

1st4sport Level 3 NVQ Diploma in Outdoor Programmes (via the Outdoor Education Pathway)

Qualification Specification



About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

Our Mission: To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

Our Direction: We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

Qualification Specification

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| Title: | 1st4sport Level 3 NVQ Diploma in Outdoor Programmes (via the Outdoor Education Pathway) |
| Qualification Overview: | Prepares learners with the knowledge, confidence and skills to work in outdoor education. |
| Qualification Code: | L3DOPOE |
| Qualification Regulation Number: | 600/1770/3 |
| Guided Learning Hours (GLH): | 185 |
| Total Qualification Time (TQT): | 390 |
| Credit Value (if applicable): | 45 |
| Operational Start Date: | 12/04/2011 |
| Qualification Review Date: | 30/11/2025 |
| Learner Registration Period: | 3 years |
| Qualification Objective: | This qualification qualifies learners to work in the outdoor education area of outdoor programmes. |
| Qualification Purpose: | Confirm competence in an occupational role to the standards required |

Who is this qualification for?

The qualification and associated pathways are suitable for learners working in the outdoors to deliver experiential, environmental, physical and social education.

Qualification Progression

Learners may look to develop their learning and knowledge of instructing working with other, more experienced, colleagues. Following a period of practice, learners may choose to develop their skills by participating in continuing professional development (CPD) opportunities offered within the Outdoor Sector.

Holders of this Certificate may seek employment, paid or unpaid, in the Outdoor Industry in a role involving the planning and delivery of outdoor programmes.

Entry Requirements

Learners must be a minimum of 18 years old at registration and 18 years old at certification.

Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 18 years of age
- be able to undertake this assessment in English or Welsh (if available)

Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 7 of 7 mandatory units),
- Portfolio of Evidence (in 7 of 7 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

Grading Methods

This qualification will be graded Pass / Fail.

Qualification Structure

Learners must successfully complete all mandatory units and 2 of 11 optional units to achieve this qualification.

Mandatory Units

| Unit ID | Unit Title | GLH |
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| H/503/0885 | Contribute to improving personal and organisational performance | 14 |
| A/503/0939 | Organise people and resources for outdoor programmes | 20 |
| A/503/0651 | Ensure the health, safety, welfare and security of customers and staff | 23 |
| M/503/0940 | Promote the conservation of the environment | 15 |
| T/503/0910 | Establish and maintain effective working relationships in the outdoors | 35 |
| A/503/0987 | Promote the transfer of learning from outdoor experiences | 16 |
| J/503/0927 | Facilitate education in the outdoors | 57 |

Optional Units

| Unit ID | Unit Title | GLH |
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| D/601/5540 | Enable disabled people to take part in activities | 67 |
| A/503/0889 | Design outdoor education programmes | 22 |
| H/502/8456 | Support the efficient use of resources | 19 |
| M/602/1844 | Allocate and monitor the progress and quality of work in own area of responsibility | 95 |
| A/502/9161 | Provide leadership in own area of responsibility | 60 |
| Y/602/1840 | Organise and supervise travel | 45 |
| Y/601/1695 | Understand How to Safeguard the Wellbeing of Children and Young People | 25 |
| T/503/1006 | Supervise residential experiences | 19 |
| T/601/1168 | Contribute to the prevention and management of abusive and aggressive behaviour | 20 |
| K/503/0919 | Facilitate adventurous experiences | 31 |
| D/503/0934 | Facilitate participants' investigation and understanding of the environment | 30 |

Pathway Units (where applicable)

There are no pathway units in this qualification

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| Unit Title | Contribute to improving personal and organisational performance |
| Unit Aim | This unit covers the knowledge and competence that the learner needs to contribute to improving personal and organisational performance. |
| Unique Unit Number | H/503/0885 |
| Unit Assessment Method(s) | - Coursework - Portfolio of Evidence |
| Assessment Specification | <p>Learning Outcomes (LO) 1, 2, 4 and 6 assessed by:</p> <ul style="list-style-type: none"> - professional discussion - oral questions - written answers. <p>LO 3, 5 and 7 must be assessed using evidence generated when the learner is contributing to improving personal and organisational performance.</p> <p>LO 3: When monitoring own performance and the performance of own area of responsibility, they must cover 4 of the following types planning, delivery, relationships with others, health and safety, environment in which the service is delivered and 3 of the following Feedback, formal, informal, positive, negative, suggestions for improvement</p> <p>LO 5: When contributing to evaluating and improving organisational performance, the learner must cover 4 of the following types services, procedures, working methods, human resources, physical resources, working relationships</p> <p>LO 7: When contributing to own personal development, the learner must cover 2 of the following types short term, medium term, long term and 3 of the following types: formal, informal, on-job, off-job</p> |

| Learning Outcome: 1. know how to contribute to improving personal and organisational performance | |
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| Assessment Criteria | Indicative Delivery Content |
| The learner can: | |
| 1.1 explain the importance of continuous improvement in personal performance | |
| 1.2 explain the importance of continuous improvement in organisational performance | |

Learning Outcome: 2. know how to monitor own performance and the performance of own area of responsibility

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 summarise how to monitor own performance and the performance of own area of responsibility | |
| 2.2 explain why feedback - both positive and negative - from participants and colleagues is important | |
| 2.3 explain how to encourage all types of feedback from participants and colleagues | |
| 2.4 explain why it is important to welcome and respond to feedback constructively and not become defensive | |
| 2.5 explain how to respond to positive and negative feedback constructively | |
| 2.6 summarise why it is important to check feedback | |
| 2.7 explain why it is important to keep a record of own observations and the feedback received from others | |

Learning Outcome: 3. be able to monitor own performance and the performance of own area of responsibility

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| <p>3.1 monitor own performance and the performance of own area of responsibility</p> | <p>When monitoring own performance and the performance of own area of responsibility, the learner must cover: four of the following types: a aspects of performance 1 planning 2 delivery 3 relationships with others 4 health and safety 5 environment in which the service is delivered and three of the following types: b feedback 1 formal 2 informal 3 positive 4 negative 5 suggestions for improvement</p> |
| <p>3.2 encourage feedback from colleagues and participants</p> | <p>When monitoring own performance and the performance of own area of responsibility, the learner must cover: four of the following types: a aspects of performance 1 planning 2 delivery 3 relationships with others 4 health and safety 5 environment in which the service is delivered and three of the following types: b feedback 1 formal 2 informal 3 positive 4 negative 5 suggestions for improvement</p> |
| <p>3.3 respond to feedback constructively</p> | <p>When monitoring own performance and the performance of own area of responsibility, the learner must cover: four of the following types: a aspects of performance 1 planning 2 delivery 3 relationships with others 4 health and safety 5 environment in which the service is delivered and three of the following types: b feedback 1 formal 2 informal 3 positive 4 negative 5 suggestions for improvement</p> |

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| <p>3.4 check feedback and make sure it is accurate</p> | <p>When monitoring own performance and the performance of own area of responsibility, the learner must cover: four of the following types: a aspects of performance 1 planning 2 delivery 3 relationships with others 4 health and safety 5 environment in which the service is delivered and three of the following types: b feedback 1 formal 2 informal 3 positive 4 negative 5 suggestions for improvement</p> |
| <p>3.5 keep a record of own observations and feedback from others</p> | <p>When monitoring own performance and the performance of own area of responsibility, the learner must cover: four of the following types: a aspects of performance 1 planning 2 delivery 3 relationships with others 4 health and safety 5 environment in which the service is delivered and three of the following types: b feedback 1 formal 2 informal 3 positive 4 negative 5 suggestions for improvement</p> |

Learning Outcome: 4. know how to contribute to evaluating and improving organisational performance

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 4.1 explain how to analyse own observations and feedback from others to identify the key implications for the organisation | |
| 4.2 explain how to identify relevant organisational objectives, standards and values | |
| 4.3 explain how to compare own analysis with organisational objectives, standards and values | |
| 4.4 evaluate sources of information on possible improvements, including the work of similar organisations | |
| 4.5 explain how to identify possible improvements in organisational performance | |
| 4.6 summarise who evaluations should be shared with and the appropriate procedures to follow | |
| 4.7 explain why it is important to take account of other people's views and experiences when evaluating organisational performance | |
| 4.8 explain the importance of monitoring and evaluating improvements | |

Learning Outcome: 5. be able to contribute to evaluating and improving organisational performance

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |

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| <p>5.1 analyse own observations and feedback from others on organisational performance</p> | <p>When contributing to evaluating and improving organisational performance, the learner must cover: four of the following types: a improvements 1 to services 2 to procedures 3 to working methods a improvements (cont.) 4 to human resources 5 to physical resources 6 to working relationships</p> |
| <p>5.2 compare own analysis with organisational objectives, standards and values</p> | <p>When contributing to evaluating and improving organisational performance, the learner must cover: four of the following types: a improvements 1 to services 2 to procedures 3 to working methods a improvements (cont.) 4 to human resources 5 to physical resources 6 to working relationships</p> |
| <p>5.3 compare what was achieved with what was planned</p> | <p>When contributing to evaluating and improving organisational performance, the learner must cover: four of the following types: a improvements 1 to services 2 to procedures 3 to working methods a improvements (cont.) 4 to human resources 5 to physical resources 6 to working relationships</p> |
| <p>5.4 research and identify possible improvements</p> | <p>When contributing to evaluating and improving organisational performance, the learner must cover: four of the following types: a improvements 1 to services 2 to procedures 3 to working methods a improvements (cont.) 4 to human resources 5 to physical resources 6 to working relationships</p> |

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| <p>5.5 share own evaluation with appropriate colleagues</p> | <p>When contributing to evaluating and improving organisational performance, the learner must cover: four of the following types: a improvements 1 to services 2 to procedures 3 to working methods a improvements (cont.) 4 to human resources 5 to physical resources 6 to working relationships</p> |
| <p>5.6 take account of others' experiences and views</p> | <p>When contributing to evaluating and improving organisational performance, the learner must cover: four of the following types: a improvements 1 to services 2 to procedures 3 to working methods a improvements (cont.) 4 to human resources 5 to physical resources 6 to working relationships</p> |
| <p>5.7 work together to agree and implement improvements</p> | <p>When contributing to evaluating and improving organisational performance, the learner must cover: four of the following types: a improvements 1 to services 2 to procedures 3 to working methods a improvements (cont.) 4 to human resources 5 to physical resources 6 to working relationships</p> |
| <p>5.8 monitor and evaluate how effective the improvements have been</p> | <p>When contributing to evaluating and improving organisational performance, the learner must cover: four of the following types: a improvements 1 to services 2 to procedures 3 to working methods a improvements (cont.) 4 to human resources 5 to physical resources 6 to working relationships</p> |

Learning Outcome: 6. know how to contribute to own personal development.

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 6.1 explain how to analyse own observations and feedback from others to identify the implications for own development | |
| 6.2 explain how to identify who to work with to evaluate own work | |
| 6.3 explain how to evaluate own work against professional and organisational standards | |
| 6.4 summarise how to take account of own career goals | |
| 6.5 explain the importance of having a personal development plan | |
| 6.6 evaluate own preferred learning styles and the types of development activities that fit with these learning styles | |
| 6.7 summarise why it is important to review and update own development plan and when and how to do so | |

Learning Outcome: 7. be able to contribute to own personal development

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 7.1 analyse own observations of personal performance and feedback from others | <p>When contributing to own personal development, the learner must cover two of the following types:</p> <p>two of the following types:</p> <p>a areas for development</p> <p>1 short term</p> <p>2 medium term</p> <p>3 long term</p> <p>and three of the following types:</p> <p>b development activities</p> <p>1 formal</p> <p>2 informal</p> <p>3 on-job</p> <p>4 off-job</p> |

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| <p>7.2 work with an appropriate colleague to evaluate own work</p> | <p>When contributing to own personal development, the learner must cover two of the following types: two of the following types: a areas for development 1 short term 2 medium term 3 long term and three of the following types: b development activities 1 formal 2 informal 3 on-job 4 off-job</p> |
| <p>7.3 evaluate own work against professional and organisational standards and own career goals</p> | <p>When contributing to own personal development, the learner must cover two of the following types: two of the following types: a areas for development 1 short term 2 medium term 3 long term and three of the following types: b development activities 1 formal 2 informal 3 on-job 4 off-job</p> |
| <p>7.4 agree and prioritise areas for development</p> | <p>When contributing to own personal development, the learner must cover two of the following types: two of the following types: a areas for development 1 short term 2 medium term 3 long term and three of the following types: b development activities 1 formal 2 informal 3 on-job 4 off-job</p> |

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| <p>7.5 develop and agree a personal development plan</p> | <p>When contributing to own personal development, the learner must cover two of the following types: two of the following types: a areas for development 1 short term 2 medium term 3 long term and three of the following types: b development activities 1 formal 2 informal 3 on-job 4 off-job</p> |
| <p>7.6 choose development activities that fit own preferred learning styles and circumstances</p> | <p>When contributing to own personal development, the learner must cover two of the following types: two of the following types: a areas for development 1 short term 2 medium term 3 long term and three of the following types: b development activities 1 formal 2 informal 3 on-job 4 off-job</p> |
| <p>7.7 implement own personal development plan</p> | <p>When contributing to own personal development, the learner must cover two of the following types: two of the following types: a areas for development 1 short term 2 medium term 3 long term and three of the following types: b development activities 1 formal 2 informal 3 on-job 4 off-job</p> |

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| <p>7.8 review and update own development plan according to progress and changing circumstances</p> | <p>When contributing to own personal development, the learner must cover two of the following types: two of the following types: a areas for development 1 short term 2 medium term 3 long term and three of the following types: b development activities 1 formal 2 informal 3 on-job 4 off-job</p> |
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| Unit Title | Organise people and resources for outdoor programmes |
| Unit Aim | This unit covers the knowledge and competence the learner needs to organise people and resources for outdoor programmes. |
| Unique Unit Number | A/503/0939 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Portfolio of Evidence |
| Assessment Specification | <p>LO 2, 4 and 5 must be assessed using evidence generated when organising people and resources for outdoor programmes.</p> <p>LO 2.: When organising resources for the programme, they must cover: 4 of the following types: people, equipment, clothing, environment, domestic arrangements 2 of the following types: one day, multi-day, requiring overnight accommodation and 1 of the following types adults, children and young people, participants with particular needs</p> <p>LO 4: When preparing self and others for the programme, they must cover: 2 of the following types: one day, multi-day, requiring overnight accommodation 1 of the following types adults, children and young people, participants with particular needs and 4 of the following types: Resources, people, equipment, clothing, environment, domestic arrangements</p> <p>LO 5: When dealing with resources after use, they must cover: 3 of the following types: equipment, clothing, environment, domestic arrangements</p> |

Learning Outcome: 1. know how to organise resources for the programme

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 1.1 summarise the types of resources needed for a range of different types of programmes | |
| 1.2 explain how to estimate the quantity of resources needed for a programme | |
| 1.3 summarise the legal, technical and organisational requirements covering the resources within own responsibility | |
| 1.4 summarise the organisational procedures for obtaining resources | |
| 1.5 explain why emergency and contingency planning is important | |
| 1.6 explain the importance of checking facilities and equipment regularly for safety, availability and suitability and how to do such checks | |
| 1.7 describe the correct condition in which resources should be left after use | |
| 1.8 explain how to identify and deal with unsafe and unserviceable resources | |

Learning Outcome: 2. be able to organise resources for the programme

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |

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| <p>2.1 obtain resources appropriate to the programme's aims and objectives</p> | <p>When organising resources for the programme, the learner must cover: four of the following types: a resources 1 people 2 equipment 3 clothing 4 environment 5 domestic arrangements two of the following types: b programmes 1 one day 2 multi-day 3 requiring overnight accommodation and one of the following types c participants 1 adults 2 children and young people 3 participants with particular needs in relation to the activity</p> |
| <p>2.2 make sure resources meet the needs of the participants</p> | <p>When organising resources for the programme, the learner must cover: four of the following types: a resources 1 people 2 equipment 3 clothing 4 environment 5 domestic arrangements two of the following types: b programmes 1 one day 2 multi-day 3 requiring overnight accommodation and one of the following types c participants 1 adults 2 children and young people 3 participants with particular needs in relation to the activity</p> |

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| <p>2.3 make sure the resources meet legal, technical and organisational requirements and guidelines</p> | <p>When organising resources for the programme, the learner must cover: four of the following types: a resources 1 people 2 equipment 3 clothing 4 environment 5 domestic arrangements two of the following types: b programmes 1 one day 2 multi-day 3 requiring overnight accommodation and one of the following types c participants 1 adults 2 children and young people 3 participants with particular needs in relation to the activity</p> |
| <p>2.4 make sure the resources are available when needed</p> | <p>When organising resources for the programme, the learner must cover: four of the following types: a resources 1 people 2 equipment 3 clothing 4 environment 5 domestic arrangements two of the following types: b programmes 1 one day 2 multi-day 3 requiring overnight accommodation and one of the following types c participants 1 adults 2 children and young people 3 participants with particular needs in relation to the activity</p> |

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| <p>2.5 put in place emergency and contingency plans</p> | <p>When organising resources for the programme, the learner must cover: four of the following types: a resources 1 people 2 equipment 3 clothing 4 environment 5 domestic arrangements two of the following types: b programmes 1 one day 2 multi-day 3 requiring overnight accommodation and one of the following types c participants 1 adults 2 children and young people 3 participants with particular needs in relation to the activity</p> |
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Learning Outcome: 3. know how to prepare self and others for the programme

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 explain why it is important to brief colleagues | |
| 3.2 summarise the types of information colleagues should be given about the participants, the programme and the resources they will be using | |
| 3.3 explain the importance of making sure staff are properly trained and qualified | |
| 3.4 compare and contrast the levels of training and qualification appropriate to different activities and how to check that staff possess these | |
| 3.5 summarise the types of requests and suggestions potentially received from colleagues and participants and how to respond to these constructively | |
| 3.6 justify the importance of everyone - colleagues, participants and self - being mentally and physically prepared for the programme | |
| 3.7 summarise the types of information that the participants should receive and why this is important | |
| 3.8 explain how to check that self, colleagues and participants are fully prepared | |

Learning Outcome: 4. be able to prepare self and others for the programme

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| <p>4.1 brief colleagues about the programme, participants and resources</p> | <p>When preparing self and others for the programme, the learner must cover: two of the following types: a programmes 1 one day 2 multi-day 3 requiring overnight accommodation one of the following types b participants 1 adults 2 children and young people 3 participants with particular needs in relation to the activity and four of the following types: c resources 1 people 2 equipment 3 clothing 4 environment 5 domestic arrangements</p> |
| <p>4.2 make sure the participants have relevant information</p> | <p>When preparing self and others for the programme, the learner must cover: two of the following types: a programmes 1 one day 2 multi-day 3 requiring overnight accommodation one of the following types b participants 1 adults 2 children and young people 3 participants with particular needs in relation to the activity and four of the following types: c resources 1 people 2 equipment 3 clothing 4 environment 5 domestic arrangements</p> |

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| <p>4.3 deal with requests and suggestions constructively</p> | <p>When preparing self and others for the programme, the learner must cover: two of the following types: a programmes 1 one day 2 multi-day 3 requiring overnight accommodation one of the following types b participants 1 adults 2 children and young people 3 participants with particular needs in relation to the activity and four of the following types: c resources 1 people 2 equipment 3 clothing 4 environment 5 domestic arrangements</p> |
| <p>4.4 make sure self and others are mentally and physically prepared</p> | <p>When preparing self and others for the programme, the learner must cover: two of the following types: a programmes 1 one day 2 multi-day 3 requiring overnight accommodation one of the following types b participants 1 adults 2 children and young people 3 participants with particular needs in relation to the activity and four of the following types: c resources 1 people 2 equipment 3 clothing 4 environment 5 domestic arrangements</p> |

Learning Outcome: 5. be able to deal with resources after use

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |

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| <p>5.1 encourage participants to clear up the environment</p> | <p>When dealing with resources after use, the learner must cover: three of the following types: a resources 1 equipment 2 clothing 3 environment 4 domestic arrangements and one of the following types: b participants 1 adults 2 children and young people 3 participants with particular needs in relation to the activity</p> |
| <p>5.2 make sure resources are in a condition fit for use</p> | <p>When dealing with resources after use, the learner must cover: three of the following types: a resources 1 equipment 2 clothing 3 environment 4 domestic arrangements and one of the following types: b participants 1 adults 2 children and young people 3 participants with particular needs in relation to the activity</p> |
| <p>5.3 identify and remove unsafe and unserviceable resources and report them to the responsible colleague</p> | <p>When dealing with resources after use, the learner must cover: three of the following types: a resources 1 equipment 2 clothing 3 environment 4 domestic arrangements and one of the following types: b participants 1 adults 2 children and young people 3 participants with particular needs in relation to the activity</p> |
| <p>5.4 make sure that resources are put in the correct place</p> | <p>When dealing with resources after use, the learner must cover: three of the following types: a resources 1 equipment 2 clothing 3 environment 4 domestic arrangements and one of the following types: b participants 1 adults 2 children and young people 3 participants with particular needs in relation to the activity</p> |

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| <p>5.5 follow the correct procedures for ensuring the quality and quantity of resources are maintained</p> | <p>When dealing with resources after use, the learner must cover: three of the following types: a resources 1 equipment 2 clothing 3 environment 4 domestic arrangements and one of the following types: b participants 1 adults 2 children and young people 3 participants with particular needs in relation to the activity</p> |
| <p>5.6 follow the correct procedures for dealing with staffing issues during the activity</p> | <p>When dealing with resources after use, the learner must cover: three of the following types: a resources 1 equipment 2 clothing 3 environment 4 domestic arrangements and one of the following types: b participants 1 adults 2 children and young people 3 participants with particular needs in relation to the activity</p> |

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| Unit Title | Ensure the health, safety, welfare and security of customers and staff |
| Unit Aim | This unit covers the knowledge and competence that the learner needs to ensure the health, safety, welfare and security of customers and staff. |
| Unique Unit Number | A/503/0651 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Portfolio of Evidence |
| Assessment Specification | <p>LO1 2 4 & 6: These can be assessed by professional discussion, questions, written answers</p> <p>LO3 5 & 7: evidence generated when ensuring the health, safety, welfare and security of customers and staff</p> <p>LO3: When identifying hazards and assessing risks they must cover 3 of the following types: colleagues and team members, participants, clients, facility owners. All of the following types: Hazards to health, safety and security</p> <p>LO5: When contributing to developing and maintaining normal and emergency operating procedures, they must cover risks to health, safety and security to following types colleagues and team members, participants, spectators, clients, facility owners</p> <p>LO7: When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover 3 of the following types: colleagues and team members, parents/carers, spectators, clients/participants, facility owners</p> <p>all of the following types: physical, neglect, emotional, sexual, bullying</p> |

Learning Outcome: 1. know how to ensure the health, safety, welfare and security of customers and staff

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 1.1 summarise the key requirements of health and safety legislation that affect own area of work | |
| 1.2 explain own organisation's health, safety and security procedures and policies | |
| 1.3 explain the principles of the duty of care | |
| 1.4 define 'health' including the meaning of emotional/psychological health | |
| 1.5 summarise equipment manufacturers' guidelines, as appropriate to own work | |
| 1.6 explain National Governing Body guidance relating to activities, where appropriate to own work | |
| 1.7 explain relevant operating procedures regarding health and safety | |
| 1.8 summarise the possible impact of weather on health and safety in own area of responsibility | |
| 1.9 explain how to exercise authority and leadership in potentially hazardous situations | |
| 1.10 explain how to identify types of untoward incidents (including 'near misses') which may occur and why they should be reported, in relation to the following: <ul style="list-style-type: none"> • activities, • participant and staff behaviour, • environmental damage | |

Learning Outcome: 2. know how to identify hazards and assess risks to health, safety and security

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 2.1 explain the importance of identifying hazards and assessing risks | |
| 2.2 explain the importance of involving as many relevant people as possible in identifying hazards and assessing risks | |
| 2.3 explain how to involve others in identifying hazards | |
| 2.4 explain how to identify the information which needs to be collected to make an effective risk assessment and how to collect, evaluate and record such information | |
| 2.5 classify the types of hazards which are likely to be present in own area of responsibility | |
| 2.6 explain how to identify existing hazards and controls | |
| 2.7 define risk acceptance criteria and how to determine these | |
| 2.8 explain how to assess risks | |
| 2.9 explain how to determine when risks are unacceptable according to organisational, local and national requirements | |
| 2.10 explain how to identify own technical limitations when assessing risks and who are the competent specialists who need to be consulted when a risk or hazard is beyond own limitation | |
| 2.11 summarise the importance of continuing to monitor for new hazards and assessing the risks presented by these | |

Learning Outcome: 3. be able to identify hazards and assess risks to health, safety and security

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 3.1 check facilities, equipment and activities for health, safety and security issues | <p>When identifying hazards and assessing risks to health, safety and security, the learner must cover:</p> <p>three of the following types:</p> <ul style="list-style-type: none"> a relevant people <ul style="list-style-type: none"> 1 colleagues and team members 2 participants 3 clients 4 facility owners <p>and all of the following types:</p> <ul style="list-style-type: none"> b hazards <ul style="list-style-type: none"> 1 to health 2 to safety 3 to security |
| 3.2 gather information from all relevant people about possible hazards | <p>When identifying hazards and assessing risks to health, safety and security, the learner must cover:</p> <p>three of the following types:</p> <ul style="list-style-type: none"> a relevant people <ul style="list-style-type: none"> 1 colleagues and team members 2 participants 3 clients 4 facility owners <p>and all of the following types:</p> <ul style="list-style-type: none"> b hazards <ul style="list-style-type: none"> 1 to health 2 to safety 3 to security |
| 3.3 record all significant hazards, who is exposed, and any existing safety procedures | <p>When identifying hazards and assessing risks to health, safety and security, the learner must cover:</p> <p>three of the following types:</p> <ul style="list-style-type: none"> a relevant people <ul style="list-style-type: none"> 1 colleagues and team members 2 participants 3 clients 4 facility owners <p>and all of the following types:</p> <ul style="list-style-type: none"> b hazards <ul style="list-style-type: none"> 1 to health 2 to safety 3 to security |

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| <p>3.4 assess the risks associated with these hazards and whether these risks are acceptable according to legal and organisational requirements</p> | <p>When identifying hazards and assessing risks to health, safety and security, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 participants 3 clients 4 facility owners and all of the following types: b hazards 1 to health 2 to safety 3 to security</p> |
| <p>3.5 consult an appropriate person when assessing the risks is beyond own level of competence</p> | <p>When identifying hazards and assessing risks to health, safety and security, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 participants 3 clients 4 facility owners and all of the following types: b hazards 1 to health 2 to safety 3 to security</p> |
| <p>3.6 report any unacceptable risks following legal and organisational requirements</p> | <p>When identifying hazards and assessing risks to health, safety and security, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 participants 3 clients 4 facility owners and all of the following types: b hazards 1 to health 2 to safety 3 to security</p> |

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| <p>3.7 continue to monitor for new hazards and assess their risks on an ongoing basis</p> | <p>When identifying hazards and assessing risks to health, safety and security, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 participants 3 clients 4 facility owners and all of the following types: b hazards 1 to health 2 to safety 3 to security</p> |
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Learning Outcome: 4. know how to contribute to developing and maintaining normal and emergency operating procedures

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 4.1 explain the importance of safety procedures to manage risks in own area of responsibility | |
| 4.2 explain why it is important to involve as many people as possible in developing such safety procedures and how to do so | |
| 4.3 explain how to develop safety procedures which are consistent with a risk assessment | |
| 4.4 explain how to identify the circumstances in which appropriate authorities would have to be informed about lack of effective risk management | |
| 4.5 summarise who are the appropriate authorities and how to inform them about lack of effective risk management | |
| 4.6 evaluate effective methods of promoting safety to participants and staff | |
| 4.7 explain how to make sure participants and staff know and adhere to the relevant safety requirements | |

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| 4.8 explain why participants and colleagues should be encouraged to take responsibility for their own safety | |
| 4.9 summarise the importance of reviewing and adapting procedures on an ongoing basis | |
| 4.10 explain the importance of monitoring the implementation of safety procedures and of intervening promptly when these are not being followed | |
| 4.11 explain why participants and staff should be actively encouraged to provide feedback on risks, hazards and ground rules | |
| 4.12 explain how to encourage such feedback effectively | |
| 4.13 explain how to use participant and staff feedback to improve ground rules | |
| 4.14 classify the types of incidents and emergencies which are likely to occur and how to deal with these | |
| 4.15 explain how to ensure that other team members respond effectively to incidents and emergencies | |
| 4.16 explain how to decide what type of assistance is appropriate to the incident and emergency and how to summon such assistance | |
| 4.17 summarise the information which the people providing assistance will need to know | |
| 4.18 evaluate own level of competence and responsibility in relation to an emergency or incident | |
| 4.19 explain how to record and report incidents and emergencies | |

4.20 summarise how to recommend new approaches which might prevent emergencies and incidents being repeated

Learning Outcome: 5. be able to contribute to developing and maintaining normal and emergency operating procedures

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 5.1 put in place the procedures to keep risks to an acceptable level | When contributing to developing and maintaining normal and emergency operating procedures, the learner must cover: both of the following types: a procedures 1 normal operating procedures 2 emergency operating procedures all of the following types: b risks 1 to health 2 to safety 3 to security and three of the following types c relevant people 1 colleagues and team members 2 participants 3 spectators 4 clients 5 facility owners |
| 5.2 make sure these procedures are consistent with legal and organisational requirements | When contributing to developing and maintaining normal and emergency operating procedures, the learner must cover: both of the following types: a procedures 1 normal operating procedures 2 emergency operating procedures all of the following types: b risks 1 to health 2 to safety 3 to security and three of the following types c relevant people 1 colleagues and team members 2 participants 3 spectators 4 clients 5 facility owners |

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| <p>5.3 give relevant people the information they need about procedures and encourage and motivate them to follow these procedures</p> | <p>When contributing to developing and maintaining normal and emergency operating procedures, the learner must cover: both of the following types: a procedures 1 normal operating procedures 2 emergency operating procedures all of the following types: b risks 1 to health 2 to safety 3 to security and three of the following types c relevant people 1 colleagues and team members 2 participants 3 spectators 4 clients 5 facility owners</p> |
| <p>5.4 intervene effectively when procedures are not being followed</p> | <p>When contributing to developing and maintaining normal and emergency operating procedures, the learner must cover: both of the following types: a procedures 1 normal operating procedures 2 emergency operating procedures all of the following types: b risks 1 to health 2 to safety 3 to security and three of the following types c relevant people 1 colleagues and team members 2 participants 3 spectators 4 clients 5 facility owners</p> |

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| <p>5.5 continue to review and adapt procedures when necessary</p> | <p>When contributing to developing and maintaining normal and emergency operating procedures, the learner must cover: both of the following types: a procedures 1 normal operating procedures 2 emergency operating procedures all of the following types: b risks 1 to health 2 to safety 3 to security and three of the following types c relevant people 1 colleagues and team members 2 participants 3 spectators 4 clients 5 facility owners</p> |
| <p>5.6 gather feedback from relevant people on how well procedures are working</p> | <p>When contributing to developing and maintaining normal and emergency operating procedures, the learner must cover: both of the following types: a procedures 1 normal operating procedures 2 emergency operating procedures all of the following types: b risks 1 to health 2 to safety 3 to security and three of the following types c relevant people 1 colleagues and team members 2 participants 3 spectators 4 clients 5 facility owners</p> |

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| <p>5.7 use feedback on how well procedures are working to improve those procedures</p> | <p>When contributing to developing and maintaining normal and emergency operating procedures, the learner must cover: both of the following types: a procedures 1 normal operating procedures 2 emergency operating procedures all of the following types: b risks 1 to health 2 to safety 3 to security and three of the following types c relevant people 1 colleagues and team members 2 participants 3 spectators 4 clients 5 facility owners</p> |
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Learning Outcome: 6. know how to contribute to maintaining and improving procedures for the protection of vulnerable participants

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 6.1 explain the importance of effective protection for vulnerable participants | |
| 6.2 summarise who are vulnerable participants | |
| 6.3 interpret key requirements of legislation for child protection | |
| 6.4 explain how to identify other types of vulnerable people who may need similar protection and legal requirements in relation to these | |
| 6.5 summarise own organisation's policies and procedures for the protection of vulnerable participants, and own responsibilities in this | |
| 6.6 explain the main risks to children and other vulnerable people and procedures - for example criminal record bureau checks - that must be used to ensure protection | |

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| 6.7 explain the importance of checking that protection procedures are being followed and how to do so | |
| 6.8 explain how to respond when there are suspicions of abuse according to organisational and legal requirements | |
| 6.9 explain why it is important to collect, assess and share information about possible abuse | |
| 6.10 explain how to identify reporting procedures relating to abuse | |
| 6.11 summarise types of support that may be needed by self or colleagues, and how to access such support | |
| 6.12 summarise the rules and guidelines covering the confidentiality of information relating to abuse | |

Learning Outcome: 7. be able to contribute to maintaining and improving procedures for the protection of vulnerable participants

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 7.1 carry out own responsibilities for the protection of vulnerable participants according to organisational and legal requirements | When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 parents/carers 3 spectators 4 clients/participants 5 facility owners all of the following types: b abuse 1 physical 2 neglect 3 emotional 4 sexual 5 bullying and all of the following types c procedures 1 normal operating procedures 2 emergency operating procedures |

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| <p>7.2 give relevant people the information they need about policies and procedures and encourage and motivate them to follow these</p> | <p>When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 parents/carers 3 spectators 4 clients/participants 5 facility owners all of the following types: b abuse 1 physical 2 neglect 3 emotional 4 sexual 5 bullying and all of the following types c procedures 1 normal operating procedures 2 emergency operating procedures</p> |
| <p>7.3 intervene when policies and procedures are not being followed</p> | <p>When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 parents/carers 3 spectators 4 clients/participants 5 facility owners all of the following types: b abuse 1 physical 2 neglect 3 emotional 4 sexual 5 bullying and all of the following types c procedures 1 normal operating procedures 2 emergency operating procedures</p> |

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| <p>7.4 encourage relevant people to report any suspicions they have about possible abuse</p> | <p>When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 parents/carers 3 spectators 4 clients/participants 5 facility owners all of the following types: b abuse 1 physical 2 neglect 3 emotional 4 sexual 5 bullying and all of the following types c procedures 1 normal operating procedures 2 emergency operating procedures</p> |
| <p>7.5 follow the correct procedures when there are suspicions of possible abuse</p> | <p>When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 parents/carers 3 spectators 4 clients/participants 5 facility owners all of the following types: b abuse 1 physical 2 neglect 3 emotional 4 sexual 5 bullying and all of the following types c procedures 1 normal operating procedures 2 emergency operating procedures</p> |

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| <p>7.6 protect, and encourage others to protect, confidential information</p> | <p>When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 parents/carers 3 spectators 4 clients/participants 5 facility owners all of the following types: b abuse 1 physical 2 neglect 3 emotional 4 sexual 5 bullying and all of the following types c procedures 1 normal operating procedures 2 emergency operating procedures</p> |
| <p>7.7 make sure staff involved in cases of suspected abuse receive any support they may need</p> | <p>When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 parents/carers 3 spectators 4 clients/participants 5 facility owners all of the following types: b abuse 1 physical 2 neglect 3 emotional 4 sexual 5 bullying and all of the following types c procedures 1 normal operating procedures 2 emergency operating procedures</p> |

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| <p>7.8 gather feedback from relevant people on how well procedures are working</p> | <p>When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 parents/carers 3 spectators 4 clients/participants 5 facility owners all of the following types: b abuse 1 physical 2 neglect 3 emotional 4 sexual 5 bullying and all of the following types c procedures 1 normal operating procedures 2 emergency operating procedures</p> |
| <p>7.9 use feedback on how well procedures are working to improve these procedures</p> | <p>When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 parents/carers 3 spectators 4 clients/participants 5 facility owners all of the following types: b abuse 1 physical 2 neglect 3 emotional 4 sexual 5 bullying and all of the following types c procedures 1 normal operating procedures 2 emergency operating procedures</p> |

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| Unit Title | Promote the conservation of the environment |
| Unit Aim | This unit covers the knowledge and competence that the learner needs to promote the conservation of the environment. |
| Unique Unit Number | M/503/0940 |
| Unit Assessment Method(s) | - Coursework - Portfolio of Evidence |
| Assessment Specification | Learning Outcomes 1, 2, 4 and 6: These can be assessed by: (i) professional discussion (ii) oral questions and answers (iii) questions requiring written answers. Learning Outcomes 3 and 5 must be assessed using workplace evidence generated when the learner is promoting the conservation of the environment. Learning Outcome 3: When contributing to and implementing codes of practice for using the environment, the learner must cover two of the following types of good practice and guidance: (i) national (ii) local (iii) organisational, and all of the following types of impact (i) damage (ii) pollution (iii) disturbance. Learning Outcome 5: When educating participants on the impact of activities on the environment, the learner must cover one of the following types of participants: (i) adults (ii) children (iii) young people (iv) people with particular needs. |

Learning Outcome: 1. know how to promote the conservation of the environment

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 1.1 explain the importance of environmental protection and how codes can contribute to this | |
| 1.2 summarise current good practice at the national, local and organisational level | |
| 1.3 summarise the effects of all the types of impact listed in the range | |

Learning Outcome: 2. know how to contribute to and implement codes of practice for using the environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 summarise the current codes in use and how to contribute to their development | |
| 2.2 explain the importance of all staff for whom the candidate is responsible understanding codes of practice and agreements | |
| 2.3 explain how to monitor and control activities to ensure that they conform to codes of practice | |
| 2.4 explain how to monitor and evaluate the impact of activities on sites | |
| 2.5 summarise the ways in which the natural environment can be improved in a way sympathetic to the area and surroundings | |
| 2.6 explain the reporting procedures to follow | |

Learning Outcome: 3. be able to contribute to and implement codes of practice for using the environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 make contributions to a code of practice which are based on current good practice and guidance | When contributing to and implementing codes of practice for using the environment, the learner must cover: two of the following types: a good practice and guidance 1 national 2 local 3 organisational and all of the following types: b impact 1 damage 2 pollution 3 disturbance |

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| <p>3.2 make sure that all staff in own area of responsibility know and understand the code of practice and agreements</p> | <p>When contributing to and implementing codes of practice for using the environment, the learner must cover: two of the following types: a good practice and guidance 1 national 2 local 3 organisational and all of the following types: b impact 1 damage 2 pollution 3 disturbance</p> |
| <p>3.3 make sure that all activities under own control conform to the code of practice and agreements</p> | <p>When contributing to and implementing codes of practice for using the environment, the learner must cover: two of the following types: a good practice and guidance 1 national 2 local 3 organisational and all of the following types: b impact 1 damage 2 pollution 3 disturbance</p> |
| <p>3.4 monitor and evaluate the impact of activities on the sites used</p> | <p>When contributing to and implementing codes of practice for using the environment, the learner must cover: two of the following types: a good practice and guidance 1 national 2 local 3 organisational and all of the following types: b impact 1 damage 2 pollution 3 disturbance</p> |
| <p>3.5 take opportunities to improve the natural environment in a way that is compatible with the site</p> | <p>When contributing to and implementing codes of practice for using the environment, the learner must cover: two of the following types: a good practice and guidance 1 national 2 local 3 organisational and all of the following types: b impact 1 damage 2 pollution 3 disturbance</p> |

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| <p>3.6 report on the impact of activities on these sites to the responsible colleague</p> | <p>When contributing to and implementing codes of practice for using the environment, the learner must cover: two of the following types: a good practice and guidance 1 national 2 local 3 organisational and all of the following types: b impact 1 damage 2 pollution 3 disturbance</p> |
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Learning Outcome: 4. know how to educate participants on the impact of activities on the environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| <p>4.1 explain the importance of participants understanding the codes of practice and agreements about the use of sites</p> | |
| <p>4.2 explain how to check and confirm participants' understanding</p> | |
| <p>4.3 summarise measures which can be taken to minimise environmental impact and how to explain these to participants</p> | |
| <p>4.4 explain how to identify vulnerable areas of the site and how to ensure that the participants know about these</p> | |
| <p>4.5 explain the importance of providing a good role model in terms of environmental practice and how to do so</p> | |

Learning Outcome: 5. be able to educate participants on the impact of activities on the environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| <p>5.1 ensure the participants understand the current codes of practice and agreements for the site they will be using</p> | <p>When educating participants on the impact of activities on the environment, the learner must cover: one of the following types: a participants 1 adults 2 children 3 young people 4 people with particular needs and all of the following types: b impact 1 damage 2 pollution 3 disturbance</p> |
| <p>5.2 ensure the participants understand the impact which could be caused to the site</p> | <p>When educating participants on the impact of activities on the environment, the learner must cover: one of the following types: a participants 1 adults 2 children 3 young people 4 people with particular needs and all of the following types: b impact 1 damage 2 pollution 3 disturbance</p> |
| <p>5.3 ensure the participants understand how impact to the site can be kept to a minimum</p> | <p>When educating participants on the impact of activities on the environment, the learner must cover: one of the following types: a participants 1 adults 2 children 3 young people 4 people with particular needs and all of the following types: b impact 1 damage 2 pollution 3 disturbance</p> |

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| <p>5.4 draw the participants' attention to vulnerable areas of the site and show how these areas should be treated</p> | <p>When educating participants on the impact of activities on the environment, the learner must cover: one of the following types: a participants 1 adults 2 children 3 young people 4 people with particular needs and all of the following types: b impact 1 damage 2 pollution 3 disturbance</p> |
| <p>5.5 work in a way which provides a model of good practice to the participants on how to treat the site</p> | <p>When educating participants on the impact of activities on the environment, the learner must cover: one of the following types: a participants 1 adults 2 children 3 young people 4 people with particular needs and all of the following types: b impact 1 damage 2 pollution 3 disturbance</p> |

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| Unit Title | Establish and maintain effective working relationships in the outdoors |
| Unit Aim | This unit covers the knowledge and competence that the learner needs to establish and maintain effective working relationships in the outdoors. |
| Unique Unit Number | T/503/0910 |
| Unit Assessment Method(s) | - Coursework - Portfolio of Evidence |
| Assessment Specification | <p>Learning Outcomes 1,3 and 5 Assessed by professional discussion oral questions written answers.</p> <p>LO 2, 4 and 6 using evidence generated when the learner is establishing and maintaining effective working relationships in the outdoors.</p> <p>LO 2: When establishing and maintaining effective relationships they must cover: 1 of the following types adults, children and young people, people with challenging behaviour, participants with particular needs</p> <p>LO 4: When working effectively with clients and colleagues, they must cover 3 of the following types more senior staff, colleagues at the same level, less experienced staff 3 of the following types freelance colleagues, colleagues from other organisations, client representatives</p> <p>LO 6: When delegating work, monitoring and support colleagues, they must cover 3 of the following types more senior staff, colleagues at the same level, less experienced staff, freelance colleagues, colleagues from other organisations, client representatives</p> |

Learning Outcome: 1. know how to establish and maintain effective relationships with participants and colleagues

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 1.1 summarise relevant legal and professional requirements and codes of practice including those covering working with children | |
| 1.2 explain the importance of effective working relationships with participants and colleagues | |

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| 1.3 explain how to establish an effective rapport with participants and colleagues | |
| 1.4 explain why it is important for participants and colleagues to know and understand own role and responsibilities | |
| 1.5 clarify why trust, openness and honesty are important when working with participants and colleagues and give examples of when this is important | |
| 1.6 explain how to encourage and motivate others and build their self-confidence and why this is important for both participants and colleagues | |
| 1.7 summarise the importance of effective communication with participants and colleagues | |
| 1.8 differentiate between different communication skills | |
| 1.9 summarise types of information about participants and colleagues that should be treated confidentially and why this is important | |
| 1.10 evaluate own preferred style of working with others and why it is important to be able to adopt different styles according to different situations and needs | |
| 1.11 summarise the types of physical and emotional limits that apply to participants and colleagues, how to recognise when people are close to their limits and how to respond in these situations | |
| 1.12 summarise the types of diversity likely to be encountered when working with participants and colleagues | |
| 1.13 explain why diversity - amongst participants and colleagues - is important and should be respected and built on | |

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| 1.14 compare and contrast types of discrimination that may happen and how to challenge these effectively | |
| 1.15 summarise types of conflict likely to be encountered when working with participants and colleagues, and how to deal with these correctly | |
| 1.16 summarise the ethical and value-based guidelines to be followed when working with participants and colleagues | |

Learning Outcome: 2. be able to establish and maintain effective working relationships with participants and colleagues

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 establish and maintain an effective rapport | When establishing and maintaining effective relationships with participants and colleagues, the learner must cover: one of the following types: a participants and colleagues 1 adults 2 children and young people a participants and colleagues (cont) 3 people with challenging behaviour 4 participants with particular needs in relation to the activity |
| 2.2 share own enthusiasm for the outdoors with others and encourage them to appreciate the outdoor environment and their place within it | When establishing and maintaining effective relationships with participants and colleagues, the learner must cover: one of the following types: a participants and colleagues 1 adults 2 children and young people a participants and colleagues (cont) 3 people with challenging behaviour 4 participants with particular needs in relation to the activity |
| 2.3 encourage trust, openness and honesty | When establishing and maintaining effective relationships with participants and colleagues, the learner must cover: one of the following types: a participants and colleagues 1 adults 2 children and young people a participants and colleagues (cont) 3 people with challenging behaviour 4 participants with particular needs in relation to the activity |

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| <p>2.4 motivate others and build their confidence</p> | <p>When establishing and maintaining effective relationships with participants and colleagues, the learner must cover: one of the following types: a participants and colleagues 1 adults 2 children and young people a participants and colleagues (cont) 3 people with challenging behaviour 4 participants with particular needs in relation to the activity</p> |
| <p>2.5 communicate effectively whilst respecting confidentiality</p> | <p>When establishing and maintaining effective relationships with participants and colleagues, the learner must cover: one of the following types: a participants and colleagues 1 adults 2 children and young people a participants and colleagues (cont) 3 people with challenging behaviour 4 participants with particular needs in relation to the activity</p> |
| <p>2.6 adapt own style to meet changing needs</p> | <p>When establishing and maintaining effective relationships with participants and colleagues, the learner must cover: one of the following types: a participants and colleagues 1 adults 2 children and young people a participants and colleagues (cont) 3 people with challenging behaviour 4 participants with particular needs in relation to the activity</p> |
| <p>2.7 recognise and respect physical and emotional limits</p> | <p>When establishing and maintaining effective relationships with participants and colleagues, the learner must cover: one of the following types: a participants and colleagues 1 adults 2 children and young people a participants and colleagues (cont) 3 people with challenging behaviour 4 participants with particular needs in relation to the activity</p> |
| <p>2.8 value diversity, challenge discrimination and encourage inclusiveness</p> | <p>When establishing and maintaining effective relationships with participants and colleagues, the learner must cover: one of the following types: a participants and colleagues 1 adults 2 children and young people a participants and colleagues (cont) 3 people with challenging behaviour 4 participants with particular needs in relation to the activity</p> |

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| 2.9 deal with conflict positively and according to procedures | When establishing and maintaining effective relationships with participants and colleagues, the learner must cover: one of the following types: a participants and colleagues 1 adults 2 children and young people a participants and colleagues (cont) 3 people with challenging behaviour 4 participants with particular needs in relation to the activity |
| 2.10 follow ethical and value-based guidelines | When establishing and maintaining effective relationships with participants and colleagues, the learner must cover: one of the following types: a participants and colleagues 1 adults 2 children and young people a participants and colleagues (cont) 3 people with challenging behaviour 4 participants with particular needs in relation to the activity |

Learning Outcome: 3. know how to work effectively with clients and colleagues

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 summarise the potential range of client and colleagues worked with | |
| 3.2 summarise the types of organisations that may benefit from own work and how to identify and make contact with these | |
| 3.3 explain why it is important to project a positive image and how to do so | |
| 3.4 explain why it is important to negotiate and agree common objectives | |
| 3.5 differentiate between different negotiation skills | |
| 3.6 explain why it is important to plan with colleagues and agree individual roles | |
| 3.7 characterise different team roles and how to work effectively as a team member | |

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| 3.8 explain why it is important to recognise when help and support are needed in own work, and how to identify appropriate sources of help and support | |
| 3.9 explain how to identify types of situations in which team plans may need to be adapted | |
| 3.10 explain why it is important to adapt team plans when necessary, and how to negotiate and agree changes | |
| 3.11 summarise types of differences encountered in a team - for example, different strengths and weaknesses, different qualities, perspectives, experiences and ways of working - and why these are important | |
| 3.12 explain how to take advantage of difference and build on it to forge effective team working | |
| 3.13 explain why it is important to review aspects of work with colleagues | |
| 3.14 explain how to create and use opportunities for review | |
| 3.15 explain why it is important both to give and receive honest and constructive feedback | |
| 3.16 examine how reviews with clients and colleagues can be used to improve own working | |

Learning Outcome: 4. be able to work effectively with clients and colleagues

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |

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| <p>4.1 present a positive image to clients and colleagues</p> | <p>When working effectively with clients and colleagues, the learner must cover: three of the following types: a clients and colleagues 1 more senior staff 2 colleagues at the same level 3 less experienced staff three of the following types: a clients and colleagues (cont) 4 freelance colleagues 5 colleagues from other organisations 6 client representatives</p> |
| <p>4.2 negotiate and agree common objectives</p> | <p>When working effectively with clients and colleagues, the learner must cover: three of the following types: a clients and colleagues 1 more senior staff 2 colleagues at the same level 3 less experienced staff three of the following types: a clients and colleagues (cont) 4 freelance colleagues 5 colleagues from other organisations 6 client representatives</p> |
| <p>4.3 plan with clients and colleagues and agree individual roles</p> | <p>When working effectively with clients and colleagues, the learner must cover: three of the following types: a clients and colleagues 1 more senior staff 2 colleagues at the same level 3 less experienced staff three of the following types: a clients and colleagues (cont) 4 freelance colleagues 5 colleagues from other organisations 6 client representatives</p> |
| <p>4.4 achieve objectives through effective team work</p> | <p>When working effectively with clients and colleagues, the learner must cover: three of the following types: a clients and colleagues 1 more senior staff 2 colleagues at the same level 3 less experienced staff three of the following types: a clients and colleagues (cont) 4 freelance colleagues 5 colleagues from other organisations 6 client representatives</p> |

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| <p>4.5 negotiate and agree changes to plans, when necessary</p> | <p>When working effectively with clients and colleagues, the learner must cover: three of the following types: a clients and colleagues 1 more senior staff 2 colleagues at the same level 3 less experienced staff three of the following types: a clients and colleagues (cont) 4 freelance colleagues 5 colleagues from other organisations 6 client representatives</p> |
| <p>4.6 ask for support when needed</p> | <p>When working effectively with clients and colleagues, the learner must cover: three of the following types: a clients and colleagues 1 more senior staff 2 colleagues at the same level 3 less experienced staff three of the following types: a clients and colleagues (cont) 4 freelance colleagues 5 colleagues from other organisations 6 client representatives</p> |
| <p>4.7 respect and build on differences</p> | <p>When working effectively with clients and colleagues, the learner must cover: three of the following types: a clients and colleagues 1 more senior staff 2 colleagues at the same level 3 less experienced staff three of the following types: a clients and colleagues (cont) 4 freelance colleagues 5 colleagues from other organisations 6 client representatives</p> |
| <p>4.8 create and use opportunities for review</p> | <p>When working effectively with clients and colleagues, the learner must cover: three of the following types: a clients and colleagues 1 more senior staff 2 colleagues at the same level 3 less experienced staff three of the following types: a clients and colleagues (cont) 4 freelance colleagues 5 colleagues from other organisations 6 client representatives</p> |

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| <p>4.9 provide honest and constructive comment</p> | <p>When working effectively with clients and colleagues, the learner must cover: three of the following types: a clients and colleagues 1 more senior staff 2 colleagues at the same level 3 less experienced staff three of the following types: a clients and colleagues (cont) 4 freelance colleagues 5 colleagues from other organisations 6 client representatives</p> |
| <p>4.10 encourage and receive feedback positively</p> | <p>When working effectively with clients and colleagues, the learner must cover: three of the following types: a clients and colleagues 1 more senior staff 2 colleagues at the same level 3 less experienced staff three of the following types: a clients and colleagues (cont) 4 freelance colleagues 5 colleagues from other organisations 6 client representatives</p> |
| <p>4.11 agree mutual ways of improving</p> | <p>When working effectively with clients and colleagues, the learner must cover: three of the following types: a clients and colleagues 1 more senior staff 2 colleagues at the same level 3 less experienced staff three of the following types: a clients and colleagues (cont) 4 freelance colleagues 5 colleagues from other organisations 6 client representatives</p> |

Learning Outcome: 5. know how to delegate work and monitor and support colleagues

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| 5.1 explain the importance of delegating work to others | |
| 5.2 summarise situations in which work should be delegated to others | |
| 5.3 explain how to delegate work effectively and safely | |
| 5.4 explain why it is important to monitor colleagues' work and how to do so without disrupting what they are doing | |
| 5.5 describe how to measure performance of colleagues against agreed objectives | |
| 5.6 summarise the types of support that colleagues may need and how to provide it effectively | |

Learning Outcome: 6. be able to delegate work and monitor and support colleagues

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 6.1 delegate responsibilities effectively and safely to colleagues | <p>When delegating work and monitoring and support colleagues, the learner must cover:</p> <p>three of the following types:</p> <ul style="list-style-type: none"> a colleagues <ul style="list-style-type: none"> 1 more senior staff 2 colleagues at the same level 3 less experienced staff 4 freelance colleagues 5 colleagues from other organisations 6 client representatives <p>and two of the following types:</p> <p>b support</p> <ul style="list-style-type: none"> 1 advice and information 2 direct help 3 sharing skills 4 emotional support |

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| <p>6.2 monitor colleagues' work</p> | <p>When delegating work and monitoring and support colleagues, the learner must cover: three of the following types: a colleagues 1 more senior staff 2 colleagues at the same level 3 less experienced staff 4 freelance colleagues 5 colleagues from other organisations 6 client representatives and two of the following types: b support 1 advice and information 2 direct help 3 sharing skills 4 emotional support</p> |
| <p>6.3 measure performance against agreed objectives</p> | <p>When delegating work and monitoring and support colleagues, the learner must cover: three of the following types: a colleagues 1 more senior staff 2 colleagues at the same level 3 less experienced staff 4 freelance colleagues 5 colleagues from other organisations 6 client representatives and two of the following types: b support 1 advice and information 2 direct help 3 sharing skills 4 emotional support</p> |
| <p>6.4 provide support when needed</p> | <p>When delegating work and monitoring and support colleagues, the learner must cover: three of the following types: a colleagues 1 more senior staff 2 colleagues at the same level 3 less experienced staff 4 freelance colleagues 5 colleagues from other organisations 6 client representatives and two of the following types: b support 1 advice and information 2 direct help 3 sharing skills 4 emotional support</p> |

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| Unit Title | Promote the transfer of learning from outdoor experiences |
| Unit Aim | This unit covers the knowledge and competence that the learner needs to promote the transfer of learning from outdoor experiences. |
| Unique Unit Number | A/503/0987 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Portfolio of Evidence |
| Assessment Specification | <p>Learning Outcomes (LO) 1 & 3 can be assessed by: - professional discussion - oral questions - written answers.</p> <p>LO2 & 4 using evidence generated when the learner is promoting the transfer of learning from outdoors.</p> <p>LO2: When learning through individual and shared reflection on experience, the learner must cover 2 of the following types: adults, children and young people, groups whose members do not know each other, established groups. With 3 of the following types: learning, affective, cognitive, physical, team development. With 3 of the following types: work, social, personal, home, education.</p> <p>LO4: When helping participants identify how to transfer learning to other aspects of their lives, the learner must cover 2 of the following types: adults, children and young people, groups whose members do not know each other, established groups. With 3 of the following types: work, social, personal, home, education. With 3 of the following types: colleagues, supervisors, teachers, mentors, friends.</p> |

Learning Outcome: 1. know how to facilitate learning through individual and shared reflection on experience

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|-----------------------------|
| 1.1 summarise the experiential learning cycle | |
| 1.2 explain the importance of reflection to effective learning | |
| 1.3 explain the meanings of participants' aims, objectives and goals | |
| 1.4 summarise the types of opportunities which can be created or used for review and reflection | |
| 1.5 explain how to create an effective listening environment and encourage participants to air their views | |
| 1.6 explain how to analyse participants' experiences and provide a summary of this analysis | |
| 1.7 explain how to establish the links between what has been learned in the outdoor environment and other aspects of the participants' lives | |
| 1.8 explain the importance of recording the outcomes of reviews | |

Learning Outcome: 2. be able to facilitate learning through individual and shared reflection on experience

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| <p>2.1 establish a listening environment for the review</p> | <p>When facilitating learning through individual and shared reflection on experience, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups with three of the following types: b learning 1 affective 2 cognitive 3 physical 4 team development with three of the following types: c areas of life 5 work 6 social 7 personal 8 home 9 education</p> |
| <p>2.2 enable participants to reflect on their experiences</p> | <p>When facilitating learning through individual and shared reflection on experience, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups with three of the following types: b learning 1 affective 2 cognitive 3 physical 4 team development with three of the following types: c areas of life 5 work 6 social 7 personal 8 home 9 education</p> |

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| <p>2.3 enable participants to identify individual and group learning</p> | <p>When facilitating learning through individual and shared reflection on experience, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups with three of the following types: b learning 1 affective 2 cognitive 3 physical 4 team development with three of the following types: c areas of life 5 work 6 social 7 personal 8 home 9 education</p> |
| <p>2.4 enable participants to identify the process of individual and group learning</p> | <p>When facilitating learning through individual and shared reflection on experience, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups with three of the following types: b learning 1 affective 2 cognitive 3 physical 4 team development with three of the following types: c areas of life 5 work 6 social 7 personal 8 home 9 education</p> |

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| <p>2.5 link intended and non-intended learning to individual and group objectives</p> | <p>When facilitating learning through individual and shared reflection on experience, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups with three of the following types: b learning 1 affective 2 cognitive 3 physical 4 team development with three of the following types: c areas of life 5 work 6 social 7 personal 8 home 9 education</p> |
| <p>2.6 clarify and reinforce key points to focus participants' attention on learning</p> | <p>When facilitating learning through individual and shared reflection on experience, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups with three of the following types: b learning 1 affective 2 cognitive 3 physical 4 team development with three of the following types: c areas of life 5 work 6 social 7 personal 8 home 9 education</p> |

Learning Outcome: 3. know how to help participants identify how they can transfer learning to other aspects of their lives

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 3.1 compare and contrast the three methods of transfer, i.e. metaphor, direct and indirect | |
| 3.2 explain the importance of assisting participants to transfer what they have learned to other contexts | |
| 3.3 summarise potential and actual difficulties which participants may have with this process and how to identify the ones which apply to particular people | |
| 3.4 explain how to recognise other individuals who could usefully contribute to the transfer process | |
| 3.5 summarise the types of support which individuals may need when attempting to transfer learning | |
| 3.6 summarise the types of advice, assistance and information about participants' learning needs which those providing support may need | |
| 3.7 explain how to develop and progress action plans | |
| 3.8 explain how to explain how the benefits of the experience can be maximised | |
| 3.9 explain how to negotiate the types of resources, assistance and conditions to assist the participants | |
| 3.10 explain how to achieve the commitment of participants to the identified learning outcomes | |

Learning Outcome: 4. be able to help participants identify how they can transfer learning to other aspects of their lives

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 4.1 enable participants to see the relevance of their learning to other areas of life | When helping participants identify how they can transfer learning to other aspects of their lives, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups with three of the following types: b areas of life 1 work 2 social 3 personal 4 home 5 education with three of the following types: c others 6 colleagues 7 supervisors 8 teachers 9 mentors 10 friends |
| 4.2 enable participants to identify what learning they can transfer to specific aspects of their lives | When helping participants identify how they can transfer learning to other aspects of their lives, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups with three of the following types: b areas of life 1 work 2 social 3 personal 4 home 5 education with three of the following types: c others 6 colleagues 7 supervisors 8 teachers 9 mentors 10 friends |

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| <p>4.3 enable participants to identify what they can transfer about how they are learning</p> | <p>When helping participants identify how they can transfer learning to other aspects of their lives, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups with three of the following types: b areas of life 1 work 2 social 3 personal 4 home 5 education with three of the following types: c others 6 colleagues 7 supervisors 8 teachers 9 mentors 10 friends</p> |
| <p>4.4 gain participants' commitment to related objectives</p> | <p>When helping participants identify how they can transfer learning to other aspects of their lives, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups with three of the following types: b areas of life 1 work 2 social 3 personal 4 home 5 education with three of the following types: c others 6 colleagues 7 supervisors 8 teachers 9 mentors 10 friends</p> |

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| <p>4.5 review and evaluate potential obstacles to the participants transferring what they have learned</p> | <p>When helping participants identify how they can transfer learning to other aspects of their lives, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups with three of the following types: b areas of life 1 work 2 social 3 personal 4 home 5 education with three of the following types: c others 6 colleagues 7 supervisors 8 teachers 9 mentors 10 friends</p> |
| <p>4.6 discuss possible strategies to overcome these obstacles</p> | <p>When helping participants identify how they can transfer learning to other aspects of their lives, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups with three of the following types: b areas of life 1 work 2 social 3 personal 4 home 5 education with three of the following types: c others 6 colleagues 7 supervisors 8 teachers 9 mentors 10 friends</p> |

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| <p>4.7 share information and guidance about opportunities to transfer learning and support which may be needed, with others</p> | <p>When helping participants identify how they can transfer learning to other aspects of their lives, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups with three of the following types: b areas of life 1 work 2 social 3 personal 4 home 5 education with three of the following types: c others 6 colleagues 7 supervisors 8 teachers 9 mentors 10 friends</p> |
| <p>4.8 encourage ongoing reflection and review</p> | <p>When helping participants identify how they can transfer learning to other aspects of their lives, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups with three of the following types: b areas of life 1 work 2 social 3 personal 4 home 5 education with three of the following types: c others 6 colleagues 7 supervisors 8 teachers 9 mentors 10 friends</p> |

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| Unit Title | Facilitate education in the outdoors |
| Unit Aim | This unit covers the knowledge and competence that the learner needs to facilitate education in the outdoors. |
| Unique Unit Number | J/503/0927 |
| Unit Assessment Method(s) | - Coursework - Portfolio of Evidence |
| Assessment Specification | See assessment guidance. |

Learning Outcome: 1. know how to facilitate education in the outdoors

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 1.1 compare and contrast personal and social education (spiritual, moral, cultural, mental and physical) | |
| 1.2 summarise the concepts of curricular and cross curricular work | |
| 1.3 explain how to enhance teacher/pupil relationships | |
| 1.4 explain what is meant by the terms community and society | |
| 1.5 explain key/functional/core skills | |
| 1.6 interpret the meaning of learning to learn | |
| 1.7 summarise lifelong learning and its importance and application | |

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| 1.8 explain organisational procedures and why guidelines must be followed | |
| 1.9 justify the need to allow sufficient time for preparation | |
| 1.10 explain how to identify relevant support literature | |
| 1.11 compare and contrast self-awareness and self-development | |
| 1.12 explain the candidate's role in supporting mainstream and other educational areas | |
| 1.13 evaluate the benefits and values of outdoor education | |
| 1.14 justify the importance of educating the whole person | |

Learning Outcome: 2. know how to initiate the outdoor educational experience

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 2.1 explain how to communicate with client organisations and course members about aspirations, aims and expectations (e.g. by personal visits, phone, correspondence etc. and the design and use of relevant information and entry forms) | |
| 2.2 explain the meaning of creative analysis - e.g. generating success criteria with clients' preferences | |
| 2.3 explain how to review and analyse any previous sessions with the same client or similar client group | |
| 2.4 explain how perceptions of need may vary | |
| 2.5 explain how to recognise and reconcile the needs of client groups, funding agencies or other sponsors, and other educational areas | |
| 2.6 explain how to address simultaneously the needs of individuals and groups | |

Learning Outcome: 3. be able to initiate the outdoor educational experience

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |

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| <p>3.1 make sure the participants have the equipment and clothing they need</p> | <p>When initiating the outdoor educational experience, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b role 1 instructing and awareness raising 2 monitoring 3 supporting 4 guiding with three of the following types: c experiences 1 with a curricular focus 2 with a non-curricular focus 3 with an activity/skill focus 4 with an environmental focus 5 with an experiential/developmental focus 6 with a progression</p> |
| <p>3.2 create and maintain a climate conducive for learning</p> | <p>When initiating the outdoor educational experience, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b role 1 instructing and awareness raising 2 monitoring 3 supporting 4 guiding with three of the following types: c experiences 1 with a curricular focus 2 with a non-curricular focus 3 with an activity/skill focus 4 with an environmental focus 5 with an experiential/developmental focus 6 with a progression</p> |

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| <p>3.3 communicate own roles to the participants</p> | <p>When initiating the outdoor educational experience, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b role 1 instructing and awareness raising 2 monitoring 3 supporting 4 guiding with three of the following types: c experiences 1 with a curricular focus 2 with a non-curricular focus 3 with an activity/skill focus 4 with an environmental focus 5 with an experiential/developmental focus 6 with a progression</p> |
| <p>3.4 adapt own behaviour to meet the needs of the participants and the purpose of the experience</p> | <p>When initiating the outdoor educational experience, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b role 1 instructing and awareness raising 2 monitoring 3 supporting 4 guiding with three of the following types: c experiences 1 with a curricular focus 2 with a non-curricular focus 3 with an activity/skill focus 4 with an environmental focus 5 with an experiential/developmental focus 6 with a progression</p> |

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| <p>3.5 encourage the participants to take responsibility for their own learning</p> | <p>When initiating the outdoor educational experience, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b role 1 instructing and awareness raising 2 monitoring 3 supporting 4 guiding with three of the following types: c experiences 1 with a curricular focus 2 with a non-curricular focus 3 with an activity/skill focus 4 with an environmental focus 5 with an experiential/developmental focus 6 with a progression</p> |
| <p>3.6 agree ground rules</p> | <p>When initiating the outdoor educational experience, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b role 1 instructing and awareness raising 2 monitoring 3 supporting 4 guiding with three of the following types: c experiences 1 with a curricular focus 2 with a non-curricular focus 3 with an activity/skill focus 4 with an environmental focus 5 with an experiential/developmental focus 6 with a progression</p> |

Learning Outcome: 4. know how to monitor, support and guide the educational experience

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |

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| 4.1 explain how to respond safely to the learning opportunities presented in the outdoors and use them for meeting personal and group objectives | |
| 4.2 explain how to modify and develop planned activities | |
| 4.3 explain how to receive sensitively and act on feedback | |
| 4.4 compare and contrast motivational techniques and strategies and explain how to select and apply them | |
| 4.5 compare and contrast systems of reward and praise | |
| 4.6 explain the meaning of individual differences as a stimulus to learning | |
| 4.7 explain how to set a positive example and role model to others | |
| 4.8 explain how to use outdoor activities to stimulate participants to stretch their own knowledge and understanding of themselves and others | |
| 4.9 explain how to shape values and attitudes without moralising | |
| 4.10 summarise how to choose activities that lead to desired learning outcomes | |
| 4.11 explain how to diagnose the mood or other conditions of a group, and the development stage they are at | |
| 4.12 assess the various strategies used for the encouragement of both individual and group development | |
| 4.13 explain how to prioritise the differing needs of the group, the individual and the task | |

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| 4.14 explain how to recognise the limits of the candidate's own competence | |
| 4.15 justify the value of specific positive feedback in building self-esteem | |
| 4.16 summarise the types of further information which may need to be given to participants and why | |

Learning Outcome: 5. be able to monitor, support and guide the educational experience

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 5.1 balance own roles to achieve the best outcome for the participants | <p>When monitoring, supporting and guiding the educational experience, the learner must cover: two of the following types:</p> <ul style="list-style-type: none"> a participant <ul style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b role <ul style="list-style-type: none"> 1 instructing and awareness raising 2 monitoring 3 supporting 4 guiding with three of the following types: c experiences <ul style="list-style-type: none"> 1 with a curricular focus 2 with a non-curricular focus 3 with an activity/skill focus 4 with an environmental focus 5 with an experiential/developmental focus 6 with a progression |

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| <p>5.2 encourage participants to take on responsibilities where this is safe</p> | <p>When monitoring, supporting and guiding the educational experience, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b role 1 instructing and awareness raising 2 monitoring 3 supporting 4 guiding with three of the following types: c experiences 1 with a curricular focus 2 with a non-curricular focus 3 with an activity/skill focus 4 with an environmental focus 5 with an experiential/developmental focus 6 with a progression</p> |
| <p>5.3 provide feedback where this supports learning</p> | <p>When monitoring, supporting and guiding the educational experience, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b role 1 instructing and awareness raising 2 monitoring 3 supporting 4 guiding with three of the following types: c experiences 1 with a curricular focus 2 with a non-curricular focus 3 with an activity/skill focus 4 with an environmental focus 5 with an experiential/developmental focus 6 with a progression</p> |

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| <p>5.4 take opportunities where they arise to ensure best learning for the participants</p> | <p>When monitoring, supporting and guiding the educational experience, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b role 1 instructing and awareness raising 2 monitoring 3 supporting 4 guiding with three of the following types: c experiences 1 with a curricular focus 2 with a non-curricular focus 3 with an activity/skill focus 4 with an environmental focus 5 with an experiential/developmental focus 6 with a progression</p> |
| <p>5.5 make sure the outcomes of the experience meet the needs of individuals and the group</p> | <p>When monitoring, supporting and guiding the educational experience, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b role 1 instructing and awareness raising 2 monitoring 3 supporting 4 guiding with three of the following types: c experiences 1 with a curricular focus 2 with a non-curricular focus 3 with an activity/skill focus 4 with an environmental focus 5 with an experiential/developmental focus 6 with a progression</p> |

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| <p>5.6 communicate with individuals and the group in a way that meets participants' needs, the situation and the aims of the experience</p> | <p>When monitoring, supporting and guiding the educational experience, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b role 1 instructing and awareness raising 2 monitoring 3 supporting 4 guiding with three of the following types: c experiences 1 with a curricular focus 2 with a non-curricular focus 3 with an activity/skill focus 4 with an environmental focus 5 with an experiential/developmental focus 6 with a progression</p> |
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Learning Outcome: 6. know how to manage the physical and emotional well-being of participants

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 6.1 summarise the relevant health and safety legislation, including that covering activity centres | |
| 6.2 explain how to identify the legislation covering working with children | |
| 6.3 explain the principles of duty of care | |
| 6.4 define 'health' including the meaning of emotional/psychological health | |
| 6.5 interpret activity centre licensing regulations and equipment manufacturers guidelines | |
| 6.6 summarise technical knowledge, e.g. national governing body guidance relating to activities | |

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| 6.7 explain relevant operating and emergency procedures regarding safety | |
| 6.8 compare and contrast the types of contingencies which are likely to occur: weather, accident and emergency, forced changes and how to plan for these | |
| 6.9 summarise types of hazards and untoward incidents which may occur and what to do about them | |
| 6.10 explain incidence and the effect of adverse meteorological conditions | |
| 6.11 explain how to recognise the reactions of individuals under stress | |
| 6.12 explain how to recognise the physical and psychological needs of individuals | |
| 6.13 explain how to balance the physical and emotional strength of individuals with the challenges of the outdoors | |
| 6.14 justify when to intervene and when to hold back with individuals approaching their adventure thresholds | |
| 6.15 explain how to maintain the self respect and dignity of self and others | |
| 6.16 explain how to exercise authority and leadership in potentially hazardous situations | |
| 6.17 explain how to manage subjective and objective dangers | |

Learning Outcome: 7. be able to manage the physical and emotional well-being of participants

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |

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| <p>7.1 follow organisational, legal and relevant governing body requirements for the activity</p> | <p>When managing the physical and emotional well-being of participants, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b adverse conditions 1 difficult terrain 2 difficult water conditions 3 weather with all of the following types: c positive behaviour 1 communication 2 involvement 3 mutual support 4 problem solving 5 enthusing with all of the following types: d unacceptable behaviour 1 behaviour causing physical harm 2 behaviour causing emotional harm 3 behaviour causing damage</p> |
| <p>7.2 manage risk to keep the activity as safe as necessary taking account of the benefits of risk taking</p> | <p>When managing the physical and emotional well-being of participants, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b adverse conditions 1 difficult terrain 2 difficult water conditions 3 weather with all of the following types: c positive behaviour 1 communication 2 involvement 3 mutual support 4 problem solving 5 enthusing with all of the following types: d unacceptable behaviour 1 behaviour causing physical harm 2 behaviour causing emotional harm 3 behaviour causing damage</p> |

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| <p>7.3 foresee the onset of physical and emotional danger, including adverse conditions</p> | <p>When managing the physical and emotional well-being of participants, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b adverse conditions 1 difficult terrain 2 difficult water conditions 3 weather with all of the following types: c positive behaviour 1 communication 2 involvement 3 mutual support 4 problem solving 5 enthusing with all of the following types: d unacceptable behaviour 1 behaviour causing physical harm 2 behaviour causing emotional harm 3 behaviour causing damage</p> |
| <p>7.4 encourage participants to safeguard individual and group safety</p> | <p>When managing the physical and emotional well-being of participants, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b adverse conditions 1 difficult terrain 2 difficult water conditions 3 weather with all of the following types: c positive behaviour 1 communication 2 involvement 3 mutual support 4 problem solving 5 enthusing with all of the following types: d unacceptable behaviour 1 behaviour causing physical harm 2 behaviour causing emotional harm 3 behaviour causing damage</p> |

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| <p>7.5 encourage positive behaviour and deal effectively with unacceptable behaviour</p> | <p>When managing the physical and emotional well-being of participants, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b adverse conditions 1 difficult terrain 2 difficult water conditions 3 weather with all of the following types: c positive behaviour 1 communication 2 involvement 3 mutual support 4 problem solving 5 enthusing with all of the following types: d unacceptable behaviour 1 behaviour causing physical harm 2 behaviour causing emotional harm 3 behaviour causing damage</p> |
| <p>7.6 take action to prevent or limit harm</p> | <p>When managing the physical and emotional well-being of participants, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b adverse conditions 1 difficult terrain 2 difficult water conditions 3 weather with all of the following types: c positive behaviour 1 communication 2 involvement 3 mutual support 4 problem solving 5 enthusing with all of the following types: d unacceptable behaviour 1 behaviour causing physical harm 2 behaviour causing emotional harm 3 behaviour causing damage</p> |

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| <p>7.7 recognise the physical and emotional limits of individuals and enable them to maintain dignity and self-respect</p> | <p>When managing the physical and emotional well-being of participants, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b adverse conditions 1 difficult terrain 2 difficult water conditions 3 weather with all of the following types: c positive behaviour 1 communication 2 involvement 3 mutual support 4 problem solving 5 enthusing with all of the following types: d unacceptable behaviour 1 behaviour causing physical harm 2 behaviour causing emotional harm 3 behaviour causing damage</p> |
| <p>7.8 maintain and vary ground rules according to legal, organisational and client requirements</p> | <p>When managing the physical and emotional well-being of participants, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b adverse conditions 1 difficult terrain 2 difficult water conditions 3 weather with all of the following types: c positive behaviour 1 communication 2 involvement 3 mutual support 4 problem solving 5 enthusing with all of the following types: d unacceptable behaviour 1 behaviour causing physical harm 2 behaviour causing emotional harm 3 behaviour causing damage</p> |

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| Unit Title | Enable disabled people to take part in activities |
| Unit Aim | This unit covers the knowledge and competence that the learner needs to enable disabled people to take part in activities. |
| Unique Unit Number | D/601/5540 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | <p>Learning Outcomes (LO) 1, 3 and 5 assessed by: professional discussion, oral questions, written answers</p> <p>LO 2,4 and 6 evidence generated when the learner is enabling disabled people to take part in activities</p> <p>LO 2 When identifying the needs of disabled participants for the activity, they must cover</p> <p>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 gained from the participant themselves, parents or carers, group leaders</p> <p>LO 4, 6 When adapting and working with disabled participants activities, they must cover: 1 of the following types: physically disabled, with learning difficulties, with sensory impairments</p> <p>with 1 of the following types: equipment, normal activity equipment</p> |

Learning Outcome: 1. know how to identify the needs of disabled participants for the activity

| Assessment Criteria | Indicative Delivery Content |
|--|-----------------------------|
| The learner can: | |
| 1.1 describe the value of sport and recreation activities to disabled participants | |
| 1.2 describe the importance of involving disabled participants to the best of their ability | |
| 1.3 describe the importance of identifying the needs of disabled participants | |
| 1.4 describe the most common types of impairments which they are likely to encounter | |
| 1.5 describe the implications of the most common types of impairments for the activity | |
| 1.6 describe how to gather and check information on the participant's abilities | |
| 1.7 describe how to interpret the implications of the participant's abilities | |
| 1.8 identify sources of help in interpreting information on disabilities | |
| 1.9 describe how to identify the modifications and adaptations to the activity and equipment to meet the needs of disabled participants | |
| 1.10 outline the types of information about participants that should be treated confidentially, and who can and cannot be given such information | |
| 1.11 outline how to work out and ensure there are adequate staffing levels | |

Learning Outcome: 2. be able to identify the needs of disabled participants for the activity

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 2.1 collect up-to-date information on the participant's needs from relevant sources | |
| 2.2 collect this information sensitively and in a manner appropriate to the participant | |
| 2.3 check the information for accuracy | |
| 2.4 where necessary, get competent help to interpret the information correctly | |
| 2.5 record the information accurately for future use | |
| 2.6 make an assessment of the participant's ability in regard to the activity | |
| 2.7 identify the modifications to the activity and the support which the participant may need | |
| 2.8 check proposed modifications with a responsible colleague | |
| 2.9 make sure there are adequate staffing levels | |

Learning Outcome: 3. know how to adapt activities to the needs of disabled participants

| Assessment Criteria | Indicative Delivery Content |
|--|-----------------------------|
| The learner can: | |
| 3.1 describe the importance of providing disabled participants with opportunities for development and challenge | |
| 3.2 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 | |
| 3.3 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 | |
| 3.4 describe how to design 'warm-up' activities for disabled participants | |
| 3.5 outline how to adapt the activity's structure to the needs of the disabled participant | |
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Learning Outcome: 4. be able to adapt activities to the needs of disabled participants

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| 4.1 make sure the planned goals for the activity are safe and realistic for the participant, whilst still providing opportunities for challenge and development | |
| 4.2 structure the activity and preparation for the activity so that it is appropriate to the participant's needs | |
| 4.3 brief enablers fully as to the nature of the activity and its goals | |
| 4.4 make sure the participant can safely access the environment in which the activity will take place | |
| 4.5 make sure that any support for the participant's personal, medical and communications needs is available | |
| 4.6 set up and arrange equipment so that it is safe and appropriate for the participant | |
| 4.7 seek appropriate help when problems beyond own level of competence occur | |

Learning Outcome: 5. know how to work with disabled participants

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|-----------------------------|
| 5.01 describe the importance of equal opportunity and anti-discriminatory practice when working with disabled participants | |
| 5.02 describe the importance of clear communications with the range of disabled participants | |
| 5.03 describe how to communicate effectively with the range of disabled participants | |
| 5.04 describe the importance of checking the participant's level of understanding at key points | |

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| 5.05 describe how to checking the participant's level of understanding at key points | |
| 5.06 describe why direct help should be provided with the participant's agreement | |
| 5.07 describe when direct help should be provided without the participants agreement | |
| 5.08 outline the levels of supervision which are appropriate to the range of participants and the activity | |
| 5.09 describe the importance of getting appropriate help when problems beyond own level of competence occur and describe how to access such help | |
| 5.10 describe the importance of the participant receiving support for any personal or medical needs they may have during the activity | |
| 5.11 describe how to identify when a participant may have a personal or medical need | |
| 5.12 describe how to respond to a participant's personal or medical need | |
| 5.13 describe the importance of reviewing with the participant and others | |
| 5.14 describe what to do with the results of a review | |

Learning Outcome: 6. be able to work with disabled participants

| Assessment Criteria | Indicative Delivery Content |
|--|-----------------------------|
| The learner can: | |
| 6.1 communicate with the participant in a way which is appropriate to their needs | |
| 6.2 check the participant's level of understanding at all key points during the activity | |
| 6.3 provide direct help during the activity with the participant's agreement | |
| 6.4 provide a level of supervision throughout the activity which is appropriate to the participant's safety and medical requirements | |
| 6.5 get appropriate help when problems beyond own level of competence occur | |
| 6.6 ensure the participant receives support for personal and medical needs as required | |
| 6.7 review with the participant and others how well the activity and arrangements has met their needs | |

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| Unit Title | Design outdoor education programmes |
| Unit Aim | This unit covers the knowledge and competence that the learner needs to design outdoor education programmes. |
| Unique Unit Number | A/503/0889 |
| Unit Assessment Method(s) | - Coursework - Portfolio of Evidence |
| Assessment Specification | See assessment guidance. |

Learning Outcome: 1. know how to design outdoor education programmes

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|------------------------------------|
| 1.1 compare and contrast personal and social education (spiritual, moral, cultural, mental and physical) | |
| 1.2 summarise the concepts of curricular and cross curricular work | |
| 1.3 explain how to enhance teacher/pupil relationships | |
| 1.4 clarify what is meant by the terms community and society | |
| 1.5 explain what is meant by key/functional/core skills | |
| 1.6 interpret the meaning of learning to learn | |
| 1.7 summarise lifelong learning and its importance and application | |

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| 1.8 explain organisational procedures and why guidelines must be followed | |
| 1.9 explain the need to allow sufficient time for preparation | |
| 1.10 explain how to identify relevant support literature | |
| 1.11 compare and contrast self-awareness and self-development | |
| 1.12 explain own role in supporting mainstream and other educational areas | |
| 1.13 evaluate the benefits and values of outdoor education | |
| 1.14 explain the importance of educating the whole person | |

Learning Outcome: 2. know how to identify and agree individual and group educational needs

| Assessment Criteria | Indicative Delivery Content |
|--|-----------------------------|
| The learner can: | |
| 2.1 explain how to communicate with client organisations and course members about aspirations, aims and expectations (e.g. by personal visits, phone, correspondence etc and the design and use of relevant information and entry forms) | |
| 2.2 explain educational needs | |
| 2.3 summarise creative analysis, e.g. generating success criteria with clients' preferences | |
| 2.4 explain how to review and analyse any previous sessions with the same client or similar client group | |
| 2.5 examine how perceptions of need may vary | |
| 2.6 explain how to recognise and reconcile the needs of client groups, funding agencies or other sponsors, and other educational areas | |

Learning Outcome: 3. be able to identify and agree individual and group educational needs

| Assessment Criteria | Indicative Delivery Content |
|---------------------|-----------------------------|
| The learner can: | |

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| <p>3.1 identify participants' educational needs by referring to requirements</p> | <p>When identifying and agreeing individual and group educational needs, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 people with particular needs in relation to the programme with two of the following types: b educational needs 1 personal and social development 2 environmental awareness and understanding 3 technical skills 4 application of learning with two of the following types: c requirements 1 clients 2 participants 3 organisation 4 curriculum and two of the following types: d other relevant people 1 clients 2 participants 3 parents 4 colleagues</p> |
| <p>3.2 confirm educational needs in consultation with other relevant people</p> | <p>When identifying and agreeing individual and group educational needs, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 people with particular needs in relation to the programme with two of the following types: b educational needs 1 personal and social development 2 environmental awareness and understanding 3 technical skills 4 application of learning with two of the following types: c requirements 1 clients 2 participants 3 organisation 4 curriculum and two of the following types: d other relevant people 1 clients 2 participants 3 parents 4 colleagues</p> |

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| <p>3.3 note any significant individual educational needs</p> | <p>When identifying and agreeing individual and group educational needs, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 people with particular needs in relation to the programme with two of the following types: b educational needs 1 personal and social development 2 environmental awareness and understanding 3 technical skills 4 application of learning with two of the following types: c requirements 1 clients 2 participants 3 organisation 4 curriculum and two of the following types: d other relevant people 1 clients 2 participants 3 parents 4 colleagues</p> |
| <p>3.4 agree with other relevant people opportunities that are suitable for participants</p> | <p>When identifying and agreeing individual and group educational needs, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 people with particular needs in relation to the programme with two of the following types: b educational needs 1 personal and social development 2 environmental awareness and understanding 3 technical skills 4 application of learning with two of the following types: c requirements 1 clients 2 participants 3 organisation 4 curriculum and two of the following types: d other relevant people 1 clients 2 participants 3 parents 4 colleagues</p> |

Learning Outcome: 4. know how to design an outdoor education programme

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 4.1 summarise how to design a programme – selecting objectives, making the best use of resources and planning for individual and group need | |
| 4.2 explain how to provide feedback and the types of feedback which the client should receive | |
| 4.3 explain the importance of emerging educational needs and how to plan for these | |
| 4.4 summarise relevant health and safety legislation, including that covering activity centres | |
| 4.5 explain the principles of the duty of care | |
| 4.6 define 'health' including the meaning of emotional/psychological health | |
| 4.7 interpret activity centre licensing regulations and equipment manufacturers' guidelines | |
| 4.8 summarise technical knowledge, e.g. national governing body guidance relating to activities | |
| 4.9 explain relevant operating procedures regarding safety | |
| 4.10 compare and contrast the types of contingencies which are likely to occur: weather, accident and emergency, forced changes and how to plan for these | |
| 4.11 explain incidence and the effect of adverse meteorological conditions | |

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| 4.12 explain the importance of the programme providing for the transfer of learning to other contexts and how to make this happen | |
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Learning Outcome: 5. be able to design an outdoor education programme

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 5.1 design programmes to take account of agreed educational needs | <p>When designing an outdoor education programme, the learner must cover:</p> <p>two of the following types:</p> <ul style="list-style-type: none"> a programmes <ul style="list-style-type: none"> 1 one day 2 multi-day 3 requiring overnight accommodation 4 co-educational with two of the following types: <ul style="list-style-type: none"> b participants <ul style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know one another 4 people with particular needs in relation to the programme with two of the following types: <ul style="list-style-type: none"> c educational needs <ul style="list-style-type: none"> 1 personal and social development 2 environmental awareness and understanding 3 technical skills 4 application of learning and two of the following types: <ul style="list-style-type: none"> d other relevant people <ul style="list-style-type: none"> 1 clients 2 participants 3 parents 4 colleagues |

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| <p>5.2 make best use of available resources</p> | <p>When designing an outdoor education programme, the learner must cover: two of the following types: a programmes 1 one day 2 multi-day 3 requiring overnight accommodation 4 co-educational with two of the following types: b participants 1 adults 2 children and young people 3 groups whose members do not know one another 4 people with particular needs in relation to the programme with two of the following types: c educational needs 1 personal and social development 2 environmental awareness and understanding 3 technical skills 4 application of learning and two of the following types: d other relevant people 1 clients 2 participants 3 parents 4 colleagues</p> |
| <p>5.3 take account of individual and group participant needs</p> | <p>When designing an outdoor education programme, the learner must cover: two of the following types: a programmes 1 one day 2 multi-day 3 requiring overnight accommodation 4 co-educational with two of the following types: b participants 1 adults 2 children and young people 3 groups whose members do not know one another 4 people with particular needs in relation to the programme with two of the following types: c educational needs 1 personal and social development 2 environmental awareness and understanding 3 technical skills 4 application of learning and two of the following types: d other relevant people 1 clients 2 participants 3 parents 4 colleagues</p> |

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| <p>5.4 make sure the programme meets legal, technical, organisational and professional guidelines and requirements</p> | <p>When designing an outdoor education programme, the learner must cover:</p> <p>two of the following types:</p> <p>a programmes</p> <ol style="list-style-type: none"> 1 one day 2 multi-day 3 requiring overnight accommodation 4 co-educational <p>with two of the following types:</p> <p>b participants</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know one another 4 people with particular needs in relation to the programme <p>with two of the following types:</p> <p>c educational needs</p> <ol style="list-style-type: none"> 1 personal and social development 2 environmental awareness and understanding 3 technical skills 4 application of learning <p>and two of the following types:</p> <p>d other relevant people</p> <ol style="list-style-type: none"> 1 clients 2 participants 3 parents 4 colleagues |
| <p>5.5 create opportunities for feedback from those with an interest in the participants' learning</p> | <p>When designing an outdoor education programme, the learner must cover:</p> <p>two of the following types:</p> <p>a programmes</p> <ol style="list-style-type: none"> 1 one day 2 multi-day 3 requiring overnight accommodation 4 co-educational <p>with two of the following types:</p> <p>b participants</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know one another 4 people with particular needs in relation to the programme <p>with two of the following types:</p> <p>c educational needs</p> <ol style="list-style-type: none"> 1 personal and social development 2 environmental awareness and understanding 3 technical skills 4 application of learning <p>and two of the following types:</p> <p>d other relevant people</p> <ol style="list-style-type: none"> 1 clients 2 participants 3 parents 4 colleagues |

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| <p>5.6 plan for likely contingencies</p> | <p>When designing an outdoor education programme, the learner must cover: two of the following types: a programmes 1 one day 2 multi-day 3 requiring overnight accommodation 4 co-educational with two of the following types: b participants 1 adults 2 children and young people 3 groups whose members do not know one another 4 people with particular needs in relation to the programme with two of the following types: c educational needs 1 personal and social development 2 environmental awareness and understanding 3 technical skills 4 application of learning and two of the following types: d other relevant people 1 clients 2 participants 3 parents 4 colleagues</p> |
| <p>5.7 agree the programme with other relevant people and gain their commitment</p> | <p>When designing an outdoor education programme, the learner must cover: two of the following types: a programmes 1 one day 2 multi-day 3 requiring overnight accommodation 4 co-educational with two of the following types: b participants 1 adults 2 children and young people 3 groups whose members do not know one another 4 people with particular needs in relation to the programme with two of the following types: c educational needs 1 personal and social development 2 environmental awareness and understanding 3 technical skills 4 application of learning and two of the following types: d other relevant people 1 clients 2 participants 3 parents 4 colleagues</p> |

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|---------------------------|---|
| Unit Title | Support the efficient use of resources |
| Unit Aim | This unit covers the knowledge and competence that the learner needs, to support the efficient use of resources. |
| Unique Unit Number | H/502/8456 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Portfolio of Evidence |
| Assessment Specification | <p>Learning Outcomes 1, 2 and 4 can be assessed by: (i) professional discussion (ii) oral questions and answers (iii) questions requiring written answers. Learning Outcomes 3 and 5 must be assessed using workplace evidence generated when the learner is supporting the efficient use of resources. Learning Outcome 3 when making recommendations for the use of resources, the learner must cover one of the following types of relevant people (i) team members (ii) colleagues working at the same level (iii) higher level managers or supervisors, and both of the following types of recommendations: (i) short term (ii) medium term. Learning Outcome 5 when contributing to the control of resources, the learner must cover one of the following types of relevant people: (i) team members (ii) colleagues working at the same level (iii) higher level managers or supervisors, and two of the following types of corrective action: (i) altering activities (ii) modifying the use of resources (iii) re-negotiating the allocation of resources.</p> |

Learning Outcome: 1. know how to support the efficient use of resources

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| 1.1 explain how to communicate effectively with team members, colleagues and line managers | |
| 1.2 identify team objectives and organisational policies regarding the use of resources | |
| 1.3 describe the organisational procedures for making recommendations on the use of resources | |
| 1.4 explain the importance of effective management of resources to organisational performance | |
| 1.5 describe the principles underpinning the effective and efficient management of resources | |

Learning Outcome: 2. know how to make recommendations for the use of resources

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|-----------------------------|
| 2.1 explain how to develop and argue an effective case for changes in the management of resources | |
| 2.2 explain how to enable people to identify and communicate the resources they need | |
| 2.3 describe the trends and developments which may influence the future use of resources and how to plan for these | |

Learning Outcome: 3. be able to make recommendations for the use of resources

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 3.1 give relevant people the opportunity to provide information on the resources the team needs | |
| 3.2 make recommendations for the use of resources that take account of relevant past experience | |
| 3.3 make recommendations that take account of trends and developments which are likely to affect the use of resources | |
| 3.4 make recommendations that are consistent with team objectives, organisational policies and environmental concerns | |
| 3.5 make recommendations that clearly indicate the potential benefits expected from the planned use of resources | |
| 3.6 present the recommendations to relevant people in an appropriate and timely manner | |

Learning Outcome: 4. know how to contribute to the control of resources

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 4.1 explain how to encourage others to take responsibility for the control of resources in own area of work | |
| 4.2 describe the potential environmental impact of the resources being used | |
| 4.3 describe the problems which may occur with resources and how these can be dealt with | |
| 4.4 describe the importance of keeping accurate records on the use of resources | |
| 4.5 explain how to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of products and services | |
| 4.6 explain how to analyse the past use of resources | |
| 4.7 explain how to use results of analysis to make recommendations on more effective use of resources in the future | |

Learning Outcome: 5. be able to contribute to the control of resources

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| 5.1 explain how to use results of analysis to make recommendations on more effective use of resources in the future give relevant people opportunities to take individual responsibility for the efficient use of resources | |
| 5.2 monitor the use of resources under own control at appropriate intervals | |
| 5.3 make sure the use of resources by the team is efficient and takes into account the potential impact on the environment | |
| 5.4 monitor the quality of resources continuously and ensure consistency in product and service delivery | |
| 5.5 identify problems with resources promptly | |
| 5.6 make recommendations for corrective action to the relevant people as soon as possible | |
| 5.7 make recommendations for improving the use of resources to relevant people in an appropriate and timely manner | |
| 5.8 make sure that records relating to the use of resources are complete, accurate and available to authorised people only | |

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|----------------------------------|---|
| Unit Title | Allocate and monitor the progress and quality of work in own area of responsibility |
| Unit Aim | This unit assesses the competence a manager needs to plan and allocate work to colleagues and monitor and improve and their performance. |
| Unique Unit Number | M/602/1844 |
| Unit Assessment Method(s) | Practical Demonstration/Assignment |
| Assessment Specification | This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. |

| Learning Outcome: 1. be able to plan work for colleagues | |
|---|-----------------------------|
| Assessment Criteria | Indicative Delivery Content |
| The learner can: | |
| 1.1 confirm the work required in own area of responsibility with the relevant people | |
| 1.2 plan how work will be carried out, taking account of: <ul style="list-style-type: none"> the views of people in own area of responsibility any priorities or critical activities best use of resources | |
| 1.3 ensure the work is allocated to colleagues on a fair basis, taking account of their skills, knowledge, experience, workloads and opportunities for personal development | |
| 1.4 review and update work plans for own area of responsibility | |
| 1.5 communicate changes to those who will be affected | |

Learning Outcome: 2. be able to brief colleagues on planned work

| Assessment Criteria | Indicative Delivery Content |
|--|-----------------------------|
| The learner can: | |
| 2.1 ensure that colleagues are briefed on allocated work with reference to: <ul style="list-style-type: none"> • how the work fits with the vision and objectives for the area of work and organisation • the standard of expected performance | |
| 2.2 promote ways of working which maximise the opportunities offered by diversity | |
| 2.3 enable colleagues to ask questions, make suggestions and seek clarification in relation to planned work | |

Learning Outcome: 3. be able to monitor colleagues' work

| Assessment Criteria | Indicative Delivery Content |
|--|-----------------------------|
| The learner can: | |
| 3.1 monitor the progress and quality of work of colleagues on a regular and fair basis | |
| 3.2 measure the progress and quality of colleagues work against the standard of expected performance | |
| 3.3 provide colleagues with prompt and constructive feedback on their performance | |

Learning Outcome: 4. be able to support colleagues in their work

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| 4.1 support colleagues in identifying and dealing with problems and unforeseen events | |
| 4.2 motivate colleagues to complete allocated work, providing additional support to help completion | |
| 4.3 address any conflict that arises in a way that supports effective working | |
| 4.4 agree ways of improving colleagues' performance when necessary | |
| 4.5 acknowledge the successful completion of significant pieces of work | |
| 4.6 use information collected on colleagues' performance in formal appraisals of their performance | |

Learning Outcome: 5. understand own sector context for allocating and monitoring work in own area of responsibility

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|-----------------------------|
| 5.1 summarise own sector's requirements for the development and maintenance of knowledge, understanding and skills | |
| 5.2 summarise specific legislation, regulations, guidelines and codes of practice for work in own area of responsibility | |

Learning Outcome: 6. understand own organisational context for allocating and monitoring work in own area of responsibility

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|------------------------------------|
| 6.1 describe the people and other resources available in own area of responsibility | |
| 6.2 summarise the work requirements in own area of responsibility | |
| 6.3 summarise the operational plans in own area of responsibility | |
| 6.4 explain the vision and objectives of own area of work and those of own organisation | |
| 6.5 summarise own organisation's policy and procedures in relation to: <ul style="list-style-type: none"> • health and safety • people development • standards of performance • dealing with poor performance • grievance and disciplinary issues • performance appraisal | |

Learning Outcome: 7. understand how to plan work for colleagues

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| 7.1 clarify the importance of confirming work required in own area of responsibility | |
| 7.2 explain how to take account of health and safety issues when planning and allocating work | |
| 7.3 clarify the importance of seeking views on planned work from people across own area of responsibility | |
| 7.4 explain how to maximise the opportunities offered by diversity in own area of responsibility | |
| 7.5 clarify the importance of reviewing and updating plans of work in the light of developments | |
| 7.6 explain how to reallocate work and resources and communicate changes to those affected | |

Learning Outcome: 8. understand how to brief colleagues on planned work

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| 8.1 explain the importance of briefing colleagues on planned work | |
| 8.2 clarify the importance of showing colleagues how their work fits into the overall vision and objectives of own area of responsibility and those of the organisation | |
| 8.3 compare different ways of enabling colleagues to ask questions and seek clarification when being briefed on planned work | |

Learning Outcome: 9. understand how to monitor work carried out by colleagues

| Assessment Criteria | Indicative Delivery Content |
|--|-----------------------------|
| The learner can: | |
| 9.1 evaluate the advantages and disadvantages of different ways of monitoring colleagues' work | |

Learning Outcome: 10. understand how to support colleagues in their work

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 10.1 explain how to provide constructive and prompt feedback to colleagues about their work | |
| 10.2 explain how to take account of diversity and inclusion issues when supporting colleagues to complete allocated work | |
| 10.3 clarify the importance of identifying and addressing poor performance by colleagues. | |
| 10.4 describe the types of problems and unforeseen events in own area of responsibility for which colleagues may need support | |
| 10.5 describe the types of support and additional resources colleagues may need to complete planned work | |
| 10.6 compare different methods of motivating and supporting colleagues to complete their work and improve their performance | |
| 10.7 explain how to log and make use of information on colleagues' performance when carrying out formal appraisals | |

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| Unit Title | Provide leadership in own area of responsibility |
| Unit Aim | This unit covers the knowledge and competence that the learner needs, to provide leadership in own area of responsibility. |
| Unique Unit Number | A/502/9161 |
| Unit Assessment Method(s) | Practical Demonstration/Assignment |
| Assessment Specification | This unit assesses occupational competence, therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. |

| Learning Outcome: 1. understand the sector context for leadership | |
|---|-----------------------------|
| Assessment Criteria | Indicative Delivery Content |
| The learner can: | |
| 1.1 describe different leadership styles common in own sector | |
| 1.2 summarise the legal, regulatory and ethical requirements which have implications for leadership in own sector | |

Learning Outcome: 2. understand own personal context for leadership

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 2.1 explore how own values, motivations and emotions impact on own leadership skills | |
| 2.2 evaluate own strengths and limitations in the leadership role | |
| 2.3 explain own role, responsibilities and level of power | |
| 2.4 explain the vision and objectives of the overall organisation and how these translate into the vision, objectives, culture and operational plans for own area of responsibility | |
| 2.5 describe the types of support and advice that people are likely to need in own area, and how to respond to these | |
| 2.6 evaluate different leadership styles used across the organisation | |

Learning Outcome: 3. be able to establish the conditions for effective leadership in own area of responsibility

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|------------------------------------|
| 3.1 communicate the vision and direction for own area of responsibility, together with supportive objectives and operational plans, to the people working within own area | |
| 3.2 ensure that people working within own area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the organisation as a whole | |
| 3.3 win, through own performance, the trust and support of people within own area | |
| 3.4 obtain regular feedback on own performance | |

Learning Outcome: 4. understand how to lead other people

| Assessment Criteria | Indicative Delivery Content |
|--|-----------------------------|
| The learner can: | |
| 4.1 summarise the main differences between management and leadership | |
| 4.2 explain the importance of having and communicating a vision for own area of responsibility | |
| 4.3 compare a range of different leadership styles | |
| 4.4 explain how to select and apply leadership styles according to context | |
| 4.5 explain how to select and apply different methods for communicating with people across an area of responsibility | |
| 4.6 explain why it is important to gather and make use of feedback from people on own leadership performance | |
| 4.7 describe the types of difficulty and challenge that may arise within own area, including conflict | |
| 4.8 explain ways of overcoming difficulty and challenge through the use of effective leadership skills | |
| 4.9 explain how to select and apply different methods of encouraging, motivating and supporting people, and recognising their achievements | |

Learning Outcome: 5. be able to lead people in own area of responsibility

| Assessment Criteria | Indicative Delivery Content |
|--|-----------------------------|
| The learner can: | |
| 5.1 select and apply a range of leadership styles as appropriate to different situations and people | |
| 5.2 communicate regularly, making effective use of a range of different communication methods, with all the people working within own area | |
| 5.3 demonstrate active listening skills | |
| 5.4 steer own area successfully through difficulties and challenges, including conflict amongst colleagues | |
| 5.5 give people in own area support and advice when they need it, especially during periods of setback and change | |
| 5.6 motivate and support people in your area to achieve their work and development objectives | |
| 5.7 provide recognition when colleagues are successful | |

Learning Outcome: 6. understand how to empower other people through leadership

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 6.1 explore the benefits of a culture which encourages and recognises creativity and innovation | |
| 6.2 explain how to encourage a culture of creativity and innovation in own area of responsibility | |
| 6.3 explain the importance of encouraging others to take the lead, and ways in which this can be achieved | |
| 6.4 provide examples of how to empower other people in own area of responsibility | |

Learning Outcome: 7. be able to empower other people through effective leadership

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 7.1 maintain a culture within own area which encourages and recognises creativity and innovation | |
| 7.2 empower people in own area to develop their own ways of working and take their own decisions within agreed boundaries | |
| 7.3 encourage people to give a lead in their own areas of expertise, and show willingness to follow this lead | |

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| Unit Title | Organise and supervise travel |
| Unit Aim | This unit covers the knowledge and competence that the learner needs to organise and supervise travel. |
| Unique Unit Number | Y/602/1840 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Portfolio of Evidence |
| Assessment Specification | |

Learning Outcomes (LO) 3,4,5 and 6: These can be assessed by:

- professional discussion
- oral questions
- written answers.

LO 1 and 2 must be assessed using workplace evidence when the learner is organising and supervising travel.

LO 1: When organising travel arrangements, they must cover:

6 of the following:

Travel arrangements

- method of transport
- route
- departure and arrival times
- stages in the journey
- food and drink
- comfort and hygiene
- overnight accommodation
- supervision and support
- transport of equipment and belongings

2 of the following:

Journeys

- self-powered
- in an organisation/hired vehicle
- public transport

and 2 of the following:

Participants

- adults
- children and young people
- people with specific needs

LO 2: When supervising journeys, they must cover:

2 of the following:

Journeys

- self-powered
- in an organisation/hired vehicle
- public transport

and 2 of the following:

Participants

- adults
- children and young people
- people with specific needs

Learning Outcome: 1. be able to organise travel arrangements

Assessment Criteria
The learner can:

Indicative Delivery Content

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| <p>1.1 make the following types of arrangements:</p> <ul style="list-style-type: none"> • method of transport • route • departure and arrival times • stages in the journey • food and drink • comfort and hygiene • overnight accommodation • supervision and support • transport and equipment | <p>When organising travel arrangements, the learner must cover: six of the following types: a travel arrangements 1 method of transport 2 route 3 departure and arrival times 4 stages in the journey 5 food and drink 6 comfort and hygiene 7 overnight accommodation 8 supervision and support 9 transport of equipment and belongings two of the following types: b journeys 1 self-powered 2 in an organisation/hired vehicle 3 public transport and two of the following types: c participants 1 adults 2 children and young people 3 people with specific needs for travel</p> |
| <p>1.2 plan travel arrangements that:</p> <ul style="list-style-type: none"> • are appropriate to the requirements of the journey • are appropriate to the needs of the participants • balance efficiency, cost-effectiveness, comfort and concern for the environment • are safe • take account of the likely conditions during the journey | <p>When organising travel arrangements, the learner must cover: six of the following types: a travel arrangements 1 method of transport 2 route 3 departure and arrival times 4 stages in the journey 5 food and drink 6 comfort and hygiene 7 overnight accommodation 8 supervision and support 9 transport of equipment and belongings two of the following types: b journeys 1 self-powered 2 in an organisation/hired vehicle 3 public transport and two of the following types: c participants 1 adults 2 children and young people 3 people with specific needs for travel</p> |

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|---|---|
| <p>1.3 provide participants and members of staff with clear, correct and up-to-date information about travel arrangements</p> | <p>When organising travel arrangements, the learner must cover: six of the following types: a travel arrangements 1 method of transport 2 route 3 departure and arrival times 4 stages in the journey 5 food and drink 6 comfort and hygiene 7 overnight accommodation 8 supervision and support 9 transport of equipment and belongings two of the following types: b journeys 1 self-powered 2 in an organisation/hired vehicle 3 public transport and two of the following types: c participants 1 adults 2 children and young people 3 people with specific needs for travel</p> |
| <p>1.4 provide information relating to travel arrangements in good time</p> | <p>When organising travel arrangements, the learner must cover: six of the following types: a travel arrangements 1 method of transport 2 route 3 departure and arrival times 4 stages in the journey 5 food and drink 6 comfort and hygiene 7 overnight accommodation 8 supervision and support 9 transport of equipment and belongings two of the following types: b journeys 1 self-powered 2 in an organisation/hired vehicle 3 public transport and two of the following types: c participants 1 adults 2 children and young people 3 people with specific needs for travel</p> |

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| <p>1.5 ensure participants and staff are fully prepared for the journey</p> | <p>When organising travel arrangements, the learner must cover: six of the following types: a travel arrangements 1 method of transport 2 route 3 departure and arrival times 4 stages in the journey 5 food and drink 6 comfort and hygiene 7 overnight accommodation 8 supervision and support 9 transport of equipment and belongings two of the following types: b journeys 1 self-powered 2 in an organisation/hired vehicle 3 public transport and two of the following types: c participants 1 adults 2 children and young people 3 people with specific needs for travel</p> |
| <p>1.6 plan for likely contingencies</p> | <p>When organising travel arrangements, the learner must cover: six of the following types: a travel arrangements 1 method of transport 2 route 3 departure and arrival times 4 stages in the journey 5 food and drink 6 comfort and hygiene 7 overnight accommodation 8 supervision and support 9 transport of equipment and belongings two of the following types: b journeys 1 self-powered 2 in an organisation/hired vehicle 3 public transport and two of the following types: c participants 1 adults 2 children and young people 3 people with specific needs for travel</p> |

Learning Outcome: 2. be able to supervise journeys

| Assessment Criteria | Indicative Delivery Content |
|---------------------|-----------------------------|
| The learner can: | |

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|--|---|
| <p>2.1 provide supervision for journeys which are:</p> <ul style="list-style-type: none"> • self-powered • in an organisation/hired vehicle • by public transport | <p>When supervising journeys, the learner must cover: two of the following types: a journeys 1 self-powered 2 in an organisation/hired vehicle 3 public transport and two of the following types: b participants 1 adults 2 children and young people 3 people with specific needs for travel</p> |
| <p>2.2 take reasonable action to ensure the timely departure and arrival of participants</p> | <p>When supervising journeys, the learner must cover: two of the following types: a journeys 1 self-powered 2 in an organisation/hired vehicle 3 public transport and two of the following types: b participants 1 adults 2 children and young people 3 people with specific needs for travel</p> |
| <p>2.3 maintain the safety of participants during the journey</p> | <p>When supervising journeys, the learner must cover: two of the following types: a journeys 1 self-powered 2 in an organisation/hired vehicle 3 public transport and two of the following types: b participants 1 adults 2 children and young people 3 people with specific needs for travel</p> |
| <p>2.4 ensure equipment, belongings and travel documents are handled and stored in a way which maintains their safety and security</p> | <p>When supervising journeys, the learner must cover: two of the following types: a journeys 1 self-powered 2 in an organisation/hired vehicle 3 public transport and two of the following types: b participants 1 adults 2 children and young people 3 people with specific needs for travel</p> |

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| <p>2.5 deal with difficulties which arise in a way which maintains the safety, security, comfort and goodwill of participants</p> | <p>When supervising journeys, the learner must cover: two of the following types: a journeys 1 self-powered 2 in an organisation/hired vehicle 3 public transport and two of the following types: b participants 1 adults 2 children and young people 3 people with specific needs for travel</p> |
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Learning Outcome: 3. be able to follow legal and organisational requirements relating to travel

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|------------------------------------|
| 3.1 follow relevant organisational and legal requirements for the journey | |
| 3.2 keep required records accurate and up-to-date | |
| 3.3 take reasonable action to ensure that vehicles and attachments being used for journeys conform to organisational and legal requirements | |

Learning Outcome: 4. understand how to organise travel arrangements

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 4.1 outline the major factors to bear in mind when organising travel | |
| 4.2 describe the travel arrangements appropriate to the range of participants, journeys and types of programmes related to their work | |
| 4.3 describe the different types of arrangements and resources that may be required for: <ul style="list-style-type: none"> • adults • children and young people • people with specific needs for travel | |
| 4.4 describe the measures that should be taken to ensure the timely departure and arrival of participants | |
| 4.5 explain how conditions can affect travel and the importance of taking account of variations in conditions | |
| 4.6 explain the importance of providing participants and other relevant individuals with up-to-date, accurate and timely travel information | |
| 4.7 describe the range of contingency arrangements which are likely to be needed for journeys and how to make these plans | |

Learning Outcome: 5. understand the organisational and legislative requirements for travel

| Assessment Criteria | Indicative Delivery Content |
|--|-----------------------------|
| The learner can: | |
| 5.1 describe the preparations which participants and members of staff would have to make for journeys | |
| 5.2 summarise the organisational and legal requirements which govern the organisation of travel for participants | |
| 5.3 outline organisational and legal requirements for the condition and control of vehicles | |
| 5.4 summarise guidelines and good practice in relation to the parking of vehicles | |
| 5.5 outline the records which need to be kept in relation to travel and the importance of maintaining these | |

Learning Outcome: 6. understand supervisory responsibilities required during journeys

| Assessment Criteria | Indicative Delivery Content |
|--|-----------------------------|
| The learner can: | |
| 6.1 explain the importance of ensuring the safety and welfare of participants during the journey and how to do this | |
| 6.2 describe the types of behaviour which should be discouraged during different types of journeys | |
| 6.3 describe the steps which can be taken to manage and discourage undesirable behaviour during journeys | |
| 6.4 outline the main differences between carrying out supervisory responsibilities for: <ul style="list-style-type: none"> • adults • children and young people • people with specific needs for travel | |
| 6.5 describe the measures that should be taken to ensure the safety and security of: <ul style="list-style-type: none"> • equipment • belongings • travel documents | |
| 6.6 outline safe handling and storage techniques | |

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| Unit Title | Understand How to Safeguard the Wellbeing of Children and Young People |
| Unit Aim | <p>This unit assesses the learner's ability to know and understand why all settings working with children and young people should establish and maintain a safe environment and deal with circumstances where there are welfare concerns. Through policies and procedures for safeguarding and protecting children and young people, all settings which work with children and/or young people have an important role in the detection and prevention of abuse and neglect. This includes helping children and young people to protect themselves from abuse, as well as dealing with bullying (both physical and through communication technology) and understanding e-safety.</p> |
| Unique Unit Number | Y/601/1695 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | <p>This unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles. Knowledge and understanding assessment involving one or a mixture of: (i) Written questions and answers (ii) Projects (iii) Assignments. Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.</p> |

Learning Outcome: 1. understand the main legislation, guidelines, policies and procedures for safeguarding children and young people

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| 1.1 outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people | |
| 1.2 explain child protection within the wider concept of safeguarding children and young people | |
| 1.3 analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people | |
| 1.4 explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice | |
| 1.5 explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing | |

Learning Outcome: 2. understand the importance of working in partnership with other organisations to safeguard children and young people

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|-----------------------------|
| 2.1 explain the importance of safeguarding children and young people | |
| 2.2 explain the importance of a child or young person centred approach | |
| 2.3 explain what is meant by partnership working in the context of safeguarding | |
| 2.4 describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed | |

Learning Outcome: 3. understand the importance of ensuring children and young people's safety and protection in the work setting

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| 3.1 explain why it is important to ensure children and young people are protected from harm within the work setting | |
| 3.2 explain policies and procedures that are in place to protect children and young people and adults who work with them | |
| 3.3 evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistle-blowers' and those whose practice or behaviour is being questioned are protected | |
| 3.4 explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits | |

Learning Outcome: 4. understand how to respond to evidence or concerns that a child or young person has been abused or harmed

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| 4.1 describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding | |
| 4.2 describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting | |
| 4.3 explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged | |

Learning Outcome: 5. understand how to respond to evidence or concerns that a child or young person has been bullied

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| 5.1 explain different types of bullying and the potential effects on children and young people | |
| 5.2 outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place | |
| 5.3 explain how to support a child or young person and/or their family when bullying is suspected or alleged | |

Learning Outcome: 6. understand how to work with children and young people to support their safety and wellbeing

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 6.1 explain how to support children and young people's self-confidence and self-esteem | |
| 6.2 analyse the importance of supporting resilience in children and young people | |
| 6.3 explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety | |
| 6.4 explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety | |

Learning Outcome: 7. understand the importance of e-safety for children and young people

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 7.1 explain the risks and possible consequences for children and young people of being online and of using a mobile phone | |
| 7.2 describe ways of reducing risk to children and young people from: a social networking b internet use c buying online d using a mobile phone | |

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| Unit Title | Supervise residential experiences |
| Unit Aim | This unit covers the knowledge and competence that the learner needs to supervise residential experiences. |
| Unique Unit Number | T/503/1006 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Portfolio of Evidence |
| Assessment Specification | <p>LO 1, 3, 5 and 7: assessed by: professional discussion oral questions written answers.</p> <p>LO 2, 4, 6 and 8 must be assessed using evidence generated when the learner is supervising residential experiences.</p> <p>LO 2, 4 8 : When supervising participants' daily organisation and departure, the learner must cover: 3 of the following types: adults, children and young people, groups whose members do not know each other, participants with particular needs in relation to the programme, mixed sex groups and 3 of the following types: accommodation, food and drink, special dietary Requirements, personal support</p> <p>LO 6: When supervising participants' sleeping arrangements, the learner must cover: 3 of the following types: adults, children and young people, groups whose members do not know each other, participants with particular needs in relation to the programme, mixed sex groups and 3 of the following types: indoors, outdoors, single, shared off-site</p> |

Learning Outcome: 1. know how to supervise participants' arrival

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| 1.1 explain why it is important to ensure that the participants' arrival goes well | |
| 1.2 summarise the information required before and during participants' arrival | |
| 1.3 summarise accommodation and catering arrangements appropriate to a range of different types of participants and programmes | |
| 1.4 summarise particular needs which people may have for accommodation and catering, including cultural and religious ones | |
| 1.5 summarise the facilities and equipment which may be required for participants' arrival | |
| 1.6 explain why it is important to maintain an overview of the arrival process and how to do so | |
| 1.7 summarise the types of issues and queries which may arise during arrival and how to deal with these | |
| 1.8 interpret the relevant organisational procedures and legal requirements which apply, including those covering working with children | |
| 1.9 summarise the types of contentious and conflicting issues which may occur, how to seek clarification and from whom | |
| 1.10 explain why it is important to seek feedback from the participants on the arrangements and facilities | |
| 1.11 summarise events and issues which may need following up after arrival and what to do | |

Learning Outcome: 2. be able to supervise participants' arrival

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 2.1 gain all the relevant information about the participants, their needs and their programme | When supervising participants' daily organisation, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b needs 1 accommodation 2 food and drink 3 special dietary requirements 4 personal support |
| 2.2 check that accommodation and catering arrangements meet the participants' known needs | When supervising participants' daily organisation, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b needs 1 accommodation 2 food and drink 3 special dietary requirements 4 personal support |

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| <p>2.3 make sure the required staff, facilities and equipment are ready for the participants' arrival</p> | <p>When supervising participants' daily organisation, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b needs 1 accommodation 2 food and drink 3 special dietary requirements 4 personal support</p> |
| <p>2.4 make sure the arrival process goes as planned</p> | <p>When supervising participants' daily organisation, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b needs 1 accommodation 2 food and drink 3 special dietary requirements 4 personal support</p> |
| <p>2.5 resolve queries and issues raised by staff and participants following organisational and legal standards and procedures</p> | <p>When supervising participants' daily organisation, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b needs 1 accommodation 2 food and drink 3 special dietary requirements 4 personal support</p> |

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| <p>2.6 clarify with relevant staff contentious and conflicting issues</p> | <p>When supervising participants' daily organisation, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b needs 1 accommodation 2 food and drink 3 special dietary requirements 4 personal support</p> |
| <p>2.7 seek feedback from the participants on their satisfaction with facilities and arrangements</p> | <p>When supervising participants' daily organisation, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b needs 1 accommodation 2 food and drink 3 special dietary requirements 4 personal support</p> |
| <p>2.8 follow up events and issues with relevant individuals, following organisational standards and procedures</p> | <p>When supervising participants' daily organisation, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b needs 1 accommodation 2 food and drink 3 special dietary requirements 4 personal support</p> |

Learning Outcome: 3. know how to supervise participants' daily organisation

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 explain the importance of continuing to supervise the participants' daily organisation | |
| 3.2 summarise the types of residential needs which participants may have and the organisational procedures and legal requirements that apply | |
| 3.3 summarise the types of requested changes that may occur and how to deal with these | |
| 3.4 explain the principles of quality internal and external customer care | |

Learning Outcome: 4. be able to supervise participants' daily organisation

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 4.1 make sure that arrangements and resources relating to participants' daily residential needs are available and appropriate according to organisational and legal standards and procedures | <p>When supervising participants' daily organisation, the learner must cover:</p> <p>three of the following types:</p> <ul style="list-style-type: none"> a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups <p>and three of the following types:</p> <ul style="list-style-type: none"> b needs 1 accommodation 2 food and drink 3 special dietary requirements 4 personal support |

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| <p>4.2 make sure staff and participants understand the arrangements and have an opportunity to ask questions and give feedback</p> | <p>When supervising participants' daily organisation, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b needs 1 accommodation 2 food and drink 3 special dietary requirements 4 personal support</p> |
| <p>4.3 make sure participants' daily residential needs are met</p> | <p>When supervising participants' daily organisation, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b needs 1 accommodation 2 food and drink 3 special dietary requirements 4 personal support</p> |
| <p>4.4 deal with requested changes to the arrangements listed in the range for the types of participants</p> | <p>When supervising participants' daily organisation, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b needs 1 accommodation 2 food and drink 3 special dietary requirements 4 personal support</p> |

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| <p>4.5 maintain an ethos and spirit of quality internal and external customer care throughout the process</p> | <p>When supervising participants' daily organisation, the learner must cover:</p> <p>three of the following types:</p> <p>a participants</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know each other 4 each other 5 participants with particular needs in relation to the programme 7 mixed sex groups <p>and three of the following types:</p> <p>b needs</p> <ol style="list-style-type: none"> 1 accommodation 2 food and drink 3 special dietary requirements 4 personal support |
|---|--|

Learning Outcome: 5. know how to organise participants' sleeping arrangements

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 5.1 explain the importance of providing sleeping arrangements which meet the needs of the participants and the programme | |
| 5.2 explain how to organise the types of sleeping arrangements listed in the range for the types of participants | |
| 5.3 summarise the security arrangements appropriate to certain types of participants, for example children and young people | |
| 5.4 explain why it is important to make sure participants are aware of sleeping arrangements | |
| 5.5 summarise the types of requested changes to sleeping arrangements which may be made, the reasons for these and how to deal with them in line with the aims of the programme | |
| 5.6 explain the importance of supervising the organisation of sleeping arrangements and how to do this with sensitivity according to the different types of participants | |
| 5.7 summarise the issues which may occur and how to deal with these | |
| 5.8 summarise relevant organisational procedures and legal requirements | |
| 5.9 explain the importance of seeking feedback on sleeping arrangements and how to get and respond to such feedback | |

Learning Outcome: 6. be able to organise participants' sleeping arrangements

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |

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| <p>6.1 ensure that all staff and participants understand the sleeping arrangements</p> | <p>When supervising participants' sleeping arrangements, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b sleeping arrangements 1 indoors 2 outdoors 3 single 4 shared 5 off-site</p> |
| <p>6.2 deal with requested changes and queries according to organisational procedures and legal requirements and the aims of the programme</p> | <p>When supervising participants' sleeping arrangements, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b sleeping arrangements 1 indoors 2 outdoors 3 single 4 shared 5 off-site</p> |

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| <p>6.3 supervise the organisation of sleeping arrangements with participants and staff, taking into account the sensitivity and importance of this aspect of the residential experience</p> | <p>When supervising participants' sleeping arrangements, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b sleeping arrangements 1 indoors 2 outdoors 3 single 4 shared 5 off-site</p> |
| <p>6.4 ensure there are adequate security arrangements for the participants involved</p> | <p>When supervising participants' sleeping arrangements, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b sleeping arrangements 1 indoors 2 outdoors 3 single 4 shared 5 off-site</p> |

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| <p>6.5 deal with issues which occur in line with organisational procedures and legal requirements</p> | <p>When supervising participants' sleeping arrangements, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b sleeping arrangements 1 indoors 2 outdoors 3 single 4 shared 5 off-site</p> |
| <p>6.6 seek feedback from staff and participants regarding sleeping arrangements</p> | <p>When supervising participants' sleeping arrangements, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b sleeping arrangements 1 indoors 2 outdoors 3 single 4 shared 5 off-site</p> |

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| <p>6.7 deal with feedback in line with organisational procedures and the aims of the programme</p> | <p>When supervising participants' sleeping arrangements, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b sleeping arrangements 1 indoors 2 outdoors 3 single 4 shared 5 off-site</p> |
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Learning Outcome: 7. know how to supervise participants' departure

| Assessment Criteria | Indicative Delivery Content |
|---|-----------------------------|
| The learner can: | |
| 7.1 explain why it is important to make sure departure goes smoothly | |
| 7.2 summarise the information which needs to be held by the candidate and other staff | |
| 7.3 explain why it is important to ensure the participants understand the departure arrangements and how to do this | |
| 7.4 summarise the facilities and equipment which may need to be organised for the departure | |
| 7.5 explain why it is important to maintain an overview of the departure and how to do so | |
| 7.6 summarise queries and issues which may arise and how to deal with these according to organisational procedures and legal requirements | |
| 7.7 explain the importance of feedback and how to get it | |
| 7.8 explain how to deal with the range of events and issues | |

Learning Outcome: 8. be able to supervise participants' departure

| Assessment Criteria | Indicative Delivery Content |
|---------------------|-----------------------------|
| The learner can: | |

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| <p>8.1 make sure self and other staff have the relevant information concerning the participants' planned departure</p> | <p>When supervising participants' departure, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and two of the following types: b events and issues 1 lost property 2 missing persons 3 complaints 4 suggestions</p> |
| <p>8.2 make sure the participants understand the arrangements and procedures for departure, including the importance of not leaving property behind</p> | <p>When supervising participants' departure, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and two of the following types: b events and issues 1 lost property 2 missing persons 3 complaints 4 suggestions</p> |
| <p>8.3 make sure that self, other staff and the required facilities and equipment are ready for departure</p> | <p>When supervising participants' departure, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and two of the following types: b events and issues 1 lost property 2 missing persons 3 complaints 4 suggestions</p> |

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| <p>8.4 make sure the departure goes according to plan</p> | <p>When supervising participants' departure, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and two of the following types: b events and issues 1 lost property 2 missing persons 3 complaints 4 suggestions</p> |
| <p>8.5 resolve queries and issues raised by staff and participants according to organisational procedures and legal requirements</p> | <p>When supervising participants' departure, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and two of the following types: b events and issues 1 lost property 2 missing persons 3 complaints 4 suggestions</p> |
| <p>8.6 seek feedback from the participants to on their satisfaction with departure arrangements</p> | <p>When supervising participants' departure, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and two of the following types: b events and issues 1 lost property 2 missing persons 3 complaints 4 suggestions</p> |

8.7 follow up events and issues with relevant individuals, following organisational procedures

When supervising participants' departure, the learner must cover:
 three of the following types:
 a participants
 1 adults
 2 children and young people
 3 groups whose members do not know
 4 each other
 5 participants with particular needs in
 6 relation to the programme
 7 mixed sex groups
 and two of the following types:
 b events and issues
 1 lost property
 2 missing persons
 3 complaints
 4 suggestions

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| Unit Title | Contribute to the prevention and management of abusive and aggressive behaviour |
| Unit Aim | This unit covers the knowledge and competence that the learner needs to prevent and manage abusive and aggressive behaviour. |
| Unique Unit Number | T/601/1168 |
| Unit Assessment Method(s) | - Coursework - Portfolio of Evidence |
| Assessment Specification | Learning Outcomes 1, 2, 3 and 4: These can be assessed by: (i) professional discussion (ii) oral questions and answers (iii) questions requiring written answers. |

Learning Outcome: 1. know and understand how to prevent and manage abusive and aggressive behaviour

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| 1.1 explain the importance of reviewing incidents of abusive and aggressive behaviour | |
| 1.2 identify legislation, policy and procedures relating to the prevention and management of abusive and aggressive behaviour | |
| 1.3 identify sources of specialist support for dealing with abusive and aggressive behaviour | |

Learning Outcome: 2. know and understand the forms, causes and effects of abusive and aggressive behaviour

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|-----------------------------|
| 2.1 identify the factors which indicate the potential for abusive or aggressive behaviour to develop | |
| 2.2 identify the forms that abusive and aggressive behaviour can take | |
| 2.3 describe the effects of abusive and aggressive behaviour on those involved and those witnessing | |

Learning Outcome: 3. be able to deal with incidents of abusive and aggressive behaviour

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| 3.1 take action which minimises abusive and aggressive behaviour | |
| 3.2 communicate with individuals displaying abusive and aggressive behaviour in a manner which restores a calmer atmosphere | |
| 3.3 respond to physically aggressive behaviour in accordance with statutory and organisational requirements | |
| 3.4 record and report incidents of abusive and aggressive behaviour in accordance with organisational procedure | |

Learning Outcome: 4. be able to contribute to minimising the risk of abusive and aggressive behaviour

| Assessment Criteria | Indicative Delivery Content |
|--|-----------------------------|
| The learner can: | |
| 4.1 identify environmental factors which affect behaviour | |
| 4.2 review incidents of abusive and aggressive behaviour and suggest options for reducing the risk of reoccurrence | |
| 4.3 in consultation with others, refer those at risk of displaying abusive and aggressive behaviour to appropriate people and agencies | |

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| Unit Title | Facilitate adventurous experiences |
| Unit Aim | This unit covers the knowledge and competence that the learner needs to facilitate adventurous experiences. |
| Unique Unit Number | K/503/0919 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Portfolio of Evidence |
| Assessment Specification | See assessment guidance. |

Learning Outcome: 1. know how to facilitate adventurous experiences

| Assessment Criteria | Indicative Delivery Content |
|--|-----------------------------|
| The learner can: | |
| 1.1 summarise relevant legislation and guidelines for the type of experience planned including those of the organisation and National Governing Bodies, where these apply | |
| 1.2 describe the special environmental considerations and hazards which may be encountered during the adventurous experience | |
| 1.3 explain how to identify other types of hazards which are likely to occur, for example, in the planned activities, in the equipment used, and in participant behaviour | |
| 1.4 compare and contrast appropriate methods of risk assessment and risk management, including: <ul style="list-style-type: none"> • Environmental conditions and changes • Physical, emotional and psychological factors • Criteria for modifying or abandoning the experience • Published national and local safety rules • Organisational guidelines • Prior experience | |

Learning Outcome: 2. know how to prepare for adventurous experiences

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 2.1 Illustrate the value of adventure and challenge and the benefits which participants can get from such experiences | |
| 2.2 explain the difference between real and perceived risk | |
| 2.3 explain the meaning of the 'adventure continuum' from comfort to panic zones | |
| 2.4 explain how to assess the range of participants' likely adventure thresholds | |
| 2.5 summarise factors to bear in mind when choosing adventurous experiences for participants | |
| 2.6 explain how to balance the participants' abilities and concerns with the perceived risk of the experience | |
| 2.7 explain the importance of clear and sound safety parameters | |
| 2.8 explain why the details of the planned experience must be checked with a responsible colleague and the procedures to follow | |
| 2.9 explain why it is necessary to have familiarity with and appropriate personal experience in the specific adventure activity which is planned | |
| 2.10 justify reasons for choice of particular location, approach and equipment | |

Learning Outcome: 3. be able to prepare for adventurous experiences

| Assessment Criteria | Indicative Delivery Content |
|---------------------|-----------------------------|
| The learner can: | |

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| <p>3.1 identify the aims of the experience, as they relate to the participants' needs, abilities and potential</p> | <p>When preparing for adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups</p> |
| <p>3.2 assess the participants' likely adventure thresholds</p> | <p>When preparing for adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups</p> |
| <p>3.3 design the experience to meet the aims, and challenge, but not exceed, the participants' adventure thresholds</p> | <p>When preparing for adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups</p> |

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| <p>3.4 make sure the experience is in line with the policies, procedures and resources of the organisations involved</p> | <p>When preparing for adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups</p> |
| <p>3.5 research and, if necessary, reconnoitre the location for the experience</p> | <p>When preparing for adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups</p> |
| <p>3.6 Select and prepare equipment for the experience</p> | <p>When preparing for adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups</p> |

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| <p>3.7 identify the external influences and hazards relevant to the experience</p> | <p>When preparing for adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups</p> |
| <p>3.8 make sure that the experience is within own competence to manage</p> | <p>When preparing for adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups</p> |
| <p>3.9 make sure that effective but flexible safety parameters have been established</p> | <p>When preparing for adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups</p> |

Learning Outcome: 4. know how to prepare participants for adventurous experiences

| Assessment Criteria | Indicative Delivery Content |
|--|-----------------------------|
| The learner can: | |
| 4.1 summarise the agreed safety parameters for the activity and why these must be clearly explained to the participants | |
| 4.2 explain why it is important to encourage, not coerce, participants into adventurous activities | |
| 4.3 explain the meaning of 'informed consent' in the context of adventurous activities | |
| 4.4 justify the importance of encouraging participants to take control of their own experience and how to balance this with the safety parameters | |
| 4.5 explain the importance of mutual support and trust within a group of participants and how to encourage this | |
| 4.6 explain the importance of preparing participants to cope with unforeseen circumstances | |
| 4.7 summarise how to encourage and prepare participants to use basic problem solving techniques | |
| 4.8 explain how to agree responsibilities for assessing and helping to manage risk | |
| 4.9 explain why it is important to demonstrate and include a strong environmental ethic | |
| 4.10 explain why it is beneficial for participants to express feelings including those of apprehension, exploit them creatively, and reflect on their experience during and after any adventurous activity | |

Learning Outcome: 5. be able to prepare participants for adventurous experiences

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 5.1 communicate the aims and value of the experience to the participants | When preparing participants for adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups with both of the following types: c experience 1 single activities 2 complex multiple activities with two of the following types d location 1 within the site boundary 2 in remote areas 3 overseas |
| 5.2 enable the participants to help plan and manage the experience and develop a sense of ownership | When preparing participants for adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups with both of the following types: c experience 1 single activities 2 complex multiple activities with two of the following types d location 1 within the site boundary 2 in remote areas 3 overseas |

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| <p>5.3 communicate the safety parameters for the experience and the location</p> | <p>When preparing participants for adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups with both of the following types: c experience 1 single activities 2 complex multiple activities with two of the following types d location 1 within the site boundary 2 in remote areas 3 overseas</p> |
| <p>5.4 encourage mutual trust, support and openness in the group, about concerns, apprehensions, strengths and weaknesses</p> | <p>When preparing participants for adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups with both of the following types: c experience 1 single activities 2 complex multiple activities with two of the following types d location 1 within the site boundary 2 in remote areas 3 overseas</p> |

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| <p>5.5 prepare the participants to cope with both anticipated and unforeseen circumstances, and to solve problems by themselves as far as possible</p> | <p>When preparing participants for adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups with both of the following types: c experience 1 single activities 2 complex multiple activities with two of the following types d location 1 within the site boundary 2 in remote areas 3 overseas</p> |
| <p>5.6 agree with participants the responsibility of leaders and participants for reporting hazards, accidents and near-misses, and for assessing and managing risk</p> | <p>When preparing participants for adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups with both of the following types: c experience 1 single activities 2 complex multiple activities with two of the following types d location 1 within the site boundary 2 in remote areas 3 overseas</p> |

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| <p>5.7 ensure that participants understand and can follow the emergency procedures</p> | <p>When preparing participants for adventurous experiences, the learner must cover:</p> <p>two of the following types:</p> <p>a aims</p> <ol style="list-style-type: none"> 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development <p>with two of the following types:</p> <p>b participant</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups <p>with both of the following types:</p> <p>c experience</p> <ol style="list-style-type: none"> 1 single activities 2 complex multiple activities <p>with two of the following types</p> <p>d location</p> <ol style="list-style-type: none"> 1 within the site boundary 2 in remote areas 3 overseas |
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Learning Outcome: 6. know how to supervise and facilitate adventurous experiences

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 6.1 compare and contrast styles of leadership which are appropriate to leading adventurous experiences | |
| 6.2 explain the importance of carefully monitoring the level of risk throughout the experience and maintaining activities within agreed safety parameters, and how to do so | |
| 6.3 explain the importance of keeping interventions to a minimum | |
| 6.4 explain how to identify the situations in which it may be necessary to intervene during the experience | |
| 6.5 explain how to identify the situations in which appropriate help will have to be called upon and the procedures to follow to do this | |
| 6.6 explain the importance of delegating responsibility to participants and how to do so effectively | |
| 6.7 explain the importance of reviewing the experience with the participants and the types of occurrences to note during the experience which could be used during later reviews | |
| 6.8 summarise safety procedures and guidelines | |
| 6.9 explain the importance of fostering judgement and self-confidence amongst participants | |
| 6.10 summarise ranges of likely group behaviour and interaction | |

Learning Outcome: 7. be able to supervise and facilitate adventurous experiences

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 7.1 Continuously monitor the level of challenge and adventure in relation to participants' adventure thresholds and their ability to cope | When supervising and facilitating adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups with both of the following types: c experience 1 single activities 2 complex multiple activities |
| 7.2 Adjust the level of challenge and adventure by measured interventions which maximise the likelihood of achieving the aims of the experience | When supervising and facilitating adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups with both of the following types: c experience 1 single activities 2 complex multiple activities |

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| <p>7.3 Maintain the participants' attention to hazards, safety parameters and agreed responsibilities for the experience and location</p> | <p>When supervising and facilitating adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups with both of the following types: c experience 1 single activities 2 complex multiple activities</p> |
| <p>7.4 Encourage the noting of events and exchanges which may be used with participants both during and following the experience to get the best out of the experience</p> | <p>When supervising and facilitating adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups with both of the following types: c experience 1 single activities 2 complex multiple activities</p> |

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| Unit Title | Facilitate participants' investigation and understanding of the environment |
| Unit Aim | This unit covers the knowledge and competence that the learner needs to facilitate participants' investigation and understanding of the environment. |
| Unique Unit Number | D/503/0934 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Portfolio of Evidence |
| Assessment Specification | See assessment guidance. |

Learning Outcome: 1. know how to prepare for environmental investigation

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 1.1 explain the value of environmental awareness and understanding to participants and the types of investigations and activities which encourage this | |
| 1.2 compare and contrast the relationship of the learning with relevant curricula and examination syllabi | |
| 1.3 evaluate participants' different learning strengths and abilities and how these should be taken into account | |
| 1.4 explain the importance of being aware of the aims and learning objectives of the exploration and how to identify these | |
| 1.5 summarise the available options in the local area for environmental exploration | |
| 1.6 explain the importance of identifying the participants' needs and how to do so | |
| 1.7 explain how to choose an investigation relevant to the participants needs and learning objectives | |
| 1.8 summarise the importance of health and safety considerations when leading environmental explorations and safety guidelines for the types of environments in which the candidate is working, e.g. farm land, rocky/uneven terrain, shore line etc | |
| 1.9 explain safety guidelines relevant to any modes of transport which are being used, e.g. canoes, minibuses etc | |
| 1.10 explain the importance of checking the details of the environmental exploration with a responsible colleague – senior colleague and/or the client responsible for the group | |

Learning Outcome: 2. be able to prepare for environmental investigation

| Assessment Criteria | Indicative Delivery Content |
|--|---|
| The learner can: | |
| 2.1 identify the aims and learning objectives of the environmental investigation | <p>When preparing for environmental investigation, the learner must cover:</p> <p>two of the following types:</p> <ul style="list-style-type: none"> a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity <p>with all of the following types:</p> <ul style="list-style-type: none"> b safety parameters 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind |
| 2.2 make sure the investigation makes the best use of the available options and meets the participants needs | <p>When preparing for environmental investigation, the learner must cover:</p> <p>two of the following types:</p> <ul style="list-style-type: none"> a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity <p>with all of the following types:</p> <ul style="list-style-type: none"> b safety parameters 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind |
| 2.3 make sure the context and background for the investigation are appropriate to the desired learning | <p>When preparing for environmental investigation, the learner must cover:</p> <p>two of the following types:</p> <ul style="list-style-type: none"> a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity <p>with all of the following types:</p> <ul style="list-style-type: none"> b safety parameters 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind |

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| <p>2.4 make sure there are safety parameters which will ensure the participants' safety and enable the agreed aims to be achieved</p> | <p>When preparing for environmental investigation, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b safety parameters 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind</p> |
| <p>2.5 check and agree all aspects of the environmental investigation with a responsible person</p> | <p>When preparing for environmental investigation, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b safety parameters 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind</p> |

Learning Outcome: 3. know how to prepare participants for environmental investigation and understanding

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| <p>3.1 explain how to identify the aims and objectives of the investigation</p> | |
| <p>3.2 evaluate own knowledge of the environment and an understanding of the context of the investigation</p> | |
| <p>3.3 explain why having sufficient principles for the investigation is important to facilitating understanding through effective learning</p> | |

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| <p>3.4 explain the importance of clarifying the focus and aims of the exploration with the participants and how to do so explain the importance of encouraging the participants to take ownership of the exploration for themselves and how to do so</p> | |
| <p>3.5 explain the importance of encouraging the participants to take ownership of the exploration for themselves and how to do so</p> | |
| <p>3.6 explain the importance of making clear the safety parameters for the exploration, what the key points are and how to emphasise these</p> | |
| <p>3.7 explain the importance of participants observing for themselves and sharing these observations with others in the group</p> | |
| <p>3.8 explain how to encourage participants to observe and what they should be looking for</p> | |
| <p>3.9 explain the importance of encouraging participants to ask questions of the candidate and of each other</p> | |
| <p>3.10 explain how to deal with questions informatively and positively</p> | |
| <p>3.11 explain how to identify other sources of information which the participants or candidate could use</p> | |

| Learning Outcome: 4. be able to prepare participants for environmental investigation and understanding | |
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| Assessment Criteria The learner can: | Indicative Delivery Content |

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| <p>4.1 clarify the focus and aims of the environmental exploration with the participants</p> | <p>When preparing participants for environmental investigation and understanding, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b safety parameters 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind</p> |
| <p>4.2 communicate the background and context for the investigation to the participants</p> | <p>When preparing participants for environmental investigation and understanding, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b safety parameters 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind</p> |
| <p>4.3 actively promote the value of environmental awareness and understanding to the participants</p> | <p>When preparing participants for environmental investigation and understanding, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b safety parameters 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind</p> |

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|---|--|
| <p>4.4 actively encourage the participants to take ownership of the environmental investigation for themselves, whilst making clear the safety parameters</p> | <p>When preparing participants for environmental investigation and understanding, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b safety parameters 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind</p> |
| <p>4.5 clearly emphasise the importance of observing the environment during the investigation and of sharing these observations with others</p> | <p>When preparing participants for environmental investigation and understanding, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b safety parameters 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind</p> |
| <p>4.6 encourage the participants to ask questions and be able to deal with these questions positively and informatively</p> | <p>When preparing participants for environmental investigation and understanding, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b safety parameters 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind</p> |

Learning Outcome: 5. know how to develop participants' investigation skills and understanding of the environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| 5.1 describe key features of the local environment, including flora and fauna, general geology, geomorphology, climate, soil types and land use | |
| 5.2 explain how to interpret local sites and why they are interesting, why they are vulnerable and how to protect them | |
| 5.3 compare and contrast different field work techniques and how these can be applied to a range of environments | |
| 5.4 explain the importance of only intervening when this will support the agreed learning objectives | |
| 5.5 explain how to make effective use of the prevailing conditions, unplanned events, the site being explored and the participants' abilities | |
| 5.6 summarise the types of unplanned events and prevailing conditions which may occur | |
| 5.7 explain the key environmental concepts which underpin the investigation | |

Learning Outcome: 6. be able to develop participants' investigation skills and understanding of the environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| | |

| | |
|--|--|
| <p>6.1 encourage the participants' environmental awareness and understanding in line with the planned aims and learning objectives</p> | <p>When developing participants' investigation skills and understanding of the environment, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b techniques covering 1 plants 2 animals 3 human geography 4 physical geography and two of the following types: c environment 1 urban 2 rural 3 upland 4 coastal 5 named habitats/ecosystems</p> |
| <p>6.2 make the participants aware of the range of fieldwork techniques and how they are used in differing environments</p> | <p>When developing participants' investigation skills and understanding of the environment, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b techniques covering 1 plants 2 animals 3 human geography 4 physical geography and two of the following types: c environment 1 urban 2 rural 3 upland 4 coastal 5 named habitats/ecosystems</p> |

| | |
|---|--|
| <p>6.3 manage the collection and collation of data</p> | <p>When developing participants' investigation skills and understanding of the environment, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b techniques covering 1 plants 2 animals 3 human geography 4 physical geography and two of the following types: c environment 1 urban 2 rural 3 upland 4 coastal 5 named habitats/ecosystems</p> |
| <p>6.4 assist the participants to present, analyse and interpret findings correctly</p> | <p>When developing participants' investigation skills and understanding of the environment, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b techniques covering 1 plants 2 animals 3 human geography 4 physical geography and two of the following types: c environment 1 urban 2 rural 3 upland 4 coastal 5 named habitats/ecosystems</p> |

| | |
|--|--|
| <p>6.5 intervene when this will support the learning objectives for the exploration</p> | <p>When developing participants' investigation skills and understanding of the environment, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b techniques covering 1 plants 2 animals 3 human geography 4 physical geography and two of the following types: c environment 1 urban 2 rural 3 upland 4 coastal 5 named habitats/ecosystems</p> |
| <p>6.6 make effective use of the prevailing conditions, unplanned events, the site and the participants' abilities</p> | <p>When developing participants' investigation skills and understanding of the environment, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b techniques covering 1 plants 2 animals 3 human geography 4 physical geography and two of the following types: c environment 1 urban 2 rural 3 upland 4 coastal 5 named habitats/ecosystems</p> |

Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below. The recognised centre is required to recruit and deploy approved tutors. The tutors are responsible for the delivery and assessment of the qualification. Tutors are required to:

- meet the technical criteria for the occupational area by having evidence of having worked in a relevant outdoor programme context for two years full time or equivalent E.g. outdoor programme planner, senior/chief instructor, outdoor centre manager

Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below. The recognised centre is required to recruit and deploy approved tutors. Assessors are responsible for the delivery and assessment of the qualification. Assessors are required to:

- meet the technical criteria for the occupational area by having evidence of having worked in a relevant outdoor programme context for two years full time or equivalent E.g. outdoor programme planner, senior/chief instructor, outdoor centre manager

Internal Verifier(s) and Quality Assurer(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below. The recognised centre is required to recruit and deploy approved internal quality assurers who are responsible for the internal quality assurance activities. Internal quality assurers are required to:

- meet the technical criteria for the occupational area by having evidence of having worked in a relevant outdoor programme context for two years full time or equivalent E.g. outdoor programme planner, senior/chief instructor, outdoor centre manager.

Additional Qualification Requirements

The minimum venue, facility and requirements stated in the centre handbook apply.

In addition further qualification specific requirements are: The recognised centre is required to have one or more delivery sites which contain facilities to support the programme of learning and assessment. These must comply with health and safety regulations and have in place appropriate access arrangements.

The recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment which must comply with accepted health and safety practice.

The recognised centre must ensure that all learners and persons being coached wear appropriate sports apparel.

This qualification is regulated by Ofqual (600/1770/3), CCEA and QiW (C00/0364/2 - Designated).

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