

# Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services (QCF) (4863-21)

Qualification handbook for centres  
501/0239/4



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## City & Guilds

**1 Giltspur Street**

**London EC1A 9DD**

**T +44 (0)20 7294 2800**

**F +44 (0)20 7294 2400**

**[www.cityandguilds.com](http://www.cityandguilds.com)**

**[centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

# **Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services (QCF) (4863-21)**



**Qualification handbook for centres**

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# 1 Introduction to the qualification

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

<b>Qualification title and level</b>	Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services (QCF)
<b>City &amp; Guilds qualification number</b>	4863-21
<b>Ofqual accreditation number</b>	501/0239/4
<b>Last registration date</b>	31/08/2013
<b>Last certification date</b>	31/12/2015

The Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services (QCF) provides learners with the knowledge, skills and experience to work in sport and active leisure facilities and is the ideal qualification for those with typical responsibilities in facility operations and sports development roles promoting sport and physical activity in the community.

This qualification is aimed at:

- Those wanting to/interested in having a career in the Sport and Active Leisure industry
- Those undertaking the Apprenticeship in Operational Services
- Young people wanting to get back into education/learning (those disengaged from learning at an early age)

## 1.1 Qualification structure

To achieve the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services (QCF) (4863-21), learners must achieve **13 credits from the four mandatory units** (228 – 230 and 323) **plus a minimum of 7 credits from four of the optional units** available (213 – 253 and 322). The optional units can be selected from any of the 4 groupings (equipment, facilities, customer care, team leading).

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>	<b>GLH</b>
Y/601/4483	228	Support the work of the team and organisation	Mandatory	2	15
D/601/4484	229	Promote health, safety and welfare in active leisure and recreation	Mandatory	4	30
L/601/0933	230	Give customers a positive impression of yourself and your organisation (ICS)	Mandatory	5	33
H/601/4485	323	Support equality and diversity in active leisure and recreation	Mandatory	2	15

<b>Equipment</b>					
K/601/4486	231	Set up, take down and store activity equipment	Optional	3	22
M/601/4487	232	Check and service activity equipment	Optional	3	22
A/601/4489	233	Site caravans on parks	Optional	3	22
<b>Facilities</b>					
M/601/4490	234	Clean and tidy facility areas	Optional	2	15
T/601/4491	235	Deal with substances hazardous to health	Optional	2	15
A/601/4492	236	Operate plant to maintain the quality of pool water	Optional	4	30
F/601/4493	237	Operate plant to provide and maintain an ice surface	Optional	4	30
A/600/6344	238	Carry out maintenance and minor repairs	Optional	3	24
J/601/4494	239	Prepare hard standings and paths for caravans	Optional	3	22
R/502/0434	240	Use and maintain pedestrian controlled powered equipment	Optional	3	23
H/502/0440	241	Use and maintain ride-on powered equipment	Optional	3	23
K/502/0438	242	Use and maintain non powered and hand held powered tools and equipment	Optional	3	23



T/502/0443	243	Use and maintain chippers and/or shredders	Optional	3	23
H/601/6513	244	Maintain grounds of premises and facilities	Optional	3	25
Y/601/6542	245	Monitor and maintain electrical and plumbing services	Optional	4	38
J/601/6522	246	Maintain site security and safety	Optional	3	25
D/601/4050	247	Check and maintain sport/play surfaces and equipment	Optional	3	22
L/601/4495	322	Contribute to environmental conservation in active leisure and recreation	Optional	6	45
<b>Customer Care</b>					
R/601/4496	248	Maintain the safety of the pool environment and its users	Optional	3	40
D/601/4498	249	Maintain the safety of the ice rink environment and its users	Optional	3	22
H/601/4499	250	Process payments for purchases	Optional	2	15
L/601/4500	251	Provide a facility reception service	Optional	2	15
M/601/1511	252	Resolve customer service problems	Optional	6	40
<b>Team Leading</b>					
R/601/4501	253	Support other team members in their work	Optional	1	7

## 1.2 Opportunities for progression

On completion of this qualification candidates may progress into employment or to the following City & Guilds qualifications:

- Level 2 Award, Certificate & Diploma in Sport (QCF) (4863-23)
- Level 2 Award, Certificate & Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (QCF) (4863-26)
- Level 3 NVQ in Sports Development (QCF)
- Level 3 NVQ in Leisure Management (QCF)
- Level 3 Award, Certificate & Diploma in Sport (QCF) (4863-33)
- Level 3 Award, Certificate & Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (QCF) (4863-36)

## 1.3 Qualification support materials

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

Description	How to access
fast track approval forms	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## 1.4 City & Guilds websites

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

## 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 Level 2 NVQ in Operational Services (4833-04) on the NQF may apply for approval for the new Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services (QCF) (4863-21) 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

##### Occupational competence for assessors, internal and external verifiers for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services (QCF)

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

##### Assessors:

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
- an additional external method of quality assurance.

For the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being, Operational Services (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 only verify the decisions of assessors that fall within their acknowledged area of technical and occupational competence.

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

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

For the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being, Operational Services (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 2 NVQ Certificate in Active Leisure, Learning and Well-being, Operational Services (QCF), 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 2 NVQ Certificate in Active Leisure, Learning and Well-being, Operational Services (QCF), they apply equally to prospective external and internal verifiers and assessors, who must have:

1. knowledge of, and commitment to, the active leisure, learning and well-being values statement for all staff.

### **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.

As part of the assessment for this qualification, candidates must have access to a work setting/placement within a leisure facility.

### **Age restrictions**

This qualification is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.

## 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

For this qualification, learners will be required to complete a portfolio of evidence for each unit. The most appropriate methods are through:

- 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.

#### Time constraints

The following time constraints must be applied to the assessment of this qualification:

- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

### 4.2 Evidence requirements

#### General assessment principles

Where should the evidence come from?

The primary target group is facility staff who provides services – such as setting up and taking down equipment, equipment maintenance, cleaning and tidying, customer care, life-guarding or plant operation – to customers or members. Typical settings will be public or private leisure centres, sports centres, stadia, fitness centres, sports clubs, caravan parks or outdoor activity centres.

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

The only exceptions to this requirement are parts of units 228, 229, 231, 232, 233, 234, 235, 236, 237, 247, 248, 249 and 251, for which simulation is deemed to be acceptable. In addition, simulation and questioning are allowed for a limited number of items in some other units. 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, there should be evidence from at least two separate occasions, again separated by at least one month. As in the case of observations, it may be necessary to have evidence from more than two occasions to ensure there is sufficient evidence to cover everything specified.

Assessors must be sure that all written evidence is 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 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services 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 prepare for a gymnastics session which is being run by a suitably qualified coach. This will involve checking the area prior to the session (part of unit 229 Promote health, safety and welfare in active leisure and recreation), setting out equipment for the session (part of unit 231 Set up, take down and store activity equipment), putting away and storing the equipment used (part of unit 231). The session may also involve some teamwork (part of unit 228 Support the work of the team and organisation) and some basic customer service (unit 252 Resolve customer service problems).

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 can observe the learner checking the activity area (evidence for part of unit 229), observe them setting up the equipment (evidence for part of unit 231), observe them taking down and storing the equipment (part of unit 231) etc.

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 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.

### 4.4 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification.

- RPL is allowed and is also sector specific.

## 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:

- Unit accreditation number
- City & Guilds reference number
- title
- level
- credit value
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- details of the relationship between the unit and relevant National Occupational Standards
- endorsement by a sector or other appropriate body
- evidence for real work activity
- assessment and grading

### Summary of units

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	GLH
Y/601/4483	228	Support the work of the team and organisation	Mandatory	2	15
D/601/4484	229	Promote health, safety and welfare in active leisure and recreation	Mandatory	4	30
L/601/0933	230	Give customers a positive impression of yourself and your organisation (ICS)	Mandatory	5	33
H/601/4485	323	Support equality and diversity in active leisure and recreation	Mandatory	2	15
<b>Equipment</b>					
K/601/4486	231	Set up, take down and store activity equipment	Optional	3	22

M/601/4487	232	Check and service activity equipment	Optional	3	22
A/601/4489	233	Site caravans on parks	Optional	3	22
<b>Facilities</b>					
M/601/4490	234	Clean and tidy facility areas	Optional	2	15
T/601/4491	235	Deal with substances hazardous to health	Optional	2	15
A/601/4492	236	Operate plant to maintain the quality of pool water	Optional	4	30
F/601/4493	237	Operate plant to provide and maintain an ice surface	Optional	4	30
A/600/6344	238	Carry out maintenance and minor repairs	Optional	3	24
J/601/4494	239	Prepare hard standings and paths for caravans	Optional	3	22
R/502/0434	240	Use and maintain pedestrian controlled powered equipment	Optional	3	23
H/502/0440	241	Use and maintain ride-on powered equipment	Optional	3	23
K/502/0438	242	Use and maintain non powered and hand held powered tools and equipment	Optional	3	23
T/502/0443	243	Use and maintain chippers and/or shredders	Optional	3	23
H/601/6513	244	Maintain grounds of premises and facilities	Optional	3	25
Y/601/6542	245	Monitor and maintain electrical and plumbing services	Optional	4	38
J/601/6522	246	Maintain site security and safety	Optional	3	25
D/601/4050	247	Check and maintain sport/play surfaces and equipment	Optional	3	22
L/601/4495	322	Contribute to environmental conservation in active leisure and recreation	Optional	6	45
<b>Customer Care</b>					
R/601/4496	248	Maintain the safety of the pool environment and its users	Optional	3	40

D/601/4498	249	Maintain the safety of the ice rink environment and its users	Optional	3	22
H/601/4499	250	Process payments for purchases	Optional	2	15
L/601/4500	251	Provide a facility reception service	Optional	2	15
M/601/1511	252	Resolve customer service problems	Optional	6	40
<b>Team Leading</b>					
R/601/4501	253	Support other team members in their work	Optional	1	7

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## Unit 228

## Support the work of the team and organisation

**Level:** 2

**Credit value:** 2

### Unit aim

This unit covers the knowledge and competence that the learner needs to support the work of the team and organisation.

### Learning outcomes

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

- 228.1 Know how to support the work of own team and organisation
- 228.2 Know how to work effectively with colleagues
- 228.3 Be able to work effectively with colleagues
- 228.4 Know how to improve own work
- 228.5 Be able to improve own work
- 228.6 Know how to help to improve the work of own organisation
- 228.7 Be able to help to improve the work of own organisation

### Guided learning hours

It is recommended that **15** 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 A52 - Support the work of the team and organisation

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

## **Unit 228**

228.1

## **Support the work of the team and organisation**

Know how to support the work of own team and organisation

### **Assessment criteria**

The learner can:

1. describe the values or codes of practice relevant to the work being carried out
2. outline the importance of effective team work
3. describe how improving own work and the work of the team can improve the organisation as a whole and the level of service that the customer receives.



**Assessment criteria**

The learner can:

1. describe what 'good working relationships' with colleagues means
2. outline how to establish good working relationships with colleagues
3. describe why it is important to communicate clearly with colleagues
4. outline how to communicate with managers in organisation
5. list the duties within area of own responsibility
6. describe why it is important to carry out duties as agreed or warn colleagues in good time if not possible
7. identify situations in which help may be needed
8. describe the importance of always asking for help and information when it is needed
9. describe situations in which help and information may need to be provided to colleagues
10. describe situations in which it is not appropriate to provide help and information to colleagues
11. outline the purpose of team meetings
12. outline why team discussions are important and why they should contribute to them
13. outline the procedures for dealing with conflict in own organisation.

## Unit 228

### 228.3

## Support the work of the team and organisation

### Be able to work effectively with colleagues

#### Assessment criteria

The learner can:

1. establish good working relationships with **colleagues**
2. **communicate** verbally and in writing with **colleagues** clearly
3. maintain standards of professional behaviour
4. carry out own duties and commitments to **colleagues** as agreed, or tell them in good time when it is not possible do what they expect
5. ask for help and information when needed
6. provide **colleagues** with help and information when they need it, in line with organisation's policies and procedures
7. take part in team discussions
8. follow the correct procedures in the case of disagreements or problems with **colleagues**.

#### Range

#### Colleagues

Working at the same level as self, responsible to self, line manager, people from outside own organisation

#### Communicate

Spoken, written

**Assessment criteria**

The learner can:

1. describe why it is important to continuously improve own work
2. describe why it is important to assess own work and get feedback from colleagues
3. describe what it means to 'handle criticism positively'
4. describe why it is important to handle criticism positively
5. identify the relevant member of staff in own organisation with whom own work can be planned and developed
6. identify the procedures to follow to take part in training and development activities
7. identify opportunities to take on new responsibilities and develop in own career, and the skills and knowledge needed to do this
8. outline how to develop a career plan that will help own progression.

## Unit 228

### 228.5

## Support the work of the team and organisation

### Be able to improve own work

#### Assessment criteria

The learner can:

1. evaluate all aspects of own work
2. ask **colleagues** and customers for feedback on own work
3. handle feedback positively
4. work with a relevant person to agree:
  - own strengths
  - areas where own work could be improved
  - new areas of skill and knowledge which may be needed for future responsibilities
5. take part in relevant training and development
6. regularly review personal development.

#### Range

#### Colleagues

Working at the same level as self, responsible to self, line manager

## **Unit 228**

228.6

## **Support the work of the team and organisation**

Know how to help to improve the work of own organisation

### **Assessment criteria**

The learner can:

1. describe the types of situations in which customers give feedback on the services they receive
2. outline why it is important to listen to customer feedback
3. outline how to identify areas where the organisation's work could be improved
4. identify the procedures to follow for making suggestions on how to improve services to customers
5. describe why it is important to discuss own suggestions with colleagues and to take account of their ideas.

## Unit 228

228.7

## Support the work of the team and organisation

Be able to help to improve the work of own organisation

### Assessment criteria

The learner can:

1. ask customers for feedback on the organisation's services
2. identify ways the team could improve services
3. discuss with relevant **colleagues** how to change services for the better
4. help to change services so that they meet customers' needs.

### Range

#### Colleagues

Working at the same level as self, responsible to self, line manager

## **Unit 228            Support the work of the team and organisation**

### 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:

- Two types of colleagues
- Both types of communication

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 the type of colleague responsible to you 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. Questioning is also allowed for 1.8 if 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 228            Support the work of the team and organisation**

### **Assessment and grading**

The assessment and grading for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services NVQ Certificate in (QCF) can be met through the following ways as listed below.

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

These can be assessed by:

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

Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is supporting the work of the team and organisation

#### **Learning Outcome 3**

When working effectively with colleagues, the learner must cover 2 of the following types:

##### **a    colleague**

- 1    working at the same level as self
- 2    responsible to self
- 3    line manager
- 4    people from outside own organisation

with both of the following types:

##### **b    communication**

- 1    spoken
- 2    written

#### **Learning Outcome 5**

When improving own work, the learner must cover 2 of the following types:

##### **a    colleague**

- 1    working at the same level as self
- 2    responsible to self
- 3    line manager



## Unit 229

## Promote health, safety and welfare in active leisure and recreation

**Level:** 2

**Credit value:** 4

### Unit aim

This unit covers the knowledge and competence that the learner needs to promote health, safety and welfare in active leisure and recreation.

### Learning outcomes

There are **nine** outcomes to this unit. The learner will:

- 229.1: Know how to promote health, safety and welfare in active leisure and recreation
- 229.2: Know how to control risks in active leisure and recreation
- 229.3: Be able to help to control risks in the active leisure and recreation environment
- 229.4: Know how to help to safeguard and protect children and vulnerable adults
- 229.5: Be able to help to safeguard and protect children and vulnerable adults
- 229.6: Know how to deal with injuries and signs of illness
- 229.7: Be able to deal with injuries and signs of illness
- 229.8: Know how to follow emergency procedures
- 229.9: Be able to follow emergency procedures

### Guided learning hours

It is recommended that **30** 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 C22 - Promote health, safety and welfare in active leisure and recreation

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

## **Unit 229**

## **Promote health, safety and welfare in active leisure and recreation**

229.1

Know how to promote health, safety and welfare in active leisure and recreation

### **Assessment criteria**

The learner can:

1. list the values or codes of practice relevant to the work being carried out
2. describe the requirements for health, safety and welfare relevant to own work, including Health and Safety at Work Act and requirements from relevant National Governing Bodies
3. identify manufacturers' guidelines and instructions for the use of facilities and equipment
4. describe why health, safety and welfare are important in an active leisure and recreation environment
5. identify the persons responsible for health and safety in own workplace
6. outline own organisation's security procedures.

## Unit 229

## Promote health, safety and welfare in active leisure and recreation

### 229.2

Know how to control risks in active leisure and recreation

#### Assessment criteria

The learner can:

1. describe the types of hazards that are likely to occur in own area of work and the accidents and injuries each could cause
2. outline how to identify hazards
3. list health, safety and security checks to be followed
4. describe how to carry out basic risk assessments of the types of hazards that may occur
5. describe why it is important to get advice from a relevant colleague if unsure about hazards and risks in own workplace
6. identify who to ask if unsure about hazards and risks in own workplace
7. describe how to deal correctly with the types of hazards that may occur in own workplace, taking account of risks
8. identify documents relating to health and safety which may have to be completed
9. outline how to complete health and safety documents correctly
10. outline why colleagues and customers should be encouraged to behave in a safe manner
11. describe how to encourage colleagues and customers to behave in a safe manner
12. outline why it is important to make suggestions about health and safety issues
13. describe how to make suggestions about health and safety issues
14. outline why it is important to identify and report any differences between health and safety requirements and own workplace policies and procedures
15. describe how to identify and report any differences between health and safety requirements and own workplace policies and procedure.

## Unit 229

## Promote health, safety and welfare in active leisure and recreation

229.3

Be able to help to control risks in the active leisure and recreation environment

### Assessment criteria

The learner can:

1. ensure that relevant and up-to-date, health and safety information is available
2. follow the relevant health and safety requirements at all times
3. carry out health and safety checks as required
4. identify **hazards**
5. assess and **control** risks using organisational procedures
6. get advice from relevant colleagues when unsure about **hazards** and risks
7. pass on suggestions for improving health and safety to the relevant colleague.

### Range

#### Hazards

Unsafe facilities or environment, unsafe equipment, unsafe working practices, unsafe behaviour, use of hazardous substances, security breaches, situations likely to cause emotional distress

#### Control

Dealing with the hazard personally, reporting the hazard to the relevant colleague, protecting others from harm

## Unit 229

## Promote health, safety and welfare in active leisure and recreation

229.4

Know how to help to safeguard and protect children and vulnerable adults

### Assessment criteria

The learner can:

1. describe what is meant by safeguarding and protecting the welfare of children and vulnerable adults
2. describe own role and responsibilities for safeguarding and protecting children and other vulnerable people
3. list the four of types of abuse
4. outline the basic indicators and impact of each of the four types of abuse
5. describe the risks that individual abusers or potential abusers pose to children and vulnerable people
6. describe organisational policies and procedures in relation to safeguarding and protecting, including the reporting procedures
7. outline what to do if concerned about possible abuse
8. describe how to respond to a child or someone else disclosing abuse or concerns about abuse
9. outline what to do if there are barriers to reporting own concerns
10. identify statutory agencies with responsibilities for safeguarding and protecting
11. outline when to contact statutory agencies with responsibilities for safeguarding and protecting
12. outline how to contact statutory agencies with responsibilities for safeguarding and protecting
13. describe why it is important to share concerns about possible abuse with others
14. describe the limits of own competence with regard to safeguarding and protecting
15. outline why it is important to treat information about possible abuse confidentially.

## Unit 229

## Promote health, safety and welfare in active leisure and recreation

229.5

Be able to help to safeguard and protect children and vulnerable adults

### Assessment criteria

The learner can:

1. ensure that up-to-date information on guidelines for safeguarding and protecting children and vulnerable adults is available
2. identify what the policies and procedures mean for own job and area of work
3. follow the relevant procedures for:
  - Safeguarding and protecting children and vulnerable adults at all times
  - Protecting self from potential accusations
4. be alert to possible signs of **abuse**
5. identify, record and report any concerns about the welfare of children and vulnerable adults, while maintaining confidentiality.

### Range

#### Abuse (including bullying)

Physical, emotional, neglect, sexual

## Unit 229

## Promote health, safety and welfare in active leisure and recreation

229.6

Know how to deal with injuries and signs of illness

### Assessment criteria

The learner can:

1. list the types of accidents, injuries and illnesses that may occur in own area of work
2. outline how to respond correctly to emotional distress
3. outline how to deal with accidents, injuries and illnesses before qualified assistance arrives
4. describe how to decide whether to contact the on-site first aider or immediately call the emergency services
5. identify who is the on-site first aider and how to contact them
6. describe the procedures to contact the emergency services
7. outline why it is important to protect the casualty and others involved from further harm
8. outline the procedures to protect the casualty and others
9. outline why it is important to provide comfort and reassurance
10. describe how to provide comfort and reassurance
11. outline own responsibilities for reporting accidents
12. outline the procedures for reporting accidents.

## Unit 229

## Promote health, safety and welfare in active leisure and recreation

229.7

Be able to deal with injuries and signs of illness

### Assessment criteria

The learner can:

1. remain calm and follow organisational procedures
2. protect the **casualty** and other people from further risk
3. call for **qualified assistance** appropriate to the casualty's **condition**
4. provide reassurance and comfort to the people involved
5. give the **qualified assistance** clear and accurate information about what happened
6. follow the relevant accident reporting procedures.

### Range

#### Casualty

Adult, child, person with particular needs

#### Qualified assistance

Qualified 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, emotional distress



## Unit 229

## Promote health, safety and welfare in active leisure and recreation

229.8

Know how to follow emergency procedures

### Assessment criteria

The learner can:

1. describe the emergency procedures in own place of work
2. outline what instructions must be given to the people involved
3. outline organisational reporting procedures for emergencies
4. describe the types of problems that may occur when carrying out emergency procedures
5. describe why problems that occur when carrying out emergency procedures should be reported
6. identify who to report problems to.

## Unit 229

## Promote health, safety and welfare in active leisure and recreation

229.9

Be able to follow emergency procedures

### Assessment criteria

The learner can:

1. give the **people involved** clear and correct instructions
2. carry out own 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 involved

Adults, children, people with disabilities

## **Unit 229                      Promote health, safety and welfare in active leisure and recreation**

### **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:

- Four types of hazards
- Three types of methods
- Two types of abuse (including bullying)
- Two types of casualty
- Two types of qualified assistance
- Two types of condition
- Two types of people involved

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 5.3, 5.4 and 5.5 and the whole of learning outcomes 7 and 9 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 in the play setting that they know and understand this technique, there is no requirement for them to be questioned again on this topic.

## **Unit 229                      Promote health, safety and welfare in active leisure and recreation**

### **Assessment and grading**

The assessment and grading for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services NVQ Certificate in (QCF) can be met through the following ways as listed below.

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

These can be assessed by:

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

Learning Outcomes 3, 5, 7 and 9 must be assessed using workplace evidence generated when the learner is promoting health, safety and welfare in active leisure and recreation

#### **Learning Outcome 3**

When helping to control risks in the sport and activity environment, the learner must cover 4 of the following types:

##### **a hazards**

- 1 unsafe facilities or environment
- 2 unsafe equipment
- 3 unsafe working practices
- 4 unsafe behaviour
- 5 use of hazardous substances
- 6 security breaches
- 7 situations likely to cause emotional distress

with 3 of the following types:

##### **b methods of control**

- 1 dealing with the hazard personally
- 2 reporting the hazard to the relevant colleague
- 3 protecting others from harm

### **Learning Outcome 5**

When helping to safeguard and protect children and vulnerable adults, the learner must cover 2 of the following types:

#### **a abuse (including bullying)**

- 1 physical
- 2 emotional
- 3 neglect
- 4 sexual

### **Learning Outcome 7**

When dealing with injuries and signs of illness, the learner must cover 2 of the following types;

#### **a casualty**

- 1 adult
- 2 child
- 3 person with particular needs

with 2 of the following types:

#### **b qualified assistance**

- 1 qualified first aider
- 2 emergency services

with 2 of the following types:

#### **c condition**

- 1 minor injury that can be dealt with on-site
- 2 minor illness that can be dealt with on-site
- 3 major injury requiring medical attention
- 4 major illness requiring medical attention
- 5 emotional distress

### **Learning Outcome 9**

When following emergency procedures, the learner must cover 2 of the following types:

#### **a people involved**

- 1 adults
- 2 children
- 3 people with disabilities

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## Unit 323

## Support equality and diversity in active leisure and recreation

**Level:** 3

**Credit value:** 2

### Unit aim

This unit covers the knowledge and competence that the learner needs to support equality and diversity in active leisure and recreation.

### Learning outcomes

There are **two** outcomes to this unit. The learner will:

323.1: Know how to support equality and diversity in active leisure and recreation

323.2: Be able to help to treat people equally and in a way that respects diversity

### Guided learning hours

It is recommended that **15** 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 D214 - Support equality and diversity in active leisure and recreation

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

## Unit 323

## Support equality and diversity in active leisure and recreation

323.1

Know how to support equality and diversity in active leisure and recreation

### Assessment criteria

The learner can:

1. outline how to find out about current legal and organisational requirements for equality and diversity
2. list the current legal requirements for equality and diversity as relevant to own work and own organisation's policies
3. outline how to identify how own organisation's policies affect own work
4. list the diversity of people in the community served
5. list ways in which people can be discriminated against
6. list the most common barriers to people taking part in the services provided by own organisation
7. describe why it is important to give people information about the organisational approach to equality and diversity
8. outline how to work in a way that respects beliefs, needs and preferences
9. outline how to work in a way that does not discriminate
10. outline how to help people take part to the best of their ability
11. describe the importance of exploring and challenging own assumptions or those of others, about actual and potential customers
12. identify types of words and behaviour from staff and customers that are inconsistent with valuing equality and diversity
13. outline how to challenge words and behaviour from staff and customers that are inconsistent with valuing equality and diversity
14. outline why it is important to report concerns about discrimination
15. outline how to respond correctly to behaviour and practice that might discriminate against people
16. outline how to report behaviour and practice that might discriminate against people
17. outline own organisation's complaints procedures
18. outline why complaints procedures are important
19. outline why it is important to help customers to use complaints procedures
20. identify appropriate people to work with, in own organisation, on issues to do with equality and diversity.



## Unit 323

## Support equality and diversity in active leisure and recreation

323.2

Be able to help to treat people equally and in a way that respects diversity

### Assessment criteria

The learner can:

1. keep up-to-date with own organisation's policies and values for **equality and diversity**
2. identify what own organisation's policies and values mean for own area of work
3. work in a way that:
  - respects individuals' beliefs, needs and preferences
  - is inclusive through their behaviour and language
  - helps people to take part to the best of their abilities
4. correctly deal with and report behaviour and practice that discriminate against people
5. identify and report any barriers to people getting the best from the service
6. suggest ways the organisation could remove or reduce barriers
7. give people information about complaints procedures when they need it
8. help people to use complaints procedures
9. seek advice on problems implementing **equality and diversity**.

### Range

#### Equality and diversity

Sex, race/culture/language, disability, religion, health, economic and social status, age, sexual orientation

## **Unit 323                      Support equality and diversity in active leisure and recreation**

### **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:

- Four types of equality and diversity

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.

#### **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 323                      Support equality and diversity in active leisure and recreation**

### **Assessment and grading**

The assessment and grading for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services NVQ Certificate in (QCF) can be met through the following ways as listed below.

#### **Learning Outcome 1**

This can be assessed by:

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

Learning Outcome 2 must be assessed using workplace evidence generated when the learner is supporting equality and diversity in active leisure and recreation

#### **Learning Outcome 2**

When treating people equally and in a way that respects diversity, the learner must cover 4 of the following types:

##### **a   equality and diversity in terms of**

- 1   sex
- 2   race/culture/language
- 3   disability
- 4   religion
- 5   health
- 6   economic and social status
- 7   age
- 8   sexual orientation

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## Unit 230

## Give customers a positive impression of yourself and your organisation

**Level:** 2

**Credit value:** 5

### Unit aim

This unit is all about the learner communicating with customers and giving a positive impression of themselves whenever dealing with a customer. By doing this they will also be giving a positive impression of their organisation and the customer service it provides.

### Learning outcomes

There are **four** outcomes to this unit. The learner will be able to:

- 230.1 Establish an effective rapport with customers
- 230.2 Respond appropriately to customers
- 230.3 Communicate information to customers
- 230.4 Know and understand how to do their job in a customer friendly way

### Guided learning hours

It is recommended that **20** 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 directly relates to the Customer Service NOS

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

## Unit 230

## Give customers a positive impression of yourself and your organisation

230.1

Establish an effective rapport with customers

### Assessment criteria

The learner can:

1. meet the organisation's standards of appearance and behaviour
2. greet the customer respectfully and in a friendly manner
3. communicate with the customer in a way that makes them feel valued and respected
4. identify and confirm the customer's expectations
5. treat the customer courteously and helpfully at all times
6. keep the customer informed and reassured
7. adapt their own behaviour to respond effectively to different customer behaviour.

## Unit 230

## Give customers a positive impression of yourself and your organisation

230.2

Respond appropriately to customers

### Assessment criteria

The learner can:

1. respond promptly to a customer seeking assistance
2. select the most appropriate way of communicating with the customer
3. check with the customer that they have fully understood the customer's expectations
4. respond promptly and positively to the customer's questions and comments
5. allow the customer time to consider their response and give further explanation when appropriate.

## Unit 230

## Give customers a positive impression of yourself and your organisation

230.3

Communicate information to customers

### Assessment criteria

The learner can:

1. quickly locate information that will help the customer
2. give the customer the information they need about the services or products offered by the organisation
3. recognise information that the customer might find complicated and check whether the customer fully understands
4. explain clearly to the customers any reasons why their needs or expectations cannot be met.



## Unit 230

## Give customers a positive impression of yourself and your organisation

230.4

Know and understand how to do their job in a customer friendly way

### Assessment criteria

The learner can:

1. show that they know and understand the organisation's standards for appearance and behaviour
2. show that they know and understand the organisation's guidelines for how to recognise what the customer wants and respond appropriately
3. show that they know and understand the organisation's rules and procedures regarding the methods of communication that they use
4. show that they know and understand how to recognise when a customer is angry or confused
5. show that they know and understand the organisation's standards for timeliness in responding to customer questions and requests for information.

## Unit 230

## Give customers a positive impression of yourself and your organisation

### Evidence requirements

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this Unit.
2. You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4. Your communication with customers may be face to face, in writing, by telephone, text message, e-mail, internet (including social networking), intranet or by any other method you would be expected to use within your job role.
5. You must provide evidence of creating a positive impression with customers:
  - a during routine delivery of customer service
  - b during a busy time in your job
  - c during a quiet time in your job
  - d when people, systems or resources have let you down.
6. You must provide evidence that you communicate with customers effectively by:
  - a using appropriate spoken or written language
  - b applying the conventions and rules appropriate to the method of communication you have chosen.

Assessment of this unit must follow the requirements specified by the Institute of Customer Service.

## Unit 231

## Set up, take down and store activity equipment

**Level:** 2

**Credit value:** 3

### Unit aim

This unit covers the knowledge and competence that the learner needs to set up, take down and store activity equipment.

### Learning outcomes

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

- 231.1: Know how to set up, take down and store activity equipment
- 231.2: Know how to set up equipment
- 231.3: Be able to set up equipment
- 231.4: Know how to deal with equipment after use
- 231.5: Be able to deal with equipment after use
- 231.6: Know how to store equipment following use
- 231.7: Be able to store equipment following use

### Guided learning hours

It is recommended that **22** 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 C12 - Set up, take down and store activity equipment

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

## Unit 231

## Set up, take down and store activity equipment

231.1

Know how to set up, take down and store activity equipment

### Assessment criteria

The learner can:

1. list the types of equipment that may require setting up and taking down
2. outline what activity equipment is used for
3. describe why activity equipment must be in a safe and serviceable condition when it is used
4. describe the legal and other health and safety requirements that cover activity equipment
5. state where activity equipment is stored
6. describe the importance of setting up, taking down and storing activity equipment as requested and on time
7. describe standard operating procedures for setting up, taking down, handling and moving
8. describe why it is important to follow standard operating procedures for setting up, taking down, handling and moving
9. describe how to check the equipment for damaged and missing parts
10. describe why the correct procedures must be followed when finding damaged and missing parts
11. describe the record keeping procedures that relate to the equipment being set up, taken down and stored
12. outline the importance of accurate record keeping.

## Unit 231

## Set up, take down and store activity equipment

231.2

Know how to set up equipment

### Assessment criteria

The learner can:

1. identify the correct locations for setting up equipment
2. state the correct procedures for setting up equipment
3. describe how to check that the equipment is operating correctly
4. describe why it is important to make sure the equipment is in a safe and secure condition when set up
5. describe how to make sure the equipment is in a safe and secure condition when set up.

## Unit 231

## Set up, take down and store activity equipment

231.3

Be able to set up equipment

### Assessment criteria

The learner can:

1. find the **equipment** needed
2. check the **equipment** and make sure it is safe and fit for purpose
3. follow the **standard operating procedures** when:
  - handling and moving the **equipment**
  - setting up the **equipment**
4. set up the **equipment** on time and in the correct place
5. check the **equipment** is in safe working order
6. make sure the **equipment** is secure.

### Range

#### Equipment

Simple equipment, complex equipment, powered equipment

#### Standard operating procedures

For equipment needing only one person to set up, equipment needing more than one person to set up

## **Unit 231**

## **Set up, take down and store activity equipment**

231.4

Know how to deal with equipment after use

### **Assessment criteria**

The learner can:

1. describe the correct procedures for dealing with equipment in own area of work

## Unit 231

## Set up, take down and store activity equipment

231.5

Be able to deal with equipment after use

### Assessment criteria

The learner can:

1. find **equipment** at the requested time
2. follow the **standard operating procedures** for:
  - dealing with the **equipment** after use
  - handling and moving the **equipment**
3. check the **equipment** for damaged and missing parts
4. report damage or missing parts to the responsible colleague
5. complete any required records.

### Range

#### Equipment

Simple equipment, complex equipment, powered equipment

#### Standard operating procedures

For equipment needing only one person to set up, equipment needing more than one person to set up



## Unit 231

## Set up, take down and store activity equipment

231.6

Know how to store equipment following use

### Assessment criteria

The learner can:

1. describe the manufacturer's instructions for storing equipment after use
2. describe the importance of storing equipment safely and securely
3. identify types of equipment that should be set aside because it is faulty, dirty or wet
4. identify the correct place for each item of equipment in storage areas
5. describe why it is important to place items of equipment in the correct place
6. identify the types of health and safety hazards that may be found in equipment storage areas
7. describe how to deal with health and safety hazards in equipment storage areas.

## Unit 231

## Set up, take down and store activity equipment

231.7

Be able to store equipment following use

### Assessment criteria

The learner can:

1. follow the **standard operating procedures** when handling and moving the **equipment**
2. move the **equipment** to the right storage area
3. follow the correct procedures for **equipment** which needs attention
4. put each item of **equipment** in the correct place within the storage area
5. leave the storage area:
  - safe
  - tidy
  - secure
6. complete any required records.

### Range

#### Standard operating procedures

For equipment needing only one person to set up, equipment needing more than one person to set up

#### Equipment

Simple equipment, complex equipment, powered equipment

## **Unit 231                      Set up, take down and store 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 in a real activity leadership context (with the possible exceptions of those items listed under 'use of supplementary evidence' below). This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

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

All types of equipment

All types of standard operating procedures

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 5.4 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 231                      Set up, take down and store activity equipment**

### **Assessment and grading**

The assessment and grading for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services NVQ Certificate in (QCF) can be met through the following ways as listed below.

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

These can be assessed by:

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

Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is setting up, taking down and storing activity equipment

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

When setting up, taking down and storing activity equipment, the learner must cover all of the following types:

##### **a    equipment**

- 1    simple equipment
- 2    complex equipment
- 3    powered equipment

with all of the following types:

##### **b    standard operating procedures for**

- 1    equipment needing only one person to set up
- 2    equipment needing more than one person to set up

## Unit 232

## Check and service activity equipment

**Level:** 2

**Credit value:** 3

### Unit aim

This unit covers the knowledge and competence that the learner needs to check and service activity equipment.

### Learning outcomes

There are **five** outcomes to this unit. The learner will:

- 232.1: Know how to check and service activity equipment
- 232.2: Know how to check equipment and identify what maintenance is needed
- 232.3: Be able to check equipment and identify what maintenance is needed
- 232.4: Know how to service equipment
- 232.5: Be able to service equipment

### Guided learning hours

It is recommended that **22** 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 C16 - Check and service activity equipment

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

## **Unit 232**

232.1

## **Check and service activity equipment**

Know how to check and service activity equipment

### **Assessment criteria**

The learner can:

1. outline the importance of recording what has been done and any further action that needs to be taken and how to complete these records
2. identify health and safety requirements for the equipment to be maintained in own area of responsibility

## **Unit 232**

232.2

## **Check and service activity equipment**

Know how to check equipment and identify what maintenance is needed

### **Assessment criteria**

The learner can:

1. describe the importance of health and safety when checking equipment
2. describe the dangers of not checking equipment thoroughly
3. identify the relevant parts of the organisation's maintenance schedule and manufacturer's guidelines for the types of equipment in own area of work
4. outline the importance of causing as little disruption as possible to normal activities
5. outline how to cause as little disruption as possible to normal activities
6. outline how to identify when equipment needs maintenance
7. describe the importance of removing unsafe equipment from use
8. describe how to remove unsafe equipment from use
9. describe the limits of own responsibility in relation to carrying out maintenance
10. outline how to report maintenance which needs to be carried out by a technical expert
11. describe the importance of recording checks and the work which needs to be carried out
12. describe how to record checks and the work which needs to be carried out.

## Unit 232

232.3

## Check and service activity equipment

Be able to check equipment and identify what maintenance is needed

### Assessment criteria

The learner can:

1. identify the **equipment** which needs maintenance
2. check the **equipment**, following the maintenance schedule and manufacturer's instructions
3. cause as little disruption to normal activities as possible
4. remove any unsafe **equipment** from use
5. confirm own competence and authority to carry out the maintenance
6. report any maintenance which must be carried out by someone else
7. record:
  - the checks made
  - the work which needs to be done
  - any action taken

### Range

### Equipment

Manually operated equipment, powered equipment



**Assessment criteria**

The learner can:

1. outline the importance of making sure equipment is in a safe condition for servicing
2. outline how to make sure the equipment in own area of work is safe for maintenance
3. identify the right tools and materials for the servicing in own area of responsibility
4. outline the importance of using the right tools and materials
5. outline the importance of following the manufacturer's and organisations procedures for servicing and acting safely throughout, including what may happen if this is not done
6. outline the manufacturer's and organisations procedures for servicing the equipment in own area of responsibility
7. outline the importance of reporting any problems to the responsible colleague
8. outline how to report any problems to the responsible colleague
9. outline the importance of carrying out final checks before the equipment is put back into use
10. list the standards for safety and serviceability for equipment in own area of responsibility
11. state what checks need to be carried out to make sure standards for safety and serviceability are met
12. describe the importance of recording what has been checked for safety and serviceability
13. describe how to complete records of checks for safety and serviceability.

## Unit 232

### 232.5

## Check and service activity equipment

Be able to service equipment

### Assessment criteria

The learner can:

1. confirm own competence and authority to carry out the servicing
2. make sure the **equipment** is in a safe condition for servicing
3. cause as little disruption to normal activities as possible
4. organise own work area so that the work can be carried out safely and efficiently
5. choose the right tools and materials for the job
6. carry out the servicing following organisation's procedures and the manufacturer's instructions
7. report any problems during servicing to the responsible colleague
8. make final checks to the **equipment** to make sure it is safe and serviceable
9. record the work carried out.

### Range

### Equipment

Manually operated equipment, powered equipment

## **Unit 232            Check and service 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:

All types 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 3.4 and 5.7 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 this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## Unit 232              Check and service activity equipment

### Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services NVQ Certificate in (QCF) can be met through the following ways as listed below.

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

These can be assessed by:

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

Learning Outcomes 3 and 5 must be assessed using workplace evidence generated when the learner is checking and servicing activity equipment

#### **Learning Outcome 3**

When checking equipment and identifying what maintenance is needed, the learner must cover all of the following types:

##### **a    equipment**

- 1    manually operated equipment
- 2    powered equipment

#### **Learning Outcome 5**

When servicing equipment, the learner must cover all of the following types:

##### **a    equipment**

- 1    manually operated equipment
- 2    powered equipment

## Unit 233

## Site caravans on parks

**Level:** 2

**Credit value:** 3

### Unit aim

This unit covers the knowledge and competence that the learner needs to site caravans on parks

### Learning outcomes

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

- 233.1 Know how to site caravans on parks
- 233.2 Know how to inspect the caravan on delivery
- 233.3 Be able to inspect the caravan on delivery
- 233.4 Know how to move the caravans on the park
- 233.5 Be able to move the caravan on the park
- 233.6 Know how to site the caravan and make it ready for use
- 233.7 Be able to site the caravan and make it ready for use

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards

This unit relates to the NOS from C15 - Site caravans on parks.

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

## **Unit 233**

233.1

## **Site caravans on parks**

Know how to site caravans on parks

### **Assessment Criteria**

The learner can:

1. list the different types of caravans commonly found on caravan parks and their features
2. describe the local site licence conditions, model standards and byelaws that are relevant to siting caravans on own park
3. identify the health and safety legislation and regulations that are relevant to siting caravans
4. identify relevant industry codes of practice.

## **Unit 233**

233.2

## **Site caravans on parks**

Know how to inspect the caravan on delivery

### **Assessment Criteria**

The learner can:

1. describe why it is important to carry out the inspection as soon after delivery as possible
2. outline company procedures for carrying out inspections
3. outline how to complete relevant documents
4. describe the procedures for recording and reporting damaged and missing parts.

## Unit 233

233.3

## Site caravans on parks

Be able to inspect the caravan on delivery

### Assessment Criteria

The learner can:

1. **inspect** the caravan as soon as possible after delivery, following organisation's procedures
2. check the documents supplied with the **caravan**
3. complete the relevant documents accurately and legibly
4. record and report any damaged or missing parts.

### Range

#### Inspection

external, internal

#### Caravan

Caravan holiday home, park home



## Unit 233

233.4

## Site caravans on parks

Know how to move the caravans on the park

### Assessment Criteria

The learner can:

1. describe why loose furnishings should be packed and fixtures and fittings made safe
2. outline how to make safe fixtures and fittings
3. outline how to support the caravan
4. describe how to move small, medium and large caravans, including touring caravans, on the park safely and effectively
5. outline how to prevent the caravan sinking
6. identify the procedures for transporting and towing.

## Unit 233

233.5

## Site caravans on parks

Be able to move the caravan on the park

### Assessment Criteria

The learner can:

1. pack all loose furnishings
2. make safe all fixtures and fittings
3. wind up or remove all supports
4. move the **caravan** to the correct location using an appropriate vehicle
5. move the **caravan** safely without causing injury to people or damage to property.

### Range

#### Caravan

Caravan holiday home, park home

## Unit 233

233.6

## Site caravans on parks

Know how to site the caravan and make it ready for use

### Assessment Criteria

The learner can:

1. describe the types of equipment and materials available for steadying caravans
2. describe why the correct types of equipment and materials should be used for steadying caravans
3. describe the types of anchorage available
4. describe why the correct types of anchorage should be used
5. list the types of doors and steps used
6. describe the correct methods of fitting different doors and steps
7. describe how to connect water, waste and sewerage services with due regard to health and safety
8. describe how to test water, waste, sewerage, electricity, gas and telephone services with due regard to health and safety
9. identify the legal requirements covering the need for competence testing for staff connecting services such as water, gas and electricity, and the consequent need for supervision by approved contractors during learning and assessment.

## Unit 233

233.7

## Site caravans on parks

Be able to site the caravan and make it ready for use

### Assessment Criteria

The learner can:

1. anchor the **caravan** safely using an approved method
2. position the **caravan** according to own site licence
3. make the **caravan** steady using a **device** recommended by the manufacturer
4. fit the **doors** and make sure they are functioning correctly
5. fit the steps and make sure they are secure and functioning correctly
6. connect water, waste and sewerage pipes safely and securely
7. make sure that all **services** are operating correctly.

### Range

#### Caravan

Caravan holiday home, park home

#### Device

Corner steady, tripod jack, tripod block

#### Door

Internal, external

#### Service

Water, waste, sewerage, electricity, gas, telephone

## **Unit 233                      Site caravans on parks**

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

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

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

- Both types of inspection
- One type of caravan
- Two types of device
- Both types of door
- Four types of service

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 3.4 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 233                    Site caravans on parks**

### **Assessment and grading**

The assessment and grading for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services NVQ Certificate in (QCF) can be met through the following ways as listed below.

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

These can be assessed by:

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

Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is siting caravans on parks

#### **Learning Outcome 3**

When inspecting the caravan on delivery, the learner must cover both of the following types:

##### **a   inspection**

- 1   external
- 2   internal

with 1 of the following types:

##### **b   caravan**

- 1   caravan holiday home
- 2   park home

(either single or twin unit)

#### **Learning Outcome 5**

When moving the caravan on the park, the learner must cover 1 of the following types:

##### **a   caravan**

- 1   caravan holiday home
- 2   park home

(either single or twin units)

## **Learning Outcome 7**

When siting the caravan and making it ready for use, the learner must cover 1 of the following types:

### **a caravan**

- 1 caravan holiday home
- 2 park home  
(either single or twin unit)

with 2 of the following types:

### **b device**

- 1 corner steady
- 2 tripod jack
- 3 tripod block

with both of the following types:

### **c door**

- 1 internal
- 2 external

with 4 of the following types:

### **d service**

- 1 water
- 2 waste
- 3 sewerage
- 4 electricity
- 5 gas
- 6 telephone

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## Unit 234

## Clean and tidy facility areas

**Level:** 2

**Credit value:** 2

### Unit aim

This unit covers the knowledge and competence that the learner needs to clean and tidy facility areas.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

- 234.1 Know how to clean and tidy facility areas
- 234.2 Know how to clean sport and recreation areas
- 234.3 Be able to clean sport and recreation areas
- 234.4 Know how to tidy sport and recreation areas
- 234.5 Be able to tidy sport and recreation areas

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national occupational standards

This unit relates to the NOS from C23 - Clean and tidy facility areas.

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

## **Unit 234**

234.1

## **Clean and tidy facility areas**

Know how to clean and tidy facility areas

### **Assessment Criteria**

The learner can:

1. outline why cleaning and tidying should avoid disruption
2. outline the basic requirements of the Health and Safety at Work Act which are relevant to this unit
3. outline the basic requirements of the Control of Substances Hazardous to Health regulations which are relevant to this unit
4. identify the organisational requirements and manufacturer's instructions for handling and storing the hazardous substances being worked with.

## **Unit 234**

234.2

## **Clean and tidy facility areas**

Know how to clean sport and recreation areas

### **Assessment Criteria**

The learner can:

1. outline the programme for the areas to be cleaned
2. describe the organisational and legal requirements for using cleaning equipment and materials and for the disposal of spillages, breakages, waste and rubbish
3. outline the organisational and legal standards of hygiene and cleanliness
4. outline how to select equipment, clothing and materials for each circumstance
5. outline how to make sure that equipment and materials are fit for future use
6. outline the importance of safe and hygienic disposal of waste.

## Unit 234

234.3

## Clean and tidy facility areas

Be able to clean sport and recreation areas

### Assessment Criteria

The learner can:

1. clean **areas** following the planned schedule
2. cause as little disruption as possible
3. use equipment, materials and methods appropriate to the area being cleaned
4. wear protective clothing suitable for the equipment and materials being used
5. handle and use **equipment and materials** safely and efficiently
6. make sure the area meets their organisation's standards for cleanliness and hygiene
7. store **equipment and materials** safely and ready for future use
8. dispose of waste safely and according to organisational procedures.

### Range

#### Areas

Areas without particular hazard, areas with particular hazards, public area, non-public areas

#### Equipment and materials

Manual equipment, powered equipment, cleaning agents.

## **Unit 234**

234.4

## **Clean and tidy facility areas**

Know how to tidy sport and recreation areas

### **Assessment Criteria**

The learner can:

1. outline how to identify hazardous and non-hazardous spillages, breakages, waste and rubbish
2. outline the organisational procedures for dealing with unsupervised property
3. outline why escape routes should always be clear
4. outline the importance of honesty when dealing with members of the public
5. outline the procedures to follow when dealing with members of the public.

## Unit 234

234.5

## Clean and tidy facility areas

Be able to tidy sport and recreation areas

### Assessment Criteria

The learner can:

1. identify and deal with any **spillages**, breakages, waste and rubbish correctly
2. dispose of these **spillages**, breakages, waste and rubbish safely and in line with organisational and legal requirements
3. maintain the **areas** in a safe and tidy condition
4. make sure that escape routes are not obstructed
5. deal with lost and unsupervised **property** honestly and in line with facility procedures.

### Range

#### Spillages

Breakages, waste and rubbish, hazardous, non-hazardous

#### Areas

Areas without particular hazards, areas with particular hazards, public areas, non-public areas

#### Property

Clothing, valuables, suspicious objects

## **Unit 234            Clean and tidy facility areas**

### **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:

- All types of areas
- All types of equipment and materials
- Both types of spillages, breakages, waste and rubbish
- Two types of property

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 5.5 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 this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## Unit 234            Clean and tidy facility areas

### Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services NVQ Certificate in (QCF) can be met through the following ways as listed below.

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

These can be assessed by:

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

Learning Outcomes 3 and 5 must be assessed using workplace evidence generated when the learner is cleaning and tidying facility areas

#### **Learning Outcome 3**

When cleaning sport and recreation areas, the learner must cover all of the following types:

##### **a    areas**

- 1    areas without particular hazards
- 2    areas with particular hazards
- 3    public areas
- 4    non-public areas

with all of the following types:

##### **b    equipment and materials**

- 1    manual equipment
- 2    powered equipment
- 3    cleaning agents

#### **Learning Outcome 5**

When tidying sport and recreation areas, the learner must cover both of the following types:

##### **a    spillages, breakages, waste and rubbish**

- 1    hazardous
- 2    non-hazardous



with all of the following types:

**b areas**

- 1 areas without particular hazards
- 2 areas with particular hazards
- 3 public areas
- 4 non-public areas

with 2 of the following types:

**c property**

- 1 clothing
- 2 valuables
- 4 suspicious objects

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**Level:** 2

**Credit value:** 2

**Unit aim**

This unit covers the knowledge competence that the learner needs deal with substances hazardous to health

**Learning outcomes**

There are **five** learning outcomes to this unit. The learner will:

- 235.1 Know how to deal with substances hazardous to health
- 235.2 Know how to handle substances hazardous to health
- 235.3 Be able to handle substances hazardous to health
- 235.4 Know how to store substances hazardous to health
- 235.5 Be able to store substances hazardous to health

**Guided learning hours**

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary

**Details of the relationship between the unit and relevant national occupational standards**

This unit relates to the NOS from C261- Deal with substances hazardous to health

**Endorsement by a sector or other appropriate body**

This unit is endorsed by SkillsActive

## **Unit 235**

235.1

## **Deal with substances hazardous to health**

Know how to deal with substances hazardous to health

### **Assessment Criteria**

The learner can:

1. Outline the basic requirements of the Health and Safety at Work Act which are relevant to dealing with substances hazardous to health
2. Outline the basic requirements of the Control of Substances Hazardous to Health regulations which are relevant to dealing with substances hazardous to health
3. Describe the requirements and manufacturer's instructions for handling and storing the hazardous substances within own area of work
4. Outline how to identify the hazardous substances within own area of work
5. List the particular hazards involved in handling and storing the substances within own area of work.

## **Unit 235**

235.2

## **Deal with substances hazardous to health**

Know how to handle substances hazardous to health

### **Assessment Criteria**

The learner can:

1. Describe the importance of following instructions for handling hazardous substances and what could happen if not followed
2. List the types of protective clothing which are needed for the types of substances which are being worked with
3. Outline the importance of dealing with spillages and contamination quickly and according to instructions
4. Outline how to deal with spillages and contamination involving hazardous substances
5. Outline the types of problems which need to be reported to a responsible colleague
6. Identify who the responsible colleague is
7. Describe how to complete incident reports.

## Unit 235

### 235.3

## Deal with substances hazardous to health

### Be able to handle substances hazardous to health

#### Assessment Criteria

The learner can:

1. Identify the hazardous substance and the risks involved in handling it
2. Handle the hazardous substance following the manufacturer's instructions and organisational and legal requirements
3. Select and wear **protective clothing** suitable for the substance being handled
4. Deal with any spillages and contamination of people according to the manufacturer's instructions and organisational and legal requirements
5. Get help from the responsible colleague when there are any other problems
6. Report any incidents and problems clearly and accurately.

#### Range

##### Protective clothing

Coverall, goggles, gloves, boots, mask

**Assessment Criteria**

The learner can:

1. Outline the importance of storing hazardous substances immediately after use
2. State the correct storage areas for the substances
3. Outline why it is important to store incompatible substances separately
4. Outline what are incompatible substances and how to identify and store them
5. Outline how to identify hazards in the storage area and deal with them effectively
6. Describe what may happen if the range of hazards in the storage area are not dealt with properly
7. Outline the importance of identifying substances past their expiry date
8. Outline the procedures to follow if substances are identified to be past their expiry date
9. Outline the importance of keeping records up-to-date and writing clearly and legibly
10. Outline how to complete the necessary records.

## Unit 235

### 235.5

## Deal with substances hazardous to health

### Be able to store substances hazardous to health

#### Assessment Criteria

The learner can:

1. Return the substances to the correct storage area immediately after use
2. Make sure that incompatible substances are stored separately
3. Identify any **hazards** in the storage area
4. Deal with any **hazards** according to own level of responsibility and organisational and legal requirements
5. Identify any substances past their expiry date and follow the correct procedures for dealing with these
6. Update storage records according to organisational requirements
7. Lock the storage area securely when it is unattended.

#### Range

#### Hazards

Defective containers, defective storage areas, unsafe working practices



## **Unit 235                  Deal with substances hazardous to health**

### **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:

- All types of protective clothing
- Two types of hazards

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 3.4, 3.5, 3.6, 5.3, 5.4 and 5.5 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 this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **Unit 235                  Deal with substances hazardous to health**

### **Assessment and grading**

The assessment and grading for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services NVQ Certificate in (QCF) can be met through the following ways as listed below.

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

These can be assessed by:

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

Learning Outcomes 3 and 5 must be assessed using workplace evidence generated when the learner is dealing with substances hazardous to health

#### **Learning Outcome 3**

When handling substances hazardous to health, the learner must cover all of the following types:

##### **a protective clothing**

- 1 coverall
- 2 goggles
- 3 gloves
- 4 boots
- 5 mask

#### **Learning Outcome 5**

When storing substances hazardous to health, the learner must cover 2 of the following types:

##### **a hazards**

- 1 defective containers
- 2 defective storage areas
- 3 unsafe working practices

## Unit 236

## Operate plant to maintain the quality of pool water

**Level:** 2

**Credit value:** 4

### Unit aim

This unit covers the knowledge and competence that the learner needs to operate plant to maintain the quality of pool water

### Learning outcomes

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

- 236.1 Know how to operate plant to maintain the quality of pool water
- 236.2 Know how to start up and shut down plant
- 236.3 Be able to start up and shut down plant
- 236.4 Know how to maintain plant in working order
- 236.5 Be able to maintain plant in working order
- 236.6 Know how to ensure the quality of water
- 236.7 Be able to ensure the quality of water

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit relates to the NOS from C25 - Operate plant to maintain the quality of pool water

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

## Unit 236

## Operate plant to maintain the quality of pool water

236.1

Know how to operate plant to maintain the quality of pool water

### Assessment Criteria

The learner can:

1. describe the manufacturer's instructions and the normal operating procedures for the plant
2. identify the chemicals commonly used in pool plant
  - For each chemical, identify:
  - its effect
  - the hazards associated with it
3. the control measures that must be put in place to ensure safe use
4. outline the emergency action plan for the plant
5. identify the records concerning the operation of the plant which need to be kept up to date
6. outline how to complete the necessary records
7. identify who is the responsible colleague to give records to, and report equipment needing repair to
8. outline the basic requirements of the Health and Safety at Work Act and COSHH regulations as they apply to the operation of plant.

## Unit 236

## Operate plant to maintain the quality of pool water

236.2

Know how to start up and shut down plant

### Assessment Criteria

The learner can:

1. describe the importance of following instructions for the operation of the plant
2. describe how to set the systems in preparation for start up and shut down
3. describe how to begin start up and shut down sequences
4. describe how to monitor the plant operation during start up and shut down
5. outline how to take corrective action when the normal operating procedures are not met during start up and shut down
6. identify the faults and alarms which may occur during start up and shut down

## Unit 236

## Operate plant to maintain the quality of pool water

236.3

Be able to start up and shut down plant

### Assessment Criteria

The learner can:

1. make sure the **systems** are correctly set for start-up and shut-down
2. begin the start-up and shut-down sequences following the manufacturer's instructions
3. monitor the **systems** for faults and alarms
4. take the correct action to deal with any faults and alarms promptly and according to guidelines
5. follow the emergency action plan in the event of any emergencies
6. complete all the necessary **records** accurately and legibly
7. make records available to the responsible colleague when required
8. ensure plant operates within the recommended parameters and standards laid down by the manufacturer or installer and in accordance with nationally accepted guidelines
9. follow all relevant legislation and other safety requirements at all times.

### Range

#### Systems

Circulation, Filtration, disinfection, heating, coagulation, pressure gauges, measuring, control

#### Records

Start up and shut down times, inlet and outlet pressures, water and air temperatures, results of chemical tests, variations from normal start-up and shut-down procedures, suggestions for improving normal operating procedures, chemical levels

## Unit 236

## Operate plant to maintain the quality of pool water

236.4

Know how to maintain plant in working order

### Assessment Criteria

The learner can:

1. describe the importance of maintaining plant in good working order
2. outline the basic principles of:
  - filtration
  - disinfection
  - circulation
  - storage
  - boilers and heating equipment
  - associated measuring and control equipment
3. state the requirements of the maintenance schedule and log sheets
4. identify:
  - normal rates of energy use
  - normal rates of energy flow
  - normal levels of pressure
  - normal temperature
5. outline how to carry out the routine tests and maintenance required
6. outline how to calculate, monitor and record energy and water usage figures
7. outline how to identify items needing repair
8. outline what to do when items needing repair are found
9. outline how to identify when the plant is not running properly
10. outline how to test alarms.

## Unit 236

## Operate plant to maintain the quality of pool water

236.5

Be able to maintain plant in working order

### Assessment Criteria

The learner can:

1. carry out regular **tests**, visual and audible **checks** and routine maintenance according to the prescribed maintenance schedule and log sheet requirements
2. identify any items which need repair and report these to the responsible colleague
3. take the appropriate action when the normal operating procedures are not being met
4. log and report energy and water usage figures, taking appropriate action to deal with wasteful losses and leaks to maintain the efficiency and safety of the plant
5. monitor the alarms and respond to them following normal operating procedures and the emergency action plan
6. complete all the necessary records
7. make records available to the responsible colleague when required
8. follow all relevant legislation and meet recommended operating conditions at all times.

### Range

#### Tests and checks

Rates of energy use, rates of flow, levels of pressure, levels of temperature, measuring and control, alarms, energy saving devices, levels of chemicals in storage and dosing tanks

#### Plant systems

Filtration, disinfection, heating, pressure, measuring and control

#### Routine maintenance to ensure

Plant efficiency, plant effectiveness, plant economy



## Unit 236

## Operate plant to maintain the quality of pool water

236.6

Know how to ensure the quality of water

### Assessment Criteria

The learner can:

1. state the importance of maintaining the quality and temperature of the water
2. outline the basic principles involved in maintaining water quality
3. identify the tests and checks which need to be carried out in order to monitor the quality and temperature of the water
4. describe how to carry out tests and checks on the quality and temperature of the water
5. describe the remedial actions required for a range of chemical contaminants and biological releases into the pool
6. describe the importance of uncontaminated test equipment
7. describe how to ensure test equipment is not contaminated
8. outline the water temperatures which are appropriate for a range of different activities
9. describe the types of corrective action to take when water quality and temperature do not meet standards.

## Unit 236

## Operate plant to maintain the quality of pool water

236.7

Be able to ensure the quality of water

### Assessment Criteria

The learner can:

1. carry out the regular **tests, monitoring** and **sensory inspections** according to prescribed water test procedures
2. check the water clarity to ensure it remains in optimum condition
3. pay careful and ongoing attention to the alarms which monitor water quality
4. make sure that test equipment is free from contamination
5. take water **samples** in a way that conforms to normal operating procedures
6. take corrective action when normal operating procedures are not being met and in response to bacteriological test results including:
  - faecal
  - diarrhoeal
  - vomit
  - blood
  - microbiological
7. complete all the necessary records accurately and legibly
8. make records available to the responsible colleague when required
9. follow all relevant legislation and other safety requirements at all time.

### Range

#### Tests and monitoring

PH, free and combined disinfectant levels, air and water temperatures, relative humidity, fresh water dilution, pool loading, plant running time, microbiological

#### Sensory inspections

Water clarity, water quality, algae, foaming, dissolved particulate matter, scum lines, the cleanliness of the pool surround

#### Samples

The calibration of automatic controls, water balance, total dissolved solids, alkalinity, calcium hardness, bacteria

## **Unit 236                      Operate plant to maintain the quality of pool water**

### **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:

- All types of systems
- All type of records
- All type of tests and checks
- All type of plants
- All type of routine maintenance
- All type of tests and monitoring
- All type of sensory inspections
- All type of samples

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 3.4, 3.5, 5.2, 5.3, 5.5 and 5.6 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 this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **Unit 236                      Operate plant to maintain the quality of pool water**

### **Assessment and grading**

The assessment and grading for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services NVQ Certificate in (QCF) can be met through the following ways as listed below.

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

These can be assessed by:

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

Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is operating plant to maintain the quality of pool water

#### **Learning Outcome 3**

When starting up and shutting down plant, the learner must cover all of the following types:

##### **a   systems**

- 1 Circulation (including pumps)
- 2 Filtration (including strainers and filters)
- 3 Disinfection (including storage and dosing tanks, pumps)
- 4 Heating (including calorifiers, heat exchangers)
- 5 Coagulation (including dosing tanks, pumps)
- 6 Pressure gauges
- 7 Measuring (automatic dosing, testing)
- 8 Control (including calibration and control systems)

with all of the following types:

##### **b   records**

- 1 start up and shut down times
- 2 inlet and outlet pressures
- 3 water and air temperatures
- 4 results of chemical tests
- 5 variations from normal start-up and shut-down procedures
- 6 suggestions for improving normal operating procedures
- 7 Chemical levels (bulk and day tank levels and gas pressures – where appropriate)

## Learning Outcome 5

When maintaining plant in working order, the learner must cover all of the following types:

### **a tests and checks**

- 1 rates of energy use
- 2 rates of flow
- 3 levels of pressure
- 4 levels of temperature
- 5 measuring and control
- 6 alarms
- 7 energy saving devices
- 8 levels of chemicals in storage and dosing tanks

with all of the following types:

### **b plant systems**

- 1 filtration
- 2 disinfection
- 3 heating
- 4 pressure
- 5 measuring and control

with all of the following types:

### **c routine maintenance** to ensure

- 1 plant efficiency
- 2 plant effectiveness
- 3 plant economy

## Learning Outcome 7

When ensuring the quality of water, the learner must cover all of the following types:

### **a tests and monitoring**

- 1 pH
- 2 free and combined disinfectant levels
- 3 air and water temperatures
- 4 relative humidity
- 5 fresh water dilution
- 6 pool loading
- 7 plant running time
- 8 microbiological

with all of the following types:

**b sensory inspections**

- 1 water clarity
- 2 water quality
- 3 algae
- 4 foaming
- 5 dissolved particulate matter
- 6 scum lines
- 7 the cleanliness of the pool surround

with all of the following types:

**c samples**

- 1 the calibration of automatic controls
- 2 water balance
- 3 total dissolved solids
- 4 alkalinity
- 5 calcium hardness

## Unit 237

## Operate plant to provide and maintain an ice surface

**Level:** 2

**Credit value:** 4

### Unit aim

This unit covers the knowledge and competence that the learner needs to operate plant to provide and maintain an ice surface.

### Learning outcomes

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

- 237.1 Know how to operate plant to provide and maintain an ice surface
- 237.2 Know how to maintain ice plant
- 237.3 Be able to maintain ice plant
- 237.4 Know how to maintain ancillary ice rink equipment in working order
- 237.5 Be able to maintain ancillary ice rink equipment in working order
- 237.6 Know how to ensure the quality of the ice surface
- 237.7 Be able to ensure the quality of the ice surface

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit relates to the NOS from C26 - Operate plant to provide and maintain an ice surface

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

## Unit 237

## Operate plant to provide and maintain an ice surface

237.1

Know how to operate plant to provide and maintain an ice surface

### Assessment Criteria

The learner can:

1. outline the basic principles of creating and maintaining an ice surface
2. describe the manufacturer's instructions and the normal operating procedures for the plant
3. identify the chemicals commonly used in ice plant
4. for each chemical, identify:
  - its effect
  - the hazards associated with it
  - the control measures that must be put in place to ensure safe use
5. describe the emergency action plan for the plant
6. identify the records concerning the operation of the plant which need to be kept up to date
7. describe how to complete the necessary records
8. identify who is the responsible colleague to give records to, and report equipment needing repair to
9. Outline the basic requirements of the Health and Safety at Work Act and COSHH regulations as they apply to the operation of plant.



## Unit 237

## Operate plant to provide and maintain an ice surface

237.2

Know how to maintain ice plant

### Assessment Criteria

The learner can:

1. outline the importance of following instructions for the operation of the plant
2. describe how to set the systems correctly for a range of requirements
3. outline how to monitor the plant operation
4. identify:
  - normal rates of energy use
  - normal rates of energy flow
  - normal levels of pressure
  - normal temperature
5. outline how to take corrective action when the normal operating procedures are not met
6. outline the faults and alarms which may occur
7. describe how to respond correctly to faults and alarms.

## Unit 237

## Operate plant to provide and maintain an ice surface

237.3

Be able to maintain ice plant

### Assessment Criteria

The learner can:

1. make sure the **systems** are correctly set for daily programmes
2. monitor the **systems** and **gauges** for faults and alarms
3. check readings against previous data for trends
4. take the correct action to deal with any faults, alarms and trends promptly and according to manufacturers' guidelines
5. check to ensure that corrective action has resolved the issue
6. complete all the necessary **records** according to schedule accurately and legibly
7. make records available to the responsible colleague when required
8. follow all relevant legislation and other safety requirements at all times
9. follow the emergency action plan in the event of any emergencies.

### Range

#### Systems

Creating the conditions for the formation of an ice surface, associated measuring and control equipment

#### Gauges

Rates of flow, rates of pressure, levels of temperature, rates of energy use, density of the coolant medium

#### Records

Which compressor is operating, coolant medium pressure, coolant medium temperature, coolant medium density, energy use, air temperature, return temperature, outside air temperature, suggestions for improving normal operating procedures

## **Unit 237**

### **Operate plant to provide and maintain an ice surface**

237.4

Know how to maintain ancillary ice rink equipment in working order

#### **Assessment Criteria**

The learner can:

1. describe the importance of maintaining ancillary equipment in good working order
2. state the requirements of the maintenance schedule and log sheets
3. list the common types of ancillary equipment used in ice rinks
4. describe how to carry out the routine tests and maintenance required
5. outline how to identify items needing repair and what to do when they are found
6. outline how to test alarms.

## Unit 237

## Operate plant to provide and maintain an ice surface

237.5

Be able to maintain ancillary ice rink equipment in working order

### Assessment Criteria

The learner can:

1. carry out regular tests, checks and **routine maintenance** and ancillary equipment according to manufacturers' instructions
2. identify any items of **ancillary equipment** that need repair and report these to the responsible colleague
3. take the appropriate action when the normal operating procedures are not being met
4. ensure ancillary equipment is stored correctly according to legal requirements
5. monitor the alarms and respond to them following normal operating procedures and the emergency action plan
6. complete all the necessary records
7. make records available to the responsible colleague when required
8. follow all relevant legislation and other safety requirements at all times.

### Range

**Routine maintenance** to ensure  
Efficiency, effectiveness, economy

### Ancillary equipment

Resurfacer, edger, zipper/cherry picker, pallet truck, gas bottle carrier unit, lighting rigs, platforms, barrier/temporary barrier, glass/netting, seating, flooring/temporary flooring, skate hire boots, reground machine, ice pit, resurfacer garage, lockers, other ancillary equipment

## Unit 237

## Operate plant to provide and maintain an ice surface

237.6

Know how to ensure the quality of the ice surface

### Assessment Criteria

The learner can:

1. state the importance of maintaining the quality and temperature of the ice
2. outline the basic principles involved in maintaining the quality of an ice surface
3. describe the tests and checks which need to be carried out in order to check the quality and temperature of the ice
4. describe how to carry out tests and checks on the quality and temperature of the ice
5. describe the types of ice surface which are appropriate to a range of activities
6. describe the types of corrective action to take when ice quality and temperature do not meet standards.

## Unit 237

## Operate plant to provide and maintain an ice surface

237.7

Be able to ensure the quality of the ice surface

### Assessment Criteria

The learner can:

1. carry out the daily **tests, monitoring** and **sensory inspections** according to prescribed procedures
2. make sure that the ice surface is appropriate for the activities taking place
3. pay careful attention to, and monitor, the ice condition
4. where appropriate, take corrective action
5. pay careful and ongoing attention to the alarms which monitor the quality of the ice surface
6. measure the ice depth at prescribed points
7. take corrective action when normal operating procedures are not being met and in response to bacteriological test results
8. carry out routine **maintenance procedures** according to the maintenance schedule
9. complete all the necessary records accurately and legibly
10. make records available to the responsible colleague when required
11. follow all relevant legislation and other safety requirements at all times.

### Range

#### Tests and monitoring

Ice surface temperatures, inside air temperature, outside air temperature, relative humidity, incoming and outgoing coolant temperature, condition versus usage/activity

#### Sensory inspections

Wet patches/lines/areas/exits, objects/debris, cracks/holes, discolouration/texture of the ice surface, irregularities

#### Maintenance procedures

Wet resurface, dry resurface, cross resurface, double ice resurfacers, manual resurface, edge, flooding, temperature changes, ice pebbling, ice scraping

## Unit 237

## Operate plant to provide and maintain an ice surface

### 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:

- All types of systems
- All type of gauges
- All type of records
- All type of routine maintenance
- All types of ancillary equipment
- All type of tests and monitoring
- All type of sensory inspections
- All type of maintenance procedures

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 3.4, 3.5, 5.2, 5.3, 5.5, and 5.6 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 this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## Unit 237

## Operate plant to provide and maintain an ice surface

### Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services NVQ Certificate in (QCF) can be met through the following ways as listed below.

#### Learning Outcomes 1, 2, 4 and 6

These can be assessed by:

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

Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is operating plant to provide and maintain an ice surface

#### Learning Outcome 3

When maintaining the ice plant, the learner must cover all of the following types:

##### **a systems**

- 1 creating the conditions for the formation of an ice surface
- 2 associated measuring and control equipment

with all of the following types:

##### **b gauges**

- 1 rates of flow
- 2 rates of pressure
- 3 levels of temperature
- 4 rates of energy use
- 5 density of the coolant medium

with all of the following types:

##### **c records**

- 1 which compressor is operating
- 2 coolant medium pressure
- 3 coolant medium temperature
- 4 coolant medium density
- 5 energy use
- 6 air temperature
- 7 return temperature
- 8 outside air temperature
- 9 suggestions for improving normal operating procedures



### **Learning Outcome 5**

When maintaining ancillary ice rink equipment in working order, the learner must cover all of the following types:

**a routine maintenance** to ensure

- 1 efficiency
- 2 effectiveness
- 3 economy

with all of the following types:

**b ancillary equipment**

- 1 resurfacer
- 2 edger
- 3 zipper/cherry picker
- 4 pallet truck
- 5 gas bottle carrier unit
- 6 lighting rigs
- 7 platforms
- 8 barrier/temporary barrier
- 9 glass/netting
- 10 seating
- 11 flooring/temporary flooring
- 12 skate hire boots
- 13 regrind machine
- 14 ice pit
- 15 resurfacer garage
- 16 lockers
- 17 other ancillary equipment

### **Learning Outcome 7**

When ensuring the quality of the ice surface, the learner must cover all of the following types:

**a tests and monitoring**

- 1 ice surface temperatures
- 2 inside air temperature
- 3 outside air temperature
- 4 relative humidity
- 5 incoming and outgoing coolant temperature
- 6 condition versus usage/activity

with all of the following types:

**b sensory inspections**

- 1 wet patches/lines/areas/exits
- 2 objects/debris
- 3 cracks/holes
- 4 discolouration/texture of the ice surface
- 5 irregularities

with all of the following types:

**c maintenance procedures**

- 1 wet resurface
- 2 dry resurface
- 3 cross resurface
- 4 double ice resurfacers
- 5 manual resurface
- 6 edge
- 7 flooding
- 8 temperature changes
- 9 ice pebbling
- 10 ice scraping

## Unit 238

## Carry out maintenance and minor repairs

**Level:** 2

**Credit value:** 3

### Unit aim

This unit is about performing maintenance and minor repairs to items both within buildings and outside.

Carrying out such repairs and maintenance will involve the use of hand tools and equipment and working carefully to ensure that the area where the work has been carried out is still in keeping with the surrounding area. It is important that after repairs and maintenance have been carried out all items are functioning as they should.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 238.1 Understand how to prepare to carry out maintenance and minor repairs
- 238.2 Understand how to carry out maintenance and minor repairs
- 238.3 Be able to prepare to carry out maintenance and minor repairs
- 238.4 Be able to carry out maintenance and minor repairs

### Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This QCF unit was developed from NOS C2 17

### Endorsement by a sector or other appropriate body

This unit is supported by Asset Skills

## **Unit 238**

238.1

## **Carry out maintenance and minor repairs**

Understand how to prepare to carry out maintenance and minor repairs

### **Assessment Criteria**

The learner can:

1. state the type and amount of maintenance and repair work that is required
2. describe how environmental and other site conditions can influence how work is carried out
3. state which tools and equipment are appropriate for the task
4. describe the importance of carrying out preparatory work before carrying out repairs
5. describe the importance of protecting the surrounding area
6. state methods which can be used to protect the surrounding area.

## Unit 238

238.2

## Carry out maintenance and minor repairs

Understand how to carry out maintenance and minor repairs

### Assessment Criteria

The learner can:

1. describe safe, approved working practices for carrying out the work
2. describe how to make sure that the surrounding areas are maintained during maintenance and repair
3. describe the importance of retaining the items to be replaced
4. describe how to check that items that have been repaired function correctly and why this should be done
5. describe the organisational requirements for reporting any maintenance and repair work that they are not competent to carry out
6. describe methods of cleaning tools and equipment
7. state the importance of cleaning tools and equipment after use
8. state where tools, equipment and un-used materials should be stored.

## **Unit 238**

238.3

## **Carry out maintenance and minor repairs**

Be able to prepare to carry out maintenance and minor repairs

### **Assessment Criteria**

The learner can:

1. identify the items that need maintenance and the repair work required
2. assess that environmental and other site conditions are suitable to be able to carry out maintenance and repairs
3. select the hand tools and equipment that are the most appropriate for the task
4. protect the immediate surrounding areas throughout the preparations and the work
5. apply the appropriate method for repairing damaged areas or surfaces for repair.

## Unit 238

238.4

## Carry out maintenance and minor repairs

Be able to carry out maintenance and minor repairs

### Assessment Criteria

The learner can:

1. use safe and approved working practices and techniques
2. isolate any electrical supplies
3. ensure that there are no adverse effects to the finished items or appearance of the surrounding areas
4. check that replacement items function correctly and operate safely
5. check that the working and surrounding areas match following maintenance and repair work
6. report any maintenance or repair work that they are not competent to carry out
7. report any cleaning requirements that cannot be carried out
8. clean tools and equipment after use
9. secure tools, equipment and used materials in the correct storage area.

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**Level:** 2

**Credit value:** 3

**Unit aim**

This unit covers the knowledge and competence that the learner needs to prepare hard standings and paths for caravans

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

- 239.1 Know how to mark out and prepare the area
- 239.2 Be able to mark out and prepare the area
- 239.3 Know how to apply the correct finish to the area
- 239.4 Be able to apply the correct finish to the area

**Guided learning hours**

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary

**Details of the relationship between the unit and relevant national standards**

This unit relates to the C223 - Prepare hard standings and paths for caravans

**Endorsement by a sector or other appropriate body**

This unit is endorsed by SkillsActive

## **Unit 239**

## **Prepare hard standings and paths for caravans**

### **239.1 Know how to mark out and prepare the area**

#### **Assessment Criteria**

The learner can:

1. outline own responsibilities with regard to statutory regulations for siting caravans
2. describe how to make sure the area is marked out and levels set correctly
3. state how to identify and isolate gas and electricity services
4. describe the legal requirements covering the need for competence testing for staff working with services such as gas and electricity
5. describe the need for supervision by approved contractors during learning and assessment
6. describe how to prepare sites, remove soil, and site services.

## Unit 239

## Prepare hard standings and paths for caravans

239.2

Be able to mark out and prepare the area

### Assessment Criteria

The learner can:

1. remove all obstructions and debris from the area
2. mark out the area, ensuring there is a **statutory distance** from adjacent pitches
3. make sure that the size and alignment of the hard standing and path meet the specification
4. locate, identify and make safe the main **services**
5. excavate the area removing spoil and surplus
6. protect and maintain the existing **services** for reuse.

### Range

#### Statutory distance

Model standards, local bye-laws, site licence conditions

#### Service

Gas, water, electricity, sewerage, telephone, television

## **Unit 239**

### **Prepare hard standings and paths for caravans**

239.3

Know how to apply the correct finish to the area

#### **Assessment Criteria**

The learner can:

1. state the types of material that are suitable for the base
2. state the types of material suitable for top/finish of base
3. outline the durability of materials and other reasons for selection
4. outline the reasons for shuttering
5. outline the reasons for compacting the sub-base
6. outline the reasons for protecting both the site and the pitch.

## Unit 239

## Prepare hard standings and paths for caravans

239.4

Be able to apply the correct finish to the area

### Assessment Criteria

The learner can:

1. provide a sub-base that is level and stable, using **material** appropriate to intended use
2. use work methods that meet the requirements of the unit to be installed
3. apply the **top/finish** to meet specifications
4. protect the site while work is in progress
5. reinstate the surrounding area, making sure access is safe and clear.

### Range

#### Material

Base hard core, intermediate hard core

#### Top/finish

Concrete, chippings, shuttering

## **Unit 239                      Prepare hard standings and paths for caravans**

### **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:

- All types of statutory distance
- Three types of service
- One type of material
- Two types of top/finish

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.

#### **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 239                      Prepare hard standings and paths for caravans**

### **Assessment and grading**

The assessment and grading for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services NVQ Certificate in (QCF) can be met through the following ways as listed below.

#### **Learning Outcomes 1 and 3**

These can be assessed by:

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

Learning Outcomes 2 and 4 must be assessed using workplace evidence generated when the learner is preparing hard standings and paths for caravans

#### **Learning Outcome 2**

When marking out and preparing the area, the learner must cover all of the following types:

##### **a    statutory distance**

- 4    model standards
- 5    local bye-laws
- 6    site licence conditions

with 3 of the following types:

##### **b    service**

- 1    gas
- 2    water
- 3    electricity
- 4    sewerage
- 5    telephone
- 6    television

#### **Learning Outcome 4**

When applying the correct finish to the area, the learner must cover 1 of the following types:

##### **a    material**

- 1    base hard core
- 2    intermediate hard core

with 2 of the following types:

##### **b    top/finish**

- 1    concrete
- 2    chippings
- 3    shuttering

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## Unit 240

## Use and maintain pedestrian controlled powered equipment

**Level:** 2

**Credit value:** 3

### Unit aim

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

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

- 240.1 Be able to use and maintain pedestrian controlled powered equipment
- 240.2 Be able to work safely and minimise environmental damage
- 240.3 Know how to use and maintain pedestrian controlled powered equipment
- 240.4 Know the operating principles of powered equipment
- 240.5 Know the current health and safety legislation and environmental practice

### Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit relates to the NOS - O29NL27.1, 2

### Endorsement by a sector or other appropriate body

Lantra – The Sector Skills Council for Land-based and Environmental Industries

## **Unit 240**

### **Use and maintain pedestrian controlled powered equipment**

240.1

Be able to use and maintain pedestrian controlled powered equipment

#### **Assessment Criteria**

The learner can:

1. ensure the pedestrian controlled power equipment is safe and in good working order
2. use equipment according to manufacturer's instructions and legal regulatory requirements
3. clean and store equipment correctly after use
4. maintain pedestrian controlled power equipment in accordance with manufacturer's instructions.
5. select and use the appropriate personal protective clothing and equipment
6. identify any problems with the equipment and take the correct action.

## **Unit 240**

### **Use and maintain pedestrian controlled powered equipment**

240.2

Be able to work safely and minimise environmental damage

#### **Assessment Criteria**

The learner can:

1. work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
2. carry out work in a manner which minimises environmental damage
3. dispose of waste safely and correctly.

## Unit 240

## Use and maintain pedestrian controlled powered equipment

240.3

Know how to use and maintain pedestrian controlled powered equipment

### Assessment Criteria

The learner can:

1. list the main hazards and risks associated with using the pedestrian controlled powered equipment and describe appropriate action
2. explain the importance of operating equipment in line with manufacturer's instructions.
3. describe methods of checking and maintaining the equipment for use covering:
  - correct pre-use checks
  - correct start-up procedure
  - use appropriate work method
  - correct stopping procedure
  - correct post-use maintenance
  - reporting problems to the appropriate person

## **Unit 240**

### **Use and maintain pedestrian controlled powered equipment**

240.4

Know the operating principles of powered equipment

#### **Assessment Criteria**

The learner can:

1. explain the operating differences between two and four-stroke engines
2. explain the principles of operating lines of drive – clutch, v-belts, chains
3. describe the basic differences between petrol and diesel engines.

## **Unit 240**

### **Use and maintain pedestrian controlled powered equipment**

240.5

Know the current health and safety legislation and environmental practice

#### **Assessment Criteria**

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements.
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste.

## Unit 241

## Use and maintain ride-on powered equipment

**Level:** 2

**Credit value:** 3

### Unit aim

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

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

- 241.1 Be able to set up, use and maintain ride-on powered equipment
- 241.2 Be able to work safely and minimise environmental damage
- 241.3 Know how to use and maintain ride-on powered equipment
- 241.4 Know the operating principles of powered equipment
- 241.5 Know the current health and safety legislation and environmental good practice

### Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit relates to the NOS - O29NL27.1, 2

### Endorsement by a sector or other appropriate body

Lantra – The Sector Skills Council for Land-based and Environmental Industries

## **Unit 241**

241.1

## **Use and maintain ride-on powered equipment**

Be able to set up, use and maintain ride-on powered equipment

### **Assessment Criteria**

The learner can:

1. ensure that the ride-on powered equipment is safe and in good working order
2. select and use the correct personal protective clothing and equipment
3. set up and use ride-on powered equipment in accordance with the manufacturers instructions and legal requirements
4. maintain chippers and/or shredders in accordance with manufacturer's instructions
5. identify any problems with the ride-on powered equipment and take appropriate action
6. clean and store the equipment correctly after use.



## **Unit 241**

241.2

## **Use and maintain ride-on powered equipment**

Be able to work safely and minimise environmental damage

### **Assessment Criteria**

The learner can:

1. work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
2. carry out work in a manner which minimises environmental damage
3. dispose of waste safely and correctly.

## Unit 241

241.3

## Use and maintain ride-on powered equipment

Know how to use and maintain ride-on powered equipment

### Assessment Criteria

The learner can:

1. describe methods of checking and maintaining the equipment ready for use covering:
  - correct pre-use checks
  - correct start-up procedure
  - use appropriate work method
  - correct stopping procedure
  - correct post-use maintenance
2. reporting problems to the appropriate person
3. list the main hazards and risks associated with using the ride-on powered equipment and state appropriate action
4. explain the importance of operating equipment in line with manufacturers' instructions.
5. describe the types of problems that may occur with the equipment and how to deal with each of these appropriately.

## **Unit 241**

241.4

## **Use and maintain ride-on powered equipment**

Know the operating principles of powered equipment

### **Assessment Criteria**

The learner can:

1. describe the operating differences between two and four- stroke engines
2. describe the principles of operating lines of drive – clutch, v-belts, chains
3. describe the basic differences between a petrol and diesel engine.

## **Unit 241**

241.5

## **Use and maintain ride-on powered equipment**

Know the current health and safety legislation and environmental good practice

### **Assessment Criteria**

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements
2. describe how environmental damage can be minimised.

## Unit 242

## Use and maintain chippers and/or shredders

**Level:** 2

**Credit value:** 3

### Unit aim

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

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 242.1 Be able to use and maintain chippers and/or shredders
- 242.2 Be able to work safely and minimise environmental damage
- 242.3 Know how to use and maintain chippers and / or shredders
- 242.4 Know the current health and safety legislation and environmental good practice

### Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit relates to the NOS - O29NL27.1, 2

### Endorsement by a sector or other appropriate body

Lantra – The Sector Skills Council for Land-based and Environmental Industries

## **Unit 242**

242.1

## **Use and maintain chippers and/or shredders**

Be able to use and maintain chippers and/or shredders

### **Assessment Criteria**

The learner can:

1. make sure that the chippers and / or shredders are in safe and good working order
2. select and use the correct personal protective clothing and equipment
3. set up and use the chippers and or shredders in accordance with the manufacturer's instructions and legal requirements
4. maintain chippers and/or shredders in accordance with manufacturer's instructions.
5. identify any problems with the chippers and / or shredders and take the correct action
6. clean and store the equipment correctly after use.

## **Unit 242**

242.2

## **Use and maintain chippers and/or shredders**

Be able to work safely and minimise environmental damage

### **Assessment Criteria**

The learner can:

1. work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
2. carry out work in a manner which minimises environmental damage
3. dispose of waste safely and correctly.

## Unit 242

242.3

## Use and maintain chippers and/or shredders

Know how to use and maintain chippers and / or shredders

### Assessment Criteria

The learner can:

1. list the main hazards and risks associated with using chippers and / or shredders and action to be taken
2. explain the importance of operating equipment in line with manufacturer's instructions
3. describe methods of preparing and maintaining the equipment for use covering
  - correct pre-use checks
  - correct start-up procedure
  - use appropriate work method
  - correct stopping procedure
  - correct post-use maintenance
  - reporting problems to the appropriate person
4. describe the types of problems that may occur with the equipment and describe how to deal with each of these correctly
5. describe types of protective clothing and explain why it must be worn.



## **Unit 242**

242.4

## **Use and maintain chippers and/or shredders**

Know the current health and safety legislation and environmental good practice

### **Assessment Criteria**

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements
2. describe how environmental damage can be minimised.

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## Unit 243

## Use and maintain non-powered and hand held powered tools and equipment

**Level:** 2

**Credit value:** 3

### Unit aim

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

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 243.1 Be able to use and maintain non- powered and hand held powered tools and equipment
- 243.2 Be able to work safely and minimise environmental damage
- 243.3 Know how to use and maintain the tools and equipment
- 243.4 Know the current health and safety legislation and good environmental practice

### Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit relates to the NOS - O29NL27.1, 2

### Endorsement by a sector or other appropriate body

Lantra – The Sector Skills Council for Land-based and Environmental Industries

## **Unit 243**

## **Use and maintain non-powered and hand held powered tools and equipment**

243.1

Be able to use and maintain non- powered and hand held powered tools and equipment

### **Assessment Criteria**

The learner can:

1. ensure that the equipment is safe and in good working order
2. select and use the correct personal protective clothing and equipment
3. set up and use the equipment and machinery in accordance with the manufacturer's instructions and legal regulatory requirements
4. maintain non-powered and hand held equipment in accordance with manufacturer's instructions.
5. identify any problems with the equipment and take appropriate action
6. clean and store equipment correctly after use.

## **Unit 243**

### **Use and maintain non-powered and hand held powered tools and equipment**

243.2

Be able to work safely and minimise environmental damage

#### **Assessment Criteria**

The learner can:

1. work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
2. carry out work in a manner which minimises environmental damage
3. dispose of waste safely and correctly.

## **Unit 243**

## **Use and maintain non-powered and hand held powered tools and equipment**

243.3

Know how to use and maintain the tools and equipment

### **Assessment Criteria**

The learner can:

1. explain the importance of using equipment in line with manufacturers' instructions.
2. describe the pre-operational checks and the methods of maintaining the equipment for use
3. list the main hazards and risks associated with using the equipment
4. describe the types of problems that may occur with the equipment and how to deal with each of these correctly
5. state the types of protective clothing and the reasons why it must be worn.

## **Unit 243**

### **Use and maintain non-powered and hand held powered tools and equipment**

243.4

Know the current health and safety legislation and good environmental practice

#### **Assessment Criteria**

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements
2. describe how environmental damage can be minimised.

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**Level:** 2

**Credit value:** 3

**Unit aim**

To maintain grounds through regular maintenance that is undertaken safely, in line with set procedures and in appropriate conditions. It includes

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

- 244.1 Know how to carry out maintenance, and the appropriate conditions for doing so
- 244.2 Carry out maintenance according to given instructions
- 244.3 Understand how to remove debris and litter from the area, and why this is important
- 244.4 Remove any unwanted debris and litter as instructed

**Guided learning hours**

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary

**Details of the relationship between the unit and relevant national standards**

This unit relates to the Asset Skills Property and Caretaking Operations NOS - Unit 7 Maintain grounds

**Endorsement by a sector or other appropriate body**

Asset Skills

## **Unit 244**

244.1

## **Maintain grounds of premises and facilities**

Know how to carry out maintenance, and the appropriate conditions for doing so

### **Assessment Criteria**

The learner can:

1. state the required personal protective equipment and why it is important to wear it
2. state the tools and equipment available for use, and which are the most appropriate for the work
3. explain why it is important to carry out maintenance only when the ground conditions and weather are suitable, and what these conditions are.

## **Unit 244**

244.2

## **Maintain grounds of premises and facilities**

Carry out maintenance according to given instructions

### **Assessment Criteria**

The learner can:

1. choose the personal protective equipment, hand tools and equipment which are most suitable for the task
2. carry out maintenance when the weather and ground conditions are suitable and at the appropriate times
3. minimise damage and degradation to the area when maintaining grounds.

## **Unit 244**

244.3

## **Maintain grounds of premises and facilities**

Understand how to remove debris and litter from the area, and why this is important

### **Assessment Criteria**

The learner can:

1. give examples of debris and litter that may need to be removed from grounds
2. state why it is important to correctly identify the nature of debris and litter, and the appropriate methods for disposing of these different types of refuse
3. state how and where unwanted debris and litter should be disposed of, and to whom queries regarding their safe disposal should be directed
4. state the requirements regarding the segregation of waste for disposal and recycling, why these must be adhered to, and the possible consequences of not doing so
5. list the collection points to which waste containers must be transferred.

## **Unit 244**

244.4

## **Maintain grounds of premises and facilities**

Remove any unwanted debris and litter as instructed

### **Assessment Criteria**

The learner can:

1. identify the nature of any unwanted debris or litter
2. using the appropriate methods, clear any unwanted debris from the area, and dispose in accordance with safe practice
3. report any hazardous items or problems affecting the maintenance of the area to the relevant person
4. seek advice regarding the removal and disposal of hazardous items
5. make sure completed work areas meet the requirements of the work specification.

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## Unit 245

## Monitor and maintain electrical and plumbing services

**Level:** 2

**Credit value:** 4

### Unit aim

To carry out basic electrical and plumbing maintenance for which appropriate training has previously been complete.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

- 245.1 Understand how to safely prepare to carry out plumbing and electrical maintenance
- 245.2 Safely prepare to carry out maintenance
- 245.3 Know how to carry out basic electrical and plumbing maintenance
- 245.4 Carry out basic electrical and plumbing maintenance according to instructions
- 245.5 Understand how to carry out post-maintenance checks
- 245.6 Carry out the necessary post-maintenance checks

### Guided learning hours

It is recommended that **38** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit relates to the Asset Skills Property and Caretaking Operations - Unit 11 Monitor and maintain electrical and plumbing services

### Endorsement by a sector or other appropriate body

Asset Skills

## Unit 245

## Monitor and maintain electrical and plumbing services

245.1

Understand how to safely prepare to carry out plumbing and electrical maintenance

### Assessment Criteria

The learner can:

1. state the type of maintenance or repair:
  - that is required and its extent,
  - is within own competence and responsibility
2. outline the safety regulations and approved codes of practice relevant to electrical and plumbing maintenance
3. explain why it is important to always adhere to safety regulations and codes of practice
4. state the importance of wearing personal protective equipment
5. identify which tools and equipment are most appropriate for the task
6. describe the actions which must be taken to warn others of maintenance work
7. describe how to isolate equipment from the supply
8. state why equipment must be isolated before maintenance is started
9. state where to turn off the supply.



## Unit 245

## Monitor and maintain electrical and plumbing services

245.2

Safely prepare to carry out maintenance

### Assessment Criteria

The learner can:

1. choose tools, equipment and personal protective equipment appropriate to the task
2. explain why it is important to prevent faulty equipment from being used
3. before starting maintenance, isolate the equipment from the supply
4. warn others of the work being carried out and the potential impact on premises and facilities.

## **Unit 245**

## **Monitor and maintain electrical and plumbing services**

245.3

Know how to carry out basic electrical and plumbing maintenance

### **Assessment Criteria**

The learner can:

1. describe how to remove faulty components
2. state the consequences of failing to dispose of faulty components correctly
3. explain why it is important to use the correct replacement parts
4. describe the appropriate methods for removing damaged parts and fitting replacement component parts
5. give examples of necessary adjustments and how to make them.

## **Unit 245**

## **Monitor and maintain electrical and plumbing services**

245.4

Carry out basic electrical and plumbing maintenance according to instructions

### **Assessment Criteria**

The learner can:

1. use approved safe working practices throughout the task
2. remove faulty components and dispose of them appropriately
3. remove damaged parts and fit replacement parts or components
4. connect the appropriate fittings and components according to procedures and manufacturer's instructions
5. make any necessary adjustments and reassemble the equipment following maintenance
6. report to the appropriate person any maintenance that cannot be completed
7. reconnect the supply according to procedures.

## **Unit 245**

## **Monitor and maintain electrical and plumbing services**

245.5

Understand how to carry out post-maintenance checks

### **Assessment Criteria**

The learner can:

1. state the procedures for reconnecting supply
2. describe how to check that equipment is working properly following maintenance
3. explain why it is important to leave equipment clean and safe to use.

## **Unit 245**

## **Monitor and maintain electrical and plumbing services**

245.6

Carry out the necessary post-maintenance checks

### **Assessment Criteria**

The learner can:

1. check equipment is working correctly following maintenance
2. return tools and equipment to the appropriate area in a condition ready for their next use.

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## Unit 246

## Maintain site security and safety

**Level:** 2

**Credit value:** 3

### Unit aim

To maintain the safety and security of the site by following security monitoring procedures. This includes monitoring the security systems, checking equipment and reporting to the appropriate member/s of staff. It includes understanding the organisation's security requirements and your role in relation to them.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- 246.1 Understand the principles of site security and safety
- 246.2 Carry out site security monitoring according to instructions
- 246.3 Understand how to monitor security systems
- 246.4 Carry out the appropriate checks on security and emergency equipment

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit relates to the Asset Skills Property and Caretaking Operations NOS - Unit 8 Maintain site security and safety

### Endorsement by a sector or other appropriate body

Asset Skills

## Unit 246

246.1

## Maintain site security and safety

Understand the principles of site security and safety

### Assessment Criteria

The learner can:

1. describe the equipment checks and personal safety precautions which must be taken, and the consequences of not doing so
2. give examples of the types of security breach which could occur
3. state the person(s) to whom any security breach should be reported, and the consequences of not doing so
4. describe the limits of own competence and responsibility for rectifying security breaches, and how to rectify them
5. state the organisation's requirements and own personal instructions for security monitoring, and why it is important that these are followed correctly
6. describe why it is important to keep accurate records, what the records should contain and where they should be stored
7. identify the other people involved in maintaining site security and why it is important to liaise with them.



## **Unit 246**

246.2

## **Maintain site security and safety**

Carry out site security monitoring according to instructions

### **Assessment Criteria**

The learner can:

1. follow instructions for carrying out security monitoring
2. take all necessary precautions to minimise risk to self and others during security monitoring
3. liaise with others involved when maintaining site security
4. identify breaches of security
5. report any breaches of security to the appropriate person.

## **Unit 246**

246.3

## **Maintain site security and safety**

Understand how to monitor security systems

### **Assessment Criteria**

The learner can:

1. describe the checks which must be carried out on security and emergency equipment, and the regularity with which this must be done
2. describe how to recognise malfunctions and/or damage to the equipment
3. identify the person to whom equipment malfunctions should be reported, and the possible consequences of failing to do this.

## **Unit 246**

246.4

## **Maintain site security and safety**

Carry out the appropriate checks on security and emergency equipment

### **Assessment Criteria**

The learner can:

1. carry out the necessary checks on security and emergency equipment according to manufacturers' instructions and legislative requirements
2. promptly report any equipment malfunction
3. take action to address security and safety issues, within the limits of own competence and responsibility
4. keep accurate records of the outcomes of safety and security monitoring, and store them appropriately.

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## Unit 247

## Check and maintain sport/play surfaces and equipment

**Level:** 2

**Credit value:** 3

### Unit aim

This unit covers the knowledge and competence that the learner needs to check and maintain sport/play surfaces and equipment.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

- 247.1 Know how to check and maintain sites, surfaces equipment and perimeters
- 247.2 Know how to check sites, surfaces, equipment and perimeters
- 247.3 Be able to check sites, surfaces, equipment and perimeters
- 247.4 Know how to maintain sites, surfaces, equipment and perimeters
- 247.5 Be able to maintain sites, surfaces, equipment and perimeters

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit relates to the NOS from C235 - Check and maintain sport/play surfaces and equipment

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

## **Unit 247**

## **Check and maintain sport/play surfaces and equipment**

247.1

Know how to check and maintain sites, surfaces equipment and perimeters

### **Assessment Criteria**

The learner can:

1. identify relevant standards for sites, surfaces, equipment and perimeters
2. identify relevant industry codes of practice
3. describe relevant regulations
4. identify safeguards to protect the work environment
5. describe the organisation's recording and reporting procedures.

## Unit 247

## Check and maintain sport/play surfaces and equipment

247.2

Know how to check sites, surfaces, equipment and perimeters

### Assessment Criteria

The learner can:

1. identify information for identifying and inspecting the site, surfaces, equipment and perimeters
2. identify methods of interpreting schedules and checklists
3. list types of visual check
4. describe the organisation's recording and reporting procedures
5. list methods of providing evidence
6. describe reasons for, and methods of, taking facilities out of service
7. identify responsibilities and accountabilities relating to the completion of inspection schedules and checklists
8. identify methods of identifying, selecting and obtaining the resources (equipment and materials) needed for maintenance.

## Unit 247

## Check and maintain sport/play surfaces and equipment

247.3

Be able to check sites, surfaces, equipment and perimeters

### Assessment Criteria

The learner can:

1. locate the areas to be inspected and maintained
2. **check** all the items on the maintenance and inspection checklist and identify their immediate and future maintenance needs
3. identify any items additional to the checklist during **visual inspection** and record these
4. report any additional items that are beyond own level of competence to maintain, to the responsible person.

### Range

#### Checks for

Vandalism, misuse of equipment, safety of equipment, site security, contaminants

#### Visual inspection of

Site, surfaces, equipment, perimeters



## **Unit 247**

### **Check and maintain sport/play surfaces and equipment**

247.4

Know how to maintain sites, surfaces, equipment and perimeters

#### **Assessment Criteria**

The learner can:

1. identify information relating to materials, methods and services used in the maintenance processes
2. identify methods and techniques for maintaining sites, surfaces, equipment and perimeters
3. describe the limits of own authority in carrying out maintenance activities
4. identify methods of disposing of hazardous and non-hazardous waste and surplus resources.

## Unit 247

## Check and maintain sport/play surfaces and equipment

247.5

Be able to maintain sites, surfaces, equipment and perimeters

### Assessment Criteria

The learner can:

1. use effective and appropriate materials and **methods** to maintain the site, surfaces, equipment and perimeters
2. take measures to protect the work environment
3. dispose of unwanted materials following legal requirements and the organisation's procedures.

### Range

### Methods

Repair, cleaning, brushing, replacement, treatment, protection, re-levelling of loose fill

## **Unit 247                      Check and maintain sport/play surfaces and 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:

- All types of checks
- All types of visual inspection
- Four types of methods

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 3.3 and 3.4 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 this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **Unit 247                      Check and maintain sport/play surfaces and equipment**

### **Assessment and grading**

The assessment and grading for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services NVQ Certificate in (QCF) can be met through the following ways as listed below.

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

These can be assessed by:

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

Learning Outcomes 3 and 5 must be assessed using workplace evidence generated when the learner is checking and maintaining sport/play surfaces and equipment

#### **Learning Outcome 3**

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

##### **a    checks for**

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

with all of the following types:

##### **b    visual inspection of**

- 1    site
- 2    surfaces
- 3    equipment
- 4    perimeters

### **Learning Outcome 5**

When maintaining sites, surfaces, equipment and perimeters the learner must cover 4 of the following types:

#### **a methods**

- 1 repair
- 2 cleaning
- 3 brushing
- 4 replacement
- 5 treatment
- 6 protection
- 7 re-levelling of loose fill

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## Unit 322

## Contribute to environmental conservation in active leisure and recreation

**Level:** 3

**Credit value:** 6

### Unit aim

This unit covers the knowledge and competence that the learner needs to contribute to environmental conservation in active leisure and recreation.

### Learning outcomes

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

- 322.1: Know how to contribute to environmental conservation in active leisure and recreation
- 322.2: Know how to contribute to managing resources in a sustainable way
- 322.3: Be able to contribute to managing resources in a sustainable way
- 322.4: Know how to contribute to the good ecological management of outdoor areas
- 322.5: Be able to contribute to the good ecological management of outdoor areas
- 322.6: Know how to provide information and advice on environmental issues
- 322.7: Be able to provide information and advice on environmental issues

### Guided learning hours

It is recommended that **45** 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 standards

This unit relates to the NOS from C239 - Contribute to environmental conservation in active leisure and recreation

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

## Unit 322

## Contribute to environmental conservation in active leisure and recreation

322.1

Know how to contribute to environmental conservation in active leisure and recreation

### Assessment criteria

The learner can:

1. explain what is meant by:
  - environmental conservation
  - sustainability
  - bio-diversity
2. explain why environmental conservation is important to own organisation
3. outline the basic requirements of legislation that is relevant to environmental conservation
4. outline organisation's environmental management plan
5. outline own responsibilities relating to environmental conservation
6. outline available budgets and other organisational constraints
7. list agencies and other organisations that can provide information and advice on environmental conservation
8. describe how to make suggestions to improve environmental conservation in own organisation
9. describe why it is important to try to continuously improve environmental conservation.



## Unit 322

## Contribute to environmental conservation in active leisure and recreation

322.2

Know how to contribute to managing resources in a sustainable way

### Assessment criteria

The learner can:

- 1 explain why it is important to manage resources responsibly
- 2 identify the main methods an organisation can use to reduce waste in:
  - energy
  - water
  - materials
- 3 outline the types of resources an organisation can re-use
- 4 outline main methods by which an organisation can re-use resources and the procedures that should be followed
- 5 outline the types of resources an organisation can recycle
- 6 outline the main methods by which an organisation can recycle resources (including composting) and the procedures to follow
- 7 list the types of resources that have an impact on the environment
- 8 describe how the impact on the environment by use of resources can be minimised
- 9 describe why it is important to maintain equipment according to the manufacturers' instructions
- 10 describe the impact poorly maintained equipment can have on the environment
- 11 outline energy conservation and the use of 'green transport'
- 12 outline why it is important to use locally produced resources wherever possible.

## Unit 322

## Contribute to environmental conservation in active leisure and recreation

322.3

Be able to contribute to managing resources in a sustainable way

### Assessment criteria

The learner can:

- 1 identify and agree own **responsibilities for** managing resources
- 2 carry out own **responsibilities for** managing **resources** as agreed
- 3 maintain equipment according to manufacturers' instructions
- 4 get **advice and information** on managing **resources** in a sustainable way when needed
- 5 work within the budget and other organisational constraints
- 6 make suggestions on how to improve the management of **resources** within own organisation.

### Range

#### Responsibilities for

Pollution prevention, waste reduction, waste re-use, waste recycling (including composting), energy conservation (including the promotion of 'green' transport), water conservation and re-use, specifying, purchasing and using raw materials, products and equipment that have as little environmental impact as possible, using traditional methods and materials that are appropriate to own locality

#### Resources

Energy: all fuels and electricity, water, all other materials relevant to own job

#### Advice and information

From work colleagues, from external organisations

## Unit 322

## Contribute to environmental conservation in active leisure and recreation

322.4

Know how to contribute to the good ecological management of outdoor areas

### Assessment criteria

The learner can:

1. outline why it is important to sustain and develop:
  - boundaries, borders and buffer zones
  - formal gardens
  - grassland, moor, heath and other open areas
  - trees and woodland areas
  - rivers, streams, ponds and wetland areas
2. describe the main methods an organisation can use to sustain and develop:
  - boundaries, borders and buffer zones
  - formal gardens
  - grassland, moor, heath and other open areas
  - trees and woodland areas
  - rivers, streams, ponds and wetland areas
3. outline how to create 'wild areas', for example wildflower meadows
4. outline how to install features such as nesting boxes and log piles to attract and benefit wildlife
5. describe why it is important to use traditional materials and methods when constructing boundaries, paths and roads
6. describe the materials and methods that should be used to construct boundaries, paths and roads
7. list the types of building and other materials that should be avoided and why
8. state the main types of native species of plants on own site
9. identify the correct times and methods that should be used to plant and maintain the main types of native species of plants on own site, from the point of view of the health of the plant and the impact on local wildlife
10. describe how to deal with cuttings, for example grass cuttings, logs and prunings, in a way most appropriate to the site
11. describe why it is important to deal with cuttings in a way most appropriate to the site
12. state the main types of wildlife local to own site, in particular those that are vulnerable and in need of encouragement and protection
13. describe how to encourage and protect the main types of wildlife local to own site
14. list the types of plants and wildlife that should not be introduced
15. describe why it may be necessary to manage/encourage certain types of local wildlife
16. describe acceptable methods for managing/encouraging certain types of local wildlife
17. describe the difference between wanted and unwanted plants
18. describe how to manage unwanted plants
19. outline how to select and use chemicals (herbicides and pesticides) in a way that is not detrimental to the natural environment.
20. outline the requirement for appropriate chemical application certificates.

## Unit 322

## Contribute to environmental conservation in active leisure and recreation

322.5

Be able to contribute to the good ecological management of outdoor areas

### Assessment criteria

The learner can:

1. identify and agree own **responsibilities for** managing **outdoor areas** in ways that benefit wildlife
2. carry out own **responsibilities for** managing outside areas in ways that benefit wildlife
3. get **advice and information** on managing **outside areas** in ways that benefit wildlife when necessary
4. make suggestions on how to manage **outside areas** in ways that benefit wildlife.

### Range

#### Responsibilities for

Conserving and protecting existing wildlife and habitats, growing and planting trees and other plants (normally native species) that attract and benefit insects and other animals, managing outdoor areas in a naturalistic way that encourages wildlife to thrive, creating new habitats and 'wild areas', installing features that attract and benefit wildlife, using appropriate building materials and equipment, dealing with cuttings and other horticultural waste properly

#### Outdoor/outside areas

Boundaries, borders and buffer zones, formal gardens, grassland, moor, heath and other open areas, trees and woodland areas, rivers, streams, ponds and wetland areas

#### Advice and information

From work colleagues, from external organisations

## Unit 322

## Contribute to environmental conservation in active leisure and recreation

322.6

Know how to provide information and advice on environmental issues

### Assessment criteria

The learner can:

1. outline why it is important to provide information and advice on the local environment and methods of sustaining it to visitors and colleagues
2. list the main methods available for providing information and advice
3. outline why it is important to inform visitors about procedures for managing resources responsibly and the reasons for this
4. describe how to site and maintain interpretation boards and leaflets about the natural environment
5. describe how to develop and involve visitors in activities that promote their understanding of environmental conservation
6. state the types of conflict that may arise between visitors and the organisation
7. describe how to deal with conflict that may arise between visitors and the organisation
8. list types of 'environmentally friendly' transport that visitors should be encouraged to use
9. describe how to encourage the use of 'environmentally friendly' transport
10. describe why it is important to encourage visitors to buy local food and produce and contribute to the local economy
11. describe how to encourage visitors to buy local food and produce and contribute to the local economy.

## Unit 322

## Contribute to environmental conservation in active leisure and recreation

322.7

Be able to provide information and advice on environmental issues

### Assessment criteria

The learner can:

1. identify and agree own responsibilities for providing **information and advice** on environmental conservation
2. provide **information and advice** to people on the site when necessary
3. provide **information and advice** that is clear and easily understood
4. make sure environmental activities are enjoyable for visitors
5. explain the **reasons** for the **information and advice** provided
6. deal with any conflict sensitively and in line with own organisation's procedures
7. make suggestions to improve the **information and advice** own organisation provides.

### Range

#### Information and advice

Information/interpretation boards, leaflets, spoken, involving visitors in environmental activities

#### Information and advice (reasons)

Managing resources in a sustainable way, the natural environment, sustaining and developing the natural environment, noise and light pollution, 'green' transport issues, the importance of buying local produce (particularly local, seasonal food) and supporting the local economy

## Unit 322

## Contribute to environmental conservation in active leisure and recreation

### 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:

- Six types of responsibilities
- All types of resources
- All types of advice and information
- Five types of responsibilities
- Three types of natural environment
- All types of advice and information
- Three types of information and advice
- Four types of information and advice

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 4.6 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.

### 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 322                      Contribute to environmental conservation in active leisure and recreation**

### Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services NVQ Certificate in (QCF) can be met through the following ways as listed below.

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

These can be assessed by:

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

Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is contributing to environmental conservation in active leisure and recreation

#### **Learning Outcome 3**

When contributing to managing resources in a sustainable way, the learner must cover 6 of the following types:

##### **a responsibilities** for

- 1 pollution prevention
- 2 waste reduction
- 3 waste re-use
- 4 waste recycling (including composting)
- 5 energy conservation (including the promotion of 'green' transport)
- 6 water conservation and re-use
- 7 specifying, purchasing and using raw materials, products and equipment that have as little environmental impact as possible
- 8 using traditional methods and materials that are appropriate to own locality

with all of the following types:

##### **b resources**

- 1 energy: all fuels and electricity
- 2 water
- 3 all other materials relevant to own job

with all of the following types:

##### **c advice and information**

- 1 from work colleagues
- 2 from external organisations



### **Learning Outcome 5**

When contributing to the good ecological management of outdoor areas, the learner must cover 5 of the following types:

#### **a responsibilities** for

1. conserving and protecting existing wildlife and habitats
2. growing and planting trees and other plants (normally native species) that attract and benefit insects and other animals
3. managing outdoor areas in a naturalistic way that encourages wildlife to thrive
4. creating new habitats and 'wild areas'
5. installing features that attract and benefit wildlife
6. using appropriate building materials and equipment
7. dealing with cuttings and other horticultural waste properly

with 3 of the following types:

#### **b Outdoor/Outside areas (natural environment)**

- 1 boundaries, borders and buffer zones
- 2 formal gardens
- 3 grassland, moor, heath and other open areas
- 4 trees and woodland areas
- 5 rivers, streams, ponds and wetland areas

with all of the following types:

#### **c advice and information**

- 1 from work colleagues
- 2 from external organisations

### **Learning Outcome 7**

When providing information and advice on environmental issues, the learner must cover 3 of the following types:

#### **a information and advice** in the form of

- 1 information/interpretation boards
- 2 leaflets
- 3 spoken
- 4 involving visitors in environmental activities

with 4 of the following types:

#### **b information and advice** covering

- 1 managing resources in a sustainable way
- 2 the natural environment
- 3 sustaining and developing the natural environment
- 4 noise and light pollution
- 5 'green' transport issues
- 6 the importance of buying local produce (particularly local, seasonal food) and supporting the local economy

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## Unit 248

## Maintain the safety of the pool environment and its users

**Level:** 2

**Credit value:** 4

### Unit aim

This unit covers the knowledge and competence that the learner needs to maintain the safety of the pool environment and its users

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

- 248.1 Know how to prepare and maintain a healthy and safe pool environment
- 248.2 Be able to prepare and maintain a healthy and safe pool environment
- 248.3 Know how to supervise pool activities
- 248.4 Be able to supervise pool activities
- 248.5 Know how to carry out pool emergency procedures
- 248.6 Be able to carry out pool emergency procedures

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit relates to the NOS from C28 - Maintain the safety of the pool environment and its users

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

## **Unit 248**

## **Maintain the safety of the pool environment and its users**

248.1

Know how to prepare and maintain a healthy and safe pool environment

### **Assessment Criteria**

The learner can:

1. describe the types of hazards which may occur
2. describe how to look for different types of hazards and provide the proper response to each
3. outline the rules regulations and bye-laws covering the pool including Health and Safety at Work Act, and Health and Safety Executive's 'Managing Health and Safety in Swimming Pools'
4. describe the types of emergency equipment required
5. identify where emergency equipment is kept
6. describe how to maintain emergency equipment
7. outline the checks required for each type of pool environment
8. outline what records need to be kept
9. describe how to complete required records.

## Unit 248

## Maintain the safety of the pool environment and its users

248.2

Be able to prepare and maintain a healthy and safe pool environment

### Assessment Criteria

The learner can:

1. carry out visual water quality and other safety checks of the **pool** and its **facilities**, complying with organisational requirements, and with minimal disruption to normal activities as possible
2. identify and assess any hazards
3. deal with any hazards quickly, following organisational and legal requirements
4. check and store **emergency equipment** correctly
5. make any required reports and complete relevant records.

### Range

#### Pool

Conventional pools, leisure pools, diving pools

#### Facilities

Water features, play equipment, pool surrounds, signage, moveable floors, pool hoists

#### Emergency equipment

Stretchers, pool side rescue aids, first aid equipment, including defibrillators, communications equipment, cameras and computer-aided surveillance systems

## Unit 248

## Maintain the safety of the pool environment and its users

248.3

Know how to supervise pool activities

### Assessment Criteria

The learner can:

1. describe the types of advice and assistance which each of the different types of customer may require
2. describe the most appropriate way of providing advice and assistance to different types of customers
3. outline the normal operating procedures for the pool
4. identify staffing levels for different types of activities and what to do if these are not adequate
5. outline the types of hazards which may occur
6. describe how to look for different types of hazards and provide the proper response to each
7. outline the principles of water safety and accident prevention
8. outline the role of the lifeguard
9. describe how the pool is zoned for effective supervision
10. describe the effect of the pool environment on safety
11. outline when and how to communicate with customers.

## Unit 248

## Maintain the safety of the pool environment and its users

248.4

Be able to supervise pool activities

### Assessment Criteria

The learner can:

1. apply the organisational admissions policy
2. observe **activities** carefully and continuously in the **pool** area being supervised
3. give **customers** any information and help that they need
4. supervise and educate **customers** to use the **pool** safely
5. identify and deal with any potential **hazards** promptly and in line with the **pool** safety operating procedures
6. **communicate** effectively with **customers** and colleagues when necessary
7. follow the normal operating procedures at all times.

### Range

#### Pool

Conventional pools, leisure pools, diving pools

#### Activities

Leisure swimming, lane swimming, diving and jumping, organised games, sub-aqua, canoeing, teaching of swimming

#### Customer

Adults, children, customers with particular needs

#### Hazard

Inadequate adult supervision of children, unacceptable customer behaviour, failure of equipment, poor water quality, physical hazards

#### Ways to **communicate**

Speech, hand signals, whistles, alarm systems, public address, radio

## Unit 248

## Maintain the safety of the pool environment and its users

248.5

Know how to carry out pool emergency procedures

### Assessment Criteria

The learner can:

1. outline the Emergency Action Plan for the pool and facility
2. describe the differences in dealing with all the different kinds of customers
3. describe how to identify and assess the nature of the emergency situation
4. describe the right course of action to meet the needs of each kind of emergency situation
5. describe the importance of responding calmly and promptly and providing reassurance to all those involved
6. describe the nature and type of qualified assistance required for each of the types of emergency situation
7. outline the importance of identifying the possible cause of the emergency
8. outline the importance of reporting any difficulties which occurred in implementing the emergency procedures.



## Unit 248

## Maintain the safety of the pool environment and its users

248.6

Be able to carry out pool emergency procedures

### Assessment Criteria

The learner can:

1. promptly identify and assess the emergency
2. implement the **emergency** action plan
3. take **action** appropriate to the emergency
4. call for qualified assistance that is appropriate to the emergency
5. give appropriate first aid and basic life support as necessary
6. help to return the pool to normal operating procedures
7. provide clear reports on the emergency and the events leading up to it
8. identify and report any problems with the emergency action plan to the responsible colleague.

### Range

#### Emergency

Drowning, injured customers, unconscious casualties, multiple casualties

#### Action

Alerting colleagues, rescuing the casualty from the side of the pool, rescuing the casualty in standing depth, rescuing the casualty out of standing depth, dealing with other customers

#### Casualty

Adults, children, customers with disabilities, customers with medical conditions

## **Unit 248                      Maintain the safety of the pool environment and its users**

### **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:

- Two types of pool
- Three types of facilities
- Three types of emergency equipment
- Four types of activities
- Two types of customer
- All types of hazard
- Four types of ways to communicate
- Two types of emergency
- All types of action
- Two types of casualty

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 2.2, 2.3, 4.5 and the whole of learning outcome 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 this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **Unit 248                      Maintain the safety of the pool environment and its users**

### Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services NVQ Certificate in (QCF) can be met through the following ways as listed below.

#### **Learning Outcomes 1, 3 and 5**

These can be assessed by:

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

Learning Outcomes 2, 4 and 6 must be assessed using workplace evidence generated when the learner is maintaining the safety of the pool environment and its users

#### **Learning Outcome 2**

When preparing and maintain a healthy and safe pool environment, the learner must cover 2 of the following types:

##### **a    pool**

- 1    conventional pools
- 2    leisure pools
- 3    diving pools

with 3 of the following types:

##### **b    facilities**

- 1    water features
- 2    play equipment
- 3    pool surrounds
- 4    signage
- 5    moveable floors
- 6    pool hoists

with 3 of the following types:

**c emergency equipment**

- 1 stretchers
- 2 pool side rescue aids
- 3 first aid equipment, including defibrillators
- 4 communications equipment
- 5 cameras and computer-aided surveillance systems

**Learning Outcome 4**

When supervising pool activities, the learner must cover 2 of the following types:

**a pool**

- 1 conventional pools
- 2 leisure pools
- 3 diving pools

with 4 of the following types:

**b activities**

- 1 leisure swimming
- 2 lane swimming
- 3 diving and jumping
- 4 organised games
- 5 sub-aqua
- 6 canoeing
- 7 teaching of swimming

with 2 of the following types:

**c customer**

- 1 adults
- 2 children
- 3 customers with particular needs

with all of the following types:

**d hazard**

- 1 inadequate adult supervision of children
- 2 unacceptable customer behaviour
- 3 failure of equipment
- 4 poor water quality
- 5 physical hazards

with 4 of the following types:

**e ways to communicate**

- 1 speech
- 2 hand signals
- 3 whistles
- 4 alarm systems
- 5 public address
- 6 radio

**Learning Outcome 6**

When carrying out pool emergency procedures, the learner must cover 2 of the following types:

**a emergency**

- 1 drowning
- 2 injured customers
- 3 unconscious casualties
- 4 multiple casualties

with all of the following types:

**b action**

- 1 alerting colleagues
- 2 rescuing the casualty from the side of the pool
- 3 rescuing the casualty in standing depth
- 4 rescuing the casualty out of standing depth
- 5 dealing with other customers

with 2 of the following types:

**c casualty**

- 1 adults
- 2 children
- 3 customers with disabilities
- 4 customers with medical conditions

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## Unit 249

## Maintain the safety of the ice rink environment and its users

**Level:** 2

**Credit value:** 3

### Unit aim

This unit covers the knowledge and competence that the learner needs to maintain the safety of the ice rink environment and its users

### Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

- 249.1 Know how to prepare and maintain a healthy and safe ice rink environment
- 249.2 Be able to prepare and maintain a healthy and safe ice rink environment
- 249.3 Know how to issue, check in and maintain skates
- 249.4 Be able to issue, check in and maintain skates
- 249.5 Know how to supervise ice rink activities
- 249.6 Be able to supervise ice rink activities
- 249.7 Know how to carry out ice rink emergency procedures
- 249.8 Be able to carry out ice rink emergency procedures

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit relates to the NOS from C262 - Maintain the safety of the ice rink environment and its users

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

## Unit 249

### **Maintain the safety of the ice rink environment and its users**

249.1

Know how to prepare and maintain a healthy and safe ice rink environment

#### **Assessment Criteria**

The learner can:

1. describe the types of hazards which may occur
2. describe how to look for different types of hazards and provide the proper response to each
3. describe the rules, regulations and bye-laws covering the ice rink including Health and Safety at Work Act
4. describe the types of emergency equipment required
5. identify where emergency equipment is kept
6. describe how to maintain emergency equipment
7. outline the checks required for each type of ice rink environment
8. outline what records need to be kept
9. describe how to complete required records.



## Unit 249

## Maintain the safety of the ice rink environment and its users

249.2

Be able to prepare and maintain a healthy and safe ice rink environment

### Assessment Criteria

The learner can:

1. carry out ice quality and other safety checks of the **rink** and its **facilities**, complying with organisational requirements and with minimal disruption to normal activities as possible
2. identify and assess any hazards
3. deal with any hazards quickly, following organisational and legal requirements
4. check and store **emergency equipment** correctly
5. make any required reports and complete relevant records.

### Range

#### Rink

Conventional rinks, leisure rinks, outside, curling, arenas

#### Facilities

Ice rink surrounds, signage

#### Emergency equipment

Stretchers, first aid equipment, communications equipment, cameras and computer-aided surveillance systems

## Unit 249

## Maintain the safety of the ice rink environment and its users

249.3

Know how to issue, check in and maintain skates

### Assessment Criteria

The learner can:

1. outline how to treat customers in a polite and friendly way
2. identify shoe and skate sizes and how to select the correct skates for different customers
3. describe the correct procedures for storing customers' shoes
4. describe typical problems that customers have with skates and how to provide assistance to them
5. outline the correct procedures for exchanging shoes and skates following use
6. describe typical faults that occur with skates and the correct procedures to follow in order to deal with each of these.

## Unit 249

## Maintain the safety of the ice rink environment and its users

249.4

Be able to issue, check in and maintain skates

### Assessment Criteria

The learner can:

1. deal with **customers** in a polite and friendly manner
2. issue skates that are appropriate for the customer and in a safe and serviceable condition
3. store the **customers'** shoes in the correct location
4. provide the **customers** with any assistance they may need
5. follow the correct procedures for exchanging skates and shoes following use
6. Identify any **faults** with the skates and follow the correct maintenance procedures.

### Range

#### Customer

Adults, children, customers with particular needs

#### Faults

Dull blades, broken/missing laces, damage to fabric

## Unit 249

## Maintain the safety of the ice rink environment and its users

249.5

Know how to supervise ice rink activities

### Assessment Criteria

The learner can:

1. describe the types of advice and assistance which each of the different types of customer may require
2. describe the most appropriate way of providing advice and assistance to different types of customers
3. outline the normal operating procedures for the ice rink
4. outline staffing levels for different types of activities and what to do if these are not adequate
5. outline the types of hazards which may occur
6. describe how to look for different types of hazards and provide the proper response to each
7. describe principles of safety on ice and accident prevention
8. describe the role of the ice steward
9. outline how the ice rink is zoned for effective supervision
10. outline the effect of the ice rink environment on safety
11. describe when and how to communicate with customers and other members of staff.

## Unit 249

## Maintain the safety of the ice rink environment and its users

249.6

Be able to supervise ice rink activities

### Assessment Criteria

The learner can:

1. follow organisational procedures for dress, equipment and personal presentation
2. apply the organisational admissions policy
3. observe **activities** carefully and continuously in the **rink** area being supervised
4. give **customers** any information and help that they need
5. supervise and educate **customers** to use the **rink** safely
6. safely provide assistance to **customers** who have fallen over
7. identify and deal with any potential **hazards** promptly and in line with the rink safety operating procedures
8. **communicate** effectively with **customers** and colleagues when necessary
9. follow the normal operating procedures at all times.

### Range

#### Rink

Conventional rinks, leisure rinks, outside, curling, arenas

#### Activities

Leisure skating, lessons, figure skating, sports

#### Customer

Adults, children, customers with particular needs

#### Hazard

Inadequate adult supervision of children, unacceptable customer behaviour, failure of equipment, poor ice quality, physical hazards

#### Ways to **communicate**

Speech, hand signals, whistles, alarm systems, public address, radio

## Unit 249

### **Maintain the safety of the ice rink environment and its users**

249.7

Know how to carry out ice rink emergency procedures

#### **Assessment Criteria**

The learner can:

1. describe the Emergency Action Plan for the rink and facility
2. outline the differences in dealing with all the different kinds of customers
3. describe how to identify and assess the nature of the emergency situation
4. identify the right course of action to meet the needs of each kind of emergency situation
5. outline the importance of responding calmly and promptly and providing reassurance to all those involved
6. describe the nature and type of qualified assistance required for each of the types of emergency situation
7. outline the importance of identifying the possible cause of the emergency
8. outline the importance of reporting any difficulties which occurred in implementing the emergency procedures.

## Unit 249

## Maintain the safety of the ice rink environment and its users

249.8

Be able to carry out ice rink emergency procedures

### Assessment Criteria

The learner can:

1. promptly identify and assess the emergency
2. implement the **emergency action** plan
3. take action appropriate to the emergency
4. call for qualified assistance that is appropriate to the emergency
5. give appropriate first aid and basic life support as necessary
6. help to return the ice rink to normal operating procedures
7. provide clear reports on the emergency and the events leading up to it
8. identify and report any problems with the emergency action plan to the responsible colleague.

### Range

#### Emergency

Minor soft tissue injury, major soft tissue injury, fracture/serious injury, unconscious casualties, multiple casualties, public disorder

#### Action

Alerting colleagues, attending to the casualty on ice surface, dealing with other customers, clearing customers from the rink area

#### Casualty

Adults, children, customers with disabilities, customers with medical conditions, competitors/performers/sports official/spectators

## **Unit 249                      Maintain the safety of the ice rink environment and its users**

### **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:

- Two types of rink
- Both types of facilities
- Two types of emergency equipment
- Two types of customer
- Two types of faults
- Three types of activities
- All types of hazard
- Four types of ways to communicate
- Two types of emergency
- Three types of action
- Two types of casualty

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 2.2, 2.3, 4.6 and 6.7 and the whole of learning outcome 8 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 this technique (as there should be), there is no requirement for them to be questioned again on this topic.



## **Unit 249                      Maintain the safety of the ice rink environment and its users**

### Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services NVQ Certificate in (QCF) can be met through the following ways as listed below.

#### **Learning Outcomes 1, 3, 5 and 7**

These can be assessed by:

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

Learning Outcomes 2, 4, 6 and 8 must be assessed using workplace evidence generated when the learner is maintaining the safety of the ice rink environment and its users

#### **Learning Outcome 2**

When preparing and maintaining a healthy safe ice rink environment, the learner must cover 2 of the following types:

##### **a    rink**

- 1    conventional rinks
- 2    leisure rinks
- 3    outside
- 4    curling
- 5    arenas

with both of the following types:

##### **b    facilities**

- 1    ice rink surrounds
- 2    signage

with 2 of the following types:

##### **c    emergency equipment**

- 1    stretchers
- 2    first aid equipment
- 3    communications equipment
- 4    cameras and computer-aided surveillance systems

#### **Learning Outcome 4**

When issuing, checking in and maintain skates, the learner must cover 2 of the following types:

##### **a customer**

- 1 adults
- 2 children
- 3 customers with particular needs

with 2 of the following types:

##### **b faults**

- 1 dull blades
- 2 broken/missing laces
- 3 damage to fabric

#### **Learning Outcome 6**

When supervising ice rink activities, the learner must cover 2 of the following types:

##### **a rink**

- 1 conventional rinks
- 2 leisure rinks
- 3 outside
- 4 curling
- 5 arenas

with 3 of the following types:

##### **b activities**

- 1 leisure skating
- 2 lessons
- 3 figure skating
- 4 sports

with 2 of the following types:

##### **c customer**

- 1 adults
- 2 children
- 3 customers with particular needs

with all of the following types:

##### **d hazard**

- 1 inadequate adult supervision of children
- 2 unacceptable customer behaviour
- 3 failure of equipment
- 4 poor ice quality
- 5 physical hazards

with 4 of the following types:

**e ways to communicate**

- 1 speech
- 2 hand signals
- 3 whistles
- 4 alarm systems
- 5 public address
- 6 radio

**Learning Outcome 8**

When carrying out ice rink emergency procedures, the learner must cover 2 of the following types:

**a emergency**

- 1 minor soft tissue injury
- 2 major soft tissue injury
- 3 fracture/serious injury
- 4 unconscious casualties
- 5 multiple casualties
- 6 public disorder

with 3 of the following types:

**b action**

- 1 alerting colleagues
- 2 attending to the casualty on ice surface
- 3 dealing with other customers
- 4 clearing customers from the rink area

with 2 of the following types:

**c casualty**

- 1 adults
- 2 children
- 3 customers with disabilities
- 4 customers with medical conditions
- 5 competitors/performers/sports official/spectators

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## Unit 250

## Process payments for purchases

**Level:** 2

**Credit value:** 2

### Unit aim

This unit covers the knowledge and competence that the learner needs to process payments for purchases

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

- 250.1 Know how to process payments for purchases
- 250.2 Be able to calculate the price of customers' purchases
- 250.3 Be able to process sales payments

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit relates to the NOS from B223 - Process payments for purchases

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

## Unit 250

250.1

## Process payments for purchases

Know how to process payments for purchases

### Assessment Criteria

The learner can:

1. outline how to identify and check prices in own organisation
2. identify where to get information and advice to deal with pricing problems
3. outline how to identify any defects in products as they are being processed for sale
4. outline how to identify any current discounts and special offers
5. describe how payments are calculated in own organisation
6. describe the common methods of calculating payments including point of sale technology and physical **calculations**
7. outline how to keep cash and other payments safe and secure
8. list the types of payment which can be received
9. identify procedures for authorising non-cash transactions
10. outline how to check for and identify counterfeit payments
11. outline how to check for stolen cheques, credit cards, charge cards or debit cards
12. outline how to deal with customers offering suspect tender or suspected fraud of non-cash payments, in line with organisational procedures
13. identify the relevant rights, duties and responsibilities relating to The Sale of Goods Act
14. identify organisational procedures for calculating and taking payments
15. describe the value and importance of customer service to effective trading operations
16. describe how to balance giving the correct amount of attention to individual customers whilst maintaining a responsibility towards other customers in busy trading periods.

### Range

#### Calculation

Using point of sale technology, physical

#### Purchase

Stock items, special offers and discounts

## **Unit 250**

250.2

## **Process payments for purchases**

Be able to calculate the price of customers' purchases

### **Assessment Criteria**

The learner can:

1. accurately identify the price of items
2. promptly resolve any problems in pricing goods
3. gain advice from relevant people if problems with prices cannot be resolved alone
4. make correct calculations for purchases
5. make sure the purchase meets expected standards.

## Unit 250

250.3

## Process payments for purchases

Be able to process sales payments

### Assessment Criteria

The learner can:

1. clearly and accurately inform customers of the amount due
2. confirm the cash amount given by the customer and the change given to the customer
3. gain authorisation for accepting non-cash payments when the value of the item exceeds own limit of authority
4. tactfully inform the customer when authorisation for **payment** cannot be obtained for non cash transactions
5. accurately complete **payment** documentation
6. securely store payments, protecting from theft
7. offer additional services to the customer where they are available
8. be courteous to customers at all times
9. give attention to individual customers whilst.

### Range

#### Payment

Cash, cheques, cards



## **Unit 250                  Process payments for purchases**

### **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:

- Both types of calculation
- Both types of purchase
- Two types of payment

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.

#### **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 250                  Process payments for purchases

### Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services NVQ Certificate in (QCF) can be met through the following ways as listed below.

#### **Learning Outcome 1**

This can be assessed by:

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

Learning Outcomes 2 and 3 must be assessed using workplace evidence generated when the learner is processing payments for purchases

#### **Learning Outcome 2**

When calculating the price of customers' purchases, the learner must cover both of the following types:

##### **a    calculation**

- 1    using point of sale technology
- 2    physical (including calculator and long hand calculations)

with both of the following types:

##### **b    purchase**

- 1    stock items
- 2    special offers and discounts

#### **Learning Outcome 3**

When processing sales payments, the learner must cover 2 of the following types:

##### **a    payment**

- 1    cash
- 2    cheques
- 3    cards

## Unit 251

## Provide a facility reception service

**Level:** 2

**Credit value:** 2

### Unit aim

This unit covers the knowledge and competence that the learner needs to provide a facility reception service

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 251.1 Know how to welcome customers and visitors
- 251.2 Be able to welcome customers and visitors
- 251.3 Know how to enrol customers and take bookings
- 251.4 Be able to enrol customers and take bookings

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit relates to the NOS from C31- Provide a facility reception service

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

## Unit 251

251.1

## Provide a facility reception service

Know how to welcome customers and visitors

### Assessment Criteria

The learner can:

1. outline why customer care is important
2. describe the types of visitors and customers who come to the facility and why
3. describe how to greet and welcome customers and visitors
4. outline the importance of explaining any delay in dealing with customers
5. outline how to explain any delay in dealing with customers politely
6. outline the types of information which customers and visitors usually need
7. describe how to respond to customer/visitor requests for information, according to organisational procedures
8. identify when colleagues need to be told about customers and visitors
9. describe why it is important to tell colleagues about customers and visitors when relevant
10. describe why it is important to deal with customers' and visitors' individual needs
11. outline the correct entry and security procedures for the facility
12. outline why it is important to follow the correct entry and security procedures
13. describe why it is important to be polite when refusing entry and to try to make alternative arrangements for the customer or visitor
14. identify what types of issues may need to be referred to a responsible colleague
15. identify who 'a responsible colleague' may be according to different situations.

## Unit 251

251.2

## Provide a facility reception service

Be able to welcome customers and visitors

### Assessment Criteria

The learner can:

1. greet **customers and visitors** promptly, treating them politely and making them feel welcome in the facility
2. explain to **customers and visitors** the reasons for any delay in dealing with them, and come back to them as quickly as possible
3. find out what **customers and visitors** would like and any individual needs they may have
4. clearly provide **customers and visitors** with requested information and other information which may be useful to them
5. when necessary, tell the appropriate colleague about the **customers' and visitors'** arrival and their individual needs
6. follow the correct entry and security procedures for the type of **customers and visitors** involved
7. assist **customers and visitors** to locate areas of the facility they need
8. politely explain any reasons why **customers and visitors** cannot enter, and negotiate an alternative arrangement
9. promptly refer any issues which cannot be dealt with personally, to the relevant responsible colleague.

### Range

#### Customer and visitor

Adults, children and young people, people with particular needs

## Unit 251

251.3

## Provide a facility reception service

Know how to enrol customers and take bookings

### Assessment Criteria

The learner can:

1. outline the booking and enrolment system for the facility
2. describe the importance of checking that services are available for enrolments and bookings, and what may happen if this does not take place
3. outline how to check the availability of services
4. outline how to help the customer to provide the necessary information
5. outline the importance of thoroughly checking information given by customers
6. describe the procedures for making charges for services in the facility and handling payments
7. outline how to use the information storage system in the facility
8. outline the importance of using the information storage system properly
9. outline how to complete the appropriate registers.

## Unit 251

251.4

## Provide a facility reception service

Be able to enrol customers and take bookings

### Assessment Criteria

The learner can:

1. make sure that there are available services for the enrolments and bookings taken
2. clearly tell the **customer** about available services and any waiting list arrangements
3. help the **customer** to provide the necessary information and check that it is complete and correct
4. confirm all the aspects of the **booking** or enrolment with the **customer**
5. make sure that all charges and the handling of payments follow organisational procedures
6. record all the necessary information completely and accurately using the organisation's system
7. make sure that registers are up-to-date, complete and accurate.

### Range

#### Booking

Individual booking, group booking

#### Customer

Adults, children and young people, people with particular needs

## **Unit 251                      Provide a facility reception service**

### **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:

- Two types of customer and visitor
- Two types of booking
- 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 2.2, 2.5, 2.7, 2.8 and 2.9 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 this technique (as there should be), there is no requirement for them to be questioned again on this topic.



## **Unit 251            Provide a facility reception service**

### **Assessment and grading**

The assessment and grading for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services NVQ Certificate in (QCF) can be met through the following ways as listed below.

#### **Learning Outcomes 1 and 3**

These can be assessed by:

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

Learning Outcomes 2 and 4 must be assessed using workplace evidence generated when the learner is providing a facility reception service

#### **Learning Outcome 2**

When welcoming customers and visitors, the learner must cover 2 of the following types:

##### **a    customer and visitor**

- 1   adults
- 2   children and young people
- 3   people with particular needs

#### **Learning Outcome 4**

When enrolling customers and taking bookings, the learner must cover 2 of the following types:

##### **a    booking**

- 1   individual booking
- 2   group booking

with 2 of the following types:

##### **b    customer**

- 1   adults
- 2   children and young people
- 3   people with particular needs

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**Level:** 2

**Credit value:** 6

**Unit aim**

This unit is all about what to do when it is difficult to meet customer expectations. Even if the service you give is excellent, some customers will experience problems. Part of your job is to help to resolve those problems. A problem is anything that means customer expectations are not being met. This may be because your customer's expectations involve more than you can offer or because your service procedures have not been followed.

Some problems are reported by customers and sometimes you spot the problem first and resolve it before your customer has even noticed.

As soon as you are aware of a problem, you need to consider the options and then choose a way to put it right.

This Unit is particularly important in customer service because many customers judge how good the customer service of your organisation is by the way problems are handled.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

- 252.1 Spot customer service problems
- 252.2 Pick the best solution to resolve customer service problems
- 252.3 Take action to resolve customer service problems
- 252.4 Know how to resolve customer service problems

**Guided learning hours**

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary

**Details of the relationship between the unit and relevant national standards**

This unit directly relates to Unit C3 of the Customer Service NOS 2010

**Endorsement by a sector or other appropriate body**

This unit has been developed by the Institute of Customer Service

## Unit 252

252.1

## Resolve customer service problems

Spot customer service problems

### Assessment Criteria

The learner can:

1. listen carefully to your customers about problems they have raised
2. ask your customers about the problem to check their understanding
3. recognise repeated problems and alert the appropriate authority
4. share customer feedback with others to identify potential problems before they happen
5. identify problems with systems and procedures before they begin to affect customers.

## **Unit 252**

252.2

## **Resolve customer service problems**

Pick the best solution to resolve customer service problems

### **Assessment Criteria**

The learner can:

1. identify the options for resolving a customer service problem
2. work with others to identify and confirm the options to resolve a customer service problem
3. work out the advantages and disadvantages of each option for your customer and your organisation
4. pick the best option for your customer and your organisation
5. identify for their customer other ways that problems may be resolved if you are unable to help.

## Unit 252

252.3

## Resolve customer service problems

Take action to resolve customer service problems

### Assessment Criteria

The learner can:

1. discuss and agree the options for solving the problem with their customer
2. take action to implement the option agreed with their customer
3. work with others and their customer to make sure that any promises related to solving the problem are kept
4. keep your customer fully informed about what is happening to resolve problem
5. check with your customer to make sure the problem has been resolved to their satisfaction
6. give clear reasons to their customer when the problem has not been resolved to their satisfaction.

## **Unit 252**

252.4

## **Resolve customer service problems**

Know how to resolve customer service problems

### **Assessment Criteria**

The learner can:

1. describe organisational procedures and systems for dealing with customer service problems
2. explain how to defuse potentially stressful situations
3. describe how to negotiate
4. identify the limitations of what they can offer their customer
5. describe types of action that may make a customer problem worse and should be avoided.

## **Unit 252                      Resolve customer service problems**

### Evidence of real work activity

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this Unit.
2. You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4. Your evidence must include examples of resolving problems involving each of the following:
  - a a problem first identified by customers
  - b a problem identified within the organisation before it has affected your customer
  - c a problem caused by differences between your customer's expectations and what your organisation can offer
  - d a problem caused by a system or procedure failure
  - e a problem caused by a lack of resources or human error.
5. You must provide evidence that you:
  - a supplied relevant information when customers have requested it
  - b supplied relevant information when customers have not requested it
  - c have used agreed organisational procedures when solving problems
  - d have made exceptions to usual practice with the agreement of others.



**Level:** 2

**Credit value:** 1

**Unit aim**

This unit covers the knowledge and competence that the learner needs to support other team members in their work

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

- 253.1 Know how to help new team members settle in to the workplace
- 253.2 Be able to help new team members settle in to the workplace
- 253.3 Know how to show team members how to carry out new tasks
- 253.4 Be able to show team members how to carry out new tasks

**Guided learning hours**

It is recommended that **7** hours should be allocated for this unit, although patterns of delivery are likely to vary

**Details of the relationship between the unit and relevant national standards**

This unit relates to the NOS from A316 - Support other team members in their work

**Endorsement by a sector or other appropriate body**

This unit is endorsed by SkillsActive

## Unit 253

253.1

## Support other team members in their work

Know how to help new team members settle in to the workplace

### Assessment Criteria

The learner can:

1. describe the importance of new members of staff settling in to the workplace and what might happen if they do not
2. outline the relevant information needed about the new team member
3. describe how to encourage good working relationships between new team members and the rest of the team
4. identify the facilities in the workplace that the new team member will need to know about and the best way of showing them
5. describe the basic work routines and standards the new team member will need to know about
6. describe the importance of checking that the new team member has understood what they have been told
7. describe the importance of encouraging the team member to ask questions if they are unsure
8. outline the types of problems that the new team member may experience
9. describe how to deal with problems that the new team member may experience.

## Unit 253

253.2

## Support other team members in their work

Be able to help new team members settle in to the workplace

### Assessment Criteria

The learner can:

1. encourage the new team member to feel welcome
2. collect relevant information about the new team member
3. introduce the new team member to the rest of the team and other relevant people
4. encourage the rest of the team to support the new team member while they are settling in
5. show the new team member all the resources and facilities they will need
6. give the new team member relevant information
7. check the new team member understands what they have been told
8. encourage the new team member to ask questions if they are unsure about anything
9. regularly check for any problems while the new team member is settling in, and follow the organisation's procedures for dealing with these
10. provide the relevant colleague with information on the new team member's progress.

## Unit 253

253.3

## Support other team members in their work

Know how to show team members how to carry out new tasks

### Assessment Criteria

The learner can:

1. describe the types of tasks their team member needs to be trained in
2. describe the types of situations, equipment and materials that are appropriate for training
3. outline how to instruct team members and how to demonstrate tasks clearly and correctly
4. describe the importance of making sure the team member understands what they have to do
5. describe the importance of making sure the team member continues to be competently supervised until they can achieve the standard required
6. identify who could provide competent supervision
7. describe what might happen if the team member's self-confidence is undermined when correcting their mistakes
8. describe how to offer positive encouragement
9. describe why it is important to offer positive encouragement
10. identify the organisational and legal requirements that are relevant to the tasks the team member is being trained in.

## Unit 253

253.4

## Support other team members in their work

Be able to show team members how to carry out new tasks

### Assessment Criteria

The learner can:

- 1 confirm with the relevant colleague what the team member needs to learn
- 2 make sure own skills and knowledge are appropriate and adequate
- 3 provide the team member with the information and advice they need, including:
  - health and safety requirements
  - standard operating procedures
- 4 demonstrate the task safely and correctly
- 5 check that the team member understands what is expected
- 6 observe the team member carrying out the task
- 7 identify and correct any mistakes in a way that supports the team member's self-confidence and offers positive encouragement
- 8 let the team member practise under supervision until they consistently achieve the standard safely
- 9 make sure all instructions and tasks are in line with organisational and legal requirements
- 10 keep the relevant colleague informed of the team member's progress.

## **Unit 253                      Support other team members in their work**

### **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 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.

#### **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 253                      Support other team members in their work**

### **Assessment and grading**

The assessment and grading for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-Being Operational Services NVQ Certificate in (QCF) can be met through the following ways as listed below.

#### **Learning Outcomes 1 and 3**

These can be assessed by:

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

Learning Outcomes 2 and 4 must be assessed using workplace evidence.

## 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:

- 4965-02 Level 2 NVQ Certificate in Activity Leadership (QCF)

### Literacy, language, numeracy and ICT skills development

This qualification include 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](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://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](http://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 Operational Services

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

C) Values Statement for managers and staff working in active leisure, learning and well-being.

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

1. *As regards himself or herself, all staff should;*
  - 1.1. Display commitment, initiative, honesty, integrity and a proper sense of responsibility, honouring the trust reposed by clients, employers, colleagues and the general public;
  - 1.2. Uphold the good standing of management, education, sport and sportsmanship;
  - 1.3. Provide conscientiously a service of value to society, concerned with the development of quality in all matters, including the quality of life;
  - 1.4. Be conscious of values issues and resolve values conflicts by using a reasoned approach;
  - 1.5. exercise responsible stewardship over all resources under their control: financial, material and human, striving always, to turn them to purposeful account;
  - 1.6. Take active steps to improve his or her own personal competence;
  - 1.7. Pay due regard to the law and avoid the abuse or misuse of their position.
2. *As regards the facility, the manager should:*
  - 2.1. Ensure that the set of values that governs the conduct of the organisation as a whole extends to and includes the conduct of every member of it;
  - 2.2. Engender a spirit of openness, participation and co-operation but which recognises the need for authority structures and provides for conflict and competition to be managed;
  - 2.3. Give rights and responsibilities equal emphasis;
  - 2.4. Establish high expectations for all in the pursuit of excellence;
  - 2.5. Ensure consistently high standards of health, safety and psychological well-being for employees, volunteers and clients.
3. *As regards those who work at the facility, the manager should;*
  - 3.1. Ensure that the general principles of ethical conduct and their application in specific contexts are understood and taken seriously by all staff and volunteers
  - 3.2. Seek to ensure that the consciences of others are never put at risk;
  - 3.3. Value staff highly, recognise them as a valuable resource and encourage and assist them to develop their competence, self-esteem and potential
  - 3.4. Develop internal relationships on the basis of mutual trust and reciprocal loyalty
  - 3.5. Provide safe, congenial and healthy working conditions
  - 3.6. Plan work and personal development jointly so as to provide maximum job satisfaction, challenge, opportunity and, as far as external circumstances permit, job security for those with a satisfactory record of performance
  - 3.7. Develop and maintain a working climate in which improvements occur naturally and continuously without being enforced or imposed

- 3.8. By leadership, co-ordination and personal commitment and example, achieve acceptance by all of the need to be effective and successful.
4. *As regards client and suppliers, all staff should:*
  - 4.1. Ensure that the facility offers good value for money, reflected in the quality of service provided;
  - 4.2. Sustain and develop mutually beneficial relationships with client and suppliers;
  - 4.3. Regard every client as an individual with the right to dignity, respect and consideration, and display a caring attitude at all times;
  - 4.4. Accept that racism, sexism and prejudice against people with disabilities or who suffer social and economic disadvantage, have no place in the facility;
  - 4.5. Encourage clients to accept responsibility for their learning and enjoyment.
5. *As regards the environment, resources and society, all staff should:*
  - 5.1. Communicate to the public truthfully and without intent to mislead by slanting or suppressing information.
  - 5.2. Interact with the community, its members and its institutions so as to increase understanding of the facility's aims and activities, and in so doing ensure that the facility is seen as an asset to the community and a good neighbour.
  - 5.3. Foster responsibly the amenity and well-being of the local community and contribute to meeting its needs.
  - 5.4. Minimise any adverse impact on the environment caused by the facility's operations.
  - 5.5. Take full account of the need for public safety.
  - 5.6. Respond to global environmental issues by economising in the use of energy and non-sustainable resources, by avoiding destruction of natural resources, by controlling pollution and by careful management of waste.

## Appendix 4      Explanation and examples of terms

### **Ancillary equipment**

For example, Zamboni machine

### **Appliance**

Taps, cisterns, toilets

### **Appropriate authority**

The person in the organisation who is responsible for the service that the customer is having problems with

### **Appropriate colleague**

The person the visitor has come to see or someone who will accompany the visitor or customer

### **Appropriate member of staff**

Line manager or someone more competent in maintenance

### **Appropriate methods**

Means of maintaining which are correct for the item being maintained

### **Appropriate vehicle**

A vehicle that will allow you to move the caravan safely, for example a tractor

### **Approved contractor**

Gas engineer, electrician or plumber meeting the legislative requirement to carry out specified technical tasks

### **Areas with particular hazards**

For example, wet areas, areas restricted because of health and safety hazards

### **Beddings**

For example, putty

### **Breaches of security**

For example unauthorised persons on the site, or in areas where they should not be, open gates, doors or other barriers, signs of damage, theft or disturbance

### **Caravan**

Caravan holiday homes, park homes (both single and twin units)

### **Casualty**

The person who has suffered the injury or illness

### **Checklist**

A list of items to be covered in the inspection

### **Cleaning**

May include power washing

### **Colleagues**

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

**Complex equipment**

Equipment consisting of many parts, for example, trampolines, sailing dinghies, computer network

**Communicate**

This could include by speaking or writing, or showing customers written information but also covers e.g. tone of voice, body language

**Contamination**

Hazardous substances getting on to clothing and/or parts of the body

**Controlling risk**

Taking action to reduce the risk of a hazard actually causing harm – for example, following correct procedures putting up warning signs when cleaning, removing an unsafe piece of equipment from use or carefully supervising a splash pool

**Corrective action**

What the learner should do when there are faults, alarms or variations in the operation of the plant

**Correctly prepared for safe maintenance**

For example, isolating the equipment from any power source

**Customers**

These could be external customers – individuals, groups or organisations for whom you provide a service – or they could be internal customers – other staff or departments in your organisation

**Customers with medical conditions**

Epilepsy, asthma and diabetes

**Damaged parts**

This would include worn parts – for example washers

**Discrepancies in items**

When the item does not match its description or price

**Documents**

Delivery notes, checklists

**Door and window furniture**

Mortise locks, rim locks, hinges, handles door closers or casement stays and fasteners

**Effective working relationships**

The type of relationship with your colleagues that helps the team to work well and provide a high level of service to the customer – this includes getting along well with your colleagues, being fair to them, avoiding unnecessary disagreements and not letting your personal life influence the way you relate to colleagues

**Emergency**

Depending on the type of workplace, any situation that creates a serious threat to the health and safety of participants, public or members of staff and requires immediate action – for example, drowning, fires, threatening behaviour, missing persons, chemical leaks, etc.

**Emergency action plan**

The written plan which has been developed by the facility to deal with any emergencies which may occur

**Emergency services**

The ambulance, police, fire service, or coastguards

**Entry and security procedures**

Your organisation's procedures for allowing people into the facility; this will include, for example, charging customers and signing in visitors

**Evaluate**

Thinking about your work and identifying what you do well and what you could improve in

**Facility**

For example, the buildings and outdoor areas used for sport or activities

**Feedback**

Other people – customers or colleagues – telling you what they think

**Fixtures and fittings**

For example, trims, cupboard handles

**Frames**

Made of timber, metal or UPVC

**Future responsibilities**

These could be new duties that you want to take on or new duties that your line manager wants to give you – this could include promotion

**Gain authorisation**

Getting the permission of a more senior colleague

**Glazing**

Single and double glazing

**Grassed areas**

For example, lawns, play and recreation areas

**Guidelines**

Those developed by the manufacturer or professional or regulatory bodies and possibly adapted by the facility

**Hard standing**

Upon which the caravan is to be permanently or temporarily sited

**Hazard**

Something that could cause harm to yourself, colleagues, customers or members of the public, for example, lifting and moving heavy equipment, activity equipment being left unattended, wet floors, trailing cables etc

**Hazardous substances**

Those commonly used in sport and recreation or outdoor activity facilities and covered by the Control of Substances Hazardous to Health regulations, for example, cleaning agents, pool plant chemicals, varnishes used for indoor surfaces, paints, fuels

**Health and safety legislation**

Mainly the Health and Safety at Work Act but also other pieces of legislation or regulations which may be relevant to the facility/plant, for example the Control of Substances Hazardous to Health regulations

**Health and safety requirements**

Legal requirements such as the Health and Safety at Work Act, Control of Substances Hazardous to Health or Manual Handling regulations, Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR), the Activity Centres (Young Persons' Safety) Act, manufacturers' guidelines and instructions for the use of equipment or substances etc

**Incidents**

Incidents of spillages or contamination

**Incompatible substances**

Substances which when they are combined cause further hazards such as heat, poisonous fumes or explosions; examples include acids and alkalis

**Information**

This could be spoken or written information

**Inspection**

Checking the caravan on delivery to make sure that all items are present and correct according to the supplied documents

**Isolate equipment**

Making sure the equipment is no longer connected to a mains supply, for example by unplugging the equipment or removing fuses

**Items requiring a team to set up and take down**

For example, gymnastics equipment, large mats, semi-permanent equipment – ropes course or launching a boat with a crane, marquee

**Items requiring only one person to set up and take down**

For example, badminton courts or an orienteering course

**Legal and regulatory requirements**

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

**Line manager**

The manager or supervisor to whom you report

**Locate the area**

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

**Long hand calculations**

Working out the total price on paper

**Loose furnishings**

For example, chairs, tables

**Maintenance schedule**

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

**Making calculations**

Working out the total price

**Manually operated equipment**

For example, exercise cycles, canoes, trampolines

**Materials**

For example, paint, varnish, light bulbs, fluorescent tubes

**Mobility and access**

This would cover, for example, people who cannot walk well, people in wheelchairs, or people who need other kinds of special arrangements to enter the facility and take part in activities

**Non-public areas**

Areas not normally accessible to the public, for example store rooms, offices or rest rooms

**Normal operating procedures**

The procedures which have been developed by the facility to cover normal (non-emergency) working

**Options**

Things that you can realistically do – within your organisation's policies and procedures – to solve the customer's problem

**Organisational requirements**

Those developed by the organisation to cover the handling, use and storage of hazardous substances

**Organisation's policies and procedures**

What your organisation says its staff should and should not do in certain situations

**Other ancillary equipment**

For example, equipment for curling or ice hockey

**Other people involved**

These may be other members of staff or other customers/participants and members of the public apart from the casualty

**Others involved in maintaining site security**

This could be managers, contractors or colleagues

**Particular needs**

People with disabilities or medical conditions that mean they require special attention

**Payment documentation**

Till receipts, records, credit and charge card slips

**People from outside your organisation**

For example, staff and managers in facilities you are using, teachers, suppliers

**People with particular needs**

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

**Personal protective equipment**

For example, gloves, ear defenders, goggles, overalls, aprons

**Pitch**

Existing or planned space for caravan

**Plant economy**

Maintaining the overall plant running costs to an acceptable level

**Plant effectiveness**

The plant's ability to maintain optimum operating conditions - and quality as required



**Plant efficiency**

The plant's ability to maintain water and ice temperature and quality whilst using the minimum amount of energy under the circumstances

**Planted areas**

Areas containing for example, herbaceous and bedding plants, roses, shrubs

**Point of sale technology**

Usually the till

**Pool Safety Operating Procedures**

Written after a risk assessment and made up of two parts: an Emergency Action Plan and Normal Operating Procedures

**Powered equipment**

An item of equipment with an independent power source, for example basket ball rigs, running machines, safety boats

**Problems with prices**

Not knowing what the correct price is

**Public areas**

Areas accessible to the public, for example activity areas, cafeterias, bars, corridors, reception areas, car parks

**Qualified assistance**

Someone who has a recognised first aid qualification or the emergency services

**Re-levelling loose fill**

For example, raking out wood chip or bark to level

**Relevant people**

Colleagues, managers or supervisors

**Repeated problems**

Problems that occur with a range of customers over a period of time

**Resolve**

Solving the problem

**Responsible colleague**

The member of staff with overall responsibility for the work/area/task – usually a line/duty manager or supervisor

**Responsible member of staff**

Usually the line manager or supervisor; it may also be the person responsible for the particular area or service

**Right person**

The person responsible for security on the site or the area you are checking

**Risk**

Risk is the likelihood of a hazard actually causing harm; for example a trailing cable is a hazard; if it is lying across a corridor, the risk of an accident occurring is great; if it lies along the wall out of the way of people using the corridor, the risk of an accident is much less

**Rules, regulations and bye laws**

The sections of legislation and regulations which impact on the operation of the facilities to include as appropriate:

Health and Safety at Work Act 1974

Health and Safety Regulations (First Aid) 1981

The Reporting of Incidents, Diseases and Other Dangerous Occurrences Regulations 1995

Regulatory Reform (Fire Safety) Order 2005

Control of Substances Hazardous to Health

Health and Safety (Safety Signs and Signals) Regulations 1996

Health and Safety Executive Publication "Managing Health and Safety in Swimming Pools"

**Sanitary ware**

For example, toilets, urinals

**Security breaches**

For example, doors which should be locked being left open, suspicious strangers etc

**Security equipment**

CCTV or alarms

**Segregate litter**

Sorting litter into different groups, for example, glass or waste paper, hazardous and non-hazardous

**Serviceable**

The equipment/facility doing what it was designed to do

**Services**

For example, activities or rooms for parties and other events

**Servicing**

For example, lubricating, adjusting, cleaning and drying

**Setting up**

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

**Simple equipment**

Equipment consisting of only one or two components, for example, badminton nets

**Site licence**

Obligatory requirement for operating a caravan park, for which application must be made to the local authority

**Situations likely to cause emotional distress**

For example, bullying or intimidation

**Sources of information**

This includes the written product or pricing information and other colleagues, managers or supervisors

**Specification**

Of the material being used, for example setting time and individual requirements for appropriate application of concrete

**Storage areas**

For example, store rooms, lockers, mobile stores, such as vans and trailers

**Storage system**

The information system in the facility; this may be paper-based or computer-based

**Store**

In this case could be the facilities reception service or shop

**Substances**

For example, fuel, battery fluid or lubricants

**Supports**

For example, blocks, jacks, corner steadies

**Team discussions**

These will usually be team meetings but could include more informal discussions with team members and line managers

**The site**

The area in which the work is being carried out

**Training and development**

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

**Treatment**

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

**Unattended**

When there are no members of staff present to prevent unauthorised entry

**Unsafe behaviour**

For example, diving into the shallow end of a pool, breaking the ground rules for an activity, vandalism

**Unwanted vegetation**

For example, cuttings and weeds

**Visitor**

An authorised person coming to the facility on business or to visit a member of staff

**Visual**

Checking by eye

**Visually inspect**

Checking the item by looking carefully at it

**Waste materials**

For example, broken glass, used putty

**Water features**

For example, flumes, wave machines, water jets, bubble beds etc

**Written communication**

This could involve short notes, memos, letters or other informal documents

**Written reports**

These could be short notes, memos or the organisation's incident report form; there is no requirement for formal reports

**Your limits of authority or competence**

What you are allowed to do according to your organisation's procedures and the skills you have to do so

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## Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Registrations/enrolment</li> <li>• Certificates</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> <li>• Results</li> </ul>
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Results</li> <li>• Certification</li> <li>• Missing or late exam materials</li> <li>• Incorrect exam papers</li> <li>• Forms request (BB, results entry)</li> <li>• Exam date and time change</li> </ul>
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> <li>• Results</li> <li>• Entries</li> <li>• Enrolments</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> </ul>
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> <li>• Re-issue of password or username</li> <li>• Technical problems</li> <li>• Entries</li> <li>• Results</li> <li>• GOLA</li> <li>• Navigation</li> <li>• User/menu option problems</li> </ul>
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> <li>• Employer solutions</li> <li>• Mapping</li> <li>• Accreditation</li> <li>• Development Skills</li> <li>• Consultancy</li> </ul>
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> <li>• Logbooks</li> <li>• Centre documents</li> <li>• Forms</li> <li>• Free literature</li> </ul>

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**1 Giltspur Street**  
**London**  
**EC1A 9DD**  
**T +44 (0)20 7294 2800**  
**F +44 (0)20 7294 2400**  
**[www.cityandguilds.com](http://www.cityandguilds.com)**

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