements**

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment requirements* and the information below.

To pass the unit, learners must meet all of the assessment criteria.

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

For all learning outcomes that begin with the words 'Be able to', there must be evidence that the learner has met all of the assessment criteria through their own work.

Appropriate assessment methods include:

- observations
- examining products of the learner's work, for example checklists, specifications, allocation of resources, notes taken during meetings, correspondence
- witness testimony and/or authentic records of the learner's work (for example diaries and/or reflective accounts countersigned by a senior colleague).

Each assessment criterion must be evidenced on more than one occasion.

In learning outcomes 3 and 5, there must be evidence covering all assessment criteria that relates to:

- at least one of the following types of prefabricated textile and non-textile resilient surface: sports carpets; sheet PVC; sheet rubber

In assessment criterion 5.7 there must be evidence relating to:

- at least one of the following types of playing line: painted; cut in.

The learner's work must also meet any technical requirements stipulated by any sector or regulatory bodies for a sport that the surface is intended to be used for.

### **Simulation**

Simulation is not allowed for this unit.

### **Knowledge and understanding**

For all learning outcomes that begin with the words 'Understand' or 'Know', there must be explicit evidence that the learner possesses all of the knowledge and understanding shown in the assessment criteria.

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.

Knowledge and understanding should not be inferred from performance unless the assessment criteria cover *how to do* something. If there is evidence (as there should be) from the learner's own work that they know or understand this technique, there is no requirement for them to be questioned again on this topic.

### **Recording of evidence**

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to install prefabricated textile and non-textile resilient surfaces for sport and play	<p>1.1 Interpret national and international governing body and industry requirements for prefabricated textile and non-textile resilient playing surfaces as relevant to own role and responsibilities</p> <p>1.2 Explain COSHH regulations covering substances used in installing and filling prefabricated textile and non-textile resilient surfaces</p> <p>1.3 Explain the importance of risk assessments in relation to installing and filling prefabricated textile and non-textile resilient surfaces</p> <p>1.4 Differentiate between the following types of materials, their characteristics and uses:</p> <ul style="list-style-type: none"> <li>- sports carpets</li> <li>- sheet PVC</li> <li>- sheet rubber</li> </ul>			
2 Know how to prepare to install prefabricated textile and non-textile resilient surfaces	<p>2.1 Explain the key points to consider when interpreting plans and specifications for surfaces</p> <p>2.2 Explain how to ensure supplied materials meet specifications</p> <p>2.3 Explain how to check that all aspects of the base, shock pad and edgings are ready to receive a prefabricated textile and non-textile resilient surface</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to prepare to install prefabricated textile and non-textile resilient surfaces</p>	<p>2.4 Explain how to evaluate the range of equipment available to lay and fill prefabricated textile and non-textile resilient surfaces in order to select what is needed for a job</p> <p>2.5 Summarise the conditions under which prefabricated textile and non-textile resilient surface materials should be stored and why</p> <p>3.1 Check that the sub-floor is level, its texture is consistent and even, and it is ready to receive the surface</p> <p>3.2 Check that the moisture content in the sub-floor meets manufacturer's specifications</p> <p>3.3 Check the perimeters meet specifications for the surface</p> <p>3.4 Check the prefabricated textile and non-textile resilient material meets specifications</p> <p>3.5 Follow the established and agreed procedures if the sub-floor, perimeters or materials do not meet specifications</p> <p>3.6 Choose plant and equipment to install the prefabricated textile and non-textile resilient materials to specification</p> <p>3.7 Store the prefabricated textile and non-textile resilient materials appropriately and in a place suitable for later installation</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to install and finish prefabricated textile and non-textile resilient surfaces</p>	<p>4.1 Summarise the site conditions that adversely affect laying and filling a prefabricated textile and non-textile resilient surface</p> <p>4.2 Explain how to plan and organise the laying and filling of prefabricated textile and non-textile resilient surface so that work can be done efficiently, safely and to specification</p> <p>4.3 Explain what makes an effective seam</p> <p>4.4 Explain the techniques for trimming, seaming and joining (hot welding)</p> <p>4.5 Evaluate different methods of installing playing lines</p> <p>4.6 Explain the importance of following manufacturers' instructions for the use of adhesives</p> <p>4.7 Explain how to protect a surface from damage during and after installation</p> <p>4.8 Explain how to clear sites and deal with/dispose of surplus materials according to legal and manufacturers' requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to install and finish prefabricated textile and non-textile resilient surfaces</p>	<p>5.1 Make sure the site conditions are suitable for installing the prefabricated textile and non-textile resilient materials</p> <p>5.2 Organise materials and work area for efficient and safe working</p> <p>5.3 Plan work layout so that the surface can be laid to specification</p> <p>5.4 Lay the prefabricated textile and non-textile resilient surface according to specifications</p> <p>5.5 Trim and join materials to ensure effective and even seams</p> <p>5.6 Fit the prefabricated textile and non-textile resilient surfaces to edges and equipment sockets</p> <p>5.7 Install playing lines to specification</p> <p>5.8 Ensure the surface is protected from damage</p> <p>5.9 Clear the site of all equipment and surplus materials</p> <p>5.10 Ensure that all work is carried out to manufacturers' instructions and accepted industry best practice</p> <p>5.11 Protect self, others and the environment from hazards</p>			

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



## **Unit 10: Install indoor polymeric surfaces for sport and play**

<b>Unit code:</b>	C250
<b>Unit reference number:</b>	J/503/5397
<b>QCF level:</b>	3
<b>Credit value:</b>	7
<b>Guided learning hours:</b>	47

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### **Unit summary**

This unit is about understanding how, and being able, to prepare for and install indoor polymeric surfaces for sport and play.

### **Evidence requirements**

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment requirements* and the information below.

To pass the unit, learners must meet all of the assessment criteria.

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

For all learning outcomes that begin with the words 'Be able to', there must be evidence that the learner has met all of the assessment criteria through their own work.

Appropriate assessment methods include:

- observations
- examining products of the learner's work, for example checklists, specifications, allocation of resources, notes taken during meetings, correspondence
- witness testimony and/or authentic records of the learner's work (for example diaries and/or reflective accounts countersigned by a senior colleague).

Each assessment criterion must be evidenced on more than one occasion.

In learning outcomes 3 and 5, there must be evidence covering all assessment criteria that relates to:

- at least one of the following types of indoor polymeric surface: sandwich system; prefabricated.

The learner's work must also meet any technical requirements stipulated by any sector or regulatory bodies for a sport that the surface is intended to be used for.

## **Simulation**

Simulation is not allowed for this unit.

## **Knowledge and understanding**

For all learning outcomes that begin with the words 'Understand' or 'Know', there must be explicit evidence that the learner possesses all of the knowledge and understanding shown in the assessment criteria.

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.

Knowledge and understanding should not be inferred from performance unless the assessment criteria cover *how to do* something. If there is evidence (as there should be) from the learner's own work that they know or understand this technique, there is no requirement for them to be questioned again on this topic.

## **Recording of evidence**

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to install indoor polymeric surfaces for sport and play	<p>1.1 Interpret national and international governing body and industry requirements for indoor polymeric surfaces as relevant to own role and responsibilities</p> <p>1.2 Explain COSHH regulations covering substances used in installing indoor polymeric surfaces</p> <p>1.3 Explain the importance of risk assessments in relation to installing indoor polymeric surfaces</p> <p>1.4 Differentiate between the following types of materials, their characteristics and uses:</p> <ul style="list-style-type: none"> <li>- sandwich system</li> <li>- prefabricated</li> </ul>			
2 Know how to prepare to install indoor polymeric surfaces	<p>2.1 Explain the key points to consider when interpreting plans and specifications for surfaces</p> <p>2.2 Explain how to ensure supplied materials meet specifications</p> <p>2.3 Explain how to check that all aspects of the base and edgings are ready to receive indoor polymeric surface</p> <p>2.4 Explain how to evaluate the range of equipment available to lay indoor polymeric surfaces in order to select what is needed for a job</p> <p>2.5 Summarise the conditions under which materials for indoor polymeric surfaces should be stored and why</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to prepare to install indoor polymeric surfaces</p>	<p>3.1 Check that the sub-floor is level, its texture is consistent and even, and it is ready to receive the surface</p> <p>3.2 Check that the perimeter meets specifications for the surface</p> <p>3.3 Check the materials for the polymeric surface meet specifications</p> <p>3.4 Follow the established and agreed procedures if the base, perimeter or materials do not meet specifications</p> <p>3.5 Choose plant and equipment to install the polymeric surface to specification</p> <p>3.6 Store the materials appropriately and in a place suitable for later installation</p>			
<p>4 Know how to install and finish indoor polymeric surfaces</p>	<p>4.1 Summarise the site conditions that adversely affect laying an indoor polymeric surface</p> <p>4.2 Explain how to plan and organise the laying of an indoor polymeric surface so that work can be done efficiently, safely and to specification</p> <p>4.3 Explain the importance of following manufacturers' instructions for the mixing and laying of materials</p> <p>4.4 Explain how to protect the surface from damage during and after installation</p> <p>4.5 Explain how to clear sites and deal with/dispose of surplus materials according to legal and manufacturers' requirements</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to install and finish indoor polymeric surfaces</p>	<p>5.1 Make sure the site conditions are suitable for installing the polymeric surface</p> <p>5.2 Organise materials and work area for efficient and safe working</p> <p>5.3 Plan work layout so that the surface can be laid to specification</p> <p>5.4 Where mixing is required, mix the materials according to manufacturer's instructions</p> <p>5.5 Lay the polymeric surface according to specifications</p> <p>5.6 Follow correct procedures for taking, recording and storing samples</p> <p>5.7 Ensure the polymeric surface fits to edges and equipment sockets</p> <p>5.8 Ensure the surface is protected from damage</p> <p>5.9 Clear the site of all equipment and surplus materials</p> <p>5.10 Ensure that all work is carried out to manufacturers' instructions and accepted industry best practice</p> <p>5.11 Protect self, others and the environment from hazards</p>			

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

## **Unit 11:                                    Inspect and assess sport and play sites, surfaces, equipment and perimeters**

<b>Unit code:</b>	C251
<b>Unit reference number:</b>	F/503/5396
<b>QCF level:</b>	3
<b>Credit value:</b>	7
<b>Guided learning hours:</b>	50

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### **Unit summary**

This unit is about understanding how, and being able, to inspect and assess sport and play sites, surfaces and perimeters.

### **Evidence requirements**

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment requirements* and the information below.

To pass the unit, learners must meet all of the assessment criteria.

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

For all learning outcomes that begin with the words 'Be able to', there must be evidence that the learner has met all of the assessment criteria through their own work.

Appropriate assessment methods include:

- observations
- examining products of the learner's work, for example checklists, specifications, allocation of resources, notes taken during meetings, correspondence
- witness testimony and/or authentic records of the learner's work (for example diaries and/or reflective accounts countersigned by a senior colleague).

Each assessment criterion must be evidenced on more than one occasion.

There must be evidence relating to:

- all of the following types of inspection in assessment criteria 3.4, 3.5 and 3.6: for design faults; for non-conformity with recognised standards; for wear and tear; for misuse; for safety; for contaminants; for degradation
- at least two of the following methods in assessment criterion 3.4: visual; dimensional; operational; with test probes
- at least three of the following references to evaluate against in assessment criterion 5.2: manufacturer's advice; safety recommendations; industry practice; legal precedent; recognised national standards; local practice
- at least one of the following recommendations in assessment criterion 5.4: continued use; remedial work; withdrawal from service
- at least one of the following types of withdrawal from service in learning outcome 7: immobilisation; isolation.

The learner's work must also meet any technical requirements stipulated by any sector or regulatory bodies for a sport that the surface is intended to be used for.

### **Simulation**

Simulation is allowed for assessment criteria 7.1 and 7.2.

### **Knowledge and understanding**

For all learning outcomes that begin with the words 'Understand' or 'Know', there must be explicit evidence that the learner possesses all of the knowledge and understanding shown in the assessment criteria.

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.

Knowledge and understanding should not be inferred from performance unless the assessment criteria cover *how to do* something. If there is evidence (as there should be) from the learner's own work that they know or understand this technique, there is no requirement for them to be questioned again on this topic.

### **Recording of evidence**

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to inspect and assess sport and play sites, surfaces, equipment and perimeters	<p>1.1 Identify sources of information to help identify and inspect the site, surfaces, equipment and perimeters</p> <p>1.2 Identify influencing factors and options for maintaining sites, surfaces, equipment and perimeter</p> <p>1.3 Explain the importance of a cost analysis in relation to inspecting and assessing sport and play sites, surfaces, equipment and perimeters</p>			
2 Know how to inspect sites, surfaces, equipment and perimeters	<p>2.1 Evaluate methods of preparing/interpreting schedules/check lists</p> <p>2.2 Explain types of visual check</p> <p>2.3 Explain types of operational check</p> <p>2.4 Explain types and uses of test equipment</p> <p>2.5 Explain techniques of operating/using test equipment</p> <p>2.6 Describe methods of interpreting and recording test equipment readings</p> <p>2.7 Describe calibration procedures</p> <p>2.8 Summarise standards applying to sites, surfaces, equipment and perimeters</p> <p>2.9 Explain properties and characteristics of materials used in sites, surfaces, equipment and perimeters</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to inspect sites, surfaces, equipment and perimeters	3.1 Locate the areas to be inspected 3.2 Select inspection equipment that is appropriate to the type of inspection 3.3 Use equipment correctly for its intended purpose 3.4 Ensure that inspections carried out are comprehensive and thorough, using appropriate methods and techniques 3.5 Ensure that inspection details and readings are accurate, legible, and complete 3.6 Record inspection details and readings in the required format			
4 Know how to evaluate and record inspection results and provide recommendations	4.1 Compare methods of providing evidence eg photographs 4.2 Compare methods of analysing and evaluating inspection results 4.3 Compare methods of recording/reporting inspection findings and submitting recommendations 4.4 Explain the legal implications of inspection reports 4.5 Explain the need for accuracy and validity of reports 4.6 Identify sources of information on legal precedents			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to evaluate and record inspection results and provide recommendations	5.1 Select evidence for the assessment of facility conditions that is accurate, complete, and relevant 5.2 Produce a realistic assessment and evaluation of the condition of the facilities from an analysis of all available evidence 5.3 Prepare and present a specification of the levels of condition in the required format 5.4 Prepare and present recommendations in the required format 5.5 Circulate inspection reports promptly to the relevant people 5.6 Make sure that inspection reports are sustainable as evidence in the event of a claim			
6 Know how to arrange for the withdrawal from service of sites, surfaces, equipment and perimeters	6.1 Explain the procedures for the withdrawal from service of facilities 6.2 Identify limits of own authority for withdrawing facilities from service 6.3 Explain methods of immobilising/isolating facilities 6.4 Explain the reporting and recording procedures for the withdrawal from service of sites, surfaces, equipment and perimeters 6.5 Explain the legal implications of actions and records			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to arrange for the withdrawal from service of sites, surfaces, equipment and perimeters	<p>7.1 Promptly carry out arrangements for the withdrawal from service of faulty or dangerous facilities within the limits of own authority</p> <p>7.2 Promptly and accurately inform the responsible person when the withdrawal from service is beyond the limits of own authority</p> <p>7.3 Record what has been done completely, legibly and accurately</p>			

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



## **Unit 12: Install subfloor undercarriage systems for indoor sport and play surfaces**

<b>Unit code:</b>	C248
<b>Unit reference number:</b>	K/503/5506
<b>QCF level:</b>	3
<b>Credit value:</b>	10
<b>Guided learning hours:</b>	70

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### **Unit summary**

This unit is about understanding how, and being able, to prepare for and install subfloor undercarriage systems for indoor sport and play surfaces.

### **Evidence requirements**

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment requirements* and the information below.

To pass the unit, learners must meet all of the assessment criteria.

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

For all learning outcomes that begin with the words 'Be able to', there must be evidence that the learner has met all of the assessment criteria through their own work.

Appropriate assessment methods include:

- observations
- examining products of the learner's work, for example checklists, specifications, allocation of resources, notes taken during meetings, correspondence
- witness testimony and/or authentic records of the learner's work (for example diaries and/or reflective accounts countersigned by a senior colleague).

Each assessment criterion must be evidenced on more than one occasion.

In learning outcomes 3 and 5, there must be evidence covering all assessment criteria that relates to:

- at least one of the following types of undercarriage system: level and height adjustable; level and height non-adjustable.

The learner's work must also meet any technical requirements stipulated by any sector or regulatory bodies for a sport that the surface is intended to be used for.

## **Simulation**

Simulation is not allowed for this unit.

## **Knowledge and understanding**

For all learning outcomes that begin with the words 'Understand' or 'Know', there must be explicit evidence that the learner possesses all of the knowledge and understanding shown in the assessment criteria.

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.

Knowledge and understanding should not be inferred from performance unless the assessment criteria cover *how to do* something. If there is evidence (as there should be) from the learner's own work that they know or understand this technique, there is no requirement for them to be questioned again on this topic.

## **Recording of evidence**

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to install subfloor undercarriage systems for indoor sport and play surfaces	<p>1.1 Explain COSHH regulations covering substances used in installing subfloor undercarriage systems</p> <p>1.2 Explain the importance of risk assessments in relation to installing subfloor undercarriage systems</p> <p>1.3 Differentiate between the following types of undercarriage systems:</p> <ul style="list-style-type: none"> <li>- adjustable</li> <li>- non-adjustable</li> </ul> <p>1.4 For a range of final surfaces, compare and contrast for each:</p> <ul style="list-style-type: none"> <li>- different purposes</li> <li>- the role played by the undercarriage system</li> <li>- the load bearing capability</li> </ul> <p>1.5 Explain the importance of the integral system meeting performance requirements</p>			
2 Know how to prepare to install subfloor undercarriage systems	<p>2.1 Explain the key points to consider when interpreting plans and specifications for undercarriage systems</p> <p>2.2 Explain the importance of only using specified components</p> <p>2.3 Explain how to ensure supplied components meet specifications</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 Explain the importance of moisture testing</p> <p>2.5 Identify the equipment required to carry out moisture testing, and how to use it correctly</p> <p>2.6 Explain how to check the level of the base and subfloor system</p> <p>2.7 Identify the equipment required to check the level of the base and subfloor system, and how to use it correctly</p> <p>2.8 Explain how to check that all aspects of the base and perimeters are ready to receive the subfloor undercarriage system</p> <p>2.9 Explain how to evaluate the range of tools and equipment available to install undercarriage systems in order to select what is needed for a job</p> <p>2.10 Summarise the conditions under which components for undercarriage systems should be stored and acclimatised and why</p>			
3 Be able to prepare to install subfloor undercarriage systems	<p>3.1 Check that the level and finish of the base is suitable to receive the undercarriage system</p> <p>3.2 Check that the installation area is free from debris and other obstructions</p> <p>3.3 Check that the moisture level of the base complies with manufacturer's instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.4 Check the undercarriage system components meet specifications</p> <p>3.5 Follow the established and agreed procedures if the base, moisture content, perimeters or components do not meet specifications</p> <p>3.6 Choose tools and equipment to install the undercarriage system to specification</p> <p>3.7 Store and acclimatise the undercarriage system components appropriately and in a place suitable for later installation</p>			
<p>4 Know how to install and prepare subfloor undercarriage systems for the final surface</p>	<p>4.1 Summarise the site conditions that adversely affect installing undercarriage systems</p> <p>4.2 Explain how to plan and organise the installation of undercarriage systems so that work can be done efficiently, safely and to specification</p> <p>4.3 Evaluate different techniques of installing system components and preparing to receive the final finish</p> <p>4.4 Explain the importance of following manufacturers' instructions for the use of adhesives</p> <p>4.5 Compare and contrast different types of final finishes that can be laid on the undercarriage system</p> <p>4.6 Explain how to clear sites and deal with/dispose of surplus materials according to legal and manufacturers' requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to install and prepare subfloor undercarriage systems for the final surface</p>	<p>5.1 Make sure the site conditions are suitable for installing the undercarriage system</p> <p>5.2 Organise materials and work area for efficient and safe working</p> <p>5.3 Plan work layout so that the undercarriage system can be installed to specification and can accommodate fixings and services in the base</p> <p>5.4 Install the undercarriage system according to specifications</p> <p>5.5 Fit the undercarriage system within recommended tolerances to perimeters, equipment sockets and other obstructions</p> <p>5.6 Prepare the undercarriage system to receive the final finish</p> <p>5.7 Clear the site of all equipment and surplus materials</p> <p>5.8 Ensure that all work is carried out to manufacturers' instructions and accepted industry best practice</p> <p>5.9 Protect self, others and the environment from hazards</p>			

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





## **Unit 13: Prepare for and install base layers for sport/play surfaces**

<b>Unit code:</b>	C233
<b>Unit reference number:</b>	H/601/4048
<b>QCF level:</b>	2
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	22

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### **Unit summary**

This unit is about understanding how, and being able, to prepare for and install base layers for sport and play surfaces.

This unit also appears in the Edexcel Level 2 NVQ Certificate in Sport and Play Surfaces (QCF). Learners who have already achieved this unit will not need to take it again; they put it towards the achievement of the Level 3 NVQ Diploma in Play Surfaces by credit transfer. For further details, please refer to the QCF Credit and Accumulation Policy, available on the Edexcel website.

### **Evidence requirements**

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment requirements* and the information below.

To pass the unit, learners must meet all of the assessment criteria.

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

For all learning outcomes that begin with the words 'Be able to', there must be evidence that the learner has met all of the assessment criteria through their own work.

Appropriate assessment methods include:

- observations
- examining products of the learner's work for example checklists, specifications, allocation of resources, notes taken during meetings, correspondence
- witness testimony and/or authentic records of the learner's work (for example diaries and/or reflective accounts countersigned by a senior colleague).

Each assessment criterion must be evidenced on more than one occasion.

In learning outcomes 3 and 5, there must be evidence covering all assessment criteria that relates to:

- both of the following types of base layer: bituminous; loose bound.

The learner's work must also meet any technical requirements stipulated by any sector or regulatory bodies for a sport that the surface is intended to be used for.

### **Simulation**

Simulation is not allowed for this unit.

### **Knowledge and understanding**

For all learning outcomes that begin with the words 'Understand' or 'Know', there must be explicit evidence that the learner possesses all of the knowledge and understanding shown in the assessment criteria.

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.

Knowledge and understanding should not be inferred from performance unless the assessment criteria cover *how to do* something. If there is evidence (as there should be) from the learner's own work that they know or understand this technique, there is no requirement for them to be questioned again on this topic.

### **Recording of evidence**

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare for and install base layers for sport/play surfaces	1.1 Identify a type, and the use, of a material required for base layers 1.2 Describe the methods of handling and storing materials (hazardous and non-hazardous) 1.3 Describe how to check that the quality and quantity of materials meet specifications 1.4 Describe types and uses of plant and equipment used in installing and finishing base layers 1.5 Identify relevant regulations			
2 Know how to prepare to install basic bituminous and loose-bound base layers	2.1 Describe safe working practices in relation to preparing for base layer installation 2.2 Describe the implications of weather conditions for the installation of base layers 2.3 Describe how to check that the quality and quantity of materials meet specifications			
3 Be able to prepare to install basic bituminous and loose-bound base layers	3.1 Prepare the foundation and check that it is ready to receive the surface 3.2 Check the supplied material to make sure it is of the right type, quality and quantity to meet specification 3.3 Choose plant and equipment to install the base layer to specification 3.4 Store the surfacing materials appropriately and in a place suitable for later installation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to install and finish basic bituminous and loose-bound base layers	4.1 Describe how to protect base layers during the construction process 4.2 Describe methods of installing base layers 4.3 Describe methods of providing surface finishes to base layers 4.4 Identify the safeguards to be taken during the installation process 4.5 Identify safe working practices			
5 Be able to install and finish basic bituminous and loose-bound base layers	5.1 Make sure the weather conditions are suitable for installing the base layer 5.2 Install the base layer to specified sizes and levels 5.3 Make sure the finish meets the specification 5.4 Identify and report any finishes that do not meet specification to the responsible person 5.5 Protect self, others and the environment from hazards			

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

## **Unit 14: Assemble and install purpose-made equipment and components for sport/play**

<b>Unit code:</b>	C18
<b>Unit reference number:</b>	M/503/8231
<b>QCF level:</b>	2
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	22

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### **Unit summary**

This unit is about understanding how, and being able, to assemble and install purpose-made equipment and components for sport and play.

This unit also appears in the Edexcel Level 2 NVQ Certificate in Sport and Play Surfaces (QCF). Learners who have already achieved this unit will not need to take it again; they put it towards the achievement of the Level 3 NVQ Diploma in Play Surfaces by credit transfer. For further details, please refer to the QCF Credit and Accumulation Policy, available on the Edexcel website.

### **Evidence requirements**

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment requirements* and the information below.

To pass the unit, learners must meet all of the assessment criteria.

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

For all learning outcomes that begin with the words 'Be able to', there must be evidence that the learner has met all of the assessment criteria through their own work.

Appropriate assessment methods include:

- observations
- examining products of the learner's work for example checklists, specifications, allocation of resources, notes taken during meetings, correspondence
- witness testimony and/or authentic records of the learner's work (for example diaries and/or reflective accounts countersigned by a senior colleague).

Each assessment criterion must be evidenced on more than one occasion.

There must be evidence relating to:

- all of the following methods in assessment criterion 3.3: nuts and bolts; screws; proprietary fixings
- at least two of the following methods in assessment criterion 5.1: cast in; bolted; socketed.

The learner's work must also meet any technical requirements stipulated by any sector or regulatory bodies for a sport that the surface is intended to be used for.

### **Simulation**

Simulation is allowed for 5.2, 5.3 and 5.4 only, if there is no naturally occurring evidence 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.

### **Recording of evidence**

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to assemble and install purpose made equipment and components for sport/play	<p>1.1 Identify relevant statutory regulations</p> <p>1.2 Identify handling and lifting techniques and regulations</p> <p>1.3 List types and methods of fixing structures to foundations</p> <p>1.4 Identify the importance of retaining manufacturer's instructions</p>			
2 Know how to assemble purpose-made equipment and components	<p>2.1 List the types and use of fixings used in the assembly of equipment and components</p> <p>2.2 Identify methods of checking quality and quantity of components</p> <p>2.3 Describe how to interpret manufacturer's instructions and specifications</p> <p>2.4 Identify safe working methods and relevant industry codes of practice</p>			
3 Be able to assemble purpose-made equipment and components	<p>3.1 Check that the necessary plans and components are complete, reporting any shortfalls</p> <p>3.2 Interpret plans and specifications correctly</p> <p>3.3 Assemble equipment following manufacturer's instructions and methods</p> <p>3.4 Protect self, others and the surrounding environment from hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to install purpose-made equipment and components	<p>4.1 Identify methods of lifting, handling and transferring assembled structures</p> <p>4.2 Identify methods of supporting and protecting unfixed structures</p> <p>4.3 Identify methods of handling and positioning structures</p> <p>4.4 Identify methods of providing temporary supports for structures</p> <p>4.5 Identify methods of aligning and levelling structures</p> <p>4.6 Describe factors affecting the positioning and method of fixing structures</p>			
5 Be able to install purpose-made equipment and components	<p>5.1 Install the equipment following the manufacturer's instructions, using approved methods</p> <p>5.2 Take appropriate corrective action if components do not conform to specification</p> <p>5.3 Identify and put right any defects, within the limits of own authority</p> <p>5.4 Report any defects outside the limits of own authority to the responsible person</p> <p>5.5 Protect self, others and the surrounding environment from hazards</p>			



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



## **Unit 15: Provide leadership in own area of responsibility**

<b>Unit code:</b>	A322
<b>Unit reference number:</b>	A/502/9161
<b>QCF level:</b>	5
<b>Credit value:</b>	9
<b>Guided learning hours:</b>	60

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### **Unit summary**

This unit is about understanding how, and being able, to lead other people in a work context.

### **Evidence requirements**

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment requirements* and the information below.

To pass the unit, learners must meet all of the assessment criteria.

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

For all learning outcomes that begin with the words 'Be able to', there must be evidence that the learner has met all of the assessment criteria through their own work.

Appropriate assessment methods include:

- observations
- examining products of the learner's work, for example allocation plans, instructions to colleagues, notes taken during meetings, correspondence.

Each assessment criterion must be evidenced on more than one occasion.

### **Simulation**

Simulation is not allowed for any learning outcomes in this unit.

### **Knowledge and understanding**

For all learning outcomes that begin with the words 'Understand' or 'Know', there must be explicit evidence that the learner possesses all of the knowledge and understanding shown in the assessment criteria.

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.

Knowledge and understanding should not be inferred from performance unless the assessment criteria cover *how to do* something. If there is evidence (as there should be) from the learner's own work that they know or understand this technique, there is no requirement for them to be questioned again on this topic.

### **Recording of evidence**

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to establish the conditions for effective leadership in own area of responsibility</p>	<p>3.1 Communicate the vision and direction for own area of responsibility, together with supportive objectives and operational plans, to the people working within own area</p> <p>3.2 Ensure that people working within own area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the organisation as a whole</p> <p>3.3 Win, through own performance, the trust and support of people within own area</p> <p>3.4 Obtain regular feedback on own performance</p>			
<p>4 Understand how to lead other people</p>	<p>4.1 Summarise the main differences between management and leadership</p> <p>4.2 Explain the importance of having and communicating a vision for own area of responsibility</p> <p>4.3 Compare a range of different leadership styles</p> <p>4.4 Explain how to select and apply leadership styles according to context</p> <p>4.5 Explain how to select and apply different methods for communicating with people across an area of responsibility</p> <p>4.6 Explain why it is important to gather and make use of feedback from people on own leadership performance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.7 Describe the types of difficulty and challenge that may arise within own area, including conflict</p> <p>4.8 Explain ways of overcoming difficulty and challenge through the use of effective leadership skills</p> <p>4.9 Explain how to select and apply different methods of encouraging, motivating, and supporting people, and recognising their achievements</p>			
<p>5 Be able to lead people in own area of responsibility</p>	<p>5.1 Select and apply a range of leadership styles as appropriate to different situations and people</p> <p>5.2 Communicate regularly, making effective use of a range of different communication methods, with all the people working within own area</p> <p>5.3 Demonstrate active listening skills</p> <p>5.4 Steer own area successfully through difficulties and challenges, including conflict amongst colleagues</p> <p>5.5 Give people in own area support and advice when they need it, especially during periods of setback and change</p> <p>5.6 Motivate and support people in your area to achieve their work and development objectives</p> <p>5.7 Provide recognition when colleagues are successful</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to empower other people through leadership	6.1 Explore the benefits of a culture which encourages and recognises creativity and innovation 6.2 Explain how to encourage a culture of creativity and innovation in own area of responsibility 6.3 Explain the importance of encouraging others to take the lead, and ways in which this can be achieved 6.4 Provide examples of how to empower other people in own area of responsibility			
7 Be able to empower other people through effective leadership	7.1 Maintain a culture within own area which encourages and recognises creativity and innovation 7.2 Empower people in own area to develop their own ways of working and to take their own decisions within agreed boundaries 7.3 Encourage people to give a lead in their own areas of expertise, and show willingness to follow this lead			

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



**Unit 16:** **Manage own professional development within an organisation**

**Unit code:** A2 (MSC)

**Unit reference number:** L/600/9586

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 20

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### **Unit summary**

This unit is about being able to set career goals and objectives for oneself, and being able to produce, implement and monitor a personal development plan.

### **Evidence requirements**

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe D: Assessment requirements* and the information below.

To pass the unit, learners must meet all of the assessment criteria.

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

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence), witness testimony, discussion and questioning.

### **Simulation**

Simulation is not permitted in this unit.

### **Recording of evidence**

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to assess own career goals and personal development	1.1 Identify own career and personal goals 1.2 Assess how own career goals affect work role and professional development		
2	Be able to set personal work objectives	2.1 Agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives		
3	Be able to produce a personal development plan	3.1 Identify gaps between objectives set, own current knowledge and skills 3.2 Produce a development plan		
4	Be able to implement and monitor own personal development plan	4.1 Plan activities identified in own development plan 4.2 Explain how to monitor and review own personal development plan		

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

## Further information

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Our customer service numbers are:

BTEC and NVQ 0844 576 0026

GCSE 0844 576 0027

GCE 0844 576 0025

The Diploma 0844 576 0028

DiDA and other qualifications 0844 576 0031

Calls may be recorded for quality and training purposes.

## Useful publications

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Related information and publications include:

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

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

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

## How to obtain National Occupational Standards

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

## Professional development and training

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

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

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

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

The training we provide:

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

## Annexe A: Progression pathways

### The Edexcel qualification framework for the Sport and Active Leisure sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
<b>5</b>			BTEC HND Diplomas in: <ul style="list-style-type: none"> <li>• Sport (QCF)</li> <li>• Sport and Exercise Sciences (QCF)</li> </ul>		
<b>4</b>			BTEC HNC Diplomas in: <ul style="list-style-type: none"> <li>• Sport (QCF)</li> <li>• Sport and Exercise Sciences (QCF)</li> </ul>		NVQ in Spectator Safety Management
<b>3</b>	Advanced Subsidiary GCEs in: <ul style="list-style-type: none"> <li>• Physical Education</li> <li>• Leisure Studies</li> </ul> Advanced GCEs in: <ul style="list-style-type: none"> <li>• Physical Education</li> <li>• Leisure Studies</li> </ul>	Principal Learning and in Sport and Active Leisure	BTEC Nationals in <ul style="list-style-type: none"> <li>• Sport (QCF)</li> <li>• Sport and Exercise Sciences (QCF)</li> </ul>	BTEC Certificate and Diploma in Sailing and Watersports (QCF)	NVQs in: <ul style="list-style-type: none"> <li>• Achieving Excellence in Sports Performance</li> <li>• Leisure Management</li> <li>• Spectator Safety</li> <li>• Sport and Play Surfaces</li> <li>• Sports Development</li> </ul>

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
<b>2</b>	GCSE in Physical Education (Short Course)	Principal Learning in Sport and Active Leisure	BTEC Firsts in Sport (QCF)	BTEC Certificates in Sailing and Watersports (QCF) BTEC Award in Understanding Stewarding at Spectator Events (QCF)	NVQs in: <ul style="list-style-type: none"> <li>• Active Leisure, Learning and Wellbeing Operational Services</li> <li>• Activity Leadership</li> <li>• Instructing Exercise and Fitness</li> <li>• Spectator Safety</li> <li>• Sport and Play Surfaces</li> </ul>
	GCSE in Physical Education GCSE in Leisure and Tourism GCSE in Leisure and Tourism (Double Award)				
<b>1</b>	Entry Level Certificate in Physical Education	Principal Learning in Sport and Active Leisure	BTEC Award, Certificate and Diploma in Sport and Active Leisure (QCF)		NVQ in Sport and Active Leisure
<b>Entry</b>			BTEC Award in Sport and Active Leisure (QCF)		

## Annexe B: Quality assurance

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### Key principles of quality assurance

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

### Quality assurance processes

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

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

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

The Edexcel quality-assurance processes will involve:

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

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



## Annexe C: Centre certification and registration

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

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

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

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

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

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

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



## Annexe D: Assessment requirements

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The assessment requirements below comply fully with SkillsActive's:

- *Assessment Strategy for Active Leisure, Learning and Wellbeing*
- *QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sport and Play Surfaces.*

They also comply with assessment strategies for any units imported from other sectors.

# 1 General Assessment Principles

## 1.1 Where should the evidence come from?

The primary target group is staff who work in the sports and play surfaces industry. It is designed to assist those working in the sports surfaces installation and maintenance industry to progress to a more advanced skill and/or supervisory management level. Key areas of responsibilities of operatives include allocation and monitoring of quality of work, ensuring health and safety requirements are met, preparing and installing surfaces, providing ground and substructure conditions and checking and maintaining surfaces and equipment.

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

In the rare instances where simulation is allowed, this is clearly detailed in the *Evidence requirements* within the units. Where simulation is used, this must follow the requirements set out in section 2 below.

## 1.2 What are the most appropriate assessment methods?

Assessor observations, witness testimony and products of work (for example, records, specification notes and checklists) 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 in the Evidence requirements within the units.

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.

## 1.3 How much evidence is necessary?

Most of the units require observation by an assessor on more than one occasion. The Evidence requirements within the units show this in more detail. Assessors and candidates are strongly encouraged to plan assessments to fit in with the candidate's work patterns so that the number of assessment occasions on which observation takes place can be kept to a realistic minimum (see the section 1.4 below for some suggestions). These observations should not be carried out on the same day. There should be sufficient time between assessments for the assessor to satisfy himself or herself that the candidate 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 to meet technical requirements stipulated by any sector or regulatory bodies for a sport that the surface is intended to be used for (where this is part of the Evidence Requirements for the unit).

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

Assessors must be sure that all written evidence is the candidate's own work and not copied from someone else.

In certain units, assessors and verifiers should take account of the fact that opportunities for the candidate to generate evidence will be rare and therefore it will be acceptable to use 'historical evidence' which was produced before the candidate has actually registered for the NVQ Diploma. However, this evidence should not be drawn from more than two years before the particular unit is assessed and should be validated as being authentic.

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

Many of the units within the Level 3 NVQ Diploma in Sport and Play Surfaces 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 candidate wants unit accreditation only). It would make better use of both the assessor's and candidate's time to consider and plan how many units could be covered on each assessment occasion.

For example, the learner may be involved in installing a particular surface. This will involve allocating and monitoring the progress and quality of the work (part of Unit 1: Plan, allocate and monitor the work of a team) and ensuring health and safety requirements are met (part of Unit 3: Ensure health and safety requirements are met in own area of responsibility).

Prior discussion between the candidate and assessor with perhaps some negotiation with the candidate's supervisor should make this a productive assessment opportunity.

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.

## 1.5 Witness testimony

SkillsActive and Edexcel recognise that for the assessment of workplace performance to be as natural and efficient as possible, the use of witness testimony should be encouraged as it 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 an appropriate qualification that will develop their skills. 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.

## 2 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 *Evidence requirements* for the relevant units: Units 4, 11 and 14.

### Simulation in Unit 4

The following requirements will apply where simulation is used in Unit 4.

- Assessments must be carried out under realistic business pressures, using real customers and within a defined service offer.
- All services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations.
- Candidates must be expected to achieve a volume of work comparable to normal business practices.
- The range of services, products, tools, materials and equipment that the candidates use must be up to date and available. They must enable candidates to meet the requirements of the National Occupational Standards.
- Account must be taken of any legislation or regulations in relation to the type of work that is being carried out.

- Candidates must be given workplace responsibilities to enable them to meet the requirements of the Customer Service National Occupational Standards at Level 2.
- Candidates must show that their productivity reflects that found in the work situation being represented.

### **Simulation in Units 11 and 14**

For Units 11 and 14, for those assessment criteria where simulation is permitted, the following requirements apply.

The demands on the candidate during simulation must be neither more nor 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.

## **3 Requirements for centres**

### **3.1 General requirements**

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 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 that 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.

### 3.2 Requirements for assessors

Assessors are appointed by the centre and approved by Edexcel as part of its normal quality assurance processes. Assessors should only assess in their acknowledged area of technical and occupational competence.

Assessors should be **either**:

- 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.

In addition, assessors must **either**:

- hold one of the following: A1 **and** A2; or D32 **and** D33; or the Level 3 Award in Assessing Competence in the Work Environment (QCF)

**or**

- have a clear plan for achieving one of the approved assessor awards within 12 months of starting in the role of assessor. In addition, all assessment decisions made by a trainee assessor must be checked by a qualified assessor.

Assessors must also:

- provide evidence of recent experience and competence in the occupational area to the level of the qualification they wish to assess (it is recommended that they have a working knowledge and experience of sport and play surface installation and maintenance, including relevant health and safety and environmental legislation and regulations)
- provide evidence of knowledge, understanding and application of the National Occupational Standards that underpin the qualification.
- provide evidence of knowledge, understanding and support of the Values Statements for Sport and Play Surfaces (*Annexe E*) 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.

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



### 3.3 Requirements for internal verifiers

Internal verifiers are appointed by a centre and approved by Edexcel through its external verifier.

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.

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 a centre's assessment policy and to facilitate the assessment process and should be **either**:

- employed by the same organisation (approved centre) as the assessors

**or**

- working in partnership with, and drawing on evidence from, the assessors' organisation (the centre)

In addition, internal verifiers must **either**:

- hold one of the following: V1; or D34; or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF). (It is recommended that IVs also achieve assessor units A1 and A2 or their equivalents.)

**or**

- have a clear plan for achieving one of the approved verifier awards within 12 months of starting in the role of internal verifier. In addition, all assessment decisions made by a trainee IV must be checked by a qualified IV.

Internal verifiers must also:

- provide evidence of recent experience in the occupational area (it is recommended that they have a working knowledge and experience of sport and play surface installation and maintenance, including relevant health and safety and environmental legislation and regulations)
- provide evidence of knowledge, understanding and application of the National Occupational Standards that underpin the qualification.
- provide evidence of knowledge, understanding and support of the Values Statements for Sport and Play Surfaces (*Annexe E*)
- 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.

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

#### 4 External verification

All new assessment centres will be approved 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.

Edexcel will ensure that external verifiers **either**:

- hold V2 or an equivalent QCF qualification (it is recommended that they also hold assessor units A1 and A2 or their equivalents)

**or**

- have a clear action plan for achieving a relevant external verifier award.

In addition, external verifiers will need to:

- be occupationally competent in the area appropriate to the level of the qualifications they are verifying (it is recommended that they have a working knowledge and experience of sport and play surface installation and maintenance, including relevant health and safety and environmental legislation and regulations)
- provide evidence of knowledge, understanding and application of the National Occupational Standards together with terms in *Annexe F*, where appropriate
- be committed to the application, further development and refinement of the National Occupational Standards and SVQs/NVQs
- demonstrate knowledge and understanding of, and support for, the Values Statements for Sport and Play Surfaces (*Annexe E*) and how they are applied in assessment
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
- be 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 these assessment requirements
- demonstrate their ability to maintain credibility with the sector and to retain the confidence of the industry through commitment to ongoing personal and professional development
- sample the work of all assessors.

## Annexe E: Core Values for Sport and Play Surfaces

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

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

1. *As regards himself or herself, all staff should:*
  - 1.1. display commitment, initiative, honesty, integrity and a proper sense of responsibility, honouring the trust reposed by clients, employers, colleagues and the general public
  - 1.2. uphold the good standing of management, education, sport and sportsmanship
  - 1.3. conscientiously provide a service of value to society, concerned with the development of quality in all matters, including the quality of life
  - 1.4. be conscious of values issues and resolve values conflicts by using a reasoned approach
  - 1.5. exercise responsible stewardship over all resources under their control (financial, material and human), striving always, to turn them to purposeful account
  - 1.6. take active steps to improve his or her own personal competence
  - 1.7. pay due regard to the law and avoid the abuse or misuse of their position.
2. *As regards the facility, the manager should:*
  - 2.1. ensure that the set of values that governs the conduct of the organisation as a whole extends to and includes the conduct of every member of it
  - 2.2. engender a spirit of openness, participation and co-operation but which recognises the need for authority structures and provides for conflict and competition to be managed
  - 2.3. give rights and responsibilities equal emphasis
  - 2.4. establish high expectations for all in the pursuit of excellence
  - 2.5. ensure consistently high standards of health, safety and psychological wellbeing for employees, volunteers and clients.
3. *As regards those who work at the facility, the manager should:*
  - 3.1. ensure that the general principles of ethical conduct and their application in specific contexts are understood and taken seriously by all staff and volunteers
  - 3.2. seek to ensure the consciences of others are never put at risk

- 3.3. value staff highly, recognise them as a valuable resource, and encourage and assist them to develop their competence, self-esteem and potential
  - 3.4. develop internal relationships on the basis of mutual trust and reciprocal loyalty
  - 3.5. provide safe, congenial and healthy working conditions
  - 3.6. plan work and personal development jointly so as to provide maximum job satisfaction, challenge, opportunity and, as far as external circumstances permit, job security for those with a satisfactory record of performance
  - 3.7. develop and maintain a working climate in which improvements occur naturally and continuously without being enforced or imposed
  - 3.8. by leadership, co-ordination, personal commitment and example, achieve acceptance by all of the need to be effective and successful.
4. *As regards client and suppliers, all staff should:*
- 4.1. ensure that the facility offers good value for money, reflected in the quality of service provided
  - 4.2. sustain and develop mutually beneficial relationships with client and suppliers
  - 4.3. regard every client as an individual with the right to dignity, respect and consideration, and display a caring attitude at all times
  - 4.4. accept that racism, sexism and prejudice against people with disabilities or who suffer social and economic disadvantage, have no place in the facility
  - 4.5. encourage clients to accept responsibility for their learning and enjoyment.
5. *As regards the environment, resources and society, all staff should:*
- 5.1. communicate to the public truthfully and without intent to mislead by slanting or suppressing information
  - 5.2. interact with the community, its members and its institutions so as to increase understanding of the facility's aims and activities, and in so doing ensure that the facility is seen as an asset to the community and a good neighbour
  - 5.3. foster responsibly the amenity and well-being of the local community and contribute to meeting its needs
  - 5.4. minimise any adverse impact on the environment caused by the facility's operations
  - 5.5. take full account of the need for public safety
  - 5.6. respond to global environmental issues by economising in the use of energy and non-sustainable resources, by avoiding destruction of natural resources, by controlling pollution, and by careful management of waste.

## **Annexe F: Explanation and examples of terms used in the active leisure and learning sector**

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### **Accepted practices**

For example, British Standard Code of Practice, methods laid down by the public authority.

### **Anchorage**

For example, cable fixing points, foundation bolts, bolted wall fixings.

### **Appropriate member of staff**

Line manager or someone more competent in maintenance.

### **Appropriate methods**

Means of maintaining which are correct for the item being maintained.

### **Authorised people**

Individuals qualified to deal with the material.

### **Bituminous bound**

For example, bituminous macadam to current standards or asphalt.

### **Bonding agent**

A chemical coating to assist bonding one layer of concrete to another.

### **Bound materials**

For example, bituminous macadam, asphalt.

### **Cast in**

For example, grouting in fixings or posts, in-situ concrete around supports.

### **Cast in situ**

Concrete which is placed on site when wet. For example, mass concrete in brickwork foundations, backing concrete to kerbs.

### **Checklist**

A list of items to be covered in the inspection.

**Cleaning**

May include power washing.

**Clearing the site**

Removing all surplus materials and equipment.

**Communication**

In writing (for example, short notes) and when speaking to others.

**Components**

For example, a set of swings for a frame, a platform on a climbing frame, goal posts, plastic drain pipes, marker tiles for electric cables, manhole rings.

**Consolidate**

For example, using a roller or 'whacker' plate.

**Controlled waste**

Materials that need to be disposed of in a particular fashion.

**Correctly prepared for safe maintenance**

For example, isolating the equipment from any power source.

**Designated containers**

Receptacles which are designed to receive the specific material.

**Edge details**

For example, pre-cast concrete kerbs, timber edgings, drainage blocks, block paviers.

**Footings**

Excavations for mass foundations.

**Handover**

Transferring responsibility for the completed works to the client.

### **Hazardous substances**

For example, asbestos sheeting, paint, polyurethane binders, solvents.

### **Hazards**

For example, open trenches, hot bitmac, uncured concrete.

### **Legal and regulatory requirements**

For example, the Health and Safety at Work Act, the Control of Substances Hazardous to Health Regulations and any special laws or regulations that cover the equipment you are using and maintaining or relating to preparing the site.

### **Levels and finishes**

Surface profile, evenness, tolerance of level.

### **Locate the area**

For example, find the site on an Ordnance Survey map, check the precise site with the client, establish the street name.

### **Personal protective equipment**

For example, gloves, ear defenders, goggles, overalls, apron, hard hats.

### **Post holes**

Excavations to take individual vertical posts.

### **Pre-cast concrete**

For example, kerbs, slabs.

### **Procedures**

How the work is organised and the instructions you must follow to get the job done correctly. For example, site instructions on health and safety, manufacturer's assembly instructions, reporting of accidents and incidents.

### **Proprietary fixings**

For example, bolts made specifically for an item of equipment, purpose-made clamps.

## **Protecting the environment**

For example, making sure you do not pollute water courses, burn materials on site or fly tip.

## **Rammed backfill**

In-filling which is consolidated manually.

## **Records**

For example, job cards, time sheets, lists of materials, tools and equipment.

## **Resources**

The tools, equipment and materials you use as part of your job.

## **Re-levelling loose fill**

For example, raking out wood chip or bark to level.

## **Safety legislation**

Laws covering health and safety, For example, the Health and Safety at Work Act, and other pieces of legislation to cover your occupation.

## **Security**

For example, making sure hazardous materials are locked in a safe store, making sure the site is secure when unattended.

## **Service conduit**

For example, plastic ducting, fireclay pipes, pre-cast concrete ducts.

## **Services**

For example, telephone lines, gas pipes, water pipes.

## **Socketed**

Inserted into pre-formed apertures.

## **Sockets**

Apertures for fixings.



**Strip trenches**

Linear foundation excavations for walls.

**Substances**

For example, fuel, battery fluid or lubricants.

**Suitable condition**

For example, dry and sound, free draining, frost free, contaminant free.

**Synthetic membrane**

Man-made geo-textile sheet to separate sub-soil and base stone, For example, Terram.

**Tamped concrete**

Concrete that is consolidated manually.

**Temporary services**

For example, diversion of a sewer whilst construction works disrupt the permanent line, temporary water supplies until final connection can be made.

**Timber elements**

For example, edging boards, wooden posts and rails.

**Treatment**

For example, applying weed killer, applying moss killer, applying paint coat to item of equipment.

**Unbound materials**

For example, type 1 dry stone sub-base, graded gravel, slag.

**Underground services**

For example, drainage or water pipes.

**Vibrated concrete**

Concrete which is consolidated using a mechanical agitating device.

**Visual**

Checking by eye.

**Weather conditions**

Should avoid frosty weather and, for example, observe the maximum and minimum temperature requirements for polymeric materials, and observe the British standard temperature ranges for bituminous macadam.

**Working relationships**

Working effectively with other operatives and contractors, supervisor and clients.

**Workplace/work environment**

The sports surfaces site you are working on.

