

Pearson Edexcel Level 2 NVQ Certificate in Sport and Play Surfaces (QCF)

Specification

Pearson Edexcel NVQ/competence-based
qualifications (QCF)

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Issue 2

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This specification is Issue 2. Key changes are sidlined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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Qualification title covered by this specification

This specification provides the information you need to offer the Pearson Edexcel Level 2 NVQ Certificate in Sport and Play Surfaces (QCF):

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 NVQ Certificate in Sport and Play Surfaces (QCF)	600/9330/4	20/05/13

This qualification has been accredited 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. The title will also appear on the Learning Aim Reference Application (LARA), where relevant.

You should use the QN when you seek public funding for your learners. Each unit in a qualification will also have a QCF unit reference number, which is stated in each unit.

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

These titles replace the following Pearson Edexcel qualification(s):

Qualification title	Qualification Number (QN)	Accreditation start date	Accreditation end date
Pearson Edexcel Level 2 NVQ Certificate in Sport and Play Surfaces (QCF)	501/0100/6	01/07/10	31/08/13

Key features of the Pearson Edexcel Level 2 NVQ Certificate in Sport and Play Surfaces (QCF)

This qualification:

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

Edexcel expects that the Pearson Edexcel Level 2 NVQ Certificate in Sport and Play Surfaces (QCF) will be approved as a component required for the Active Leisure and Learning Apprenticeship framework.

What is the purpose of this qualification?

The primary target group is staff who work in the sport and play surfaces industry. It is designed for those working in the sport surfaces installation and maintenance industry at an operational level. Key areas of responsibilities of operatives include preparing and clearing sites, providing ground and substructure conditions and checking and maintaining surfaces and equipment.

Who is this qualification for?

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

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification
- be offered to learners who have been recruited with integrity by the centre.

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

The Pearson Edexcel Level 2 NVQ Certificate in Sport and Play Surfaces (QCF) is aimed at site operatives but will benefit many others in the industry.

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

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

- The Pearson Edexcel Level 2 NVQ Certificate in Sport and Play Surfaces (QCF) is designed for those working in, or aspiring to work in, the installation and/or maintenance of sport and play surfaces.

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

The Pearson Edexcel Level 2 NVQ Certificate in Sport and Play Surfaces (QCF) is ideal for entry into employment in the installation and/or maintenance of sport and play surfaces.

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

- operational services
- construction and the built environment
- horticulture.

The Pearson Edexcel Level 2 NVQ Certificate in Sport and Play Surfaces (QCF) is part of a suite of qualifications in the same, and related, sectors offered by Edexcel, across the different levels of the QCF. Further qualifications offered include:

- Pearson BTEC Entry Level Award in Sport and Active Leisure or Construction (QCF)
- Pearson BTEC Level 1 Award/Certificate/Diploma in Sport and Active Leisure or Construction (QCF)
- Pearson BTEC Level 2 Certificate/Extended Certificate/Diploma in Sport, Construction or Horticulture (QCF)
- Pearson BTEC Level 3 Certificate/Subsidiary Diploma/Diploma/Extended Diploma in Sport, Construction or Horticulture (QCF)
- Pearson BTEC Level 4 HNC Diploma in Sport, Construction and the Built Environment or Horticulture (QCF)
- Pearson BTEC Level 5 HND Diploma in Sport, Construction and the Built Environment or Horticulture (QCF).

Further information is available in *Annexe A*.

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Certificate in Sport and Play Surfaces (QCF)

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

Qualification structure summary

The learner must achieve all 13 credits from the 4 mandatory units and a minimum of 9 credits from Optional Group 1 or a minimum of 9 credits from Optional Group 2 – a total of 22 credits.

Qualification structure

Pearson Edexcel Level 2 NVQ Certificate in Sport and Play Surfaces (QCF)					
Unit no.	Unit reference number	Mandatory units	Credit	Level	GLH
1	K/502/0438	Use and Maintain Non-powered and Hand Held Power Tools and Equipment	3	2	23
2	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17
3	J/503/1169	Conforming to Productive Working Practices in the Workplace	3	2	10
4	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	2	1	7
Optional Group 1 (Installation)					
5	D/601/4047	Provide Foundations, Substructures and Edge Details for Sport/Play Surfaces and Equipment	3	2	22
6	H/601/4048	Prepare for and Install Base Layers for Sport/Play Surfaces	3	2	22
7	L/601/4044	Assemble and Install Purpose Made Equipment and Components for Sport/Play	3	2	22
8	R/601/4045	Prepare Sites for the Construction of Sport/Play Surfaces and Equipment	3	2	22
9	Y/601/4046	Provide Ground and Substructure Conditions for Sport/Play Facilities	3	2	22

Unit no.	Unit reference number	Optional Group 1 (Installation)	Credit	Level	GLH
10	K/601/4049	Complete Sport/Play Surface Work for Handover	3	2	22
Unit no.	Unit reference number	Optional Group 2 (Maintenance)	Credit	Level	GLH
7	L/601/4044	Assemble and Install Purpose Made Equipment and Components for Sport/Play	3	2	22
10	K/601/4049	Complete Sport/Play Surface Work for Handover	3	2	22
11	H/502/0440	Use and Maintain Ride-on Powered Equipment	3	2	23
12	R/502/0434	Use and Maintain Pedestrian Controlled Powered Equipment	3	2	23
13	T/502/0443	Use and Maintain Chippers and/or Shredders	3	2	23
14	D/601/4050	Check and Maintain Sport/Play Surfaces and Equipment	3	2	22

How is the qualification graded and assessed?

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

To pass a unit a learner must:

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

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector.

Assessment requirements/strategy

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

- the requirements for assessment in the workplace and the circumstances where simulation is permitted
- the criteria for defining a realistic working environment, where it is permitted
- the roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Learners may provide evidence of occupational competence from:

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

It is important that the evidence provided to satisfy the unit and learning outcomes' assessment criteria is:

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

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

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

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel accredited qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications. New centres must complete a centre recognition and 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 and which have a history of good external quality assurance outcomes 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. If centres do not comply with the agreement, Edexcel will act to protect the integrity of the awarding of qualifications. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

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

What resources are required?

Each qualification is designed to support learners working in the active leisure and learning sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and they must be of industry standard. The centre and staff involved in the delivery of a qualification must take health and safety requirements into account.

Where provision is made by the Sector Skills Council or Standards Setting Body for assessment to be undertaken in a Realistic Working Environment (RWE), the RWE must provide the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

Centres must meet any specific resource requirements given in *Annexe D: Assessment requirements/strategy*. Staff assessing learners must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit code:					This is the unit owner's reference number for the specified unit.
Unit reference number:					This code is a unique reference number for the unit.
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			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.	

Pre Publication

Pre Publication

Units

Pre Publication

Unit 1: Use and Maintain Non-powered and Hand Held Powered Tools and Equipment

Unit code:	C224
Unit reference number:	K/502/0438
QCF level:	2
Credit value:	3
Guided learning hours:	23

Unit summary

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

Assessment requirements/evidence requirements

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

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace except where Lantra makes provision for evidence to be produced through simulation, as specified in the Lantra overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and which cross-references them to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Pre Publication

Unit 2: Moving, Handling and Storing Resources in the Workplace

Unit code:	COSVR643
Unit reference number:	F/503/1171
QCF level:	2
Credit value:	5
Guided learning hours:	17

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in moving, handling and storing resources in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where cskills makes provision for evidence to be produced through simulation, as specified in the cskills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Comply with given information when moving, handling and/or storing resources</p>	<p>1.1 Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation</p> <p>1.2 Interpret the given information relating to the use and storage of lifting aids and equipment</p> <p>1.3 Describe the different types of technical, product and regulatory information, their source and how they are interpreted</p> <p>1.4 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.5 Describe how to obtain information relating to using and storing lifting aids and equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> - in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 Explain what the accident reporting procedures are and who is responsible for making the reports</p> <p>2.4 State the appropriate types of fire extinguishers relevant to the work</p> <p>2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation are used in accordance with legislation and official guidance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when moving, handling and/or storing resources</p>	<p>3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources</p> <p>3.2 Use lifting aids safely as appropriate to the work</p> <p>3.3 Protect the environment in accordance with safe working practices as appropriate to the work</p> <p>3.4 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:</p> <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV) <p>3.5 Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions</p> <p>3.6 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources</p>	<p>4.1 Select the relevant resources to be moved, handled and/or stored, associated with own work</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to:</p> <ul style="list-style-type: none"> - lifting and handling aids - container(s) - fixing, holding and securing systems <p>4.3 Describe how the resources should be handled and how any problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources</p>	<p>5.1 Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures</p> <p>5.2 Dispose of waste and packaging in accordance with legislation</p> <p>5.3 Maintain a clean work space when moving, handling or storing resources</p> <p>5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance</p>			
<p>6 Complete the work within the allocated time when moving, handling and/or storing resources</p>	<p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> - progress charts, timetable and estimated times - organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given occupational resource information to move, handle and/or store resources to the required guidance</p>	<p>7.1 Demonstrate the following work skills when moving, handling and/or storing occupational resources:</p> <ul style="list-style-type: none"> - moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques <p>7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following:</p> <ul style="list-style-type: none"> - sheet material - loose material - bagged or wrapped material - fragile material - tools and equipment - components - liquids <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources</p> <p>7.4 Describe the needs of other occupations when moving, handling and/or storing resources</p>			

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

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

Unit 3: Conforming to Productive Working Practices in the Workplace

Unit code: COSVR642

Unit reference number: J/503/1169

QCF level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to productive working practices in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where cskills makes provision for evidence to be produced through simulation, as specified in the cskills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Communicate with others to establish productive work practices	<p>1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively</p> <p>1.2 Describe the different methods of communicating with line management, colleagues and customers</p> <p>1.3 Describe how to use different methods of communication to ensure that the work carried out is productive</p>			
2 Follow organisational procedures to plan the sequence of work	<p>2.1 Interpret relevant information from organisational procedures in order to plan the sequence of work</p> <p>2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively</p> <p>2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> - using resources for own and other's work requirements - allocating appropriate work to employees - organising the work sequence - reducing carbon emissions </p> <p>2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain relevant records in accordance with the organisational procedures</p>	<p>3.1 Complete relevant documentation according to the occupation as required by the organisation</p> <p>3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to:</p> <ul style="list-style-type: none"> - job cards - worksheets - material/resource lists - time sheets <p>3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Maintain good working relationships when conforming to productive working practices</p>	<p>4.1 Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships</p> <p>4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others</p> <p>4.3 Describe how to maintain good working relationships, in relation to:</p> <ul style="list-style-type: none"> - individuals - customer and operative - operative and line management - own and other occupations <p>4.4 Describe why it is important to work effectively with line management, colleagues and customers</p> <p>4.5 Describe how working relationships could have an effect on productive working</p> <p>4.6 Describe how to apply principles of equality and diversity when communicating and working with others</p>			

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

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

Pre Publication

Unit 4: Conforming to General Health, Safety and Welfare in the Workplace

Unit code:	COSVR641
Unit reference number:	A/503/1170
QCF level:	1
Credit value:	2
Guided learning hours:	7

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to general health, safety and welfare in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where cskills makes provision for evidence to be produced through simulation, as specified in the cskills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Comply with all workplace health, safety and welfare legislation requirements</p>	<p>1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area</p> <p>1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements</p> <p>1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment</p> <p>1.4 State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:</p> <ul style="list-style-type: none"> - collective protective measures - personal protective equipment (PPE) - respiratory protective equipment (RPE) - local exhaust ventilation (LEV) <p>1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment</p> <p>1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area</p> <p>1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work</p>			
<p>2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures</p>	<p>2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures</p> <p>2.2 List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities</p> <p>2.3 List the current Health and Safety Executive top ten safety risks</p> <p>2.4 List the current Health and Safety Executive top five health risks</p> <p>2.5 State how changing circumstances within the workplace could cause hazards</p> <p>2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Comply with organisational policies and procedures to contribute to health, safety and welfare</p>	<p>3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices</p> <p>3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare</p> <p>3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures</p> <p>3.4 Safely store health and safety control equipment in accordance with given instructions</p> <p>3.5 Dispose of waste and/or consumable items in accordance with legislation</p> <p>3.6 State the organisational policies and procedures for health, safety and welfare, in relation to:</p> <ul style="list-style-type: none"> - dealing with accidents and emergencies associated with the work and environment - methods of receiving or sourcing information - reporting - stopping work - evacuation - fire risks and safe exit procedures - consultation and feedback <p>3.7 State the appropriate types of fire extinguishers relevant to the work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area	<p>3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance</p> <p>4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare</p> <p>4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to:</p> <ul style="list-style-type: none"> - recognising when to stop work in the face of serious and imminent danger to self and/or others - contributing to discussions and providing feedback - reporting changed circumstances and incidents in the workplace - complying with the environmental requirements of the workplace <p>4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Comply with and support all organisational security arrangements and approved procedures</p>	<p>5.1 Provide appropriate support for security arrangements in accordance with approved procedures:</p> <ul style="list-style-type: none"> - during the working day - on completion of the day's work - for unauthorised personnel (other operatives and the general public) - for theft <p>5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 5: Provide Foundations, Substructures and Edge Details for Sport/Play Surfaces and Equipment

Unit code: SP2-4/C232

Unit reference number: D/601/4047

QCF level: 2

Credit value: 3

Guided learning hours: 22

Unit summary

This unit covers the knowledge and competence that the learner needs to provide foundations, substructures and edge details for sport/play surfaces and equipment.

Assessment requirements/evidence requirements

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

Learning outcomes 1, 2 and 4

These can be assessed by:

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

Learning outcomes 3 and 5

These must be assessed using workplace evidence generated when the learner is providing foundations, substructures and edge details for sport/play surfaces and equipment.

Learning outcome 3

When providing foundations for structures, the learner must cover both of the following types:

- a excavations
 - 1 footings
 - 2 strip trenches

with two of the following types:

- b materials
 - 1 concrete
 - 2 dug backfill
 - 3 granular backfill

with two of the following types:

- c compaction
 - 1 tamped concrete
 - 2 vibrated concrete
 - 3 rammed backfill

with both of the following types:

- d future fixings
 - 1 anchorage
 - 2 sockets.

Learning outcome 5

When providing substructures and edge details, the learner must cover both of the following types:

- a excavations
 - 1 bulk
 - 2 trench

with two of the following types:

- b edge details
 - 1 pre-cast concrete
 - 2 concrete cast in situ
 - 3 timber elements

with one of the following types:

- c surface foundations
 - 1 unbound mineral base
 - 2 bound mineral base

with two of the following types:

- d ground preparation methods
 - 1 spraying
 - 2 synthetic membrane
 - 3 bonding agent.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Skills Active makes provision for evidence to be produced through simulation, as specified in the Skills Active overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to provide foundations, substructures and edge details for sport/play surfaces and equipment	<p>1.1 Identify a type and ratio of materials used in concrete</p> <p>1.2 Outline methods of mixing, placing, compacting and curing concrete</p> <p>1.3 Outline types of backfill and methods of consolidation</p> <p>1.4 Identify relevant statutory requirements</p> <p>1.5 List methods of disposing of waste</p>			
2 Know how to provide foundations for structures	<p>2.1 Identify the types of equipment used for excavating footings and strip trenches</p> <p>2.2 Outline methods of excavating post holes and strip trenches</p> <p>2.3 Outline methods of forming pockets in concrete for future fixing</p> <p>2.4 List techniques for casting in fixing items</p> <p>2.5 Identify the types of equipment used for excavating bulk excavations and trenches</p> <p>2.6 Outline methods of excavating bulk excavations and trenches</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to provide foundations for structures	3.1 Excavate to the required shape and size and to specified alignment and spacing 3.2 Provide foundations of specified materials of the right size, profile and finish 3.3 Use suitable materials for backfilling and consolidate these to the required density 3.4 Provide for future fixings in specified places using agreed methods 3.5 Protect self, others and the surrounding environment from hazards 3.6 Dispose of waste correctly			
4 Know how to provide substructures and edge details	4.1 Identify a type and the uses of the edge detail 4.2 Outline methods of installing edge details 4.3 Outline methods of preparing surfaces to receive surface foundations 4.4 Identify a type of foundations for surfaces 4.5 Outline methods of installing foundations for surfaces			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to provide substructures and edge details	5.1 Make excavations to the required shape and size and to specified alignment and spacing 5.2 Provide edge details that are made of specified materials and have the right size, profile and finish 5.3 Provide foundations for surfaces that are of the specified materials 5.4 Form and compact surface foundations to the required levels and finish 5.5 Where required, prepare the ground surface to receive surface foundations to specification 5.6 Protect self, others and the environment from hazards 5.7 Dispose of waste correctly			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Prepare for and Install Base Layers for Sport/Play Surfaces

Unit code: SP2-5/C233

Unit reference number: H/601/4048

QCF level: 2

Credit value: 3

Guided learning hours: 22

Unit summary

This unit covers the knowledge and competence that the learner needs to prepare for and install base layers for sport/play surfaces.

Assessment requirements/evidence requirements

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

Learning outcomes 1, 2 and 4

These can be assessed by:

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

Learning outcomes 3 and 5

These must be assessed using workplace evidence generated when the learner is preparing for and install base layers for sport/play surfaces

When preparing to install, install and finish basic bituminous and loosebound base layers, the learner must cover both of the following types:

- a base layer
 - 1 bituminous
 - 2 loose bound.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Skills Active makes provision for evidence to be produced through simulation, as specified in the Skills Active overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

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	<p>1.1 Identify a type and the use of a material required for base layers</p> <p>1.2 Describe the methods of handling and storing materials – hazardous and non-hazardous</p> <p>1.3 Describe how to check that the quality and quantity of materials meet specifications</p> <p>1.4 Describe types and uses of plant and equipment used in installing and finishing base layers</p> <p>1.5 Identify relevant regulations</p>			
2 Know how to prepare to install basic bituminous and loose bound base layers	<p>2.1 Describe safe working practices in relation to preparing for base layer installation</p> <p>2.2 Describe the implications of weather conditions for the installation of base layers</p> <p>2.3 Describe how to check that the quality and quantity of materials meet specifications</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			
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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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: _____ Date: _____
 (*if sampled*)

Pre Publication

Unit 7: Assemble and Install Purpose Made Equipment and Components for Sport/Play

Unit code:	SP2-1/C18
Unit reference number:	L/601/4044
QCF level:	2
Credit value:	3
Guided learning hours:	22

Unit summary

This unit covers the knowledge and competence that the learner needs to assemble and install purpose made equipment and components for sport/play.

Assessment requirements/evidence requirements

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

Learning outcomes 1, 2 and 4

These can be assessed by:

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

Learning outcomes 3 and 5

These must be assessed using workplace evidence generated when the learner is assembling and installing purpose made equipment and components for sport/play.

Learning outcome 3

When assembling purpose made equipment and components, the learner must cover all of the following types:

- a methods
 - 1 nuts and bolts
 - 2 screws
 - 3 proprietary fixings.

Learning outcome 5

When installing purpose made equipment and components, the learner must cover two of the following types:

- a methods
 - 1 cast in
 - 2 bolted
 - 3 socketed.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Skills Active makes provision for evidence to be produced through simulation, as specified in the Skills Active overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to assemble purpose made equipment and components	1.1 Identify relevant statutory regulations 1.2 Identify handling and lifting techniques and regulations 1.3 List types and methods of fixing structures to foundations 1.4 Identify the importance of retaining manufacturer's instructions			
2 Know how to assemble purpose made equipment and components	2.1 List the types and use of fixings used in the assembly of equipment and components 2.2 Identify methods of checking quality and quantity of components 2.3 Describe how to interpret manufacturers' instructions and specifications 2.4 Identify safe working methods and relevant industry codes of practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to assemble purpose made equipment and components	3.1 Check that the necessary plans and components are complete, reporting any shortfalls 3.2 Interpret plans and specifications correctly 3.3 Assemble equipment following manufacturer's instructions and methods 3.4 Protect self, others and the surrounding environment from hazards			
4 Know how to install purpose made equipment and components	4.1 Identify methods of lifting, handling and transferring assembled structures 4.2 Identify methods of supporting and protecting unfixed structures 4.3 Identify methods of handling and positioning structures 4.4 Identify methods of providing temporary supports for structures 4.5 Identify methods of aligning and levelling structures 4.6 Describe factors affecting the positioning and method of fixing structures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to install purpose made equipment and components	5.1 Install the equipment following the manufacturer's instructions, using approved methods 5.2 Take appropriate corrective action if components do not conform to specification 5.3 Identify and put right any defects, within the limits of own authority 5.4 Report any defects outside the limits of own authority to the responsible person 5.5 Protect self, others and the surrounding environment from hazards			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Pre Publication

Unit 8: Prepare Sites for the Construction of Sport/Play Surfaces and Equipment

Unit code: SP2-2/C230

Unit reference number: R/601/4045

QCF level: 2

Credit value: 3

Guided learning hours: 22

Unit summary

This unit covers the knowledge and competence that the learner needs to prepare sites for the construction of sport/play surfaces and equipment.

Assessment requirements/evidence requirements

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

Learning outcomes 1, 2, 4, 6 and 8

These can be assessed by:

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

Learning outcomes 3, 5, 7 and 9

These must be assessed using workplace evidence generated when the learner is preparing sites for the construction of sport/play surfaces and equipment.

Learning outcome 3

When locating and protecting existing services, the learner must cover two of the following types:

- a services
 - 1 overhead services
 - 2 underground services
 - 3 foundations

with three of the following types:

- b methods
 - 1 barriers
 - 2 covers
 - 3 warning signs
 - 4 warning lights.

Learning outcome 5

When safeguarding and maintaining temporary services and accommodation, the learner must cover two of the following types:

- a temporary services
 - 1 electricity
 - 2 water
 - 3 drainage

with two of the following types:

- b accommodation
 - 1 huts
 - 2 offices
 - 3 stores.

Learning outcome 7

When putting up, operating and maintaining temporary signs and barriers, the learner must cover three of the following types:

- a signs, control systems and barriers
 - 1 road signs
 - 2 lights
 - 3 traffic control systems
 - 4 fences
 - 5 hazard warning lights.

Learning outcome 9

When clearing sites in preparation for work, the learner must cover both of the types:

- a methods
 - 1 by hand
 - 2 mechanical.

with both of the following types:

- b disposal
 - 1 on site
 - 2 off site.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Skills Active makes provision for evidence to be produced through simulation, as specified in the Skills Active overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare sites for the construction of sport/play surfaces and equipment	1.1 Identify relevant legal requirements 1.2 Identify organisational/security procedures			
2 Know how to locate and protect existing services	2.1 Identify procedures/sources for obtaining information on location of services			
3 Be able to locate and protect existing services	3.1 Follow instructions to locate existing services correctly 3.2 Report any services not previously identified 3.3 Follow and maintain warnings of services 3.4 Make sure that services are properly protected using agreed methods			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to safeguard and maintain temporary services and accommodation</p>	<p>4.1 Identify procedures for informing relevant persons/utilities when unplanned services/hazards are located/damaged</p> <p>4.2 Identify methods of supporting/safeguarding located services</p> <p>4.3 Describe requirements for reinstatement of protective/identification items on specific services</p> <p>4.4 Identify precautions to take when shafts or hidden substructures are located</p> <p>4.5 Outline reasons for and methods of safeguarding temporary services</p> <p>4.6 Identify procedures for informing relevant persons of breakdowns in security or the safeguarding of services</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to safeguard and maintain temporary services and accommodation	5.1 Support and protect temporary services in line with the manufacturer's instructions and own organisation's procedures 5.2 Protect self, others and the surrounding environment from hazards related to temporary services 5.3 Make sure that temporary services and accommodation are secure at all times			
6 Know how to put up, operate and maintain temporary signs and barriers	6.1 Identify relevant regulations relating to the safeguarding/use of temporary supplies 6.2 Describe requirements for the use of temporary barriers 6.3 Identify methods of protecting and signing work areas and equipments			
7 Be able to put up, operate and maintain temporary signs and barriers	7.1 Follow instructions for putting up, operating and maintaining signs, control systems and barriers 7.2 Protect self, others and the surrounding environment from hazards 7.3 Remove signs, control systems and barriers safely and correctly and store them following instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Know how to clear sites in preparation for work	<ul style="list-style-type: none"> 8.1 Identify regulations relating to the storage, transfer and disposal of waste 8.2 Describe methods and techniques of dealing with unwanted items 8.3 Identify responsibilities relating to statutory and environmental requirements 8.4 Describe reasons for, and methods of, safeguarding items to be protected/retained/reused 8.5 Identify sources of information and methods of identification of unwanted items 8.6 Describe methods of moving/handling heavy equipment 			
9 Be able to clear sites in preparation for work	<ul style="list-style-type: none"> 9.1 Identify and agree with supervisor which items should be removed from the site 9.2 Remove agreed items using safe and appropriate methods 9.3 Set aside and store any items for re-use following instructions 9.4 Dispose of unwanted items following organisational and legal requirements 			

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

Unit 9: Provide Ground and Substructure Conditions for Sport/Play Facilities

Unit code: SP2-3/C231

Unit reference number: Y/601/4046

QCF level: 2

Credit value: 3

Guided learning hours: 22

Unit summary

This unit covers the knowledge and competence that the learner needs to provide ground and substructure conditions for sport/play facilities.

Assessment requirements/evidence requirements

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

Learning outcomes 1, 2 and 4

These can be assessed by:

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

Learning outcomes 3 and 5

These must be assessed using workplace evidence generated when the learner is providing ground and substructure conditions for sport/play facilities.

Learning outcome 3

When modifying ground levels and characteristics, the learner must cover three of the following types:

- a modification
 - 1 excavation
 - 2 filling
 - 3 levelling
 - 4 grading
 - 5 compacting

with both of the following types:

- b techniques
 - 1 by hand
 - 2 mechanical.

Learning outcome 5

When installing underground services, the learner must cover both of the following types

- a underground services
 - 1 surface water drainage
 - 2 service conduit

with three of the following types:

- b components
 - 1 conduits
 - 2 closed drainage systems
 - 3 land drainage systems
 - 4 inspection chambers and covers.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Skills Active makes provision for evidence to be produced through simulation, as specified in the Skills Active overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to provide ground and substructure conditions for sport/play facilities	1.1 Describe the techniques for contouring ground levels 1.2 Identify types of ground characteristics 1.3 Identify relevant building and statutory regulations			
2 Know how to modify ground levels and characteristics	2.1 Describe methods of obtaining/reinstating ground characteristics 2.2 List methods of compaction 2.3 Outline methods of excavating and backfilling for underground services 2.4 Outline methods of providing safe working conditions in excavations			
3 Be able to modify ground levels and characteristics	3.1 Make sure ground levels follow the specifications given 3.2 Make sure ground characteristics follow the specifications given 3.3 Carry out modifications using agreed work practices, tools, equipment and techniques 3.4 Protect self, others and the environment from hazards 3.5 Minimise damage to the surrounding area			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to install underground services	4.1 Describe methods of obtaining lines and levels for the installation of underground services 4.2 Identify the types of underground services 4.3 Describe methods of joining and assembling/constructing components 4.4 Describe methods of reinstating ground conditions			
5 Be able to install underground services	5.1 Install underground services so that they conform to specified lines and levels 5.2 Use components that meet agreed specifications 5.3 Assemble and join components following accepted practice and manufacturer's instructions 5.4 Reinstatement the ground so that it meets specifications 5.5 Protect self, others and the surrounding environment from hazards			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: 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

Unit summary

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

Assessment requirements/evidence requirements

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

Learning outcome 1

This can be assessed by:

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

Learning outcome 2

Must be assessed using workplace evidence generated when the learner is completing sport/play surface work for handover

When clearing site on completion, the learner must cover both of the following types:

- a items
 - 1 surplus materials and equipment
 - 2 mechanical plant and tools.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Skills Active makes provision for evidence to be produced through simulation, as specified in the Skills Active overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to complete sport/play surface work for handover	<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>			
2 Be able to clear site on completion	<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: _____ Date: _____
(if sampled)

Unit 11: Use and Maintain Ride-on Powered Equipment

Unit code:	C224
Unit reference number:	H/502/0440
QCF level:	2
Credit value:	3
Guided learning hours:	23

Unit summary

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

Assessment requirements/evidence requirements

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

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Lantra makes provision for evidence to be produced through simulation, as specified in the Lantra overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to use and maintain ride-on powered equipment</p>	<p>3.1 Describe methods of checking and maintaining the equipment ready for use covering:</p> <ul style="list-style-type: none"> i correct pre-use checks ii correct start-up procedure iii use appropriate work method iv correct stopping procedure v correct post-use maintenance vi reporting problems to the appropriate person <p>3.2 List the main hazards and risks associated with using the ride-on powered equipment and state appropriate action</p> <p>3.3 Explain the importance of operating equipment in line with manufacturers' instructions.</p> <p>3.4 Describe the types of problems that may occur with the equipment and how to deal with each of these appropriately</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know the operating principles of powered equipment	4.1 Describe the operating differences between two and four- stroke engines 4.2 Describe the principles of operating lines of drive – clutch, v-belts, chains 4.3 Describe the basic differences between a petrol and diesel engine			
5 Know the current health and safety legislation and environmental good practice	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements. 5.2 Describe how environmental damage can be minimised			

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

Unit 12: Use and Maintain Pedestrian Controlled Powered Equipment

Unit code:	C224
Unit reference number:	R/502/0434
QCF level:	2
Credit value:	3
Guided learning hours:	23

Unit summary

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

Assessment requirements/evidence requirements

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

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Lantra makes provision for evidence to be produced through simulation, as specified in the Lantra overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 13: Use and Maintain Chippers and/or Shredders

Unit code:	C224
Unit reference number:	T/502/0443
QCF level:	2
Credit value:	3
Guided learning hours:	23

Unit summary

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

Assessment requirements/evidence requirements

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

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Lantra makes provision for evidence to be produced through simulation, as specified in the Lantra overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to use and maintain chippers and / or shredders</p>	<p>3.1 List the main hazards and risks associated with using chippers and/or shredders and action to be taken</p> <p>3.2 Explain the importance of operating equipment in line with manufacturer's instructions</p> <p>3.3 Describe methods of preparing and maintaining the equipment for use covering:</p> <ul style="list-style-type: none"> i correct pre-use checks ii correct start-up procedure iii use appropriate work method iv correct stopping procedure v correct post-use maintenance vi reporting problems to the appropriate person <p>3.4 Describe the types of problems that may occur with the equipment and describe how to deal with each of these correctly</p> <p>3.5 Describe types of protective clothing and explain why it must be worn</p>			
<p>4 Know the current health and safety legislation and environmental good practice.</p>	<p>4.1 Outline the current health and safety legislation, codes of practice and any additional requirements</p> <p>4.2 Describe how environmental damage can be minimised</p>			

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

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

Unit 14: Check and Maintain Sport/Play Surfaces and Equipment

Unit code: SP2-7/C235

Unit reference number: D/601/4050

QCF level: 2

Credit value: 3

Guided learning hours: 22

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to check and maintain sport/play surfaces and equipment.

Assessment requirements/evidence requirements

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

Learning outcomes 1, 2 and 4

These can be assessed by:

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

Learning outcomes 3 and 5

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

Learning outcome 3

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

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

with all of the following types:

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

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where Skills Active makes provision for evidence to be produced through simulation, as specified in the Skills Active overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to check and maintain sites, surfaces equipment and perimeters	<p>1.1 Identify relevant standards for sites, surfaces, equipment and perimeters</p> <p>1.2 Identify relevant industry codes of practice</p> <p>1.3 Describe relevant regulations</p> <p>1.4 Identify safeguards to protect the work environment</p> <p>1.5 Describe the organisation's recording and reporting procedures</p>			
2 Know how to check sites, surfaces, equipment and perimeters	<p>2.1 Identify information for identifying and inspecting the site, surfaces, equipment and perimeters</p> <p>2.2 Identify methods of interpreting schedules and checklists</p> <p>2.3 List types of visual check</p> <p>2.4 Describe the organisation's recording and reporting procedures</p> <p>2.5 List methods of providing evidence</p> <p>2.6 Describe reasons for, and methods of, taking facilities out of service</p> <p>2.7 Identify responsibilities and accountabilities relating to the completion of inspection schedules and checklists</p> <p>2.8 Identify methods of identifying, selecting and obtaining the resources (equipment and materials) needed for maintenance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to check sites, surfaces, equipment and perimeters	3.1 Locate the areas to be inspected and maintained 3.2 Check all the items on the maintenance and inspection checklist and identify their immediate and future maintenance needs 3.3 Identify any items additional to the checklist during visual inspection and record these 3.4 Report any additional items that are beyond own level of competence to maintain, to the responsible person			
4 Know how to maintain sites, surfaces, equipment and perimeters	4.1 Identify information relating to materials, methods and services used in the maintenance processes 4.2 Identify methods and techniques for maintaining sites, surfaces, equipment and perimeters 4.3 Describe the limits of own authority in carrying out maintenance activities 4.4 Identify methods of disposing of hazardous and non-hazardous waste and surplus resources			
5 Be able to maintain sites, surfaces, equipment and perimeters	5.1 Use effective and appropriate materials and methods to maintain the site, surfaces, equipment and perimeters 5.2 Take measures to protect the work environment 5.3 Dispose of unwanted materials following legal requirements and the organisation's procedures			

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

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

Further information

For information on our qualifications please call our Customer Services team on: 0844 463 2535.

Calls may be recorded for quality and training purposes. Our telephone lines are open between 8 am. and 5.30 pm., Monday to Friday.

Useful publications

Related information and publications include:

- *Edexcel NVQs, SVQs and Competence-based Qualifications Delivery Requirements and Quality Assurance Guidance* published annually
- *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 our website, www.edexcel.com.

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

Please contact:

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

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

Professional development and training

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

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

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

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

Pre Publication

Annexe A: Progression pathways

The Edexcel qualification framework for the active leisure and learning sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC Specialist/ professional qualification	NVQ/competence
5			BTEC HND Diplomas in: <ul style="list-style-type: none"> • Sport (QCF) • Sport and Exercise Sciences (QCF) 		
4			BTEC HNC Diplomas in: <ul style="list-style-type: none"> • Sport (QCF) • Sport and Exercise Sciences (QCF) 		NVQ in Spectator Safety Management

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC Specialist/ professional qualification	NVQ/ competence
3	<p>Advanced Subsidiary GCES in:</p> <ul style="list-style-type: none"> Physical Education Leisure Studies <p>Advanced GCES in:</p> <ul style="list-style-type: none"> Physical Education Leisure Studies 	Principal Learning and Additional and Specialist Learning in Sport and Active Leisure	<p>BTEC 'Nationals' in:</p> <ul style="list-style-type: none"> Sport (QCF) Sport and Exercise Sciences (QCF) 	<p>BTEC Certificate and Diploma in Sailing and Watersports (QCF)</p> <p>BTEC Award in Employment Awareness in Active Leisure and Learning (QCF)</p>	<p>NVQs in:</p> <ul style="list-style-type: none"> Sports Development Leisure Management Achieving Excellence in Sports Performance Spectator Safety
2	<p>GCSE in Physical Education (short course)</p> <p>GCSE in Physical Education</p> <p>GCSE in Leisure and Tourism</p> <p>GCSE in Leisure and Tourism (Double Award)</p>	Principal Learning and Additional and Specialist Learning in Sport and Active Leisure	BTEC 'First's' in Sport (QCF)	<p>BTEC Certificates in Sailing and Watersports (QCF)</p> <p>BTEC Award in Understanding Stewarding at Spectator Events (QCF)</p> <p>BTEC Award in Employment Awareness in Active Leisure and Learning (QCF)</p>	<p>NVQs in:</p> <ul style="list-style-type: none"> Active Leisure, Learning and Wellbeing Operational Services Activity Leadership Instructing Exercise and Fitness Spectator safety Sport and Play Surfaces

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC Specialist/ professional qualification	NVQ/competence
1		Principal Learning and Additional and Specialist Learning in Sport and Active Leisure	BTEC Award, Certificate and Diploma in Sport and Active Leisure (QCF)		NVQ in Sport and Active Leisure
Entry	Entry Level Certificate in Physical Education		BTEC Award in Sport and Active Leisure (QCF)		

Pre Publication

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised and approved centre and must have approval for the individual qualifications that it is offering.
- The centre agrees, as part of gaining recognition and centre approval, 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 centres a range of materials and opportunities to exemplify the processes required for effective assessment and to provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel accredited 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 and approved centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and uses 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 bureaucracy on centres, and works to support them in providing robust internal quality-assurance processes.

The learning outcomes and assessment criteria in each unit set out the standard to be achieved by each learner in order to gain each unit and, through satisfying the rules of combination, the whole 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.

Edexcel quality-assurance processes will involve:

- gaining centre recognition and approval - if a centre is not currently approved to offer Edexcel qualifications - and qualification approval through satisfying the Edexcel approved centre criteria
- visits to centres, conducted by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessment processes, and assessor decisions for the occupational sector. The minimum frequency of Standards Verifiers' visits to centres is usually two per year (a total of two days per year). The exact frequency and duration of Standards Verifier visits must reflect a centre's performance, taking account of the number:
 - of assessment sites
 - and throughput of candidates
 - and turnover of assessors
 - and turnover of internal verifiers.
- 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 to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

Annexe C: Registration and certification

Registration

Details of the process for registration of learners for the qualification in this specification are provided in the *Edexcel Information Manual*, published annually.

Centres must register learners promptly on their chosen qualification and by the registration deadlines given in the *Edexcel Information Manual*.

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 Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence. For details, please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, available on our website: www.edexcel.com.

Certification

Details of the process for reporting learners' success to Edexcel and for claiming certification are given in the *Edexcel Information Manual*, published annually.

Certificates are issued weekly according to the schedule of dates published in the *Edexcel Information Manual*.

Results should be reported only if the centre has clearance to certificate through reports from Standards Verifiers. Subject to this, results must be reported immediately following programme completion so that certificates can be issued as soon as possible.

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claim Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs, SVQs and competence qualifications 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.

Edexcel's approach 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.

Annexe D: Assessment requirements/strategy

The Assessment Strategy for Active Leisure and Learning and Wellbeing and Annexe to the assessment strategy for active leisure, learning and well-being – Level 2 NVQ Certificate in Sport and Play Surfaces, are currently being finalised by SkillsActive. An updated version of this specification including the assessment strategy will be available mid-June.

Pre Publication

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**For more information on Edexcel and BTEC qualifications please
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