

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

Qualification handbook for centres
500/9125/6

www.cityandguilds.com
June 2010
Version 3.0



About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group

The City & Guilds Group includes City & Guilds, ILM (the Institute of Leadership & Management, which provides management qualifications, learning materials and membership services), City & Guilds NPTC (which offers land-based qualifications and membership services) and City & Guilds Centre for Skills Development. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement is available on the City & Guilds website.

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (which can be found on the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Publications

City & Guilds publications are available on the City & Guilds website or from our Publications Sales department at the address below or by telephoning +44 (0)20 7294 2850 or faxing +44 (0)20 7294 3387.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)20 7294 2800

F +44 (0)20 7294 2400

www.cityandguilds.com

centresupport@cityandguilds.co

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

Qualification handbook for centres



www.cityandguilds.com
June 2010
Version 3.0

City & Guilds

Skills for a brighter future



www.cityandguilds.com

Contents

1	Introduction to the qualification	8
1.1	Qualification structure	9
1.2	Opportunities for progression	10
1.3	Qualification support materials	11
1.4	City & Guilds websites	11
2	Centre requirements	12
2.1	Resource requirements	12
2.2	Candidate entry requirements	15
3	Course design and delivery	16
3.1	Initial assessment and induction	16
3.2	Recommended delivery strategies	16
4	Assessment	17
4.1	Summary of assessment methods	17
4.2	Evidence requirements	17
4.3	Recording forms	19
4.4	Recognition of prior learning (RPL)	19
5	Units	20
Unit 201	Prepare for activity sessions	23
Unit 301	Lead activity sessions	35
Unit 205	Conclude and review activity sessions	49
Unit 213	Support the work of the team and organisation	61
Unit 215	Promote health, safety and welfare in active leisure and recreation	71
Unit 302	Support equality and diversity in active leisure and recreation	85
Unit 202	Contribute to participants' personal and social development	91
Unit 203	Contribute to participants' exploration and understanding of the natural environment	101
Unit 206	Administer finance and information	111
Unit 207	Contribute to joint working with other organisations	121
Unit 208	Support the development of the sport or activity	131
Unit 303	Look after participants when they are away from home	139
Unit 304	Enable disabled people to take part in activities	151
Unit 211	Contribute to adventurous activities	161
Unit 212	Give customers a positive impression of yourself and your organisation	171
Unit 305	Contribute to environmental conservation in active leisure and recreation	177
Unit 217	Set up, take down and store activity equipment	189
Unit 218	Check and service activity equipment	199
Appendix 1	Relationships to other qualifications	207
Appendix 2	Sources of general information	208

Appendix 3	Core values for Activity Leadership	209
Appendix 4	Explanation and examples of terms	213

City & Guilds

Skills for a brighter future



www.cityandguilds.com

1 Introduction to the qualification

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

Qualification title and level	Level 2 NVQ Certificate in Activity Leadership (QCF)
City & Guilds qualification number	(4965-02)
Qualification accreditation number	500/9125/6
Last registration date	1/12/2014
Last certification date	31/12/2016

Sport and Active Leisure is more than an industry - it's a way of life. Up and down the country on any given day, you'll see sports facilities and playing fields full of adults and children enjoying their leisure and honing their skills. This industry however doesn't run itself, and instead relies upon the hard work and skills of a wide range of employees who need to be properly prepared and trained. The skills of our nation's participants depend to a large extent on how they are led in the early stages of participation in sporting activities.

The Level 2 NVQ Certificate in Activity Leadership (QCF) is primarily designed for those leading activity sessions in Sport and Active leisure, offering taster recreational sessions for sporting activities in various settings, or leading an outdoor activity such as an organised hike or camping trip. The qualification aims to assess the competence of the activity leaders, and will inevitably cover units around health and safety, teamwork, and leading and concluding sessions. A wide range of optional units exist also which enable learners to assess their competence in empowering disabled participants, leading adventurous activities, handling finances and contributing to participants personal and social development.

1.1 Qualification structure

To achieve the Level 2 NVQ Certificate in Activity Leadership (QCF), learners must achieve 25 credits from the 6 mandatory units plus a minimum of 2 units from the optional units available.

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

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
F/601/5532	Unit 201	Prepare for activity sessions	Mandatory	4
J/601/5533	Unit 301	Lead activity sessions	Mandatory	9
L/601/5534	Unit 205	Conclude and review activity sessions	Mandatory	4
Y/601/4483	Unit 213	Support the work of the team and organisation	Mandatory	2
D/601/4484	Unit 215	Promote health, safety and welfare in active leisure and recreation	Mandatory	4
H/601/4485	Unit 302	Support equality and diversity in active leisure and recreation	Mandatory	2
K/601/5542	Unit 202	Contribute to participants' personal and social development	Optional	5
M/601/5543	Unit 203	Contribute to participants' exploration and understanding of the natural environment	Optional	4
R/601/5535	Unit 206	Administer finance and information	Optional	3
Y/601/5536	Unit 207	Contribute to joint working with other organisations	Optional	4

H/601/5538	Unit 208	Support the development of the sport or activity	Optional	2
K/601/5539	Unit 303	Look after participants when they are away from home	Optional	6
D/601/5540	Unit 304	Enable disabled people to take part in activities	Optional	9
H/601/5541	Unit 211	Contribute to adventurous activities	Optional	8
M/500/8971	Unit 212	Give customers a positive impression of yourself and your organisation (ICS)	Optional	5
L/601/4495	Unit 305	Contribute to environmental conservation in active leisure and recreation	Optional	6
K/601/4486	Unit 217	Set up, take down and store activity equipment	Optional	3
M/601/4487	Unit 218	Check and service activity equipment	Optional	3

1.2 Opportunities for progression

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

- 4961-60/-90 Level 2 and 3 Award in the Principles of Coaching Sport (QCF)
- 4863-33 Level 3 Award, Certificate & Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (QCF)
- 4863-21 Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services (QCF)
- Level 3 NVQ in Leisure Management
- Level 3 NVQ in Sports Development.

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

1.3 Qualification support materials

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

Description	How to access
fast track approval forms/generic fast track approval form	www.cityandguilds.com

1.4 City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about City & Guilds qualifications. It contains qualification documentation and updates.
Walled Garden	www.walled-garden.com	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 qualification Level 2 NVQ in Activity Leadership (4833-03) may apply for approval for the new Level 2 NVQ Certificate in Activity Leadership (QCF) (4965-02) 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

- if they meet all of the approval criteria specified in the fast track form guidance notes.

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

2.1 Resource requirements

Physical resources and site agreements

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

Human resources

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

Occupational competence for assessors, internal and external verifiers for the Level 2 NVQ Certificate in Activity Leadership (QCF)

The following sections set out the criteria for their appointment;

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 or as an additional external method of quality assurance.

For the Level 2 NVQ Certificate in Activity Leadership (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(s) they wish to assess.
- Provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification.
- Provide evidence of knowledge, understanding and support of the relevant Active Leisure and Learning Values Statements and how they are applied in assessment.
- Demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse.
- Provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development.
- Approved Centres may have additional generic criteria and personnel specifications in addition to the above

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

Internal Verifiers

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

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

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

For the Level 2 NVQ Certificate in Activity Leadership (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 Activity Leadership (QCF) prospective External Verifiers should

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

What follows are the specific criteria for the Level 2 NVQ Certificate in Activity Leadership (QCF) and they apply equally to prospective External and Internal Verifiers and Assessors, who must have:

Required criteria:

1. Knowledge of, and commitment to, the active leisure, learning and well-being values statement for either sports development or outdoor education, training, recreation as well as the values 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.

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.

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, notes of team briefings, reports 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

- 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 staff/volunteers who prepare sessions which introduce and lead people in an activity, make sure the working environment is healthy and safe and promote people's personal and social development. Typical settings will be activity holiday centres, outdoor education centres, youth clubs and organisations which provide outdoor experiences.

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 213, 201, 204, 205, 215, 206, 207, 208, 217, 218 and 214, 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 within the unit.

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 within each unit shows this in more detail. Assessors and learners are strongly encouraged to plan assessments to fit in with the learner's work patterns so that the number of assessment occasions on which observation takes place can be kept to a realistic minimum (please see the section below on *Assessing more than one unit on each occasion* for some suggestions).

These observations should not be carried out on the same day. There should be sufficient time between assessments for the assessor to satisfy himself or herself that the 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 Activity Leadership (QCF) link together in a logical way and assessors are encouraged to make use of these links in an efficient and creative way. In many cases there should be no need to assess on a unit-by-unit basis (unless the learner wants unit accreditation only). It would make better use of both the assessor's and learner's time to consider and plan how many units could be covered on each assessment occasion.

For example, the learner may be working in an outdoor activity centre running a raft building session with a more experienced instructor on site as overall in charge. This will involve checking the area prior to the session (part of 215 Promote health, safety and welfare in active leisure and recreation), putting out the equipment for building the rafts (part of 217 Set up, take down and store activity equipment), putting away and storing the equipment used (part of 217). The session may also involve some teamwork (part of 213 Support the work of the team and organisation) and some basic customer service (unit C34 Resolve customer service problems). The learner will have prepared a session plan and prepared the participants (201 Prepare for activity sessions). They will deliver the session (204 Lead activity sessions) and carry out a review with the participants (205 Conclude and review activity sessions) the whole session may also be part of 211 Contribute to adventurous activities

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 preparing for the session, running the whole session and putting the equipment away at the end of the session. This will cover evidence for parts of 215, 217, 213, C34, 201, 204, 205, 211.

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 these recording forms, for new and existing centres to use as appropriate. 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. Alternatively, City & Guilds endorses a number of electronic recording systems. For details, go to the e-Portfolios page on SmartScreen.co.uk.

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

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
- Guided Learning Hours (GLH)
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- relationship to NOS
- evidence for real work activity
- assessment and grading

Summary of units

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional unit	Credits	GLH
F/601/5532	201	Prepare for activity sessions	Mandatory	4	15
J/601/5533	301	Lead activity sessions	Mandatory	9	67
L/601/5534	205	Conclude and review activity sessions	Mandatory	4	30
Y/601/4483	213	Support the work of the team and organisation	Mandatory	2	30
D/601/4484	215	Promote health, safety and welfare in active leisure and recreation	Mandatory	4	30
H/601/4485	302	Support equality and diversity in active leisure and recreation	Mandatory	2	15
K/601/5542	202	Contribute to participants' personal and social development	Optional	5	37
M/601/5543	203	Contribute to participants' exploration and understanding of the natural environment	Optional	4	30
R/601/5535	206	Administer finance and information	Optional	3	22
Y/601/5536	207	Contribute to joint working with other organisations	Optional	4	30
H/601/5538	208	Support the development of the sport or	Optional	2	15

		activity			
K/601/5539	303	Look after participants when they are away from home	Optional	6	45
D/601/5540	304	Enable disabled people to take part in activities	Optional	9	67
H/601/5541	211	Contribute to adventurous activities	Optional	8	60
L/601/0933	212	Give customers a positive impression of yourself and your organisation (ICS)	Optional	5	20
L/601/4495	305	Contribute to environmental conservation in active leisure and recreation	Optional	6	45
K/601/4486	217	Set up, take down and store activity equipment	Optional	3	22
M/601/4487	218	Check and service activity equipment	Optional	3	22

City & Guilds

Skills for a brighter future



www.cityandguilds.com

Unit 201

Prepare for activity sessions

Level: 2

Credit value: 4

Unit aim

This unit covers the knowledge and competence that the learner needs to prepare for activity sessions.

Learning outcomes

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

- 201.1 Know how to prepare for activity sessions
- 201.2 Know how to plan activity sessions
- 201.3 Be able to plan activity sessions
- 201.4 Know how to prepare self for activity sessions
- 201.5 Be able to prepare self for activity sessions
- 201.6 Know how to prepare equipment and facilities for activity sessions
- 201.7 Be able to prepare equipment and facilities for activity sessions

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 D21 - Prepare for activity sessions

Unit 201

201.1

Prepare for activity sessions

Know how to prepare for activity sessions

Assessment criteria

The learner can:

1. describe the values and/or codes of practice relevant to the work being carrying out
2. describe the importance of careful and thorough planning and preparation for sessions
3. identify the requirements for health and safety that are relevant to the activities being planned including Health and Safety at Work legislation and requirements from relevant National Governing Bodies
4. describe how the sessions relate to the overall aims of the programme
5. state how to identify the needs, motivations and potential of the participants
6. describe the types of special needs that participants may have
7. describe how to adapt own plans, self and the equipment and facilities to meet special needs that participants may have.

Unit 201

201.2

Prepare for activity sessions

Know how to plan activity sessions

Assessment criteria

The learner can:

1. outline what a session plan should cover
2. describe the importance of treating information about participants confidentially and what this means
3. describe how to develop and check objectives, sequences and timings for a session
4. outline how to find out about the equipment and facilities that will be available for the session
5. state the types of circumstances that may change and how to plan for these
6. outline why it is important to get the approval of the colleague responsible for the programme.

Unit 201

201.3

Prepare for activity sessions

Be able to plan activity sessions

Assessment criteria

The learner can:

1. collect the **information** needed to plan the sessions
2. have session plans that meet the **aims of the programme** and the needs and potential of individual **participants**
3. make sure the plans have realistic objectives, sequences and timings
4. make sure the plans meet health and safety requirements
5. adapt the plans to take account of available equipment, facilities and time
6. identify anything that might change before the sessions and plan how to deal with these
7. get approval for the plans from the responsible colleague.

Range

Information

Time and location, context in which activities are taking place, expected participants, participant needs and motivations, aims of the programme, health and safety requirements, available equipment and facilities, evaluations of similar sessions

Aims of the programme

Fun and recreation, curriculum-based, personal and social development, encouraging future participation, adherence and/or progress in the sport or activity

Participants

Adults, children and young people, people with particular needs, new participants, participants with some experience

Unit 201

201.4

Prepare for activity sessions

Know how to prepare self for activity sessions

Assessment criteria

The learner can:

1. outline why it is important to have own plans for the session and other essential information readily available
2. outline levels of personal competence and the types of qualifications required to lead the sessions that are being prepared
3. outline why it is important to have the correct level of personal competence and the appropriate qualifications, and what may happen if not
4. describe the physical and mental demands of leading the planned session
5. describe why it is important that the learner is in the right physical and mental condition
6. outline different styles of leadership that are appropriate to different types of participants and sessions.

Unit 201

201.5

Prepare for activity sessions

Be able to prepare self for activity sessions

Assessment criteria

The learner can:

1. have own plans and other essential information about the **sessions** available
2. make sure own personal competence and qualifications are appropriate to leading the **sessions**
3. physically and mentally prepare self for the **sessions**
4. have the correct **personal equipment** ready for the **sessions**
5. choose a leadership style that is appropriate to the aims of the **session** and the needs and potential of the **participants**.

Range

Session/s

Fun and recreation, curriculum-based, personal and social development, encouraging future participation, adherence and/or progress in the sport or activity

Personal equipment

Activity equipment, clothing, safety equipment, first aid equipment

Participants

Adults, children and young people, people with particular needs, new participants, participants with some experience

Unit 201

201.6

Prepare for activity sessions

Know how to prepare equipment and facilities for activity sessions

Assessment criteria

The learner can:

1. list the types of equipment and facilities that are needed for the planned sessions
2. state how to choose equipment that will be appropriate to a particular client group
3. describe how to check equipment and facilities
4. describe the correct procedures to follow when unsafe or unserviceable equipment and/or facilities are found
5. outline why participants should help to prepare facilities and equipment
6. describe how to identify whether and how the local environment could be harmed by the sessions
7. describe how to identify what could be done to protect the environment from harm.

Unit 201

201.7

Prepare for activity sessions

Be able to prepare equipment and facilities for activity sessions

Assessment criteria

The learner can:

1. obtain equipment and facilities that are suitable for the **participants** and the **sessions**
2. make sure equipment and facilities meet health and safety requirements and/or local codes of practice
3. identify any unsafe or unserviceable equipment and/or facilities and follow the correct procedures for dealing with these
4. encourage and help the **participants** to prepare equipment and facilities safely and in line with own organisation's procedures
5. minimise any damage to the local environment and injury to self and others.

Range

Participants

Adults, children and young people, people with particular needs, new participants, participants with some experience

Sessions

Fun and recreation, curriculum-based, personal and social development, encouraging future participation, adherence and/or progress in the sport or activity

Unit 201 Prepare for activity sessions

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 information
- Two types of aims of the programme
- Two types of participant
- Two types of session
- Two types of personal 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 7.3 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 201 Prepare for activity sessions

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Activity Leadership (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

Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is preparing for activity sessions.

Learning Outcome 3

When planning activity sessions, the learner must cover **all** of the following types:

a information

- 1 time and location
- 2 context in which activities are taking place
- 3 expected participants
- 4 participant needs and motivations
- 5 aims of the programme
- 6 health and safety requirements
- 7 available equipment and facilities
- 8 evaluations of similar sessions

with 2 of the following types:

b aims of the programme

- 1 fun and recreation
- 2 curriculum-based
- 3 personal and social development
- 4 encouraging future participation, adherence and/or progress in the sport or activity

with 3 of the following types:

c participant

- 1 adults
- 2 children and young people
- 3 people with particular needs
- 4 new participants
- 5 participants with some experience

Learning Outcome 5

When preparing self for activity sessions, the learner must cover 2 of the following types:

a session

- 1 fun and recreation
- 2 curriculum-based
- 3 personal and social development
- 4 encouraging future participation, adherence and/or progress in the sport or activity

with 2 of the following types:

b personal equipment

- 1 activity equipment
- 2 clothing
- 3 safety equipment
- 4 first aid equipment

with 3 of the following types:

c participant

- 1 adults
- 2 children and young people
- 3 people with particular needs
- 4 new participants
- 5 participants with some experience

Learning Outcome 7

When preparing equipment and facilities for activity sessions, the learner must cover 3 of the following types:

a participant

- 1 adults
- 2 children and young people
- 3 people with particular needs
- 4 new participants
- 5 participants with some experience

with 2 of the following types:

b session

- 1 fun and recreation
- 2 curriculum-based
- 3 personal and social development
- 4 encouraging future participation, adherence and/or progress in the sport or activity

City & Guilds

Skills for a brighter future



www.cityandguilds.com

Level: 3

Credit value: 9

Unit aim

This unit covers the knowledge and competence that the learner needs to lead activity sessions.

Learning outcomes

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

- 301.1 Know the general principles of how to lead activity sessions
- 301.2 Know how to prepare participants for activity sessions
- 301.3 Be able to prepare participants for activity sessions
- 301.4 Know how to introduce the participants to activities
- 301.5 Be able to introduce the participants to activities
- 301.6 Know how to lead activities
- 301.7 Be able to lead activities
- 301.8 Know how to maintain and encourage effective working relationships during activity sessions
- 301.9 Be able to maintain and encourage effective working relationships during activity sessions

Guided learning hours

It is recommended that **67** 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 D22 - Lead activity sessions

Unit 301

301.1

Lead activity sessions

Know the general principles of how to lead activity sessions

Assessment criteria

The learner can:

1. describe the values and/or codes of practice relevant to the work being carrying out
2. identify the requirements for health and safety that are relevant to the activities being planned including Health and Safety at Work legislation and requirements from relevant National Governing Bodies
3. outline how to identify the impact that the activities being led could have on the environment
4. outline how to identify what could be done to minimise the environmental impact of activities being led
5. outline the aims, objectives and content of the session being led
6. describe the importance of following own plans for sessions or varying these plans to meet new needs and opportunities
7. describe the importance of being able to communicate clearly with the participants according to their needs
8. describe how to communicate clearly with both individuals and groups
9. describe the importance of adapting own plans and methods to meet each participant's individual needs
10. describe the importance of balancing risk with the benefits of risk
11. describe why participants must be motivated to learn effectively
12. describe the importance of the participants receiving clear and supportive feedback on what they have achieved
13. identify situations in which extra motivation may need to be given to participants
14. list different methods that can be used to motivate participants without putting undue pressure on them
15. state the record keeping procedures that must be followed.

Unit 301

301.2

Lead activity sessions

Know how to prepare participants for activity sessions

Assessment criteria

The learner can:

1. identify participant clothing and equipment required for the activities being leading
2. outline why recording attendance may be important in some contexts
3. describe why it is important to explain the aims and objectives and benefits of the session
4. describe why it is important to find out about participants' previous experience
5. describe why participants must be mentally and physically ready for the activities they will be involved in
6. identify the methods to use when preparing participants mentally and physically for the activities they will be involved in.

Unit 301

301.3

Lead activity sessions

Be able to prepare participants for activity sessions

Assessment criteria

The learner can:

1. meet the **participants** on time
2. help the **participants** feel welcome and relaxed
3. follow own organisation's procedures for checking attendance
4. make sure the **participants'** clothing and equipment are safe and appropriate
5. organise the **participants** in order to communicate with them
6. explain the **aims and objectives** of the session and its benefits to the **participants**
7. find out if the **participants** have any relevant experience to build on
8. make sure the **participants** are mentally and physically ready for the session.

Range

Participants

Adults, children and young people, people with particular needs, new participants, participants with some experience

Aims and objectives

Fun and recreation, curriculum-based, personal and social development, encouraging future participation, adherence and/or progress in the sport or activity

Unit 301

301.4

Lead activity sessions

Know how to introduce the participants to activities

Assessment criteria

The learner can:

1. outline the key points that must be explained to participants before they begin activities
2. state the types of questions or problems that participants may have
3. describe methods that can be used to explain and demonstrate key points
4. describe the importance of encouraging question and answer sessions
5. identify methods that can be used to make sure participants understand what is expected of them.

Unit 301

301.5

Lead activity sessions

Be able to introduce the participants to activities

Assessment criteria

The learner can:

1. demonstrate **key points** to the **participants**
2. explain the **key points** and why they are important
3. encourage the **participants** to ask questions
4. answer the **participants'** questions helpfully and clearly
5. check that the **participants** understand **key points**
6. motivate the **participants** without putting them under stress.

Range

Key points

Responsibility for health and safety, rules for behaviour, skills and techniques, use of equipment, respect for the environment

Participants

Adults, children and young people, people with particular needs, new participants, participants with some experience

Unit 301

301.6

Lead activity sessions

Know how to lead activities

Assessment criteria

The learner can:

1. describe how to supervise the participants during the session
2. identify behaviour management techniques that can be used when leading sessions
3. state the levels of supervision that are appropriate to different activities and types of participants
4. describe when and when not to intervene in an activity
5. describe the methods that should be used to help the participants to achieve the aims and objectives of the session
6. describe how to gauge participants' feelings about activities and how to respond to these
7. outline the types of new risks, needs and opportunities that could occur during a session that may require a change to own plans.

Unit 301

301.7

Lead activity sessions

Be able to lead activities

Assessment criteria

The learner can:

1. make sure the **participants** follow instructions throughout the session
2. manage the **participants'** behaviour to maintain a good learning environment
3. follow planned procedures for health, safety and respect for the environment
4. develop the session at a pace suited to the **participants** and its **aims and objectives**
5. assess **participant** progress and give clear and positive **feedback** at appropriate points
6. give the **participants** further explanations and demonstrations when necessary
7. encourage the **participants** to say how they are finding the session, and respond appropriately
8. vary own session plan to meet any new needs and opportunities
9. identify and control any new risks when they occur.

Range

Participants

Adults, children and young people, people with particular needs, new participants, participants with some experience

Aims and objectives

Fun and recreation, curriculum-based, personal and social development, encouraging future participation, adherence and/or progress in the sport or activity

Feedback

To individuals, to groups

Unit 301

301.8

Lead activity sessions

Know how to maintain and encourage effective working relationships during activity sessions

Assessment criteria

The learner can:

1. describe legal requirements, industry values and/or ethical codes that affect the relationship with participants
2. outline types of participant behaviour during activity sessions that could be interpreted as inappropriate
3. outline how to establish a leadership role based on mutual respect
4. describe the importance of good working relationships between participants
5. outline why each participant should receive adequate attention
6. identify ways of working that encourage communication and interaction between participants
7. describe how to balance the needs of individual participants with those of the group as a whole
8. describe the importance of encouraging participants to communicate and relate effectively with others
9. identify types of behaviour that have a positive and negative effect on the group
10. identify why types of behaviour that have a positive and negative effect on the group should be emphasised
11. identify types of unacceptable behaviour that must be challenged
12. describe the importance of challenging unacceptable behaviour
13. outline methods and procedures for dealing with unacceptable behaviour
14. outline methods and procedures for dealing with conflict
15. describe the importance of maintaining participants' emotional welfare.

Unit 301

301.9

Lead activity sessions

Be able to maintain and encourage effective working relationships during activity sessions

Assessment criteria

The learner can:

1. establish a leadership position which is based on mutual respect
2. **communicate** with **participants** as appropriate to their needs
3. maintain a relationship which is in line with good practice and industry values
4. encourage and motivate **participants** to achieve their goals
5. give attention to each **participant's** needs
6. encourage effective **communication** and interpersonal skills
7. emphasise types of behaviour that have a positive effect on the group
8. identify and challenge unacceptable behaviour in line with own organisation's procedures
9. **identify and deal with conflict promptly and fairly.**

Range

Communicate/ion

Presenting to groups, speaking to individuals, active listening

Participants

Adults, children and young people, people with particular needs, new participants, participants with some experience

Unit 301 Lead activity sessions

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 participant
- Two types of aims and objectives
- All types of key points
- Both types of feedback
- All types of communication 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 7.7 only, if there is no naturally occurring evidence is available.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity. Supplementary evidence is allowed for 7.8, 9.7 and 9.8 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 301 Lead activity sessions

Assessment and grading

The assessment and grading for the Level 2 NVQ Activity Leadership (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

Outcomes 3, 5, 7 and 9 must be assessed using workplace evidence generated when the learner is leading activity sessions

Learning Outcome 3

When preparing participants for activity sessions, the learner must cover 3 of the following types:

a participant

- 1 adults
- 2 children and young people
- 3 people with particular needs
- 4 new participants
- 5 participants with some experience

with 2 of the following types:

b aims and objectives

- 1 fun and recreation
- 2 curriculum-based
- 3 personal and social development
- 4 encouraging future participation, adherence and/or progress in the sport or activity

Learning Outcome 5

When introducing the participants to activities, the learner must cover all of the following types:

a key points

- 1 responsibility for health and safety
- 2 rules for behaviour
- 3 skills and techniques
- 4 use of equipment
- 5 respect for the environment

with 3 of the following types:

b participant

- 1 adults
- 2 children and young people
- 3 people with particular needs
- 4 new participants
- 5 participants with some experience

Learning Outcome 7

When leading activities, the learner must cover 3 of the following types:

a participant

- 1 adults
- 2 children and young people
- 3 people with particular needs
- 4 new participants
- 5 participants with some experience

with 2 of the following types:

b aims and objectives

- 1 recreation
- 2 curriculum-based
- 3 personal and social development
- 4 encouraging future participation and progress in the sport or activity

with both of the following types:

c feedback

- 1 to individuals
- 2 to groups

Learning Outcome 9

When maintaining and encouraging effective working relationships during activity sessions, the learner must cover all of the following types:

a communication methods

- 1 presenting to groups
- 2 speaking to individuals
- 3 active listening

with 3 of the following types:

b participant

- 1 adults
- 2 children and young people
- 3 people with particular needs
- 4 new participants
- 5 participants with some experience

www.cityandguilds.com

Level: 2

Credit value: 4

Unit aim

This unit covers the knowledge and competence that the learner needs to conclude and review activity sessions.

Learning outcomes

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

- 205.1 Know how to conclude and review activity sessions
- 205.2 Know how to review activity sessions with participants
- 205.3 Be able to review activity sessions with participants
- 205.4 Know how to bring activity sessions to an end
- 205.5 Be able to bring activity sessions to an end
- 205.6 Know how to deal with equipment, clothing and facilities following activity sessions
- 205.7 Be able to deal with equipment, clothing and facilities following activity sessions
- 205.8 Know how to reflect on and evaluate activity sessions
- 205.9 Be able to reflect on and evaluate activity sessions

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 reflects the NOS from D23 - Conclude and review activity sessions

Unit 205

205.1

Conclude and review activity sessions

Know how to conclude and review activity sessions

Assessment criteria

The learner can:

1. describe the values and/or codes of practice relevant to the work being carried out
2. describe the importance of concluding a session carefully and with sufficient time
3. describe the legal requirements for health and safety that are relevant to the activities coming to an end
4. describe any other national requirements that govern the activities and the equipment and facilities that have been used
5. outline the aims of the programme that has been delivered
6. describe the needs, potential and expectations of the participants
7. outline the types of special needs that participants may have
8. outline how to adjust plans for concluding and reviewing the session to take account of any special needs that participants may have.

Unit 205

205.2

Conclude and review activity sessions

Know how to review activity sessions with participants

Assessment criteria

The learner can:

1. describe the importance and purpose of reviewing the session with the participants
2. outline why participants should give open and honest feedback, both negative and positive, on the session
3. describe the techniques that can be used to encourage and facilitate feedback
4. outline why it is important to measure how well the session has achieved its aims
5. outline and how to measure how well a session has achieved its aims
6. outline the types of unmet needs and expectations that participants may have at the end of a session
7. outline how to deal with any unmet needs and expectations
8. describe the importance of identifying and acknowledging achievement and learning
9. list other settings or situations to which learning could be applied
10. outline why it is important to share the outcomes of the review with the colleague responsible for the programme
11. outline what future actions may arise as a result of the review.

Unit 205

205.3

Conclude and review activity sessions

Be able to review activity sessions with participants

Assessment criteria

The learner can:

1. choose an appropriate time and place for the review
2. help each **participant** to take part in the review
3. make sure the review takes account of the **participants'** experiences during the session
4. help the **participants** to identify, and be positive about, what they have achieved
5. explore with the **participants** how learning can be applied in the future
6. summarise with the **participants** how well the **session** achieved its aims and met their needs and expectations
7. discuss the outcomes of the review with the colleague responsible for the programme and agree future actions.

Range

Participant/s

Adults, children and young people, people with particular needs, new participants, participants with some experience

Session

Fun and recreation, curriculum-based, personal and social development, encouraging future participation, adherence and/or progress in the sport or activity

Unit 205

205.4

Conclude and review activity sessions

Know how to bring activity sessions to an end

Assessment criteria

The learner can:

1. describe what is meant by preparing the participants emotionally and physically to finish their activities
2. describe the importance of preparing participants emotionally and physically to finish their activities
3. describe why sufficient time should be allocated for preparing participants to finish their activities
4. state the types of information that participants may need at the end of a session
5. describe why participants should be encouraged and helped to deal with equipment and facilities following use.

Unit 205

205.5

Conclude and review activity sessions

Be able to bring activity sessions to an end

Assessment criteria

The learner can:

1. manage own time to finish the session effectively
2. prepare the **participants** emotionally and physically to end the session
3. encourage and help the **participants** to clear up
4. encourage the **participants** to take part in the activity in the future
5. give the **participants** any further information they may need
6. make sure the **participants** leave the session in a safe and orderly manner
7. follow own organisation's procedures for recording the session and any incidents.

Range

Participants

Adults, children and young people, people with particular needs, new participants, participants with some experience

Unit 205

205.6

Conclude and review activity sessions

Know how to deal with equipment, clothing and facilities following activity sessions

Assessment criteria

The learner can:

1. describe any organisational, legal and national governing body requirements for the equipment, clothing and facilities being used
2. describe the importance of checking equipment, clothing and facilities following use
3. describe what to look for when checking equipment, clothing and facilities following use
4. identify the correct storage areas for the equipment and clothing used.

Unit 205

205.7

Conclude and review activity sessions

Be able to deal with equipment, clothing and facilities following activity sessions

Assessment criteria

The learner can:

1. follow the correct procedures for checking equipment, clothing and facilities
2. identify and remove any unsafe or unserviceable equipment and clothing from use and report them to the responsible colleague
3. make sure equipment, clothing and facilities are in a condition fit for future use
4. make sure equipment is returned to the correct storage area.

Unit 205

205.8

Conclude and review activity sessions

Know how to reflect on and evaluate activity sessions

Assessment criteria

The learner can:

1. describe what is meant by 'reflective practice'
2. describe why reflective practice is important
3. describe how to carry out evaluations of activity sessions
4. outline why participant and colleague feedback is important as well as own impressions.

Unit 205

205.9

Conclude and review activity sessions

Be able to reflect on and evaluate activity sessions

Assessment criteria

The learner can:

1. review the aims and objectives for the sessions that have been delivered
2. reflect on all aspects of the sessions that have been delivered:
 - planning
 - preparation
 - leading and managing the group
 - relationships
3. reflect on the feedback received from participants and colleagues
4. identify what went well and what could be improved
5. identify how to:
 - improve future sessions
 - improve own practice as an activity leader
6. discuss learning points with a responsible colleague.

Unit 205 Conclude and review activity sessions

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 session
- Two types of participant

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

Simulation

Simulation is allowed for 3.6 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 205 Conclude and review activity sessions

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Activity Leadership (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 concluding and reviewing activity sessions

Learning Outcome 3

When reviewing activity sessions with participants, the learner must cover 2 of the following types:

a session

- 1 fun and recreation
- 2 curriculum-based
- 3 personal and social development
- 4 encouraging future participation, adherence and/or progress in the sport or activity

with 3 of the following types:

b participant

- 1 adults
- 2 children and young people
- 3 people with particular needs
- 4 new participants
- 5 participants with some experience

Learning Outcome 5

When bringing activity sessions to an end, the learner must cover 3 of the following types:

a participant

- 1 adults
- 2 children and young people
- 3 people with particular needs
- 4 new participants
- 5 participants with some experience

Unit 213

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:

- 213.1 Know how to support the work of own team and organisation
- 213.2 Know how to work effectively with colleagues
- 213.3 Be able to work effectively with colleagues
- 213.4 Know how to improve own work
- 213.5 Be able to improve own work
- 213.6 Know how to help to improve the work of own organisation
- 213.7 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 following NOS A52 - Support the work of the team and organisation

Unit 213

213.1

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 213

213.3

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

Unit 213

213.4

Support the work of the team and organisation

Know how to improve own work

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 213

213.5

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 213

213.6

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 213

213.7

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 213 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 213 Support the work of the team and organisation

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Activity Leadership (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

Learning Outcome 7

When helping to improve the work of own organisation, 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 215

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:

- 215.1: Know how to promote health, safety and welfare in active leisure and recreation
- 215.2: Know how to control risks in active leisure and recreation
- 215.3: Be able to help to control risks in the active leisure and recreation environment
- 215.4: Know how to help to safeguard and protect children and vulnerable adults
- 215.5: Be able to help to safeguard and protect children and vulnerable adults
- 215.6: Know how to deal with injuries and signs of illness
- 215.7: Be able to deal with injuries and signs of illness
- 215.8: Know how to follow emergency procedures
- 215.9: 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 reflects the NOS from C22 - Promote health, safety and welfare in active leisure and recreation

Unit 215

Promote health, safety and welfare in active leisure and recreation

215.1

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 215

Promote health, safety and welfare in active leisure and recreation

215.2

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 215

Promote health, safety and welfare in active leisure and recreation

215.3

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 215

Promote health, safety and welfare in active leisure and recreation

215.4

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 215

Promote health, safety and welfare in active leisure and recreation

215.5

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 215

Promote health, safety and welfare in active leisure and recreation

215.6

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 215

Promote health, safety and welfare in active leisure and recreation

215.7

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 215

Promote health, safety and welfare in active leisure and recreation

215.8

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 215

Promote health, safety and welfare in active leisure and recreation

215.9

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 215 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 215 Promote health, safety and welfare in active leisure and recreation

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Activity Leadership (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

City & Guilds

Skills for a brighter future



www.cityandguilds.com

Unit 302

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:

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

302.2: 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 reflects the NOS from D214 - Support equality and diversity in active leisure and recreation

Unit 302

Support equality and diversity in active leisure and recreation

302.1

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 302

Support equality and diversity in active leisure and recreation

302.2

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 302 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 302 Support equality and diversity in active leisure and recreation

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Activity Leadership (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

City & Guilds

Skills for a brighter future



www.cityandguilds.com

Unit 202

Contribute to participants' personal and social development

Level: 2

Credit value: 5

Unit aim

This unit covers the knowledge and competence that the learner needs to contribute to participants' personal and social development.

Learning outcomes

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

- 202.1 Know how to prepare for development opportunities
- 202.2 Be able to prepare for development opportunities
- 202.3 Know how to facilitate development opportunities
- 202.4 Be able to facilitate development opportunities
- 202.5 Know how to conclude development opportunities
- 202.6 Be able to conclude development opportunities

Guided learning hours

It is recommended that **37** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit reflects the NOS from D31 - Contribute to participants' personal and social development

Unit 202

Contribute to participants' personal and social development

202.1

Know how to prepare for development opportunities

Assessment criteria

The learner can:

1. describe the value of personal and social development opportunities to participants
2. describe the types of experiences and activities which encourage personal and social development of participants
3. describe the importance of being aware of the aims of the development opportunity
4. describe how to identify the aims of the development opportunity
5. describe the importance of knowing about the participants' hopes, concerns and development needs
6. describe how to collect information about the participants' hopes, concerns and development needs
7. describe how to take account of the participants' hopes, concerns and development needs when structuring the development opportunity
8. describe the limits of own technical and interpersonal competence
9. describe why it is important to take account of limits of own technical and interpersonal competence when structuring the development opportunity
10. describe the organisation's resources, constraints and safety parameters for the development opportunities being delivered, including any relevant legislation and national guidelines such as those of National Governing Bodies, where these apply
11. describe the importance of checking the details of the development opportunity with a responsible colleague (senior colleague and/or the client responsible for the group).

Unit 202

Contribute to participants' personal and social development

202.2

Be able to prepare for development opportunities

Assessment criteria

The learner can:

1. identify the aims of the development opportunity and the desired outcomes
2. find out about the **participants'** hopes, concerns and **development needs** during the preparation
3. take account of the **participants'** hopes, concerns and **development needs** during the preparation
4. prepare the development opportunity in a way which is consistent with own level of technical and interpersonal competence
5. take account of organisation's resources and relevant health and safety requirements
6. assess the risks involved in the experience
7. make sure there are satisfactory **safety parameters**
8. plan and agree all aspects of the development opportunity with a responsible colleague following organisational procedures.

Range

Participants

Adults, children and young people, people with particular needs

Development needs

Self-awareness, personal skills, interpersonal skills, social inclusion

Safety parameters

Physical boundaries, criteria for abandoning the development opportunity, the participants' safety ground rules, relevant guidelines for activities of this nature

Unit 202

Contribute to participants' personal and social development

202.3

Know how to facilitate development opportunities

Assessment criteria

The learner can:

1. outline the meaning of 'client centred learning'
2. describe the importance of thoroughly preparing the participants for a development opportunity
3. describe the importance of effective team work and communication in personal and social development opportunities
4. describe the value of unplanned events during a development opportunity
5. describe what kinds of unplanned events may occur which could be made use of
6. describe the importance of individual reflection for the participants during a development opportunity
7. describe how to encourage and facilitate individual reflection for the participants during a development opportunity
8. describe the importance of encouraging participants to develop their own problem solving skills
9. describe how to encourage and facilitate participants to develop their own problem solving skills.

Unit 202

Contribute to participants' personal and social development

202.4

Be able to facilitate development opportunities

Assessment criteria

The learner can:

1. prepare the **participants** effectively for the **development opportunity**
2. encourage the **participants** to take responsibility for their own learning during the **development opportunity**
3. emphasise the importance of team work as appropriate to the objectives of the **development opportunity**
4. encourage effective communication within the group
5. use unplanned events during the **development opportunity** to enhance its effectiveness
6. encourage individual reflection at appropriate points during the **development opportunity**
7. encourage the **participants** to solve problems for themselves during the **development opportunity**.

Range

Participants

Adults, children and young people, people with particular needs

Development opportunity/ies

Self-awareness, personal skills, interpersonal skills, social inclusion

Unit 202

Contribute to participants' personal and social development

202.5

Know how to conclude development opportunities

Assessment criteria

The learner can:

1. describe the value and purpose of reviews and individual reflection following development opportunities
2. describe the importance of explaining own observations about what happened during the development opportunity, to the participants
3. describe how to explain own observations to participants and the main points to bear in mind when doing so
4. describe the importance of the participants being able to feedback both to the group and to the leader
5. outline how to encourage participant feedback and points to bear in mind when doing so
6. describe the importance of encouraging individual participants to recognise their own skills and self-worth and those of others in the group
7. describe how to encourage participants to recognise their own skills and self-worth and points to bear in mind when doing so
8. describe the concept and importance of participants' transferring learning from one context to other aspects of their lives
9. outline how to encourage participants to consider the transfer of learning from one context to other aspects of their lives.

Unit 202

Contribute to participants' personal and social development

202.6

Be able to conclude development opportunities

Assessment criteria

The learner can:

1. explain own observations about what happened during the **development opportunity**, to the **participants**
2. encourage the **participants** to share their own observations and views with the rest of the group and with the leader
3. help the **participants** to recognise their own and each other's skills and self-worth
4. encourage the **participants** to reflect on their experience and consider what they have learned
5. encourage the **participants** to consider and agree how their new learning could be applied to other aspects of their lives
6. encourage the **participants** to use this learning and method of learning in the future.

Range

Development opportunity/ies

Self-awareness, personal skills, interpersonal skills, social inclusion

Participants

Adults, children and young people, people with particular needs

Unit 202 Contribute to participants' personal and social development

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 participants
- Two types of development needs
- Two types of safety parameters
- Two types of development opportunities

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

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity. Supplementary evidence is allowed for 3.5 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 202 Contribute to participants' personal and social development

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Activity Leadership (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 contributing to participants' personal and social development

Learning Outcome 2

When preparing for development opportunities the learner must cover 2 of the following types:

a participants

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

with 2 of the following types:

b development needs

- 1 self-awareness
- 2 personal skills
- 3 interpersonal skills
- 4 social inclusion

with 2 of the following types:

c safety parameters

- 1 physical boundaries
- 2 criteria for abandoning the development opportunity
- 3 the participants' safety ground rules
- 4 relevant guidelines for activities of this nature

Learning Outcome 4

When facilitating development opportunities, the learner must cover 2 of the following types:

a development opportunities

- 1 self-awareness
- 2 personal skills
- 3 interpersonal skills
- 4 social inclusion

with 2 of the following types:

b participants

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

Learning Outcome 6

When concluding development opportunities, the learner must cover 2 of the following types:

a development opportunities

- 1 self-awareness
- 2 personal skills
- 3 interpersonal skills
- 4 social inclusion

with 2 of the following types:

b participants

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

Unit 203

Contribute to participants' exploration and understanding of the natural environment

Level: 2

Credit value: 4

Unit aim

This unit covers the knowledge and competence that the learner needs to contribute to participants' exploration and understanding of the natural environment.

Learning outcomes

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

- 203.1 Know how to prepare for environmental exploration
- 203.2 Be able to prepare for environmental exploration
- 203.3 Know how to prepare participants for environmental exploration and understanding
- 203.4 Be able to prepare participants for environmental exploration and understanding
- 203.5 Know how to facilitate environmental awareness and understanding
- 203.6 Be able to facilitate environmental awareness and understanding

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 reflects the NOS from D32 - Contribute to participants' exploration and understanding of the natural environment

Unit 203

Contribute to participants' exploration and understanding of the natural environment

203.1

Know how to prepare for environmental exploration

Assessment criteria

The learner can:

1. describe the value of environmental awareness and understanding to participants
2. describe the types of experiences and activities which encourage environmental awareness and understanding to participants
3. describe the importance of being aware of the aims and learning objectives of the exploration
4. describe how to identify the aims and learning objectives of the exploration
5. list the available options in the local area for environmental exploration
6. describe the importance of identifying the participants' needs
7. outline how to identify the participants' needs
8. state how to choose an experience relevant to the participants' needs and learning objectives
9. describe the importance of health and safety considerations when leading environmental explorations and safety guidelines for the types of working environments, for example farm land, rocky/uneven terrain, shore line etc
10. identify safety guidelines relevant to any modes of transport which are being used, for example canoes, minibuses etc
11. describe the importance of checking the details of the environmental exploration with a responsible colleague (senior colleague and/or the client responsible for the group).

Unit 203

Contribute to participants' exploration and understanding of the natural environment

203.2

Be able to prepare for environmental exploration

Assessment criteria

The learner can:

1. identify the aims and learning objectives of the environmental exploration
2. make sure the experience meets the **participants'** needs, making best use of the available options
3. make sure there are **safety parameters** which will ensure the **participants'** safety whilst enabling the agreed aims to be achieved
4. check and agree all aspects of the environmental exploration with a responsible person.

Range

Participants

Adults, children and young people, people with particular needs

Safety parameters

Physical boundaries, criteria for abandoning the environmental exploration, the participants' safety ground rules, relevant guidelines for activities of this nature

Unit 203

Contribute to participants' exploration and understanding of the natural environment

203.3

Know how to prepare participants for environmental exploration and understanding

Assessment criteria

The learner can:

1. describe the importance of clarifying the focus and aims of the exploration with the participants
2. describe how to do clarify the focus and aims of the exploration with the participants
3. describe the importance of encouraging the participants to take ownership of the exploration for themselves
4. describe how to encourage the participants to take ownership of the exploration for themselves
5. describe the importance of making clear the safety parameters for the exploration, what the key point are and how to emphasise these
6. describe the importance of participants observing for themselves and sharing these observations with others in the group
7. outline how to encourage participants to observe and what they should be looking for
8. describe the importance of encouraging participants to ask questions of the leader and of each other
9. outline how to deal with questions informatively and positively
10. identify other sources of information which the participants or self could use.

Unit 203

Contribute to participants' exploration and understanding of the natural environment

203.4

Be able to prepare participants for environmental exploration and understanding

Assessment criteria

The learner can:

1. clarify the focus and aims of the environmental exploration with the **participants**
2. promote the value of environmental awareness and understanding to the **participants**
3. encourage the **participants** to take ownership of the environmental exploration for themselves
4. explain the **safety parameters**
5. emphasise the importance of observing the environment during the exploration and of sharing these observations with others
6. encourage the **participants** to ask questions of the leader and others in the group
7. respond to questions informatively and accurately
8. encourage **participants** to enquire further if information is not readily available.

Range

Participants

Adults, children and young people, people with particular needs

Safety parameters

Physical boundaries, criteria for abandoning the environmental exploration, the participants' safety ground rules, relevant guidelines for activities of this nature

Unit 203

Contribute to participants' exploration and understanding of the natural environment

203.5

Know how to facilitate environmental awareness and understanding

Assessment criteria

The learner can:

1. describe key features of the local environment, including flora and fauna, general geology, geomorphology, climate, soil types and land use
2. identify the location of local sites of interest and why they are interesting
3. identify local sites which are vulnerable, why they are vulnerable and how to protect them
4. describe how to monitor and control the exploration so that it is within agreed safety parameters and is in line with the planned aims and objectives
5. describe the circumstances where it may be appropriate to intervene
6. describe how to make effective use of the prevailing conditions, unplanned events, the site being explored and the participants' abilities
7. list the types of unplanned events and prevailing conditions which may occur.

Unit 203

Contribute to participants' exploration and understanding of the natural environment

203.6

Be able to facilitate environmental awareness and understanding

Assessment criteria

The learner can:

1. promote the **participants'** environmental awareness and understanding as planned
2. make sure that all activity is in line with the agreed **safety parameters**
3. encourage the **participants** to ask questions of the leader and each other
4. deal with questions positively, responding informatively and accurately
5. encourage **participants** to enquire further if information is not readily available
6. intervene when this will support the learning objectives for the exploration
7. make use of the prevailing conditions, unplanned events, the site and the **participants'** abilities to enhance awareness and understanding.

Range

Participants

Adults, children and young people, people with particular needs

Safety parameters

Physical boundaries, criteria for abandoning the environmental exploration, the participants' safety ground rules, relevant guidelines for activities of this nature

Unit 203 Contribute to participants' exploration and understanding of the natural environment

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 participant
- All types of safety parameters

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

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity. Supplementary evidence is allowed for 6.7 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 203 Contribute to participants' exploration and understanding of the natural environment

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Activity Leadership (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 contributing to participants' exploration and understanding of the natural environment

Learning Outcome 2

When preparing for environmental exploration, the learner must cover 2 of the following types:

a participant

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

with all of the following types:

b safety parameters

- 1 physical boundaries
- 2 criteria for abandoning the environmental exploration
- 3 the participants' safety ground rules
- 4 relevant guidelines for activities of this nature

Learning Outcome 4

When preparing participants for environmental exploration and understanding, the learner must cover 2 of the following types:

a participant

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

with all of the following types:

b safety parameters

- 1 physical boundaries
- 2 criteria for abandoning the development opportunity
- 3 the participants' safety ground rules
- 4 relevant guidelines for activities of this nature

Learning Outcome 6

When facilitating environmental awareness and understanding, the learner must cover 2 of the following types:

a participant

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

with all of the following types:

b safety parameters

- 1 physical boundaries
- 2 criteria for abandoning the development opportunity
- 3 the participants' safety ground rules
- 4 relevant guidelines for activities of this nature

Unit 206

Administer finance and information

Level: 2

Credit value: 3

Unit aim

This unit covers the knowledge and competence that the learner needs to administer finance and information.

Learning outcomes

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

- 206.1 Know how to receive and disburse money
- 206.2 Be able to receive and disburse money
- 206.3 Know how to enrol participants for activities
- 206.4 Be able to enrol participants for activities
- 206.5 Know how to maintain records
- 206.6 Be able to maintain records

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 reflects the NOS from A51 - Administer finance and information

Unit 206

206.1

Administer finance and information

Know how to receive and disburse money

Assessment criteria

The learner can:

1. outline the basic legal and organisational requirements for handling money relevant to own work, including those that safeguard against fraud and theft
2. describe how to calculate charges for activities under own control
3. describe how to calculate and record totals for money received, paid out and transferred
4. describe the problems which may occur when dealing with money
5. identify which problems can be dealt with personally and which should be referred on to a colleague
6. describe the importance of recording the details of money received and paid out
7. describe how to record the details of money received and paid out
8. describe the importance of issuing and keeping receipts and what should be recorded on a receipt
9. describe how to store money, receipts and other financial records.

Unit 206

206.2

Administer finance and information

Be able to receive and disburse money

Assessment criteria

The learner can:

1. record accurately the details of **money** received and paid out
2. make sure **calculations** are correct
3. issue and obtain accurate receipts for **money** received and paid out
4. keep all **money**, records and receipts securely
5. pass on **money**, records and receipts to the authorised colleague as required
6. refer any problems regarding finance to the authorised colleague
7. make sure that own financial procedures follow organisational requirements.

Range

Money

Cash, cheques

Calculations

Charges , change, totals of money received and paid out, totals of money transferred to others

Unit 206

206.3

Administer finance and information

Know how to enrol participants for activities

Assessment criteria

The learner can:

1. describe the organisational requirements for enrolments
2. describe the importance of dealing with enquiries promptly and courteously
3. outline the information which should be provided to potential participants about available activities
4. outline the information which needs to be collected about participants
5. outline why information collected about participants is important
6. list the requirements for activities under own control, for example numbers allowed, dress and equipment necessary, any previous experience etc.
7. describe why it is important to confirm arrangements for the activity with participants
8. describe what arrangements for the activity need to be confirmed with participants.

Unit 206

205.4

Administer finance and information

Be able to enrol participants for activities

Assessment criteria

The learner can:

1. deal with enquiries promptly and politely
2. give people accurate **information** about activities
3. collect and record the relevant details obtained about **participants**
4. make sure the enrolments meet the requirements for the activity
5. confirm the arrangements for the activity with the **participants**
6. follow all relevant organisational procedures.

Range

Information

Type of activities, timings of activities, participant requirements for activities, charges, opportunities for progression

Participants

Adults, children and young people, people with particular needs

Unit 206

206.5

Administer finance and information

Know how to maintain records

Assessment criteria

The learner can:

1. describe organisational and legal requirements for storing and passing on information
2. describe the importance of accurate and efficient record keeping and filing
3. outline what types of information need to be treated confidentially
4. outline why it is important to treat certain information confidentially
5. outline how to treat information confidentially
6. describe different types of filing methods available and how to choose one appropriate to own work.

Unit 206

206.6

Administer finance and information

Be able to maintain records

Assessment criteria

The learner can:

1. make sure records are complete, legible and accurate
2. store own records securely so that they can be found when needed
3. deal with confidential information correctly
4. find information when it is needed
5. pass on information to colleagues as required
6. ensure all records are handled according to organisational and legal requirements.

Range

Records

Paper-based, computer-based

Unit 206 Administer finance and information

Evidence of real work activity

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

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

- One type of money
- Two types of calculations
- Two types of participants
- Three types of information
- One type of records

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

Simulation

Simulation is allowed for 2.6 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 206 Administer finance and information

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Activity Leadership (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 administering finance and information

Learning Outcome 2

When receiving and disbursing money, the learner must cover 1 of the following types:

a money

- 1 cash
- 2 cheques

with 2 of the following types:

b calculations

- 1 charges
- 2 change
- 3 totals of money received and paid out
- 4 totals of money transferred to others

Learning Outcome 4

When enrolling participants for activities, the learner must cover 2 of the following types:

a participants

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

with 3 of the following types:

b information

- 1 type of activities
- 2 timings of activities
- 3 participant requirements for activities
- 4 charges
- 5 opportunities for progression

Learning Outcome 6

When maintaining records, the learner must cover 1 of the following types:

a records

- 1 paper-based
- 2 computer-based

Unit 207

Contribute to joint working with other organisations

Level: 2

Credit value: 4

Unit aim

This unit covers the knowledge and competence that the learner needs to contribute to joint working with other organisations.

Learning outcomes

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

- 207.1 Know the importance of joint working with other organisations
- 207.2 Know how to set up and maintain links with other organisations and individuals
- 207.3 Be able to set up and maintain links with other organisations and individuals
- 207.4 Know how to work jointly with other organisations and individuals
- 207.5 Be able to work jointly with other organisations and individuals

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 standards

This unit reflects the NOS from A54 - Contribute to joint working with other organisations

Unit 207

Contribute to joint working with other organisations

207.1

Know the importance of joint working with other organisations

Assessment criteria

The learner can:

1. state the mutual benefits which could come about from joint work with other organisations and individuals
2. outline the range of organisations and individuals with whom working relationships can be developed, which are relevant to own job role.

Unit 207

Contribute to joint working with other organisations

207.2

Know how to set up and maintain links with other organisations and individuals

Assessment criteria

The learner can:

1. describe how to identify and approach suitable organisations and individuals
2. describe how to explore the possible advantages of joint working and maintain contact
3. describe how to establish and maintain effective working relationships with other organisations and individuals
4. describe the importance of responding positively and co-operatively to other organisations and individuals.

Unit 207

Contribute to joint working with other organisations

207.3

Be able to set up and maintain links with other organisations and individuals

Assessment criteria

The learner can:

1. identify other **organisations** and **individuals** it is appropriate and realistic to work with
2. make contact with appropriate **organisations** and **individuals**
3. give a positive impression of own **organisation** and work
4. explore with **organisations** and **individuals** the possible benefits of future links
5. agree how to keep in contact and work jointly in the future, where appropriate
6. deal with approaches from other **organisations** and **individuals** positively and co-operatively.

Range

Organisations

Providers of services and products, public sector organisations, private sector organisations, voluntary sector organisations

Individuals

Activity leaders, people in the community

Unit 207

Contribute to joint working with other organisations

207.4

Know how to work jointly with other organisations and individuals

Assessment criteria

The learner can:

1. state the difference between formal and informal joint working
2. describe the importance of clearly agreeing the roles and responsibilities involved in joint working
3. describe the importance of only taking on responsibilities which are feasible and consistent with the organisation's policies
4. outline own job role and organisational responsibilities relevant to joint working
5. describe the importance of maintaining contact and reviewing progress with the other organisations and individuals involved and how to do so
6. describe the importance of promptly informing other organisations and individuals of any difficulties in joint work
7. describe the importance of keeping colleagues informed of joint working arrangements
8. describe the importance of seeking help when problems cannot be sorted out personally
9. describe the types of difficulties which can occur in joint working
10. describe how to deal with difficulties which can occur in joint working.

Unit 207

Contribute to joint working with other organisations

207.5

Be able to work jointly with other organisations and individuals

Assessment criteria

The learner can:

1. agree own responsibilities for **joint work**
2. agree the responsibilities of the other **organisations** and **individuals** for **joint work**
3. only take on responsibilities which are feasible and consistent with own job role and **organisation's** policies
4. agree how to communicate and check the progress of **joint work**
5. carry out own responsibilities as agreed
6. tell other **organisations** and **individuals** of any problems experienced with own responsibilities
7. keep colleagues informed of the **joint work**
8. seek help for any difficulties which cannot be sorted out personally
9. maintain effective working relationships throughout the **joint work**.

Range

Joint work

Formal , informal

Organisations

Providers of goods and services, public sector organisations, private sector organisations, voluntary sector organisations

Individuals

Activity leaders, people in the community

Unit 207

Contribute to joint working with other organisations

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 organisation
- One type of individuals
- One type of joint work

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

Simulation

Simulation is allowed for 5.6 and 5.8 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 207 Contribute to joint working with other organisations

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Activity Leadership (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 contributing to joint working with other organisations

Learning Outcome 3

When setting up and maintaining links with other organisations and individuals, the learner must cover 2 of the following types:

a organisations

- 1 providers of services and products
- 2 public sector organisations
- 3 private sector organisations
- 4 voluntary sector organisations

with 1 of the following types:

b individuals

- 1 activity leaders
- 2 people in the community

Learning Outcome 5

When working jointly with other organisations and individuals, the learner must cover 1 of the following types:

a joint work

- 1 formal
- 2 informal

with 2 of the following types:

b organisations

- 1 providers of goods and services
- 2 public sector organisations
- 3 private sector organisations
- 4 voluntary sector organisations

with 1 of the following types:

c individuals

- 1 activity leaders
- 2 people in the community

City & Guilds

Skills for a brighter future



www.cityandguilds.com

Unit 208

Support the development of the sport or activity

Level: 2

Credit value: 2

Unit aim

This unit covers the knowledge and competence that the learner needs to support the development of the sport or activity.

Learning outcomes

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

- 208.1 Know how to promote the sport or activity and the opportunities to take part
- 208.2 Be able to promote the sport or activity and opportunities to take part
- 208.3 Know how to respond to complaints and suggestions about products and services offered by the sport or activity
- 208.4 Be able to respond to complaints and suggestions about products and services offered by the sport or activity

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 standards

This unit reflects the NOS from B11 - Support the development of the sport or activity

Unit 208

Support the development of the sport or activity

208.1

Know how to promote the sport or activity and the opportunities to take part

Assessment Criteria

The learner can:

1. outline national structure and organisation of the sport/activity
2. outline services and products produced by, or relevant to, the sport/activity
3. identify sources of additional information on the sport/activity
4. identify materials available to promote the sport/activity
5. identify the opportunities to take part in the sport/activity.

Unit 208

Support the development of the sport or activity

208.2

Be able to promote the sport or activity and opportunities to take part

Assessment Criteria

The learner can:

1. provide participants with **information** on the sport/activity and opportunities to participate
2. emphasise the benefits of taking part
3. deal in a positive manner with **enquiries** about opportunities to participate
4. provide **information** to participants which promotes access to further opportunities to take part, appropriate to their ability and potential
5. ensure **information** is accurate and up-to-date
6. refer **enquiries** which cannot be dealt with personally to a source which is likely to provide a satisfactory answer.

Range

Information

Future sessions, other sessions, equipment appropriate to the sport or activity, publications on the sport or activity

Enquires

Spoken, in writing

Unit 208

Support the development of the sport or activity

208.3

Know how to respond to complaints and suggestions about products and services offered by the sport or activity

Assessment Criteria

The learner can:

1. describe complaints procedures
2. describe what to do if a suggestion is made about products and services offered by the sport or activity.

Unit 208

Support the development of the sport or activity

208.4

Be able to respond to complaints and suggestions about products and services offered by the sport or activity

Assessment Criteria

The learner can:

1. respond to both **complaints and suggestions** promptly and politely
2. maintain privacy and confidentiality where appropriate
3. promptly sort out the **complaints and suggestions** which can be handled personally
4. explain any further action to be taken concerning both the **complaints and suggestions** and inform the relevant authority
5. match information about **services and products** to the individual's request
6. refer requests for information outside own knowledge and area of responsibility, to an appropriate person or agency.

Range

Complaints and suggestions

Aspects of delivery within own area of responsibility, aspects of delivery outside own level of responsibility

Services and products

Services provided by self, services provided by the sport or activity

Unit 208 Support the development of the sport or activity

Evidence of real work activity

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

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

- One type of enquiry
- Two types of information
- One type of complaints and suggestions
- One type of services and products

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 4.3, 4.4 and 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 208 Support the development of the sport or activity

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Activity Leadership (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 supporting the development of the sport or activity

Learning Outcome 2

When promoting the sport or activity and opportunities to take part, the learner must cover 1 of the following types:

a enquiry

- 1 spoken
- 2 in writing

with 2 of the following types:

b information

- 1 future sessions
- 2 other sessions
- 3 equipment appropriate to the sport or activity
- 4 publications on the sport or activity

Learning Outcome 4

When responding to complaints and suggestions about products and services offered by the sport or activity, the learner must cover 1 of the following types:

a complaints and suggestions

- 1 aspects of delivery within own area of responsibility
- 2 aspects of delivery outside own level of responsibility

with 1 of the following types:

b services and products

- 1 services provided by self
- 2 services provided by the sport or activity

City & Guilds

Skills for a brighter future



www.cityandguilds.com

Unit 303

Look after participants when they are away from home

Level: 3

Credit value: 6

Unit aim

This unit covers the knowledge and competence that the learner needs to look after participants when they are away from home.

Learning outcomes

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

- 303.1 Know how to assist with participants' arrival
- 303.2 Be able to assist with participants' arrival
- 303.3 Know how to look after participants' physical welfare
- 303.4 Be able to look after participants' physical welfare
- 303.5 Know how to look after participants' emotional welfare
- 303.6 Be able to look after participants' emotional welfare
- 303.7 Know how to assist with participants' departure
- 303.8 Be able to assist with participants' departure

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 reflects the NOS from C37 - Look after participants when they are away from home

Unit 303

Look after participants when they are away from home

303.1

Know how to assist with participants' arrival

Assessment Criteria

The learner can:

1. describe the importance of welcoming the participants to the programme and giving them the information they need
2. identify the particular medical, cultural, dietary and emotional needs which participants may have
3. describe own responsibilities in relation to the participants, the responsibilities of other staff, and with whom liaison should take place
4. describe levels of anxiety and excitement which participants are likely to have on arrival
5. list the information which the participants must have when they arrive
6. describe the importance of knowing about the participants before they arrive
7. outline how to gather such information
8. describe the importance of checking accommodation and catering arrangements prior to the participants' arrival
9. describe how to control participants' behaviour on arrival and what to look for
10. outline how to make participants feel welcome and at ease.

Unit 303

Look after participants when they are away from home

303.2

Be able to assist with participants' arrival

Assessment Criteria

The learner can:

1. make sure all relevant **information** about the **participants**, their needs, and the programme they will be taking part in, is available
2. check the accommodation and catering arrangements to make sure they meet the **participants'** needs
3. meet the **participants** punctually and help them to feel welcome and at ease
4. introduce self and other staff and explain own responsibilities
5. supervise and control the **participants'** behaviour when they arrive in a way appropriate to them
6. provide the **participants** with the **information** they need on arrival
7. deal with the **participants'** questions positively and informatively.

Range

Information

Relevant facilities and their location, restricted areas and their location, ground rules for behaviour, health and safety considerations, planned activities

Participants

Adults, children and young people, people with particular needs

Unit 303

Look after participants when they are away from home

303.3

Know how to look after participants' physical welfare

Assessment Criteria

The learner can:

1. list what types of special clothing the participants may need during activity programmes
2. describe the importance of informing participants in advance of the need for special clothing
3. state how participants can plan the use of clothing during a programme
4. describe the common health and safety hazards outside of activities against which participants must be safeguarded
5. describe the importance of supervising participants during on and off site travel, on foot and using transport
6. describe the procedures to follow in supervising participants during on and off site travel, on foot and using transport
7. describe the importance of participants' personal hygiene during the programme
8. describe how to encourage participants' good personal hygiene for different types of participants
9. describe the importance of making sure participants get enough recreation, rest and sleep during a programme
10. describe how to encourage participants to get enough recreation, rest and sleep during a programme
11. state the most common personal and medical needs which participants may have and how to deal with these
12. outline organisational and legal requirements for dealing with lost property
13. describe the importance of participants taking responsibility for organising and looking after their belongings
14. describe how to encourage participants to take responsibility for organising and looking after their belongings
15. describe organisational and legal requirements for safeguarding participants' safety during the programme.

Unit 303

Look after participants when they are away from home

303.4

Be able to look after participants' physical welfare

Assessment Criteria

The learner can:

1. make sure that food, accommodation, clothing and footwear meets the **participants'** needs throughout the programme
2. tell the **participants** in good time when they will need special clothing for **activities**
3. encourage **participants** to use special clothing properly
4. escort the **participants** in a supervised and organised way when they are **travelling** to and from **activities**
5. encourage the **participants** to maintain their personal hygiene
6. encourage and help **participants** to take care of their own belongings
7. make sure the **participants** have adequate opportunities for recreation, rest and sleep
8. deal with the **participants'** personal and medical needs sensitively and effectively
9. maintain the **participants'** safety and security at all times when they are away from home.

Range

Participants

Adults, children and young people, people with particular needs

Activities

On-site, off-site

Travelling

On foot, using transport

Unit 303

Look after participants when they are away from home

303.5

Know how to look after participants' emotional welfare

Assessment Criteria

The learner can:

1. outline the most common emotional problems which participants may have during a programme and how to cope with these according to organisational guidelines
2. describe the importance of seeking assistance when a participant's emotional problem goes beyond own level of responsibility and competence
3. describe how to judge when an emotional problem goes beyond own level of responsibility and competence
4. describe the importance of confidentiality when dealing with emotional problems, what confidentiality means and how to safeguard it
5. describe the importance of the participants feeling physically and emotionally safe
6. outline how to encourage participants to feel physically and emotionally safe
7. describe how to show empathy and understanding to participants who have emotional problems and the importance of this
8. state why emotional problems and action taken should be recorded and reported.

Unit 303

Look after participants when they are away from home

303.6

Be able to look after participants' emotional welfare

Assessment Criteria

The learner can:

1. encourage the **participants** to tell staff about any **emotional problems** they may have during the programme
2. show empathy and understanding to **participants** who have **emotional problems**
3. where possible, gather information about the **emotional problem** from other sources
4. deal with the **emotional problem** in a way which safeguards the **participants'** well-being and is in line with organisational guidelines
5. maintain a necessary and appropriate level of confidentiality about the **participant** and their emotional problem
6. get help from the responsible colleague when an **emotional problem** is beyond own level of competence and responsibility
7. keep an accurate record of **participants' emotional problems**.

Range

Participants

Adults, children and young people, people with particular needs

Emotional problems

Home sickness, isolation in the group, bullying, anxiety about activities

Unit 303

Look after participants when they are away from home

303.7

Know how to assist with participants' departure

Assessment Criteria

The learner can:

1. describe the information that participants need about their departure
2. describe the importance of giving participants information about their departure
3. list ground rules for participants' behaviour during departure
4. describe the importance of ground rules for participants' behaviour during departure
5. describe own organisation's departure procedures
6. describe procedures to follow to ensure participants leave with an authorised person
7. describe the importance of participants leaving with an authorised person.

Unit 303

Look after participants when they are away from home

303.8

Be able to assist with participants' departure

Assessment Criteria

The learner can:

1. prior to **participants'** departure, encourage them to pack thoroughly, checking their belongings to ensure that nothing has been left behind
2. make sure that the **participants** have the **information** they need about departures
3. answer any questions that the **participants** have about their departure
4. make sure the **participants'** behaviour is safe and acceptable
5. follow own organisation's departure procedures
6. where necessary, make sure the **participants** leave with an authorised person
7. make a final check to ensure that personal belongings are not left behind.

Range

Participants

Adults, children and young people, people with particular needs

Information

Time and location of departure, travel arrangements

Unit 303 Look after participants when they are away from home

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 participants
- Four types of information
- One type of activities
- One type of travelling
- Two types of emotional problems

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 303 Look after participants when they are away from home

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Activity Leadership (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 looking after participants when they are away from home

Learning Outcome 2

When assisting with participants' arrival, the learner must cover 2 of the following types:

a participants

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

with 4 of the following types:

b information

- 1 relevant facilities and their location
- 2 restricted areas and their location
- 3 ground rules for behaviour
- 4 health and safety considerations
- 5 planned activities

Learning Outcome 4

When looking after participants' physical welfare, the learner must cover 2 of the following types:

a participants

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

with 1 of the following types:

b activities

- 1 on-site
- 2 off-site

with 1 of the following types:

c travelling

- 1 on foot
- 2 using transport

Learning Outcome 6

When looking after participants' emotional welfare, the learner must cover 2 of the following types:

a participants

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

with 2 of the following types:

b emotional problems

- 1 home sickness
- 2 isolation in the group
- 3 bullying
- 4 anxiety about activities

Learning Outcome 8

When assisting with participants' departure, the learner must cover 2 of the following types:

a participants

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

with all of the following types:

b information

- 1 time and location of departure
- 2 travel arrangements

Unit 304

Enable disabled people to take part in activities

Level: 3

Credit value: 9

Unit aim

This unit covers the knowledge and competence that the learner needs to enable disabled people to take part in activities.

Learning outcomes

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

- 304.1 Know how to identify the needs of disabled participants for the activity
- 304.2 Be able to identify the needs of disabled participants for the activity
- 304.3 Know how to adapt activities to the needs of disabled participants
- 304.4 Be able to adapt activities to the needs of disabled participants
- 304.5 Know how to work with disabled participants
- 304.6 Be able to work with disabled participants

Guided learning hours

It is recommended that **67** 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 reflects the NOS from D24 - Enable disabled people to take part in activities

Unit 304

Enable disabled people to take part in activities

304.1

Know how to identify the needs of disabled participants for the activity

Assessment Criteria

The learner can:

1. describe the value of sport and recreation activities to disabled participants
2. describe the importance of involving disabled participants to the best of their ability
3. describe the importance of identifying the needs of disabled participants
4. describe the most common types of impairments which they are likely to encounter
5. describe the implications of the most common types of impairments for the activity
6. describe how to gather and check information on the participant's abilities
7. describe how to interpret the implications of the participant's abilities
8. identify sources of help in interpreting information on disabilities
9. describe how to identify the modifications and adaptations to the activity and equipment to meet the needs of disabled participants
10. outline the types of information about participants that should be treated confidentially, and who can and cannot be given such information
11. outline how to work out and ensure there are adequate staffing levels.

Unit 304

Enable disabled people to take part in activities

304.2

Be able to identify the needs of disabled participants for the activity

Assessment Criteria

The learner can:

1. collect up-to-date **information** on the **participant's** needs from relevant **sources**
2. collect this **information** sensitively and in a manner appropriate to the **participant**
3. check the **information** for accuracy
4. where necessary, get competent help to interpret the **information** correctly
5. record the **information** accurately for future use
6. make an assessment of the **participant's** ability in regard to the activity
7. identify the modifications to the activity and the support which the **participant** may need
8. check proposed modifications with a responsible colleague
9. make sure there are adequate staffing levels.

Range

Information

Nature of the impairment, what the participant can do, requirements for access, special equipment used, preferred communication methods, safety requirements, medical requirements, previous history of participation

Participant/s

Physically disabled, with learning difficulties, with sensory impairments

Sources

The participant themselves, parents or carers, group leaders

Unit 304

Enable disabled people to take part in activities

304.3

Know how to adapt activities to the needs of disabled participants

Assessment Criteria

The learner can:

1. describe the importance of providing disabled participants with opportunities for development and challenge
2. describe how to set goals for an activity which are realistic for the participant's level of ability whilst still providing opportunities for development and challenge
3. describe health and safety issues when setting up activities for the range of disabled participants, in particular how levels of risk for an activity can be increased when working with disabled people
4. describe how to design 'warm-up' activities for disabled participants
5. outline how to adapt the activity's structure to the needs of the disabled participant
6. describe the importance of briefing any enablers on the activity and its goals
7. describe types of support which may be needed for the participant's medical, personal and communications needs
8. identify special types of equipment which participants in the range may need for the activity
9. describe how to check the appropriateness and serviceability of the equipment to be used
10. describe the importance of getting help when problems beyond own level of competence occur
11. outline how to access help when needed.

Unit 304

Enable disabled people to take part in activities

304.4

Be able to adapt activities to the needs of disabled participants

Assessment Criteria

The learner can:

1. make sure the planned goals for the activity are safe and realistic for the **participant**, whilst still providing opportunities for challenge and development
2. structure the activity and preparation for the activity so that it is appropriate to the **participant's** needs
3. brief enablers fully as to the nature of the activity and its goals
4. make sure the **participant** can safely access the environment in which the activity will take place
5. make sure that any support for the **participant's** personal, medical and communications needs is available
6. set up and arrange **equipment** so that it is safe and appropriate for the **participant**
7. seek appropriate help when problems beyond own level of competence occur.

Range

Participant/s

Physically disabled, with learning difficulties, with sensory impairments

Equipment

Normal activity equipment, special equipment to meet the participant's needs

Unit 304

Enable disabled people to take part in activities

304.5

Know how to work with disabled participants

Assessment Criteria

The learner can:

1. describe the importance of equal opportunity and anti-discriminatory practice when working with disabled participants
2. describe the importance of clear communications with the range of disabled participants
3. describe how to communicate effectively with the range of disabled participants
4. describe the importance of checking the participant's level of understanding at key points
5. describe how to checking the participant's level of understanding at key points
6. describe why direct help should be provided with the participant's agreement
7. describe when direct help should be provided without the participants agreement
8. outline the levels of supervision which are appropriate to the range of participants and the activity
9. describe the importance of getting appropriate help when problems beyond own level of competence occur and
10. describe how to access such help
11. describe the importance of the participant receiving support for any personal or medical needs they may have during the activity
12. describe how to identify when a participant may have a personal or medical need
13. describe how to respond to a participant's personal or medical need
14. describe the importance of reviewing with the participant and others
15. describe what to do with the results of a review.

Unit 304

Enable disabled people to take part in activities

304.6

Be able to work with disabled participants

Assessment Criteria

The learner can:

1. communicate with the **participant** in a way which is appropriate to their needs
2. check the **participant's** level of understanding at all key points during the activity
3. provide direct help during the activity with the **participant's** agreement
4. provide a level of supervision throughout the activity which is appropriate to the **participant's** safety and medical requirements
5. get appropriate help when problems beyond own level of competence occur
6. ensure the **participant** receives support for personal and medical needs as required
7. review with the **participant** and others how well the activity and arrangements has met their needs.

Range

Participant/s

Physically disabled, with learning difficulties, with sensory impairments

Unit 304 Enable disabled people to take part in activities

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 information
- One type of participant
- One type of sources
- Both 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 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. Questioning is also allowed for 6.6 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 304 Enable disabled people to take part in activities

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Activity Leadership (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 enabling disabled people to take part in activities

Learning Outcome 2

When identifying the needs of disabled participants for the activity, the learner must cover all of the following types:

a information

- 1 nature of the impairment
- 2 what the participant can do
- 3 requirements for access
- 4 special equipment used
- 5 preferred communication methods
- 6 safety requirements
- 7 medical requirements
- 8 previous history of participation

with 1 of the following types:

b participant

- 1 physically disabled
- 2 with learning difficulties
- 3 with sensory impairments

with 1 of the following types:

c sources

- 1 the participant themselves
- 2 parents or carers
- 3 group leaders

Learning Outcome 4

When adapting activities to the needs of disabled participants, the learner must cover 1 of the following types:

a participant

- 1 physically disabled
- 2 with learning difficulties
- 3 with sensory impairments

with both of the following types:

b equipment

- 1 normal activity equipment
- 2 special equipment to meet the participant's needs

Learning Outcome 6

When working with disabled participants, the learner must cover 1 of the following types:

a participant

- 1 physically disabled
- 2 with learning difficulties
- 3 with sensory impairments

Level: 2

Credit value: 8

Unit aim

This unit covers the knowledge and competence that the learner needs to contribute to adventurous activities.

Learning outcomes

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

- 211.1 Know how to prepare for adventurous activities
- 211.2 Be able to prepare for adventurous activities
- 211.3 Know how to introduce participants to adventurous activities
- 211.4 Be able to introduce participants to adventurous activities
- 211.5 Know how to supervise and control adventurous activities
- 211.6 Be able to supervise and control adventurous activities

Guided learning hours

It is recommended that **60** 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 reflects the NOS from D25 - Contribute to adventurous activities

Unit 211

211.1

Contribute to adventurous activities

Know how to prepare for adventurous activities

Assessment Criteria

The learner can:

1. describe the value of adventure and challenge and the benefits which participants can get from such experiences
2. describe the difference between real and perceived risk
3. describe the meaning of the 'adventure continuum' from comfort to panic zones
4. describe how to assess the range of participants' likely adventure thresholds
5. list factors to bear in mind when choosing adventurous activities for participants
6. describe how to balance the participants' abilities and concerns with the perceived risk of the experience
7. describe the importance of clear and sound safety parameters
8. describe why the details of the planned experience must be checked with a responsible colleague
9. describe the procedures to follow in checking the details of the planned experience with a responsible colleague
10. identify relevant legislation and guidelines for the type of experience planned including those of the organisation and National Governing Bodies, where these apply.

Unit 211

211.2

Contribute to adventurous activities

Be able to prepare for adventurous activities

Assessment Criteria

The learner can:

1. identify the **aims** of the **experience**
2. assess the **participants'** likely adventure thresholds
3. make sure the **experience** will meet the identified **aims** and adventure thresholds
4. make sure the **experience** is in line with the organisation's policies, procedures and resources
5. make sure the **experience** is within own ability to lead
6. assess the risks involved in the experience
7. make sure there are **safety parameters** which control these risks whilst still providing an appropriate level of adventure for the **participants**
8. check all aspects of the experience with a responsible colleague.

Range

Aims

Recreation, curriculum-based, personal and social development, encouraging future participation and progress in the sport or activity

Experience

On-site activities, off-site activities

Participant

Adults, children and young people, people with particular needs

Safety parameters

Physical boundaries, criteria for abandoning the experience, participants' safety ground rules, relevant guidelines for activities of this nature

Unit 211

211.3

Contribute to adventurous activities

Know how to introduce participants to adventurous activities

Assessment Criteria

The learner can:

1. state the agreed safety parameters for the activity
2. outline why the agreed safety parameters for the activity must be clearly explained to the participants
3. describe why it is important to encourage, not coerce, participants into adventurous activities
4. describe the meaning of 'informed consent' in the context of adventurous activities
5. describe the importance of encouraging participants to take control of their own experience
6. describe how to balance participants taking control of their own experience, with the safety parameters
7. describe the importance of mutual support and trust within a group of participants
8. describe how to encourage mutual support and trust within a group of participants
9. describe the importance of preparing participants to cope with unforeseen circumstances
10. describe how to encourage and prepare participant to use basic problem solving techniques
11. describe how to agree responsibilities for identifying, assessing and helping to manage risk
12. outline why it is important for participants to feel free to express feelings of apprehension and creative imagination.

Unit 211

211.4

Contribute to adventurous activities

Be able to introduce participants to adventurous activities

Assessment Criteria

The learner can:

1. promote the value of adventurous activities to the **participants**
2. encourage the **participants** to take responsibility for owning and helping to manage the experience
3. emphasise the **participants'** own responsibilities for identifying and managing risk during the **experience**
4. explain the **safety parameters** to the **participants**
5. stress the importance of mutual trust and support within the group
6. prepare the **participants** to cope with unforeseen circumstances during the **experience** by solving problems for themselves
7. reassure the **participants** that expressions of apprehension or creative imagination are acceptable.

Range

Participant

Adults, children and young people, people with particular needs

Experience

On-site activities, off-site activities

Safety parameters

Physical boundaries, criteria for abandoning the experience, participants' safety ground rules, relevant guidelines for activities of this nature

Unit 211

211.5

Contribute to adventurous activities

Know how to supervise and control adventurous activities

Assessment Criteria

The learner can:

1. outline styles of leadership which are appropriate to leading adventurous activities
2. describe the importance of carefully monitoring the level of risk throughout the experience and maintaining activities within agreed safety parameters
3. describe how to monitor the level of risk throughout the experience and maintain activities within agreed safety parameters
4. describe the importance of keeping interventions to a minimum
5. outline the situations in which it may be necessary to intervene during the experience
6. list the situations in which appropriate help will have to be called upon
7. state the procedures to follow when help is needed
8. describe the importance of delegating responsibility to participants
9. outline how to delegate responsibility to participants
10. describe the importance of reviewing the experience with the participants
11. outline the types of occurrences to note during the experience which could be used during later reviews.

Unit 211

211.6

Contribute to adventurous activities

Be able to supervise and control adventurous activities

Assessment Criteria

The learner can:

1. provide a style of leadership which helps the **experience** to achieve its aims and the planned level of adventure
2. monitor the level of risk throughout the **experience** and maintain activities within agreed **safety parameters**
3. intervene only when the **participants'** health and safety is threatened or the objectives are not being achieved
4. get appropriate help when problems occur that are beyond own ability and/or area of responsibility to deal with
5. encourage the **participants** to take responsibility for decision making and problem solving within the guidelines for the **experience**
6. note occurrences which could be used during subsequent reviews with the **participants**.

Range

Experience

On-site activities, off-site activities

Safety parameters

Physical boundaries, criteria for abandoning the experience, participants' safety ground rules, relevant guidelines for activities of this nature

Participant

Adults, children and young people, people with particular needs

Unit 211 Contribute to adventurous activities

Evidence of real work activity

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

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

- One type of experience
- Two types of aims
- Two types of participant
- All types of safety parameters
- One type of experience

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. Questioning is also allowed for 6.4 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 211 Contribute to adventurous activities

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Activity Leadership (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 contributing to adventurous activities

Learning Outcome 2

When preparing for adventurous activities the learner must cover 1 of the following types:

a experience

- 1 on-site activities
- 2 off-site activities

with 2 of the following types:

b aims

- 1 recreation
- 2 curriculum-based
- 3 personal and social development
- 4 encouraging future participation and progress in the sport or activity

with 2 of the following types:

c participant

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

with all of the following types:

d safety parameters

- 1 physical boundaries
- 2 criteria for abandoning the experience
- 3 participants' safety ground rules
- 4 relevant guidelines for activities of this nature

Learning Outcome 4

When introducing participants to adventurous activities, the learner must cover 2 of the following types:

a participant

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

with 1 of the following types:

b experience

- 1 on-site activities
- 2 off-site activities

with all of the following types:

c safety parameters

- 1 physical boundaries
- 2 criteria for abandoning the experience
- 3 the participants' safety ground rules
- 4 relevant guidelines for activities of this nature

Learning Outcome 6

When supervising and controlling adventurous activities, the learner must cover 1 of the following types:

a experience

- 1 on-site activities
- 2 off-site activities

with all of the following types:

b safety parameters

- 1 physical boundaries
- 2 criteria for abandoning the experience
- 3 the participants' safety ground rules
- 4 relevant guidelines for activities of this nature

with 2 of the following types:

c participant

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

Unit 212

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:

- 212.1 Establish an effective rapport with customers
- 212.2 Respond appropriately to customers
- 212.3 Communicate information to customers
- 212.4 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

Unit 212

Give customers a positive impression of yourself and your organisation

212.1

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 212

Give customers a positive impression of yourself and your organisation

212.2

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 212

Give customers a positive impression of yourself and your organisation

212.3

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 212

Give customers a positive impression of yourself and your organisation

212.4

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 212

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 305

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:

- 305.1: Know how to contribute to environmental conservation in active leisure and recreation
- 305.2: Know how to contribute to managing resources in a sustainable way
- 305.3: Be able to contribute to managing resources in a sustainable way
- 305.4: Know how to contribute to the good ecological management of outdoor areas
- 305.5: Be able to contribute to the good ecological management of outdoor areas
- 305.6: Know how to provide information and advice on environmental issues
- 305.7: 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

Unit 305

Contribute to environmental conservation in active leisure and recreation

305.1

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 305

Contribute to environmental conservation in active leisure and recreation

305.2

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 305

Contribute to environmental conservation in active leisure and recreation

305.3

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 305

Contribute to environmental conservation in active leisure and recreation

305.4

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 305

Contribute to environmental conservation in active leisure and recreation

305.5

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 305

Contribute to environmental conservation in active leisure and recreation

305.6

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 305

Contribute to environmental conservation in active leisure and recreation

305.7

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 305

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 305 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

City & Guilds

Skills for a brighter future



www.cityandguilds.com

Unit 217

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:

- 217.1: Know how to set up, take down and store activity equipment
- 217.2: Know how to set up equipment
- 217.3: Be able to set up equipment
- 217.4: Know how to deal with equipment after use
- 217.5: Be able to deal with equipment after use
- 217.6: Know how to store equipment following use
- 217.7: 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 reflects the NOS from C12 - Set up, take down and store activity equipment

Unit 217

Set up, take down and store activity equipment

217.1

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 217

Set up, take down and store activity equipment

217.2

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 217

Set up, take down and store activity equipment

217.3

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 217

Set up, take down and store activity equipment

217.4

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 217

Set up, take down and store activity equipment

217.5

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 217

Set up, take down and store activity equipment

217.6

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 217

Set up, take down and store activity equipment

217.7

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 217 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 217 Set up, take down and store activity equipment

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Activity Leadership (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 218

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:

- 218.1: Know how to check and service activity equipment
- 218.2: Know how to check equipment and identify what maintenance is needed
- 218.3: Be able to check equipment and identify what maintenance is needed
- 218.4: Know how to service equipment
- 218.5: 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 reflects the NOS from C16 - Check and service activity equipment

Unit 218

218.1

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 218

218.2

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 218

218.3

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 218

218.5

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 218 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 218 Check and service activity equipment

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Activity Leadership (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

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:

- 4863-21 Level 2 NVQ Certificate in Operational Services

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
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales (from September 2010).

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

Appendix 2 Sources of general information

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

Providing City & Guilds qualifications – a guide to centre and qualification approval

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

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

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

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

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

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

- ***Walled Garden***
Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***
Contains dates and information on the latest Centre events
- ***Online assessment***
Contains information on how to register for GOLA assessments.

Appendix 3 Core values for Activity Leadership

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

Three of the Active Leisure, Learning and Well-being value statements are included here to reflect the differing circumstances that the learner may be working in, the first is from Outdoor Education, Training and Recreation, the second is from Sports Development and the third is for all staff working in the sector.

A) Outdoor Education, Development Training and Recreation

1. Belief in and commitment to these values must underpin the work of those who are responsible for and those who are committed to delivering quality experiences in the outdoors.
2. These values accompany a profound belief in the special value of new and adventurous experience, both guided and unguided, for all people throughout their lives.
3. Such experience, physical, social, spiritual, intellectual and/or emotionally enhances the quality of life, strengthens processes of learning and self discovery and builds a sense of community, respect for the environment, personal health and self fulfilment.
4. All providers should ensure they deliver a quality experience to their clients which takes full account of the special opportunities and experiences available in the outdoors.

Principles

Every person or organisation whether as a participant, purchaser or provider (or other organisation in contact with this profession) has a right to expect a quality of delivery which is underpinned by the following:

5. Those providing outdoor experiences should have a balance of technical and interpersonal skills, together with personal and social qualities, such that his/her work will be competent, purposeful and sensitive to the needs of participants.
6. Each participant has a right to be safe, both physically and emotionally; to be stimulated and to develop confidence and self-esteem through judiciously chosen and carefully introduced opportunities for new experiences, challenge and adventure.
7. Whilst everyone should have the opportunity to reach their potential adventure thresholds and thus accelerate their personal growth, every effort must be made to ensure that no individual experiences a personally damaging degree of fear.
8. Everyone has a right to access learning opportunities and enjoyment; no-one irrespective of age, ethnicity, gender, disability, or on any other grounds should experience discrimination; individuality and diversity are valued, positive attitudes and anti-discriminatory practices are encouraged.
9. Those facilitating outdoor experiences should seek to develop, strengthen and affirm the concept of the whole person (body, mind and spirit) and should seek to encourage participants to try to develop all aspects of their human personality.
10. Sensitivity and respect should be encouraged and developed towards people and the environment. The development of caring attitudes begins by example.

11. Outdoor experiences can be individually fulfilling for the person who is alone, but can also provide opportunities for people to enjoy friendship and co-operation with others promoting effective teamwork. It is understood that both individual and group activities, when properly supported, provide opportunities to develop self reliance, personal health and interpersonal skills and this can be enhanced by residential experience.
12. The ultimate aim should be to enable participants through the process of interacting effectively and safely with others and with the environment to enjoy themselves, alone or in collaboration with others in accepting challenge, facing risk, formalising and realising aspirations and tackling problems.

B) Sports Development

Sports Development takes place in many diverse situations, i.e. in a sports specific setting or within a multi-sports environment. Sports Development Officers require to assume the role of the enabler/provider and operate at all times in a manner which takes due account of the following underpinning “core” values.

1. *Participants*
 - 1.1. The activity offered should be “customer orientated” and participant centred
 - 1.2. There should be equality of opportunity at all times for all participants
 - 1.3. All participants should feel physically and emotionally safe and secure at all times
2. *Sports Development Staff should:*
 - 2.1. Display a professional approach which requires to be adaptable/flexible in all situations, i.e. administration, promotion of activity, programme management, staff recruitment (coaches/instructors) and in all dealings with individuals and/or groups
 - 2.2. Be appropriately accredited and display high personal standards of cleanliness and appearance and undertake their duties at all times in a professional and courteous manner
 - 2.3. Never abuse their position of privilege, confidentiality, trust, friendship and respect at all times the important role played by the voluntary sector
 - 2.4. Promote and create awareness of the important role that sport and physical activity can play in developing health and fitness
 - 2.5. Establish structures which ensure continuity, progression (development of individual skills and standards of performance) and engender lifelong interest in sports and physical activity
 - 2.6. Recruit persons (professional/voluntary) who are suitable and appropriately qualified, to work with participants, whether it be in a sports specific setting or a multi-sports environment
 - 2.7. Tackle barriers to participation (if they exist) and to be aware of those participants with special needs
 - 2.8. Have awareness and understanding of the requirements of forward planning and, where appropriate, assist with the implementation process to ensure and demonstrate good practice
 - 2.9. Encourage respect of others, respect of rules, and encourage good conduct and fair play at all time

3. *Environment*
 - 3.1. All steps should be taken to provide a welcoming (meet or exceed customer expectations), safe and enjoyable environment
 - 3.2. All equipment provided should be suitable for the activity to be performed
 - 3.3. All relevant current legislation should be adhered to i.e. Health & Safety at Work Act and Children's Act etc.
4. *Rationale*
 - 4.1. To provide increased opportunity to experience the benefits of sport and physical recreation
 - 4.2. To develop relationships and work with schools and other target groups to increase levels of participation in sport and physical recreation
 - 4.3. To provide opportunities and activities which must allow for further progression on an individual or team basis
 - 4.4. There requires to be a communication network developed among fellow professionals, volunteers, clubs/organisations and individual participants
 - 4.5. There requires to be implemented an appropriate consultation/evaluation process in order to ensure existing and planned programmes meet the differing and ever changing needs of the community

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 of 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

Activities

Sessions with some component of physical exertion and/or skill / problem solving; activities may be recognised sports, such as canoeing, sailing, badminton or football or may be improvised to meet certain objectives; in the outdoor context they will almost certainly involve a component of managed risk; activities usually have aims and objectives which are to do with recreation, education and personal and social development rather than improving someone's performance in a sport; activities may provide a 'taster' for a sport which encourages a participant to go on to develop their performance in a coached context

Activity leaders

For example, sports coaches, playworkers, facilitators

Adventure threshold

The level of perceived risk which provides the participants with a real sense of challenge without causing unacceptable levels of fear and significant distress

Adventurous activities

Activities which provide the participants with a level of perceived risk appropriate to their 'adventure thresholds'; there is likely to be a higher level of risk, uncertain outcomes, as perceived by the participants, and greater personal responsibility for health and safety

Aims

These will come from the overall aims of the programme which has been designed for participants

Aims and objectives

Those which were set for the activity during the planning stage; these will usually have been worked out by a more senior colleague

Appropriate person or agency

National governing body or its equivalent

Authorised colleague

The person in the organisation who is responsible for receiving and safeguarding money, maintaining records and issuing receipts

Authorised person

A pre-arranged adult, in whose care a child would be placed

Calculations

Working out the correct charges, giving correct change where cash is used and keeping a total of money received and paid out and transferred to and from a safe bank or till

Casualty

The person who has suffered the injury or illness

Communicate

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

Complex equipment

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

Confidential information

Information which should only be made known to others with the participant's agreement; for example participants' medical conditions, addresses and telephone numbers

Confidentiality

Ensuring that only people who are authorised to have certain information receive it

Context in which activities are taking place

These could be, for example, the outdoors, education or community based

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

Curriculum based

In an educational context, this may refer to the requirements of the national curriculum; in a coaching context it may refer to requirements laid down by the national governing body of the sport or activity

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

Desired outcomes

What the development opportunity should have achieved for the participants when it is over or when they return to normal life

Development needs

The individual and/or group personal and social skills which have been identified by the client and/or provider as needing development

Development opportunities

Structured activities, which usually include aspects of risk, challenge, teamwork and problem solving, which give the participants the opportunity to develop their own personal and social skills and think about how they could transfer this learning to other aspects of their lives; development opportunities are often provided

Disabled participants

People taking part in the activity who are physically disabled, have learning difficulties, sensory impairments or a combination of two or more of these

Disburse

Pay out

Discriminatory behaviour

Behaviour that is unfair to members of certain groups in society, for example women, black people, people with disabilities, people from underprivileged backgrounds, or people who are gay

Education

In this unit, the development of the whole person usually related to a curriculum

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 services

The ambulance, police, fire service, or coastguards

Emotional problems

In this unit, these are restricted to problems associated with the programme, for example home sickness, loneliness, bullying or fear of particular activities; you are not expected to deal with wider emotional problems

Empathy

Showing that you can imagine and relate to what another person is feeling

Enablers

People who work with and support the disabled participant on a longer term basis; examples include care assistants, teachers, parents or other carers

Encouraging future participation and progress in the sport or activity

Giving the participants the opportunity to pursue the activity further at a later stage

Environment

The area in which the activity will take place; this could be an indoor facility or a natural outdoor environment

Environmental awareness

The participants being aware of the value of the natural environment being explored and its key features

Environmental exploration

In the context of this unit, undertaking a limited journey, usually on foot in a known and relatively non-hazardous area to observe and better understand aspects of the natural environment

Environmental understanding

The participants developing a better understanding of how the environment and its ecosystems work

Ethical

Following the values statement for your area of work

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

Providing participants with information and guidance on what they are doing, learning and achieving

Formal joint work

Work where there is a formal written agreement to undertake a joint initiative

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

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

For example, cleaning agents, pool chemicals, fuel, oil etc.

Health and safety legislation

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

Health and safety requirements

These should exist at several levels; firstly there is legislation such as the Health and Safety at Work Act, secondly the organisation in which the you work should have health and safety policies and procedures, thirdly individual departments or sections in large organisations may have additional policies and fourthly those required by law, industry codes of practice, national governing bodies (where the activity is covered by a national governing body) and those of your own organisation.

Informal joint work

Work which goes ahead without a formal written agreement

Information

This could be spoken or written information

Interpersonal skills

The skills which enable effective relationships with others, for example communications, empathy and sensitivity, teamwork, encouraging others and sharing etc.

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

Joint work

Working together with other organisations and individuals to achieve objectives which are of mutual benefit, for example, working with a leisure centre to put on a holiday activity scheme

Learning difficulties

Long-term conditions which may significantly affect the participant's ability to learn what is required to take part in an activity; examples may include people with Down's Syndrome, people with brain injuries which affect their ability to learn etc.

Learning objectives

What the participants should have learnt during and after the exploration

Legal requirements

For example the Data Protection Act

Line manager

The manager or supervisor to whom you report

Maintenance schedule

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

Manually operated equipment

For example, exercise cycles, canoes, trampolines.

Materials

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

Medical needs

Needs for special medication or for physical support to take part in certain activities

Money

This will usually be money paid by participants to take part in activities, but could also be payment or deposits for certain types of equipment; money disbursed could include payment for the use of facilities or the purchase of consumables such as table tennis balls or shuttlecocks

National organisations

For example, national governing bodies of sport

National requirements for the activity

Those laid down by relevant national governing bodies where these apply

Objectives

What the participants should achieve during the session

Off-site activities

For example on foot through non-hazardous terrain, possibly involving an overnight camp or off-site activities on placid water

On-site activities

For example, ropes courses and aerial runways

Organisational procedures/requirements

The procedures of the organisation which are relevant to handling money, enrolling participants and keeping records, including those that safeguard against fraud and theft

Organisation's policies and procedures

What your organisation says its staff should and should not do in certain situations

Other people involved

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

Opportunities to participate

For example, in activity sessions, coaching sessions, competitions etc.

Other organisations and individuals

These are normally organisations and individuals totally independent of your organisation, but in large organisations could include other departments or people in other departments where there is a separate management structure

Participants

The people the learner is leading during the activity

People from outside your organisation

For example, staff and managers in facilities you are using, teachers, suppliers

People in the community

For example, community leaders or other people active in the community

People with special/particular needs

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

Personal and social development

Enabling people to improve their own personal abilities in areas such as self-confidence, self-esteem, self-reliance, self-control and problem solving as well as their ability to work with and relate to other people

Personal skills

For example, leadership, self-reliance, self-esteem, self-confidence

Physical disabilities

Long term physical conditions which restrict the participant's ability to take part in the activity, for example, amputation, paralysis, restricted limb movement, asthma, epilepsy etc.

Physically and mentally prepared

Participants being able to undertake the activity without unnecessary physical or emotional stress or risk of injury

Plan

Evidence that the session has been systematically organised; this will normally be written but could be a 'mental plan'

Potential for further involvement

This would apply if one objective of the activity is to provide participants with a 'taster' of a sport or leisure activity which they may wish to pursue further at a later stage

Powered equipment

An item of equipment with an independent power source, for example basket ball rigs and electric floor cleaner

Private sector organisations

Privately owned organisations who operate to make a profit

Problems

Difficulties in carrying out servicing which the candidate cannot deal with themselves

Providers of services and products

For example, leisure centres, community halls, retailers

Public sector organisations

For example, local government, central government, state schools, health trusts etc.

Qualified assistance

Someone who has a recognised first aid qualification or the emergency services

Receipt

A written acknowledgement of the amount of money received

Records

Any sorts of records kept by you - for example records of enrolments, records about coaches or facilities etc.

Recreation

Pleasurable, 'fun' leisure experiences, often delivered in the context of an activity holiday or holiday scheme which may lead to the participants getting more involved in the future

Relevant authority

Usually someone in the governing body for the sport or line manager

Relevant guidelines

For example, organisational guidelines, legislation, national guidelines, including those of National Governing Bodies, where these apply

Reflection

The process of thinking critically about an experience and drawing out the lessons

Resources

In this unit, the physical resources such as equipment, environment and clothing needed to deliver an activity

Responsible colleague

The member of staff with overall responsibility for the work – usually a line manager or supervisor

Responsible person

The person in the organisation who is responsible for the overall programme in which the participants are taking part; also the client for whom the programme is being organised

Review

The process of going over the session with the participants, helping them to reflect on their experiences and facilitating further learning; the review should add value to the session and be carried out for the benefit of the participants; however, the outcomes of the review may be used to improve future sessions for others

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 for behaviour

Requirements for the activity and relevant organisational policies; these are likely to include rules against vandalism, bullying or other forms of anti-social behaviour

Security breaches

For example, doors which should be locked being left open, suspicious strangers etc.

Self-awareness

The participant's awareness of themselves and their impact on others

Sense of achievement

Participants feeling good about what they have done and learnt during the session

Sensory impairments

For example, blindness or impaired vision, deafness etc.

Sequences

How the activities within the session follow on from each other

Servicing

For example, lubricating, adjusting, cleaning and drying

Serviceable

The equipment/facility doing what it was designed to do

Session

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

Setting up

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

Simple equipment

Equipment consisting of only one or two components, for example, badminton nets

Situations likely to cause emotional distress

For example, bullying or intimidation

Special clothing

For example, wet weather gear, wet suits, boots etc.

Storage areas

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

Style of leadership

The way in which you will lead the participants through the activities; for example, you could carefully direct them at every stage, or you could support them in undertaking the activities, encouraging them to analyse and solve problems for themselves

Team discussions

These will usually be team meetings but could include more informal discussions with team members and line managers

Timings

When particular activities should take place

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

Unacceptable behaviour

Behaviour that is dangerous, illegal, unsocial or breaks the rules of behaviour for the activity in some other way – for example ignoring rules, vandalism, bullying, discrimination or other forms of anti-social behaviour

Unsafe behaviour

For example, diving into the shallow end of a pool, breaking the ground rules for an activity, vandalism

Voluntary sector organisations

Organisations operating on a 'not for profit' basis, for example, sports clubs, youth clubs, charities etc.

Written communication

This could involve short notes, memos, letters or other informal documents

City & Guilds

Skills for a brighter future



www.cityandguilds.com

Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
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"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

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

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)20 7294 2800
F +44 (0)20 7294 2400
www.cityandguilds.com

City & Guilds is a registered charity
established to promote education
and training

SP-02-4965