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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

<table>
<thead>
<tr>
<th>Qualification title and level</th>
<th>Level 1 NVQ Award in Sport and Active Leisure (QCF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>City &amp; Guilds qualification number</td>
<td>4863-01</td>
</tr>
<tr>
<td>Qualification accreditation number</td>
<td>500/8459/8</td>
</tr>
<tr>
<td>Last registration date</td>
<td>31/12/2011</td>
</tr>
<tr>
<td>Last certification date</td>
<td>31/12/2012</td>
</tr>
</tbody>
</table>

The Level 1 NVQ Award in Sport and Active Leisure (QCF) is perfect as an entry into the Sport and Active Leisure industry and allows candidates to learn, develop and practice the skills required for employment and/or career progression in this sector.

The Level 1 NVQ Award in Sport and Active Leisure (QCF) also links to Government aims to encourage those who may not have gained academic qualifications at school, back into learning thus increasing the knowledge and skills of a much needed workforce for the Sport and Active Leisure industry.

This qualification is part of the Sport and Active Leisure Young Apprenticeship framework, is part of Foundation Learning, and Additional/Specialist Learning for the 14-19 Diploma.
### Qualification structure

The qualification structure below illustrates the unit titles, the credit value of each unit and the title of the qualification which will be awarded to candidates successfully completing the required combination of units and/or credits. It also shows any excluded combination of units.

To achieve the Level 1 NVQ Award in Sport & Active Leisure (QCF), learners must achieve 7 credits from the 3 mandatory units and a minimum of 3 credits from any of the 4 optional units.

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Mandatory/optional for full qualification</th>
<th>Credit value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>D/600/9608</td>
<td>Unit 102</td>
<td>Help to provide equipment for active leisure, learning and well-being activities</td>
<td>Mandatory</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>H/600/9657</td>
<td>Unit 106</td>
<td>Help to give good levels of service to participants and customers in active leisure, learning and well-being</td>
<td>Mandatory</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>D/501/5138</td>
<td>Unit 227</td>
<td>Deal with accidents and emergencies</td>
<td>Mandatory</td>
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<td>14</td>
</tr>
<tr>
<td>K/600/9613</td>
<td>Unit 103</td>
<td>Help to plan and prepare an active leisure, learning and well-being session</td>
<td>Optional</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Y/600/9655</td>
<td>Unit 104</td>
<td>Help to maintain active leisure, learning and well-being facility areas</td>
<td>Optional</td>
<td>2</td>
<td>16</td>
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<td>D/600/9656</td>
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<td>Optional</td>
<td>2</td>
<td>16</td>
</tr>
</tbody>
</table>
1.2 Opportunities for progression

This qualification is perfect as an entry into the Sport and Active Leisure industry. On completion of this qualification candidates could typically progress onto a number of further work based qualifications in such areas as:

- Operational Services
- Activity leadership
- Coaching
- Sports Development
- Exercise & Fitness.

The Level 1 NVQ Award in Sport and Active Leisure (QCF) will link to additional suites of qualifications that City and Guilds has developed. Additional qualifications offered are:

- 4863-11 Level 1 Award & Certificate in Sport (QCF)
- 4863-23 Level 2 Award, Certificate & Diploma in Sport (QCF)
- 4863-26 Level 2 Award, Certificate & Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (QCF)
- 4863-33 Level 3 Award, Certificate & Diploma in Sport (QCF)
- 4863-36 Level 3 Award, Certificate & Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (QCF).

City and Guilds also offer a full range of Level 2, 3 and 4 qualifications to complete the progression pathway for candidates wanting to progress into further learning.

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

<table>
<thead>
<tr>
<th>Description</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast track approval forms</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
</tbody>
</table>

1.4 City & Guilds websites

<table>
<thead>
<tr>
<th>Website</th>
<th>Address</th>
<th>Purpose and content</th>
</tr>
</thead>
<tbody>
<tr>
<td>City &amp; Guilds main website</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
<td>This is the main website for finding out about City &amp; Guilds qualifications. It contains qualification documentation and updates.</td>
</tr>
<tr>
<td>Walled Garden</td>
<td><a href="http://www.walled-garden.com">www.walled-garden.com</a></td>
<td>The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.</td>
</tr>
</tbody>
</table>
2 Centre requirements

This section outlines the approval processes for centres to offer this qualification and any resources that centres will need in place to offer the qualifications including qualification-specific requirements for centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 1 NVQ in Sport, Recreation and Allied Occupations (4833-01) may apply for approval for the new Level 1 NVQ Award in Sport and Active Leisure (QCF) (4863-01) using the fast track approval form, available from the City & Guilds website. Centres may apply to offer the new qualification using the fast track form

• providing there have been no changes to the way the qualifications are delivered, and
• if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the standard Qualification Approval Process. It is the centre’s responsibility to check that fast track approval is still current at the time of application.

2.1 Resource requirements

Physical resources and site agreements
Centres must provide access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

Human resources
Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements

Occupational competence for assessors, internal and external verifiers for the Level 1 NVQ Award in Sport and Active Leisure (QCF)

The following sections set out the criteria for their appointment;

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

Assessors are appointed by an Approved centre and approved by the Awarding Body through their occupationally competent External Verifier. They should only assess in their acknowledged area of technical and occupational competence.

Assessors should be one of the following

• Employed by the same organisation as the candidate
• Working in partnership with, and drawing on evidence from, the candidate’s organisation
• An expert brought in to supplement the expertise of the candidate’s own organisation or as An additional external method of quality assurance.
For the Level 1 NVQ Award in Sport and Active Leisure (QCF), the prospective Assessor should:

- hold the Assessor Units A1 and A2 [New assessors should have a clear action plan for achieving units A1 and A2. An assessor or verifier who has gained certification must support assessment decisions by assessors who are still working towards certification]
- meet the Technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed
- provide evidence of recent experience and competence in the occupational area to the level of the qualification they wish to assess
- provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification
- provide evidence of knowledge, understanding and support of the relevant Active Leisure and Learning Values Statements and how they are applied in assessment.
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
- provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development

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

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

**Internal Verifiers**

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

Internal Verifiers should be in a position to influence an approved centre’s assessment policy and to facilitate the assessment process and should be one of the following:

- Employed by the same organisation (approved centre) as the assessors
- Working in partnership with, and drawing on evidence from, assessors’ organisation (approved centre)

For the Level 1 NVQ Award in Sport and Active Leisure (QCF), the prospective Internal Verifier should:

- hold Verifier Unit V1 and it is recommended, also hold the Assessor Units A1 and A2 (New internal verifiers should be given a clear action plan for achieving unit V1)
- meet the Technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.
- provide evidence of recent experience in the occupational area.
- provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification.
- provide evidence of knowledge, understanding and support of the relevant Sport and Recreation Values Statements.
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse.
- provide evidence of their ability to maintain occupational competence and to participate in IV/assessor training initiatives for continuous professional development.
Approved Centres may have additional generic criteria and personnel specifications in addition to the above.

The Internal verifier is responsible for the consistency of standards across all portfolios. Internal Verifiers should observe each assessor conducting candidate assessments at regular intervals. The reliability, validity and authenticity of evidence must be checked during these observations.

**External Verifiers**

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

For the Level 1 Award in Sport and Active Leisure (QCF), prospective External Verifiers should:

- hold Verifier Unit V2 and it is recommended, also hold the Assessor Units A1 and A2 (New external verifiers should be given a clear action plan for achieving unit V2)
- demonstrate knowledge and understanding of, and support for, the Sector’s Values Statements and Codes of Ethics and how they are applied in assessment
- match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed.
- be occupationally competent in the area appropriate to the level of the qualifications they are to be verifying;
- provide evidence of knowledge, understanding and application of the National Occupational Standards together with Technical Definitions where appropriate.
- be committed to the application, further development and refinement of the National Occupational Standards and SVQs/NVQs.
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse.
- are aware of national issues affecting vocational education, training and qualifications in the sector
- Provide evidence of knowledge of the Active Leisure and Learning framework of qualifications
- be committed to the content and guidance provided in the current edition of the SSC’s Assessment Strategy
- demonstrate their ability to maintain credibility with the sector and to retain the confidence of the industry through commitment to ongoing personal and professional development.

What follows are the specific criteria for the level 1 NVQ Award in Sport and Active Leisure (QCF) apply equally to prospective External and Internal Verifiers and Assessors, who must have

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

**Continuing professional development (CPD)**

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.
2.2 Candidate entry requirements
Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Also, as part of the assessment for this qualification, candidates must have access to a work setting/placement in the Sport and Active Leisure industry.

Age restrictions
This qualification is for candidates ages 14+. There are no additional age limits attached to candidates undertaking the qualification unless this is a legal requirement of the process or the environment.
3 Course design and delivery

3.1 Initial assessment and induction
Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify
- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies
Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which
- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:
- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.
4 Assessment

4.1 Summary of assessment methods
The assessment for this qualification will be through portfolio work. For the Level 1 NVQ Award in Sport and Active Leisure (QCF), the most appropriate assessment methods are:

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

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

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

4.2 Evidence requirements

General assessment principles

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

However, it is essential that learners’ evidence comes from working with real sport and recreation equipment, facilities and participants. This can be done in a school or college gymnasium, for example. The participants, in this case, may be fellow students. It is very important that evidence is generated from real activities, not ‘skills test’ type exercises set up purely for the sake of assessment (the only exception to this is unit 227 Deal with accidents and emergencies, for which simulation is deemed to be acceptable).

For example, evidence for unit 102 Help to provide equipment for active leisure, learning and well-being activities should come from the learner carrying out those activities for a session that must take place at a given time and will involve real participants who have real expectations and health and safety requirements. Similarly, evidence for unit 104 Help to maintain active leisure, learning and well-being facility areas could come from the learner cleaning and tidying up after the same session, or it may come from routine and necessary cleaning and tidying activities.
In addition, simulation and supplementary evidence are allowed for a limited number of items. These are clearly detailed in the evidence requirements below.

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

**How much evidence is necessary?**

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

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

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

Where written evidence (usually records of work) is required, again there should be evidence from two separate occasions. In the case of Unit 107 Help to plan and prepare an active leisure, learning and well-being session, for example, the most appropriate forms of evidence will be: information that the learner has collected, plans that they have suggested, and the arrangements for the session that they have made. It would not be efficient to ask the assessor to observe the learner carrying out all the activities the unit requires. All of these pieces of evidence should be in written form or recorded by other means. The learner must produce these in planning and preparing for at least two sessions (separated by an appropriate period of time – ideally at least one month). As in the case of observations, it may be necessary to have evidence for planning and preparing more than two sessions to ensure there is sufficient evidence to cover everything.

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

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

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

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

- Planning and preparing their contribution to the session (103).
- Checking the area prior to the session (104).
- Helping to set up equipment for the session (102).
- Leading an activity within the session – for example, supervising forward and backward rolls (107).
- Putting away and storing the equipment and tidying the area following the session (104).

Prior discussion between the learner and assessor with perhaps some negotiation with the learner’s supervisor should make this a productive assessment opportunity. At the beginning of the assessment occasion, the assessor could ask to see evidence of the learner’s planning and preparation for the session (103), observe them checking the area (104), observe them helping to
set up the equipment (102), observe them leading the activity (107) etc. There should also be evidence of the learner’s working relationship with the participants (106).

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

4.3 Recording forms

City & Guilds endorses several ePortfolio systems. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of Recording forms including examples of completed forms, for new and existing centres to use as appropriate.

N/SVQ Recording forms are available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.
5 Units

Availability of units
The units for this qualification follow.
The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) [www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk)

Structure of units
The units in this qualification are written in a standard format and comprise the following:
- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- details of the relationship between the unit and relevant national occupational standards
- learning outcomes which are comprised of a number of assessment criteria
- evidence of real work activity
- assessment and grading

Summary of units

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Mandatory/optional unit</th>
<th>Credits</th>
<th>GLH</th>
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<td>D/600/9608</td>
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<td>Unit 106</td>
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<td>16</td>
</tr>
</tbody>
</table>
Unit 102  Help to provide equipment for active leisure, learning and well-being activities

Level: 1

Credit value: 3

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

Learning outcomes
There are seven outcomes to this unit. The learner will:

102.1 Know the principles of providing equipment for activities
102.2 Know how to help to set up equipment
102.3 Be able to help to set up equipment
102.4 Know how to help to take down and store equipment
102.5 Be able to help to take down and store equipment
102.6 Know how to issue equipment
102.7 Be able to issue equipment

Guided learning hours
It is recommended that 24 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the NOS from C11 – Help to provide equipment for activities
Unit 102 Help to provide equipment for active leisure, learning and well-being activities

102.1 Know the principles of providing equipment for activities

Assessment criteria
The learner can:
1. outline the types of activities for which equipment is needed
2. outline the types of equipment which have to be set up and taken down
3. identify the main health and safety requirements for the types of equipment which have to be set up and taken down
4. identify the storage and activity areas for the types of equipment which have to be set up and taken down
5. outline safe manual lifting and handling procedures
6. outline why safe manual lifting and handling procedures are important
7. outline the types of faults and/or hazards with equipment which can be identified by checking it visually
8. outline how to identify and report obvious problems with equipment.
Unit 102 Help to provide equipment for active leisure, learning and well-being activities

102.2 Know how to help to set up equipment

**Assessment criteria**

The learner can:

1. identify the correct ways of setting up and taking down the equipment worked with
2. state the correct way to lay out equipment for activities
3. outline why it is important to make sure equipment is ready when it is needed
4. outline why it is important to check with a more senior colleague that equipment has been set up and laid out correctly.
Unit 102 Help to provide equipment for active leisure, learning and well-being activities

102.3 Be able to help to set up equipment

Assessment criteria
The learner can:
1. find the equipment to set up
2. lift and handle the equipment safely and without causing damage
3. follow instructions for setting up and laying out the equipment
4. make sure the equipment is ready when needed
5. check with a senior colleague that the set-up is correct
6. identify and report any problems to a more senior colleague
7. work co-operatively with colleagues.

Range

Equipment
Small items that they can set up on their own, large items that need more than one person to set up

Instructions
Spoken, written
Unit 102  Help to provide equipment for active leisure, learning and well-being activities

102.4 Know how to help to take down and store equipment

Assessment criteria
The learner can:
1. outline why it is important to make sure the area is ready for the next activity when the equipment has been taken down
2. identify where equipment should be stored
3. outline why it is important to store equipment in the right place
4. outline why it is important that storage areas should be clean and tidy
5. outline why storage areas should be secure
6. state the security procedures which should be followed.
Unit 102 Help to provide equipment for active leisure, learning and well-being activities

102.5 Be able to help to take down and store equipment

Assessment criteria
The learner can:
1. find the equipment to take down
2. follow instructions for taking down the equipment
3. lift and handle the equipment safely and without causing damage
4. make sure the working area is ready for the next activity
5. return the equipment to the correct storage area
6. leave the storage area clean, tidy and secure
7. identify and report any problems to a more senior colleague.

Range

Equipment
Small items that they can set up on their own, large items that need more than one person to set up

Instructions
Spoken, written
Unit 102  Help to provide equipment for active leisure, learning and well-being activities

102.6  Know how to issue equipment

Assessment criteria
The learner can:
1. outline how to treat customers in a polite and friendly way
2. outline how to select appropriate equipment for different customers
3. identify the correct procedures for storing customers’ belongings
4. outline typical problems that customers have with equipment and how to provide assistance to them
5. identify the correct procedures for exchanging belongings and equipment following use
6. outline typical faults that may occur with equipment issued to customers
7. state the correct procedures to follow to report the typical faults that may occur with equipment issued to customers.
Unit 102 Help to provide equipment for active leisure, learning and well-being activities

102.7 Be able to issue equipment

Assessment criteria
The learner can:
1. deal with customers in a polite and friendly manner
2. issue equipment appropriate for the customer
3. make sure issued equipment is in a safe and serviceable condition
4. store any customer belongings in the correct location
5. provide the customer with any assistance they may need
6. follow the correct procedures for exchanging equipment and customer belongings following use
7. identify and report any faults with equipment.

Range

Customer
Adults, children, customers with particular needs
Unit 102 Help to provide equipment for active leisure, learning and well-being activities
Evidence of real work activity

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

There must also be evidence that the learner’s work has met the requirements listed under ‘assessment requirements or guidance specified by a sector or regulatory body’. This must include as a minimum:
- One type of equipment
- One type of instruction
- Two types of customer.

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

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

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

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

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand these techniques (as there should be), there is no requirement for them to be questioned again on this topic.
unit 102 help to provide equipment for active leisure, learning and well-being activities

assessment and grading

the assessment and grading for the level 1 NVQ award in sport and active leisure (QCF) can be met through the following ways as listed below.

Learning outcomes 1, 2, 4 and 6
- professional discussion
- oral questions and answers
- questions requiring written answers

Learning outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is providing equipment activities.

Learning outcomes 3 and 5
When providing equipment for activities the learner must cover 1 of the following types:

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

with 1 of the following types:

b  instruction
1  spoken
2  written

Learning outcome 7
When issuing equipment for activities the learner must cover 2 of the following types:

a  customer
1  adults
2  children
3  customers with particular needs
Unit 106 Help to give good levels of service to participants and customers in active leisure, learning and well-being

Level: 1

Credit value: 2

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

Learning outcomes
There are seven outcomes to this unit. The learner will:
106.1 Know how to give good levels of service to participants and customers
106.2 Know how to work well with participants and customers
106.3 Be able to work well with participants and customers
106.4 Know how to work well with colleagues
106.5 Be able to work well with colleagues
106.6 Know how to help to improve own work
106.7 Be able to help to improve own work

Guided learning hours
It is recommended that 16 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the NOS from D15 – Help to give good levels of service to participants and customers
Unit 106  Help to give good levels of service to participants and customers in active leisure, learning and well-being

106.1 Know how to give good levels of service to participants and customers

Assessment criteria
The learner can:
1. outline why it is important to provide good levels of service to participants and customers
2. identify the standards which should be achieved in own work
3. state how own efforts help to provide good levels of service to participants and customer
4. outline why it is important to communicate clearly with participants, customers and colleagues
5. outline what might happen if communication is not clear
6. outline why equality and diversity are important in working with customers, participants and colleagues
7. state how to treat people equally and respect their individuality.
Unit 106  Help to give good levels of service to participants and customers in active leisure, learning and well-being

106.2 Know how to work well with participants and customers

Assessment criteria
The learner can:
1. identify how to dress and present self at work
2. identify how to behave and not behave with participants and customers
3. outline why dress, appearance and behaviour are important at work
4. identify how to deal politely with customers
5. outline the types of situations where participants and customers may need help and information
6. identify what should be done to give customers help and information
7. outline the types of situations where it is not appropriate to try to help a customer, but where help from a colleague should be asked for
8. outline why safeguarding children and vulnerable people is important
9. identify the procedures to follow for safeguarding children and vulnerable people.
Unit 106 Help to give good levels of service to participants and customers in active leisure, learning and well-being

106.3 Be able to work well with participants and customers

Assessment criteria
The learner can:
1. meet organisation’s standards for appearance and behaviour
2. deal with participants and customers politely
3. be helpful to participants and customers
4. communicate with participants and customers clearly
5. give participants and customers any information they need or seek help from colleagues
6. treat and value each person equally as an individual
7. follow the correct procedures for safeguarding children and other vulnerable people.

Range

Participants and customers
Adults, children and young people, people with special needs

Communicate
Spoken, written
Unit 106 Help to give good levels of service to participants and customers in active leisure, learning and well-being

106.4 Know how to work well with colleagues

Assessment criteria
The learner can:
1. outline why teamwork is important in providing good levels of service
2. outline why it is important to carry out duties as asked to do
3. outline what might happen if duties are not carried out as asked
4. outline the types of situations where help and advice from colleagues are needed
5. outline why it is important to ask for help from colleagues
6. outline the types of situations where it may not be right to give colleagues help
7. outline what should be done if unsure about providing help to colleagues
8. outline what a ‘good working relationship’ with colleagues means
9. outline what can be done to maintain a good working relationship
10. outline the types of situations where there might be problems in working with colleagues
11. outline why it is important to take any problems to line manager.
Unit 106  Help to give good levels of service to participants and customers in active leisure, learning and well-being

106.5  Be able to work well with colleagues

Assessment criteria
The learner can:
1. carry out duties as asked to do
2. ask colleagues for help and advice when needed
3. give colleagues help when needed
4. communicate with colleagues clearly and accurately
5. maintain good working relationships with colleagues
6. if there are problems working with colleagues, explain these problems to line manager.

Range

Colleagues
Working at the same level as themselves, line manager

Communicate
Spoken, written
Unit 106 Help to give good levels of service to participants and customers in active leisure, learning and well-being

106.6 Know how to help to improve own work

Assessment criteria
The learner can:
1. outline why it is important to always try to improve own work
2. identify how to ask colleagues for feedback on own work
3. outline why feedback from colleagues is important
4. identify how to use feedback from colleagues to improve own work
5. state who should be worked with to identify what is done well and where improvements could be made
6. outline why it is important to take part in training and education
7. outline the types of training and education available.
Unit 106 Help to give good levels of service to participants and customers in active leisure, learning and well-being

106.7 Be able to help to improve own work

Assessment criteria
The learner can:
1. always try to achieve the standard of work which the organisation expects
2. ask colleagues for feedback on own work
3. work with a relevant colleague to
   • identify the things done well and areas which could be done better
   • identify the new things needed to learn
4. take part in training that helps to improve own work.

Range

Colleague/s
Working at the same level as themselves, line manager
Unit 106 Help to give good levels of service to participants and customers in active leisure, learning and well-being

Evidence of real work activity

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

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

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

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

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

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

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

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

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.
Unit 106 Help to give good levels of service to participants and customers in active leisure, learning and well-being

Assessment and grading

The assessment and grading for the Level 1 NVQ Award in Sport and Active Leisure (QCF) can be met through the following ways as listed below.

**Learning outcomes 1, 2, 4 and 6**
- professional discussion
- oral questions and answers
- questions requiring written answers

**Learning outcomes 3, 5 and 7** must be assessed using workplace evidence generated when the learner is giving good levels of service.

**Learning outcome 3**
When dealing with the participants, the learner must cover 2 of the following types:

a participants and customers
1 adults
2 children and young people
3 people with special needs

with 1 of the following types:

b communication
1 spoken
2 written

**Learning outcome 5**
When working with their colleague, the learner must cover both of the following types:

a colleague
1 working at the same level as themselves
2 line manager

with 1 of the following types:

b communication
1 spoken
2 written
Learning outcome 7
When improving their work, the learner must cover both of the following types:

a colleague
1 working at the same level as themselves
2 line manager
Unit 227  Deal with accidents and emergencies

Level: 2

Credit value: 2

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

Qualified assistance
someone who has a recognised first aid qualification or the emergency services.

Learning outcomes
There are four outcomes to this unit. The learner will be able to:
227.1 Deal with injuries and signs of illness
227.2 Follow emergency procedures
227.3 Know how to deal with injuries and signs of illness
227.4 Know how to follow emergency procedures

Guided learning hours
It is recommended that 14 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit reflects the NOS from C35 - Deal with accidents and emergencies

Connections with other qualifications/units
This unit contributes towards the knowledge and understanding required for the following unit:
Unit D/501/5138 - Deal with accidents and emergencies within the Level 2 NVQ Certificate in Spectator Safety (QCF)
Assessment criteria
The learner can:
1. remain calm and follow their organisation's procedures
2. protect the casualty and other people involved from further risk
3. call for qualified assistance that is appropriate to the casualty’s condition
4. provide reassurance and comfort to those involved
5. give the qualified assistance clear and accurate information about what happened
6. follow the accident reporting procedures, as required.

Range

Casualty:
Adult, child, person with particular needs

Qualified assistance:
The organisation's first aider, emergency services

Condition:
Minor injury that can be dealt with on-site, minor illness that can be dealt with on-site, major injury requiring medical attention, major illness requiring medical attention
**Unit 227**
Deal with accidents and emergencies

**227.2**
Follow emergency procedures

**Assessment criteria**
The learner can:
1. give the **people** involved in the emergency clear and correct instructions
2. carry out their role in the emergency procedures calmly and correctly
3. maintain the safety of the **people** involved
4. follow the correct procedures for reporting the emergency
5. report any problems with the emergency procedures to the relevant colleague.

**Range**

**People:**
Adults, children, people with particular needs
Assessment criteria

The learner can:

1. describe the values or codes of practice relevant to the work they are carrying out
2. explain the importance of dealing with accidents and emergencies promptly, calmly and correctly
3. identify the types of injuries and illnesses that may occur in their area of work
4. describe how to deal with these injuries and illnesses before qualified assistance arrives
5. identify whether to contact the on-site first aider or immediately call the emergency services depending on the situation and organisational procedures
6. identify who is the on-site first aider and describe how to contact them
7. describe the procedures they should follow to contact the emergency services
8. explain why it is important to protect the casualty and others involved from further harm
9. describe the procedures to follow to protect the casualty and others
10. explain why it is important to provide comfort and reassurance
11. describe how to provide reassurance and comfort
12. describe their responsibilities for reporting accidents
13. describe the procedures for reporting accidents.
Assessment criteria
The learner can:
1. describe the emergency procedures in their place of work for:
   - fires
   - security incidents
   - missing persons
2. describe the instructions that must be given to the people involved in each type of incident
3. describe their organisation’s reporting procedures for emergencies
4. describe the types of problems that may occur during emergency procedures
5. explain why they should report problems with emergency procedures
6. identify who problems with emergency procedures should be reported to.
Unit 227  Deal with accidents and emergencies
Evidence of real work activity

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

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

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

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

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

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

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

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

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work in the play setting that they know and understand this technique, there is no requirement for them to be questioned again on this topic.
The assessment and grading for the Level 1 NVQ Award in Sport and Active Leisure (QCF) can be met through the following ways as listed below.

**Learning outcomes 1 and 2** must be assessed using workplace evidence generated when the learner is dealing with accidents and emergencies or through realistic simulations.

**Learning outcome 1**
Whilst dealing with injuries and signs of illness the learner must cover one of the following types of casualties:
- a) adult
- b) child
- c) person with particular needs

at least one of the following types of qualified assistance:
- d) the organisation’s first aider
- e) emergency services

and at least one of the following types of conditions:
- f) minor injury that can be dealt with on-site
- g) minor illness that can be dealt with on-site
- h) major injury requiring medical attention
- i) major illness requiring medical attention

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

**Learning outcome 2**
Whilst following emergency procedures, the learner must cover at least one of the following types of people:
- a) adults
- b) children
- c) people with particular needs

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

**Learning outcomes 3 and 4**
These can be assessed by:
- professional discussion
- oral questions and answers
- questions requiring written answers
Unit 103 Help to plan and prepare an active leisure, learning and well-being session

Level: 1

Credit value: 1

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

Learning outcomes
There are five outcomes to this unit. The learner will:
103.1 Know how to plan and prepare a session
103.2 Know how to help to plan activities as part of a session
103.3 Be able to help to plan an activity as part of a session
103.4 Know how to help to make arrangements for a session
103.5 Be able to help to make arrangements for a session

Guided learning hours
It is recommended that 8 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the NOS D41 – Help to plan and prepare a session
Unit 103  Help to plan and prepare an active leisure, learning and well-being session

103.1  Know how to plan and prepare a session

Assessment criteria
The learner can:
1. outline why it is important to plan and prepare for a session
2. outline how to identify own responsibilities for the session, including what should and should not be done
3. outline why it is important to work closely with the person responsible for the session
4. identify the health and safety requirements that cover areas of own responsibility.
Unit 103  
Help to plan and prepare an active leisure, learning and well-being session

103.2 Know how to help to plan activities as part of a session

Assessment criteria

The learner can:
1. outline the types of information needed to plan an activity within a session
2. outline why it is important to check any unclear information
3. outline the types of information that may be confidential
4. outline how to deal with confidential information
5. outline why it is important to evaluate activities
6. outline why it is important to use evaluations of other activities when planning new activities
7. outline why it is important to make sure the planned activity meets the overall aims of the session.
Unit 103 Help to plan and prepare an active leisure, learning and well-being session

103.3 Be able to help to plan an activity as part of a session

Assessment criteria
The learner can:
1. collect the information needed to prepare the activity
2. check any unclear information with the person responsible for the session
3. deal with any confidential information correctly
4. suggest a plan for the activity that meets the session’s aims
5. use evaluations of previous activities to help the plan
6. take account of health and safety requirements
7. make sure the planned activity fits into the time available
8. check the details of the plan with the person responsible for the session and make any changes they ask for.

Range

Information
Spoken, written

Activity/ies
For an individual, for a group
Unit 103 Help to plan and prepare an active leisure, learning and well-being session

103.4 Know how to help to make arrangements for a session

Assessment criteria
The learner can:
1. outline why it is important to carry out the arrangements within own area of responsibility
2. outline why arrangements should be made in good time
3. outline how to identify when arrangements should be made to make sure equipment, facilities and participants will be ready as planned
4. state the procedures to follow when arranging facilities and equipment and giving information to participants
5. outline how to work with other people in a way that maintains their support and goodwill
6. outline what may happen if the support and goodwill of other people are lost.
Unit 103 Help to plan and prepare an active leisure, learning and well-being session

103.5 Be able to help to make arrangements for a session

Assessment criteria
The learner can:
1. find out what own responsibilities are for arranging the session
2. follow the correct procedures for making arrangements for the session
3. check relevant health and safety requirements
4. make arrangements for the session in good time
5. refer any problems which should not be deal by self, to the person responsible for the session
6. work with other people in a way that maintains their goodwill and support.

Range

Arrangements
Getting the equipment they need for the session, getting access to the facility, providing information to participants in the session
Unit 103 Help to plan and prepare an active leisure, learning and well-being session

Evidence of real work activity

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

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

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

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

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

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

Knowledge and understanding

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

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.
Unit 103 Help to plan and prepare an active leisure, learning and well-being session

Assessment and grading

The assessment and grading for the Level 1 NVQ Award in Sport and Active Leisure (QCF) can be met through the following ways as listed below.

**Learning outcomes 1, 2 and 4**
- professional discussion
- oral questions and answers
- questions requiring written answers

**Learning outcomes 3 and 5** must be assessed using workplace evidence generated when the learner is helping to plan and prepare a session.

**Learning outcome 3**
When helping to plan an activity as part of a session, the learner must cover both of the following types:

a. **information**
   1. spoken
   2. written

with both of the following types;

b. **activities**
   1. for an individual
   2. for a group

**Learning outcome 5**
When helping to make arrangements for a session, the learner must cover 2 of the following types:

a. **arrangements**
   1. getting the equipment they need for the session
   2. getting access to the facility
   3. providing information to participants in the session
Unit 104 Help to maintain active leisure, learning and well-being facility areas

Level: 1
Credit value: 2

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

Learning outcomes
There are seven outcomes to this unit. The learner will:
104.1 Know how to maintain facility areas
104.2 Know how to check facility areas
104.3 Be able to check facility areas
104.4 Know how to tidy facility areas
104.5 Be able to tidy facility areas
104.6 Know how to clean facility areas
104.7 Be able to clean facility areas

Guided learning hours
It is recommended that 16 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the NOS from C21 – Help to maintain Facility Areas
Help to maintain active leisure, learning and well-being facility areas

Know how to maintain facility areas

Assessment criteria

The learner can:

1. outline why health, safety, cleanliness and tidiness are important in a sport and recreation facility.
Unit 104 Help to maintain active leisure, learning and well-being facility areas

104.2 Know how to check facility areas

Assessment criteria
The learner can:
1. identify own responsibilities under the health and safety at work act
2. identify the procedures which must be followed for checking facility areas and dealing with any problems found
3. outline the types of problems which may be found in a facility area
4. outline the types of problems allowed to deal with by self
5. outline the types of problems which should not be deal with by self
6. state who problems should be reported to
7. outline why reports should be made clearly and quickly.
Unit 104 Help to maintain active leisure, learning and well-being facility areas

104.3 Be able to check facility areas

Assessment criteria
The learner can:
1. check the requested areas, following the correct procedures
2. identify possible problems
3. take the correct action to deal with any problems, according to instructions
4. report any problems clearly and accurately to a more senior colleague.

Range

Areas
Activity areas, non-activity areas, outdoor areas

Problems
Health and safety hazards, faulty equipment, damage, dirt and untidiness, security hazards

Action
Dealing with the problem themselves, reporting the problem
Unit 104  Help to maintain active leisure, learning and well-being facility areas
104.4 Know how to tidy facility areas

Assessment criteria
The learner can:
1. outline the types of waste and rubbish which may be found in the facility
2. state how to deal with each type of waste and rubbish correctly
3. outline the types of waste that are hazardous
4. state how hazardous waste should be dealt with
5. identify the procedures which should be followed when dealing with customers' property
6. identify the procedures which should be followed if an object is thought to be suspicious.
Unit 104 Help to maintain active leisure, learning and well-being facility areas

104.5 Be able to tidy facility areas

Assessment criteria
The learner can:
1. deal with waste and rubbish without delay, following organisation’s procedures
2. identify and report any hazardous waste and rubbish to a senior colleague
3. dispose of waste and rubbish safely and hygienically
4. leave the area in a safe and tidy condition
5. follow the correct procedures for dealing with customers’ property.

Range

Area
Activity areas, non-activity areas, with 1 of the following types;

Property
Clothing, valuables, suspicious objects
Unit 104 Help to maintain active leisure, learning and well-being facility areas
104.6 Know how to clean facility areas

Assessment criteria
The learner can:
1. outline why it is important to disrupt other people as little as possible when cleaning
2. outline why warning notices should be displayed
3. identify where warning notices should be positioned
4. identify organisation’s standards of cleanliness
5. outline how to leave cleaning equipment and materials in a state fit for future use
6. identify appropriate clothing to wear when cleaning
7. outline why it is necessary to wear appropriate clothing when cleaning
8. state the manufacturers’ guidelines for the cleaning agents being used.
Unit 104 Help to maintain active leisure, learning and well-being facility areas

104.7 Be able to clean facility areas

**Assessment criteria**
The learner can:
1. wear appropriate clothing for the cleaning activity.
2. cause as little disruption as possible to other people in the area.
3. set up warning notices in the area being cleaned.
4. use the requested **equipment and materials**.
5. use the **equipment and materials** safely, efficiently and correctly.
6. make sure the area meets organisation’s standards for cleanliness when finished.
7. leave the **equipment and materials** in a condition fit for future use.

**Range**

**Area**
Activity areas, non-activity areas, outdoor areas

**Equipment and materials**
Manual equipment, powered equipment, cleaning agents
Unit 104 Help to maintain active leisure, learning and well-being facility areas

Evidence of real work activity

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

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

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

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

Simulation

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

Use of supplementary evidence

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

Knowledge and understanding

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

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.
Unit 104 Help to maintain active leisure, learning and well-being facility areas

Assessment and grading

The assessment and grading for the Level 1 NVQ Award in Sport and Active Leisure (QCF) can be met through the following ways as listed below.

Learning outcomes 1, 2, 4 and 6
- professional discussion
- oral questions and answers
- questions requiring written answers

Learning outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is maintaining facility areas.

Learning outcome 3
When checking facility areas the learner must cover 2 of the following types:

a area
1 activity areas
2 non-activity areas
3 outdoor areas

with 2 of the following types:

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

and with both of the following types:

c action
1 dealing with the problem themselves
2 reporting the problem

Learning outcome 5
When tidying the facilities, the learner must cover both of the following types:

a area
1 activity areas
2 non-activity areas
with 1 of the following types;

b property
1 clothing
2 valuables
3 suspicious objects

Learning outcome 7
When cleaning the facilities the learner must cover 2 of the following types:

a area
1 activity areas
2 non-activity areas
3 outdoor areas

with 2 of the following types:

b equipment and materials
1 manual equipment
2 powered equipment
3 cleaning agents
Unit 105  Help to maintain active leisure, learning and well-being activity equipment

Level: 1

Credit value: 2

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

Learning outcomes
There are two outcomes to this unit. The learner will:
105.1 Know how to maintain activity equipment
105.2 Be able to help to maintain activity equipment

Guided learning hours
It is recommended that 16 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the NOS from C260 – Help to maintain activity equipment
Unit 105  Help to maintain active leisure, learning and well-being activity equipment

105.1  Know how to maintain activity equipment

**Assessment criteria**
The learner can:
1. identify health and safety requirements for the equipment to be maintained within own area of responsibility
2. outline why it is important to make sure equipment is safe before beginning maintenance
3. outline how to make sure equipment is safe before beginning maintenance
4. identify the relevant parts of the organisation's maintenance schedule
5. identify the manufacturer's guidelines for the types of equipment in own area of work
6. outline the importance of causing as little disruption as possible to normal activities
7. state how to cause as little disruption as possible to normal activities
8. outline the limits of own abilities when it comes to carrying out maintenance
9. list the types of maintenance allowed to be carried out within own area of responsibility
10. identify how to report problems
11. outline the importance of recording maintenance
12. outline how to record maintenance.
Unit 105 Help to maintain active leisure, learning and well-being activity equipment

105.2 Be able to help to maintain activity equipment

Assessment criteria
The learner can:
1. identify the equipment which needs maintenance
2. make sure equipment is safe before carrying out maintenance
3. check the equipment, following the maintenance schedule and manufacturer’s instructions
4. cause as little disruption to normal activities as possible
5. carry out maintenance according to operating procedures and manufacturers’ instructions
6. identify and report any:
   • obvious faults with the equipment
   • difficulties in carrying out maintenance
7. keep maintenance records up to date.

Range

Equipment
Manually operated equipment, powered equipment
Unit 105  Help to maintain active leisure, learning and well-being activity equipment

Evidence of real work activity

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

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

- One type of equipment.

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

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

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

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

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.
Unit 105 Help to maintain active leisure, learning and well-being activity equipment

Assessment and grading

The assessment and grading for the Level 1 NVQ Award in Sport and Active Leisure (QCF) can be met through the following ways as listed below.

Learning outcome 1
• professional discussion
• oral questions and answers
• questions requiring written answers

Learning outcome 2 must be assessed using workplace evidence generated when the learner is maintaining activity equipment.

Learning outcome 2
When maintaining the activity equipment, the learner must cover 1 of the following types:

a. equipment
1. manually operated equipment
2. powered equipment
Unit 107 Lead an activity within an active leisure, learning and well-being session

Level: 1

Credit value: 2

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

Learning outcomes
There are nine outcomes to this unit. The learner will:
107.1 Know the principles of leading an activity
107.2 Know how to help participants to prepare for an activity
107.3 Be able to help participants to prepare for an activity
107.4 Know how to observe an activity and give feedback to participants
107.5 Be able to observe an activity and give feedback to participants
107.6 Know how to bring an activity to an end
107.7 Be able to bring an activity to an end
107.8 Know how to help to evaluate an activity
107.9 Be able to help to evaluate an activity

Guided learning hours
It is recommended that 16 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the NOS from D42 – Lead an activity within a session
**Unit 107**  
Lead an activity within an active leisure, learning and well-being session

107.1 Know the principles of leading an activity

**Assessment criteria**

The learner can:

1. outline the importance of working closely with the person responsible for the session
2. outline the types of problems which should not be dealt with alone, but should be referred to the responsible person
3. state own responsibilities during the session
4. state the health and safety requirements relevant to the activities being led
5. identify techniques, skills, rules and codes relevant to the activities being led
6. outline the importance of good communication with participants during the session
7. outline how to motivate and encourage participants without putting them under stress.
Unit 107  Lead an activity within an active leisure, learning and well-being session

107.2 Know how to help participants to prepare for an activity

Assessment criteria
The learner can:
1. outline the importance of a good working relationship with participants
2. outline how to establish a good working relationship with participants
3. identify the requirements for dress and equipment for the activities being led
4. outline why dress and equipment are important
5. outline how to give clear and correct demonstrations and explanations of skills, techniques, rules, codes and health and safety requirements
6. outline why it is important to answer participants’ questions
7. outline the types of warm-ups that are appropriate to the activities being led
8. outline why warm up is important.
Unit 107  Lead an activity within an active leisure, learning and well-being session

107.3 Be able to help participants to prepare for an activity

Assessment criteria
The learner can:
1. establish a good working relationship with the participants
2. make sure own dress and equipment are safe and appropriate for the activity
3. make sure the participants' dress and equipment are safe and appropriate for the activity
4. help the participants warm up and prepare for the activity
5. demonstrate and explain the activity safely
6. communicate in a way that is appropriate to the participants
7. answer participants' questions clearly and correctly
8. give the participants encouragement and motivation without putting them under stress.

Range

Participant/s
Individual, group
Unit 107  Lead an activity within an active leisure, learning and well-being session

107.4 Know how to observe an activity and give feedback to participants

Assessment criteria
The learner can:
1. outline why it is important to observe the participants at all times during the activity and pay attention to each of them
2. outline the importance of giving feedback to participants on what they are doing
3. outline how to give feedback in a way that will help the participants to improve their performance
4. identify appropriate times during an activity to provide feedback.
Unit 107  Lead an activity within an active leisure, learning and well-being session

107.5 Be able to observe an activity and give feedback to participants

Assessment criteria
The learner can:
1. observe the participants throughout the activity
2. pay attention to the needs of all the participants
3. give feedback at appropriate times during the activity
4. make sure that feedback highlights good performance and where participants need to improve
5. make sure that feedback is clear and encouraging
6. follow the agreed health and safety procedures
7. refer any problems which cannot be dealt with correctly, to the person responsible for the session.

Range

Participant/s
Individual, group

Feedback,
Health and safety, rules and codes, skills and techniques, participants’ behaviour
Unit 107  Lead an activity within an active leisure, learning and well-being session

107.6 Know how to bring an activity to an end

Assessment criteria
The learner can:
1. outline how to allow enough time to finish an activity
2. outline why it is important to allow enough time to finish an activity as planned
3. outline why it is important to cool down
4. outline types of appropriate cool-down exercises for the activities they are leading
5. outline why it is important to sum up what the participants have achieved
6. outline why it is important to get feedback from the participants on the activity which has been led
7. identify procedures for putting away equipment and tidying the facility
8. outline how to identify faulty equipment
9. outline what to do with faulty equipment.
Unit 107  Lead an activity within an active leisure, learning and well-being session

107.7  Be able to bring an activity to an end

Assessment criteria
The learner can:
1. allow enough time to finish the activity
2. help the participants to cool down safely
3. sum up for the participants what has been achieved
4. encourage the participants to give their own feedback on the activity
5. follow the correct procedures for putting away equipment and tidying the facility
6. refer any problems which cannot be dealt with correctly, to the person responsible for the session.

Range

Participant/s
Individual, group
Unit 107  Lead an activity within an active leisure, learning and well-being session
107.8  Know how to help to evaluate an activity

Assessment criteria
The learner can:
1. outline why evaluation is important
2. outline why it is important to compare what happened during a session with what was planned
3. outline the importance of making positive use of the feedback from others, including participants and the person responsible for the session
4. outline why it is important to record the results of their evaluation
5. state how to make use of evaluations when planning and leading future activities.
Unit 107  Lead an activity within an active leisure, learning and well-being session

107.9  Be able to help to evaluate an activity

Assessment criteria
The learner can:
1. carry out the evaluation with the person responsible for the session
2. compare what happened during the activity with what was planned
3. identify what the participants achieved during the activity
4. take account of the participants' feedback about the activity
5. provide own ideas about what went well and what could be improved
6. listen to and take account of the views of the person responsible for the session
7. record the results of the evaluation to help improve future activities.

Range

Participant/s
Individual, group
Unit 107  Lead an activity within an active leisure, learning and well-being session

Evidence of real work activity

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

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

- Both types of participant
- Three types of feedback.

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

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

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

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

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand these techniques (as there should be), there is no requirement for them to be questioned again on this topic.
Unit 107 Lead an activity within an active leisure, learning and well-being session

Assessment and grading

The assessment and grading for the Level 1 NVQ Award in Sport and Active Leisure (QCF) can be met through the following ways as listed below.

Learning outcomes 1, 2, 4, 6 and 8
- professional discussion
- oral questions and answers
- questions requiring written answers

Learning outcomes 3, 5, 7 and 9 must be assessed using workplace evidence generated when the learner is leading an activity within a session.

Learning outcomes 3, 7 and 9
When leading an activity within a session, the learner must cover both of the following types:

a participant
  1 individual
  2 group

Learning outcome 5
When observing an activity and giving feedback to participants, the learner must cover both of the following types:

a participant
  1 individual
  2 group

with 3 of the following types;

b feedback, covering
  1 health and safety
  2 rules and codes
  3 skills and techniques
  4 participants' behaviour
Appendix 1  Relationships to other qualifications

Links to other qualifications and frameworks
City & Guilds has identified the connections to other qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

This qualification has connections to the:
- Level 2 NVQ Certificate in Spectator Safety (QCF) – unit 107 reflect the 2006 Spectator Safety NOS

Literacy, language, numeracy and ICT skills development
This qualification includes opportunities to develop and practise many of the skills and techniques required for success in the following qualifications:
- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales (from September 2010).

There might also be opportunities to develop skills and/or portfolio evidence if candidates are completing any Key Skills alongside this qualification.
Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on www.cityandguilds.com.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The centre homepage section of the City & Guilds website also contains useful information such on such things as:

- Walled Garden
  Find out how to register and certificate candidates on line

- Qualifications and Credit Framework (QCF)
  Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs

- Events
  Contains dates and information on the latest Centre events

- Online assessment
  Contains information on how to register for GOLA assessments.
Appendix 3    Core values for level 1

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

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

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

**Activity**
An activity within a session – for example, showing participants how to learn and practise a particular skill or technique or use a piece of equipment.

**Activity areas**
Areas where sport and recreation activities take place.

**Casualty**
The person – child or adult – who has suffered the injury or illness.

**Colleagues**
The people you work with – people working at the same level as yourself or your manager(s).

**Communicate in writing**
This could include short notes or messages or giving a participant or customer an information leaflet.

**Confidential information**
Information that should only be given to the coach, instructor or activity leader – for example, the details of a participant’s medical condition.

**Emergency**
Any situation that immediately threatens the health and safety of children, staff or yourself.

**Emergency services**
Usually the ambulance service.

**Evaluation**
Discussing an activity or a session with a more experienced colleague and identifying what went well and what could have been improved.

**Facility**
For example, a gym, playing field or outdoor environment where the session will take place.

**Feedback**
Telling the participants what they are doing well and where and how they need to improve.

**Good working relationship**
A relationship that is relaxed and friendly, but maintains your control of the participants.

**Health and safety legislation**
Mainly the Health and Safety at Work Act but also other pieces of legislation which may be relevant to the facility, for example the Control of Substances Hazardous to Health.
Health and safety requirements
Those required by law, industry codes of practice, national governing bodies (where the activity is covered by a national governing body) and those of your own organisation.

Instructions
These could be the manufacturer's instructions or instructions developed by your organisation.

Large items that need more than one person to set up
For example, gymnastics equipment, large mats, sailing dinghies.

Line manager
The person who directly manages your work.

Maintenance
For example, lubricating, adjusting, cleaning and drying.

Maintenance schedule
The programme of routine maintenance developed by the organisation in line with manufacturer's guidelines and other health and safety considerations.

Manual equipment
For example, mops and buckets.

Manually operated equipment
For example, exercise cycles, canoes, trampolines.

Missing persons
For example, children going missing during play sessions.

Non-activity areas
For example, reception areas, corridors, changing rooms.

Organisation's standards for appearance and behaviour
How your organisation wants you to dress and present yourself to participants and customers; this would cover wearing the correct uniform or other clothing and standards of personal hygiene; it also includes how you behave when participants and customer are present.

Other people involved
These may be other members of staff or other children or staff apart from the casualty.

Participants
People taking part in coaching or activity sessions.

Participants
People who will be taking part in the session.

People with special needs
This could be people with physical disabilities, learning difficulties or medical problems.

People with particular needs
For example, people with disabilities or medical conditions which may mean they need special attention following accidents and emergencies.

Person responsible for the session
This will usually be a qualified coach, instructor or activity leader.
**Powered equipment**
An item of equipment with an independent power source, for example basketball rigs and running machines; powered equipment must be made safe – for example by isolating it from the power source – before maintenance.

**Powered equipment**
For example, an electric floor cleaner.

**Procedures**
For example, booking procedures.

**Responsible colleague**
For example, your supervisor or a more senior colleague.

**Qualified assistance**
Someone who has a recognised first aid qualification or the emergency services.

**Session**
A period during participants will take part in activities with some component of physical exertion and/or skill / problem solving; these activities may be recognised sports, such as canoeing, sailing, badminton or football or may be improvised to meet certain objectives; in the outdoor context they will almost certainly involve a component of managed risk; activities may provide a ‘taster’ for a sport which encourages a participant to go on to develop their performance in a coached context.

**Setting up**
Making equipment ready for its intended use; this includes assembling (where appropriate) and laying the equipment out according to requirements.

**Small items you can set up on your own**
For example, badminton nets.

**Storage areas**
For example, store rooms, lockers, mobile stores, such as vans and trailers.

**Training**
This could involve on a course, but would also include watching other members of staff doing things that are new to you, receiving instructions from other members of staff on new things you have to do and having the opportunity to practise new skills.
City & Guilds
Skills for a brighter future

www.cityandguilds.com
<table>
<thead>
<tr>
<th>Type</th>
<th>Contact</th>
<th>Query</th>
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</thead>
</table>
| UK learners              | T: +44 (0)844 543 0033  
                 E: learnersupport@cityandguilds.com | General qualification information                       |
| International learners   | T: +44 (0)20 7294 2885  
                 F: +44 (0)20 7294 2413  
                 E: intcg@cityandguilds.com | General qualification information                       |
| Centres                  | T: +44 (0)844 543 000  
                 F: +44 (0)20 7294 2413  
                 E: centresupport@cityandguilds.com |  
     - Exam entries       
     - Registrations/enrolment       
     - Certificates       
     - Invoices       
     - Missing or late exam materials       
     - Nominal roll reports       
     - Results       |
| Single subject           | T: +44 (0)20 7294 8080  
                 F: +44 (0)20 7294 2413  
                 F: +44 (0)20 7294 2404 (BB forms)  
                 E: singlesubjects@cityandguilds.com |  
     - Exam entries       
     - Results       
     - Certification       
     - Missing or late exam materials       
     - Incorrect exam papers       
     - Forms request (BB, results entry)       |
| International awards     | T: +44 (0)20 7294 2885  
                 F: +44 (0)20 7294 2413  
                 E: intops@cityandguilds.com |  
     - Results       
     - Entries       
     - Enrolments       
     - Invoices       
     - Missing or late exam materials       
     - Nominal roll reports       |
| Walled Garden             | T: +44 (0)20 7294 2840  
                 F: +44 (0)20 7294 2405  
                 E: walledgarden@cityandguilds.com |  
     - Re-issue of password or username       
     - Technical problems       
     - Entries       
     - Results       
     - GOLA       
     - Navigation       
     - User/menu option problems       |
| Employer                 | T: +44 (0)121 503 8993  
                 E: business_unit@cityandguilds.com |  
     - Employer solutions       
     - Mapping       
     - Accreditation       
     - Development Skills       
     - Consultancy       |
| Publications             | T: +44 (0)20 7294 2850  
                 F: +44 (0)20 7294 3387 |  
     - Logbooks       
     - Centre documents       
     - Forms       
     - Free literature       |

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com