

# 1st4sport Level 2 NVQ Certificate in Activity Leadership

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

Title:	1st4sport Level 2 NVQ Certificate in Activity Leadership
Qualification Overview:	Prepares learners to deliver activity sessions that are safe, ethical and effective, and prove their competence in leading activity sessions in an appropriate sports/leisure environment.
Qualification Code:	L2NVQALQ
Qualification Regulation Number:	600/1201/8
Guided Learning Hours (GLH):	224
Total Qualification Time (TQT):	300
Credit Value (if applicable):	30
Operational Start Date:	15/03/2011
Qualification Review Date:	30/11/2026
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to deliver safe, ethical and effective activity sessions.
Qualification Purpose:	Confirm competence in an occupational role to the standards required

### Who is this qualification for?

This qualification provides learners the opportunity to be assessed in their own work environment to confirm occupational competence in Activity Leadership. Learners will need to be working or on an appropriate long-term work placement in a relevant activity leadership role in order to be assessed in the work environment over a period of time and must be at least 16 years of age to register for this qualification. This qualification can also be accessed as part of the Intermediate Apprenticeship in Activity Leadership.

### Qualification Progression

Learners achieving this qualification might consider progression to the following qualifications:

- 1st4sport Level 2 Certificate in Leisure Operations
- 1st4sport Level 3 Certificate in Leisure Management

It could also be used as a progression to a sports specific coaching qualification.

This qualification can lead to paid or voluntary employment in roles which involves leading activities for adults or young people.

## Entry Requirements

Learners must be a minimum of 16 years old at registration and 16 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 16 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 6 of 6 mandatory units),
- Practical Demonstration/Assignment (in 6 of 6 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 13 optional units to achieve this qualification.

### Mandatory Units

Unit ID	Unit Title	GLH
F/601/5532	Prepare for activity sessions	30
Y/601/4483	Support the work of the team and organisation	15
D/601/4484	Promote health, safety and welfare in active leisure and recreation	30
J/601/5533	Lead activity sessions	67
L/601/5534	Conclude and review activity sessions	30
H/601/4485	Support equality and diversity in active leisure and recreation	15

### Optional Units

Unit ID	Unit Title	GLH
K/601/5542	Contribute to participants' personal and social development	37
K/601/4486	Set up, take down and store activity equipment	22
M/601/4487	Check and service activity equipment	22
M/601/5543	Contribute to participants' exploration and understanding of the natural environment	30
R/601/5535	Administer finance and information	22
Y/601/5536	Contribute to joint working with other organisations	30
H/601/5538	Support the development of the sport or activity	15
K/601/5539	Look after participants when they are away from home	45
D/601/5540	Enable disabled people to take part in activities	67
H/601/5541	Contribute to adventurous activities	60
L/601/0933	Give customers a positive impression of yourself and your organisation	20
L/601/4495	Contribute to environmental conservation in active leisure and recreation	45

### Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Prepare for activity sessions
Unit Aim	This unit aims to develop the knowledge and competence that the learner needs to prepare for activity sessions.
Unique Unit Number	F/601/5532
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	See assessment guidance.

**Learning Outcome: 1. know how to prepare for activity sessions**

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 describe the values and/or codes of practice relevant to the work being carrying out	
1.2 describe the importance of careful and thorough planning and preparation for sessions	
1.3 identify the requirements for health and safety that are relevant to the activities being planned including Health and Safety at Work legislation and requirements from relevant National Governing Bodies	
1.4 describe how the sessions relate to the overall aims of the programme	
1.5 state how to identify the needs, motivations and potential of the participants	
1.6 describe the types of special needs that participants may have	
1.7 describe how to adapt own plans, self and the equipment and facilities to meet special needs that participants may have	

### Learning Outcome: 2. know how to plan activity sessions

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 outline what a session plan should cover	
2.2 describe the importance of treating information about participants confidentially and what this means	
2.3 describe how to develop and check objectives, sequences and timings for a session	
2.4 outline how to find out about the equipment and facilities that will be available for the session	
2.5 state the types of circumstances that may change and how to plan for these	
2.6 outline why it is important to get the approval of the colleague responsible for the programme	

### Learning Outcome: 3. be able to plan activity sessions

Assessment Criteria	Indicative Delivery Content
The learner can:	



<p>3.1 collect the information needed to plan the sessions</p>	<p>When planning activity sessions, the learner must cover: all of the following types: a information 1 time and location 2 context in which activities are taking place 3 expected participants, 4 participant needs and motivations 5 aims of the programme 6 health and safety requirements 7 available equipment and facilities 8 evaluations of similar sessions with 2 of the following types: b aims of the programme 1 fun and recreation 2 curriculum-based 3 personal and social development 4 encouraging future participation, adherence and/or progress in the sport or activity with 3 of the following types: c participant 1 adults 2 children and young people 3 people with particular needs 4 new participant</p>
<p>3.2 have session plans that meet the aims of the programme and the needs and potential of individual participants</p>	<p>When planning activity sessions, the learner must cover: all of the following types: a information 1 time and location 2 context in which activities are taking place 3 expected participants, 4 participant needs and motivations 5 aims of the programme 6 health and safety requirements 7 available equipment and facilities 8 evaluations of similar sessions with 2 of the following types: b aims of the programme 1 fun and recreation 2 curriculum-based 3 personal and social development 4 encouraging future participation, adherence and/or progress in the sport or activity with 3 of the following types: c participant 1 adults 2 children and young people 3 people with particular needs 4 new participant</p>

<p>3.3 make sure the plans have realistic objectives, sequences and timings</p>	<p>When planning activity sessions, the learner must cover:  all of the following types:  a information  1 time and location  2 context in which activities are taking place  3 expected participants,  4 participant needs and motivations  5 aims of the programme  6 health and safety requirements  7 available equipment and facilities  8 evaluations of similar sessions  with 2 of the following types:  b aims of the programme  1 fun and recreation  2 curriculum-based  3 personal and social development  4 encouraging future participation, adherence and/or progress in the sport or activity  with 3 of the following types:  c participant  1 adults  2 children and young people  3 people with particular needs  4 new participant</p>
<p>3.4 make sure the plans meet health and safety requirements</p>	<p>When planning activity sessions, the learner must cover:  all of the following types:  a information  1 time and location  2 context in which activities are taking place  3 expected participants,  4 participant needs and motivations  5 aims of the programme  6 health and safety requirements  7 available equipment and facilities  8 evaluations of similar sessions  with 2 of the following types:  b aims of the programme  1 fun and recreation  2 curriculum-based  3 personal and social development  4 encouraging future participation, adherence and/or progress in the sport or activity  with 3 of the following types:  c participant  1 adults  2 children and young people  3 people with particular needs  4 new participant</p>

<p>3.5 adapt the plans to take account of available equipment, facilities and time</p>	<p>When planning activity sessions, the learner must cover: all of the following types: a information 1 time and location 2 context in which activities are taking place 3 expected participants, 4 participant needs and motivations 5 aims of the programme 6 health and safety requirements 7 available equipment and facilities 8 evaluations of similar sessions with 2 of the following types: b aims of the programme 1 fun and recreation 2 curriculum-based 3 personal and social development 4 encouraging future participation, adherence and/or progress in the sport or activity with 3 of the following types: c participant 1 adults 2 children and young people 3 people with particular needs 4 new participant</p>
<p>3.6 identify anything that might change before the sessions and plan how to deal with these</p>	<p>When planning activity sessions, the learner must cover: all of the following types: a information 1 time and location 2 context in which activities are taking place 3 expected participants, 4 participant needs and motivations 5 aims of the programme 6 health and safety requirements 7 available equipment and facilities 8 evaluations of similar sessions with 2 of the following types: b aims of the programme 1 fun and recreation 2 curriculum-based 3 personal and social development 4 encouraging future participation, adherence and/or progress in the sport or activity with 3 of the following types: c participant 1 adults 2 children and young people 3 people with particular needs 4 new participant</p>

3.7 get approval for the plans from the responsible colleague

When planning activity sessions, the learner must cover:  
 all of the following types:  
 a information  
 1 time and location  
 2 context in which activities are taking place  
 3 expected participants,  
 4 participant needs and motivations  
 5 aims of the programme  
 6 health and safety requirements  
 7 available equipment and facilities  
 8 evaluations of similar sessions  
 with 2 of the following types:  
 b aims of the programme  
 1 fun and recreation  
 2 curriculum-based  
 3 personal and social development  
 4 encouraging future participation, adherence and/or progress in the sport or activity  
 with 3 of the following types:  
 c participant  
 1 adults  
 2 children and young people  
 3 people with particular needs  
 4 new participant

### Learning Outcome: 4. be able to plan activity sessions

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 outline why it is important to have own plans for the session and other essential information readily available	
4.2 outline levels of personal competence and the types of qualifications required to lead the sessions that are being prepared	
4.3 outline why it is important to have the correct level of personal competence and the appropriate qualifications, and what may happen if not	
4.4 describe the physical and mental demands of leading the planned session	
4.5 describe why it is important that the learner is in the right physical and mental condition	
4.6 outline different styles of leadership that are appropriate to different types of participants and sessions	

### Learning Outcome: 5. be able to prepare self for activity sessions

Assessment Criteria	Indicative Delivery Content
The learner can:	

<p>5.1 have own plans and other essential information about the sessions available</p>	<p>When preparing self for activity sessions, the learner must cover:</p> <p>2 of the following types</p> <p>a session</p> <ol style="list-style-type: none"> <li>1 fun and recreation</li> <li>2 curriculum-based</li> <li>3 personal and social development</li> <li>4 encouraging future participation, adherence and/or progress in the sport or activity</li> </ol> <p>with 2 of the following types:</p> <p>b personal equipment</p> <ol style="list-style-type: none"> <li>1 activity equipment</li> <li>2 clothing</li> <li>3 safety equipment</li> <li>4 first aid equipment</li> </ol> <p>with 3 of the following types:</p> <p>c participant</p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> <li>4 new participants</li> <li>5 participants with some experience</li> </ol>
<p>5.2 make sure own personal competence and qualifications are appropriate to leading the sessions</p>	<p>When preparing self for activity sessions, the learner must cover:</p> <p>2 of the following types</p> <p>a session</p> <ol style="list-style-type: none"> <li>1 fun and recreation</li> <li>2 curriculum-based</li> <li>3 personal and social development</li> <li>4 encouraging future participation, adherence and/or progress in the sport or activity</li> </ol> <p>with 2 of the following types:</p> <p>b personal equipment</p> <ol style="list-style-type: none"> <li>1 activity equipment</li> <li>2 clothing</li> <li>3 safety equipment</li> <li>4 first aid equipment</li> </ol> <p>with 3 of the following types:</p> <p>c participant</p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> <li>4 new participants</li> <li>5 participants with some experience</li> </ol>

<p>5.3 physically and mentally prepare self for the sessions</p>	<p>When preparing self for activity sessions, the learner must cover:</p> <ul style="list-style-type: none"> <li>2 of the following types</li> <li>a session <ul style="list-style-type: none"> <li>1 fun and recreation</li> <li>2 curriculum-based</li> <li>3 personal and social development</li> <li>4 encouraging future participation, adherence and/or progress in the sport or activity</li> </ul> </li> <li>with 2 of the following types: <ul style="list-style-type: none"> <li>b personal equipment <ul style="list-style-type: none"> <li>1 activity equipment</li> <li>2 clothing</li> <li>3 safety equipment</li> <li>4 first aid equipment</li> </ul> </li> </ul> </li> <li>with 3 of the following types: <ul style="list-style-type: none"> <li>c participant <ul style="list-style-type: none"> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> <li>4 new participants</li> <li>5 participants with some experience</li> </ul> </li> </ul> </li> </ul>
<p>5.4 have the correct personal equipment ready for the sessions</p>	<p>When preparing self for activity sessions, the learner must cover:</p> <ul style="list-style-type: none"> <li>2 of the following types</li> <li>a session <ul style="list-style-type: none"> <li>1 fun and recreation</li> <li>2 curriculum-based</li> <li>3 personal and social development</li> <li>4 encouraging future participation, adherence and/or progress in the sport or activity</li> </ul> </li> <li>with 2 of the following types: <ul style="list-style-type: none"> <li>b personal equipment <ul style="list-style-type: none"> <li>1 activity equipment</li> <li>2 clothing</li> <li>3 safety equipment</li> <li>4 first aid equipment</li> </ul> </li> </ul> </li> <li>with 3 of the following types: <ul style="list-style-type: none"> <li>c participant <ul style="list-style-type: none"> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> <li>4 new participants</li> <li>5 participants with some experience</li> </ul> </li> </ul> </li> </ul>

<p>5.5 choose a leadership style that is appropriate to the aims of the session and the needs and potential of the participants</p>	<p>When preparing self for activity sessions, the learner must cover:</p> <p>2 of the following types</p> <p>a session</p> <ol style="list-style-type: none"> <li>1 fun and recreation</li> <li>2 curriculum-based</li> <li>3 personal and social development</li> <li>4 encouraging future participation, adherence and/or progress in the sport or activity</li> </ol> <p>with 2 of the following types:</p> <p>b personal equipment</p> <ol style="list-style-type: none"> <li>1 activity equipment</li> <li>2 clothing</li> <li>3 safety equipment</li> <li>4 first aid equipment</li> </ol> <p>with 3 of the following types:</p> <p>c participant</p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> <li>4 new participants</li> <li>5 participants with some experience</li> </ol>
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### Learning Outcome: 6. know how to prepare equipment and facilities for activity sessions

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 list the types of equipment and facilities that are needed for the planned sessions	
6.2 state how to choose equipment that will be appropriate to a particular client group	
6.3 describe how to check equipment and facilities	
6.4 describe the correct procedures to follow when unsafe or unserviceable equipment and/or facilities are found	
6.5 outline why participants should help to prepare facilities and equipment	
6.6 describe how to identify whether and how the local environment could be harmed by the sessions	
6.7 describe how to identify what could be done to protect the environment from harm	

### Learning Outcome: 7. be able to prepare equipment and facilities for activity sessions

Assessment Criteria	Indicative Delivery Content
The learner can:	

<p>7.1 obtain equipment and facilities that are suitable for the participants and the sessions</p>	<p>When preparing equipment and facilities for activity sessions, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b session            1 fun and recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity</p>
<p>7.2 make sure equipment and facilities meet health and safety requirements and/or local codes of practice</p>	<p>When preparing equipment and facilities for activity sessions, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b session            1 fun and recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity</p>
<p>7.3 identify any unsafe or unserviceable equipment and/or facilities and follow the correct procedures for dealing with these</p>	<p>When preparing equipment and facilities for activity sessions, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b session            1 fun and recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity</p>

<p>7.4 encourage and help the participants to prepare equipment and facilities safely and in line with own organisation's procedures</p>	<p>When preparing equipment and facilities for activity sessions, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b session            1 fun and recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity</p>
<p>7.5 minimise any damage to the local environment and injury to self and others</p>	<p>When preparing equipment and facilities for activity sessions, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b session            1 fun and recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity</p>

<b>Unit Title</b>	Support the work of the team and organisation
<b>Unit Aim</b>	This unit aims to develop the knowledge and competence that the learner needs to support the work of the team and organisation.
<b>Unique Unit Number</b>	Y/601/4483
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	See assessment guidance.

### Learning Outcome: 1. know how to support the work of own team and organisation

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 describe the values or codes of practice relevant to the work being carried out	
1.2 outline the importance of effective team work	
1.3 describe how improving own work and the work of the team can improve the organisation as a whole and the level of service that the customer receives	

### Learning Outcome: 2. know how to work effectively with colleagues

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 describe what 'good working relationships' with colleagues means	
2.2 outline how to establish good working relationships with colleagues	

2.3 describe why it is important to communicate clearly with colleagues	
2.4 outline how to communicate with managers in organisation	
2.5 list the duties within area of own responsibility	
2.6 describe why it is important to carry out duties as agreed or warn colleagues in good time if not possible	
2.7 identify situations in which help may be needed	
2.8 describe the importance of always asking for help and information when it is need	
2.9 describe situations in which help and information may need to be provided to colleagues	
2.10 describe situations in which it is not appropriate to provide help and information to colleagues	
2.11 outline the purpose of team meetings	
2.12 outline why team discussions are important and why they should contribute to them	
2.13 outline the procedures for dealing with conflict in own organisation	

**Learning Outcome: 3. be able to work effectively with colleagues**

Assessment Criteria	Indicative Delivery Content
The learner can:	

<p>3.1 establish good working relationships with colleagues</p>	<p>When working effectively with colleagues, the learner must cover:                  2 of the following types:                  a colleague                  1 working at the same level as self                  2 responsible to self                  3 line manager                  4 people from outside own organisation                  with both of the following types:                  b communication                  1 spoken                  2 written</p>
<p>3.2 communicate verbally and in writing with colleagues clearly</p>	<p>When working effectively with colleagues, the learner must cover:                  2 of the following types:                  a colleague                  1 working at the same level as self                  2 responsible to self                  3 line manager                  4 people from outside own organisation                  with both of the following types:                  b communication                  1 spoken                  2 written</p>
<p>3.3 maintain standards of professional behaviour</p>	<p>When working effectively with colleagues, the learner must cover:                  2 of the following types:                  a colleague                  1 working at the same level as self                  2 responsible to self                  3 line manager                  4 people from outside own organisation                  with both of the following types:                  b communication                  1 spoken                  2 written</p>
<p>3.4 carry out own duties and commitments to colleagues as agreed, or tell them in good time when it is not possible do what they expect</p>	<p>When working effectively with colleagues, the learner must cover:                  2 of the following types:                  a colleague                  1 working at the same level as self                  2 responsible to self                  3 line manager                  4 people from outside own organisation                  with both of the following types:                  b communication                  1 spoken                  2 written</p>

<p>3.5 ask for help and information when needed</p>	<p>When working effectively with colleagues, the learner must cover:                  2 of the following types:                  a colleague                  1 working at the same level as self                  2 responsible to self                  3 line manager                  4 people from outside own organisation                  with both of the following types:                  b communication                  1 spoken                  2 written</p>
<p>3.6 provide colleagues with help and information when they need it, in line with organisation's policies and procedures</p>	<p>When working effectively with colleagues, the learner must cover:                  2 of the following types:                  a colleague                  1 working at the same level as self                  2 responsible to self                  3 line manager                  4 people from outside own organisation                  with both of the following types:                  b communication                  1 spoken                  2 written</p>
<p>3.7 take part in team discussions</p>	<p>When working effectively with colleagues, the learner must cover:                  2 of the following types:                  a colleague                  1 working at the same level as self                  2 responsible to self                  3 line manager                  4 people from outside own organisation                  with both of the following types:                  b communication                  1 spoken                  2 written</p>
<p>3.8 follow the correct procedures in the case of disagreements or problems with colleagues</p>	<p>When working effectively with colleagues, the learner must cover:                  2 of the following types:                  a colleague                  1 working at the same level as self                  2 responsible to self                  3 line manager                  4 people from outside own organisation                  with both of the following types:                  b communication                  1 spoken                  2 written</p>

## Learning Outcome: 4. know how to improve own work

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 describe why it is important to continuously improve own work	
4.2 describe why it is important to assess own work and get feedback from colleagues	
4.3 describe what it means to 'handle criticism positively'	
4.4 describe why it is important to handle criticism positively	
4.5 identify the relevant member of staff in own organisation with whom own work can be planned and developed	
4.6 identify the procedures to follow to take part in training and development activities	
4.7 identify opportunities to take on new responsibilities and develop in own career, and the skills and knowledge needed to do this	
4.8 outline how to develop a career plan that will help own progression	



## Learning Outcome: 5. be able to improve own work

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 evaluate all aspects of own work	When improving own work, the learner must cover: 2 of the following types: a colleague 1 working at the same level as self 2 responsible to self 3 line manager
5.2 ask colleagues and customers for feedback on own work	When improving own work, the learner must cover: 2 of the following types: a colleague 1 working at the same level as self 2 responsible to self 3 line manager
5.3 handle feedback positively.	When improving own work, the learner must cover: 2 of the following types: a colleague 1 working at the same level as self 2 responsible to self 3 line manager
5.4 work with a relevant person to agree: - own strengths - areas where own work could be improved - new areas of skill and knowledge which may be needed for future responsibilities	When improving own work, the learner must cover: 2 of the following types: a colleague 1 working at the same level as self 2 responsible to self 3 line manager
5.5 take part in relevant training and development	When improving own work, the learner must cover: 2 of the following types: a colleague 1 working at the same level as self 2 responsible to self 3 line manager
5.6 regularly review personal development	When improving own work, the learner must cover: 2 of the following types: a colleague 1 working at the same level as self 2 responsible to self 3 line manager

**Learning Outcome: 6. know how to help to improve the work of own organisation**

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 describe the types of situations in which customers give feedback on the services they receive	
6.2 outline why it is important to listen to customer feedback.	
6.3 outline how to identify areas where the organisation's work could be improved	
6.4 identify the procedures to follow for making suggestions on how to improve services to customers	
6.5 describe why it is important to discuss own suggestions with colleagues and to take account of their ideas	

**Learning Outcome: 7. be able to help to improve the work of own organisation**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
7.1 ask customers for feedback on the organisation's services	When helping to improve the work of own organisation, the learner must cover: 2 of the following types: a colleague 1 working at the same level as self 2 responsible to self 3 line manager
7.2 identify ways the team could improve services	When helping to improve the work of own organisation, the learner must cover: 2 of the following types: a colleague 1 working at the same level as self 2 responsible to self 3 line manager
7.3 discuss with relevant colleagues how to change services for the better	When helping to improve the work of own organisation, the learner must cover: 2 of the following types: a colleague 1 working at the same level as self 2 responsible to self 3 line manager
7.4 help to change services so that they meet customers' needs	When helping to improve the work of own organisation, the learner must cover: 2 of the following types: a colleague 1 working at the same level as self 2 responsible to self 3 line manager

<b>Unit Title</b>	Promote health, safety and welfare in active leisure and recreation
<b>Unit Aim</b>	This unit aims to develop learners knowledge of the promotion of health, safety and welfare in active leisure and recreation.
<b>Unique Unit Number</b>	D/601/4484
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	See assessment guidance.

**Learning Outcome: 1. Know how to promote health, safety and welfare in active leisure and recreation**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 List the values or codes of practice relevant to the work being carried out	
1.2 Describe the requirements for health, safety and welfare relevant to own work, including Health and Safety at Work Act and requirements from relevant National Governing Bodies	
1.3 Identify manufacturers' guidelines and instructions for the use of facilities and equipment	
1.4 Describe why health, safety and welfare are important in an active leisure and recreation environment	
1.5 Identify the persons responsible for health and safety in own workplace	
1.6 Outline own organisation's security procedures	

## Learning Outcome: 2. Know how to control risks in active leisure and recreation

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Describe the types of hazards that are likely to occur in own area of work and the accidents and injuries each could cause	
2.2 Outline how to identify hazards	
2.3 List health, safety and security checks to be followed	
2.4 Describe how to carry out basic risk assessments of the types of hazards that may occur	
2.5 Describe why it is important to get advice from a relevant colleague if unsure about hazards and risks in own workplace	
2.6 Identify who to ask if unsure about hazards and risks in own workplace	
2.7 Describe how to deal correctly with the types of hazards that may occur in own workplace, taking account of risks	
2.8 Identify documents relating to health and safety which may have to be completed	
2.9 Outline how to complete health and safety documents correctly	
2.10 Outline why colleagues and customers should be encouraged to behave in a safe manner	
2.11 Describe how to encourage colleagues and customers to behave in a safe manner	

2.12 Outline why it is important to make suggestions about health and safety issues	
2.13 Describe how to make suggestions about health and safety issues	
2.14 Outline why it is important to identify and report any differences between health and safety requirements and own workplace policies and procedures	
2.15 Describe how to identify and report any differences between health and safety requirements and own workplace policies and procedure	

### Learning Outcome: 3. Be able to help to control risks in the active leisure and recreation environment

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Ensure that relevant and up-to-date, health and safety information is available	
3.2 Follow the relevant health and safety requirements at all times	
3.3 Carry out health and safety checks as required	
3.4 Identify hazards	
3.5 Assess and control risks using organisational procedures	
3.6 Get advice from relevant colleagues when unsure about hazards and risks	
3.7 Pass on suggestions for improving health and safety to the relevant colleague	

**Learning Outcome: 4. Know how to help to safeguard and protect children and vulnerable adults**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Describe what is meant by safeguarding and protecting the welfare of children and vulnerable adults	
4.2 Describe own role and responsibilities for safeguarding and protecting children and other vulnerable people	
4.3 List the four of types of abuse	
4.4 Outline the basic indicators and impact of each of the four types of abuse	
4.5 Describe the risks that individual abusers or potential abusers pose to children and vulnerable people	
4.6 Describe organisational policies and procedures in relation to safeguarding and protecting, including the reporting procedures	
4.7 Outline what to do if concerned about possible abuse	
4.8 Describe how to respond to a child or someone else disclosing abuse or concerns about abuse	
4.9 Outline what to do if there are barriers to reporting own concerns	
4.10 Identify statutory agencies with responsibilities for safeguarding and protecting	
4.11 Outline when to contact statutory agencies with responsibilities for safeguarding and protecting	

4.12 Outline how to contact statutory agencies with responsibilities for safeguarding and protecting	
4.13 Describe why it is important to share concerns about possible abuse with others	
4.14 Describe the limits of own competence with regard to safeguarding and protecting	
4.15 Outline why it is important to treat information about possible abuse confidentially	

**Learning Outcome: 5. Be able to help to safeguard and protect children and vulnerable adults**

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Ensure that up-to-date information on guidelines for safeguarding and protecting children and vulnerable adults is available	
5.2 Identify what the policies and procedures mean for own job and area of work	
5.3 Follow the relevant procedures for: <ul style="list-style-type: none"> <li>Safeguarding and protecting children and vulnerable adults at all times</li> <li>Protecting self from potential accusations</li> </ul>	
5.4 Be alert to possible signs of abuse	
5.5 Identify, record and report any concerns about the welfare of children and vulnerable adults, while maintaining confidentiality	



## Learning Outcome: 6. Know how to deal with injuries and signs of illness

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 List the types of accidents, injuries and illnesses that may occur in own area of work	
6.2 Outline how to respond correctly to emotional distress	
6.3 Outline how to deal with accidents, injuries and illnesses before qualified assistance arrives	
6.4 Describe how to decide whether to contact the on-site first aider or immediately call the emergency services	
6.5 Identify who is the on-site first aider and how to contact them	
6.6 Describe the procedures to contact the emergency services	
6.7 Outline why it is important to protect the casualty and others involved from further harm	
6.8 Outline the procedures to protect the casualty and others	
6.9 Outline why it is important to provide comfort and reassurance	
6.10 Describe how to provide comfort and reassurance	
6.11 Outline own responsibilities for reporting accidents	
6.12 Outline the procedures for reporting accidents	

**Learning Outcome: 7. Be able to deal with injuries and signs of illness**

Assessment Criteria	Indicative Delivery Content
The learner can:	
7.1 Remain calm and follow organisational procedures	
7.2 Protect the casualty and other people from further risk	
7.3 Call for qualified assistance appropriate to the casualty's condition	
7.4 Provide reassurance and comfort to the people involved	
7.5 Give the qualified assistance clear and accurate information about what happened	
7.6 Follow the relevant accident reporting procedures	

### Learning Outcome: 8. Know how to follow emergency procedures

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 Describe the emergency procedures in own place of work	
8.2 Outline what instructions must be given to the people involved	
8.3 Outline organisational reporting procedures for emergencies	
8.4 Describe the types of problems that may occur when carrying out emergency procedures	
8.5 Describe why problems that occur when carrying out emergency procedures should be reported	
8.6 Identify who to report problems to	

### Learning Outcome: 9. Be able to follow emergency procedures

Assessment Criteria The learner can:	Indicative Delivery Content
9.1 Give the people involved clear and correct instructions	
9.2 Carry out own role in the emergency procedures calmly and correctly	
9.3 Maintain the safety of the people involved	
9.4 Follow the correct procedures for reporting the emergency	
9.5 Report any problems with the emergency procedures to the relevant colleague	



<b>Unit Title</b>	Lead activity sessions
<b>Unit Aim</b>	This unit aims to develop the knowledge and competence that the learner needs to lead activity sessions.
<b>Unique Unit Number</b>	J/601/5533
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	See assessment guidance.

### Learning Outcome: 1. know the general principles of how to lead activity sessions

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 describe the values and/or codes of practice relevant to the work being carried out	
1.2 identify the requirements for health and safety that are relevant to the activities being planned including Health and Safety at Work legislation and requirements from relevant National Governing Bodies	
1.3 outline how to identify the impact that the activities being led could have on the environment	
1.4 outline how to identify what could be done to minimise the environmental impact of activities being led	
1.5 outline the aims, objectives and content of the session being led	
1.6 describe the importance of following own plans for sessions or varying these plans to meet new needs and opportunities	

1.7 describe the importance of being able to communicate clearly with the participants according to their needs	
1.8 describe how to communicate clearly with both individuals and groups	
1.9 describe the importance of adapting own plans and methods to meet each participant's individual needs	
1.10 describe the importance of balancing risk with the benefits of risk	
1.11 describe why participants must be motivated to learn effectively	
1.12 describe the importance of the participants receiving clear and supportive feedback on what they have achieved	
1.13 identify situations in which extra motivation may need to be given to participants	
1.14 list different methods that can be used to motivate participants without putting undue pressure on them	
1.15 state the record keeping procedures that must be followed	

### Learning Outcome: 2. know how to prepare participants for activity sessions

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 identify participant clothing and equipment required for the activities being lead	
2.2 outline why recording attendance may be important in some contexts	
2.3 describe why it is important to explain the aims and objectives and benefits of the session	
2.4 describe why it is important to find out about participants' previous experience	
2.5 describe why participants must be mentally and physically ready for the activities they will be involved in	
2.6 identify the methods to use when preparing participants mentally and physically for the activities they will be involved in	

### Learning Outcome: 3. be able to prepare participants for activity sessions

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 meet the participants on time	<p>When preparing participants for activity sessions, the learner must cover: 3 of the following types:</p> <p>3 of the following types:</p> <ul style="list-style-type: none"> <li>a participant <ul style="list-style-type: none"> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> <li>4 new participants</li> <li>5 participants with some experience</li> </ul> </li> </ul> <p>with 2 of the following types:</p> <ul style="list-style-type: none"> <li>b aims and objectives <ul style="list-style-type: none"> <li>1 fun and recreation</li> <li>2 curriculum-based</li> <li>3 personal and social development</li> <li>4 encouraging future participation, adherence and/or progress in the sport or activity</li> </ul> </li> </ul>

<p>3.2 help the participants feel welcome and relaxed</p>	<p>When preparing participants for activity sessions, the learner must cover: 3 of the following types:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b aims and objectives            1 fun and recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity</p>
<p>3.3 follow own organisation's procedures for checking attendance</p>	<p>When preparing participants for activity sessions, the learner must cover: 3 of the following types:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b aims and objectives            1 fun and recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity</p>
<p>3.4 make sure the participants' clothing and equipment are safe and appropriate</p>	<p>When preparing participants for activity sessions, the learner must cover: 3 of the following types:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b aims and objectives            1 fun and recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity</p>



<p>3.5 organise the participants in order to communicate with them</p>	<p>When preparing participants for activity sessions, the learner must cover: 3 of the following types:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b aims and objectives            1 fun and recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity</p>
<p>3.6 explain the aims and objectives of the session and its benefits to the participants</p>	<p>When preparing participants for activity sessions, the learner must cover: 3 of the following types:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b aims and objectives            1 fun and recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity</p>
<p>3.7 find out if the participants have any relevant experience to build on</p>	<p>When preparing participants for activity sessions, the learner must cover: 3 of the following types:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b aims and objectives            1 fun and recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity</p>

<p>3.8 make sure the participants are mentally and physically ready for the session</p>	<p>When preparing participants for activity sessions, the learner must cover: 3 of the following types:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b aims and objectives            1 fun and recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity</p>
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**Learning Outcome: 4. know how to introduce the participants to activities**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
4.1 outline the key points that must be explained to participants before they begin activities	
4.2 state the types of questions or problems that participants may have	
4.3 describe methods that can be used to explain and demonstrate key points	
4.4 describe the importance of encouraging question and answer sessions	
4.5 identify methods that can be used to make sure participants understand what is expected of th	

**Learning Outcome: 5. be able to introduce the participants to activities**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>

<p>5.1 demonstrate key points to the participants</p>	<p>When introducing the participants to activities, the learner must cover:  all of the following types:  a key points  1 responsibility for health and safety  2 rules for behaviour  3 skills and techniques  4 use of equipment  5 respect for the environment  with 3 of the following types:  b participant  1 adults  2 children and young people  3 people with particular needs  4 new participants  5 participants with some experience</p>
<p>5.2 explain the key points and why they are important</p>	<p>When introducing the participants to activities, the learner must cover:  all of the following types:  a key points  1 responsibility for health and safety  2 rules for behaviour  3 skills and techniques  4 use of equipment  5 respect for the environment  with 3 of the following types:  b participant  1 adults  2 children and young people  3 people with particular needs  4 new participants  5 participants with some experience</p>
<p>5.3 encourage the participants to ask questions</p>	<p>When introducing the participants to activities, the learner must cover:  all of the following types:  a key points  1 responsibility for health and safety  2 rules for behaviour  3 skills and techniques  4 use of equipment  5 respect for the environment  with 3 of the following types:  b participant  1 adults  2 children and young people  3 people with particular needs  4 new participants  5 participants with some experience</p>

<p>5.4 answer the participants' questions helpfully and clearly</p>	<p>When introducing the participants to activities, the learner must cover:  all of the following types:  a key points  1 responsibility for health and safety  2 rules for behaviour  3 skills and techniques  4 use of equipment  5 respect for the environment  with 3 of the following types:  b participant  1 adults  2 children and young people  3 people with particular needs  4 new participants  5 participants with some experience</p>
<p>5.5 check that the participants understand key points</p>	<p>When introducing the participants to activities, the learner must cover:  all of the following types:  a key points  1 responsibility for health and safety  2 rules for behaviour  3 skills and techniques  4 use of equipment  5 respect for the environment  with 3 of the following types:  b participant  1 adults  2 children and young people  3 people with particular needs  4 new participants  5 participants with some experience</p>
<p>5.6 motivate the participants without putting them under stress</p>	<p>When introducing the participants to activities, the learner must cover:  all of the following types:  a key points  1 responsibility for health and safety  2 rules for behaviour  3 skills and techniques  4 use of equipment  5 respect for the environment  with 3 of the following types:  b participant  1 adults  2 children and young people  3 people with particular needs  4 new participants  5 participants with some experience</p>

### Learning Outcome: 6. know how to lead activities

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 describe how to supervise the participants during the session	
6.2 identify behaviour management techniques that can be used when leading sessions	
6.3 state the levels of supervision that are appropriate to different activities and types of participants	
6.4 describe when and when not to intervene in an activity	
6.5 describe the methods that should be used to help the participants to achieve the aims and objectives of the session	
6.6 describe how to gauge participants' feelings about activities and how to respond to these	
6.7 outline the types of new risks, needs and opportunities that could occur during a session that may require a change to own plans	

### Learning Outcome: 7. be able to lead activities

Assessment Criteria	Indicative Delivery Content
The learner can:	

<p>7.1 make sure the participants follow instructions throughout the session</p>	<p>When leading activities, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b aims and objectives            1 recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity            with both of the following types:            c feedback            1 to individuals            2 to groups</p>
<p>7.2 manage the participants' behaviour to maintain a good learning environment</p>	<p>When leading activities, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b aims and objectives            1 recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity            with both of the following types:            c feedback            1 to individuals            2 to groups</p>

<p>7.3 follow planned procedures for health, safety and respect for the environment</p>	<p>When leading activities, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b aims and objectives            1 recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity            with both of the following types:            c feedback            1 to individuals            2 to groups</p>
<p>7.4 develop the session at a pace suited to the participants and its aims and objectives</p>	<p>When leading activities, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b aims and objectives            1 recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity            with both of the following types:            c feedback            1 to individuals            2 to groups</p>

<p>7.5 assess participant progress and give clear and positive feedback at appropriate points</p>	<p>When leading activities, the learner must cover:</p> <p>3 of the following types:</p> <p>a participant</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p> <p>4 new participants</p> <p>5 participants with some experience</p> <p>with 2 of the following types:</p> <p>b aims and objectives</p> <p>1 recreation</p> <p>2 curriculum-based</p> <p>3 personal and social development</p> <p>4 encouraging future participation, adherence and/or progress in the sport or activity</p> <p>with both of the following types:</p> <p>c feedback</p> <p>1 to individuals</p> <p>2 to groups</p>
<p>7.6 give the participants further explanations and demonstrations when necessary</p>	<p>When leading activities, the learner must cover:</p> <p>3 of the following types:</p> <p>a participant</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p> <p>4 new participants</p> <p>5 participants with some experience</p> <p>with 2 of the following types:</p> <p>b aims and objectives</p> <p>1 recreation</p> <p>2 curriculum-based</p> <p>3 personal and social development</p> <p>4 encouraging future participation, adherence and/or progress in the sport or activity</p> <p>with both of the following types:</p> <p>c feedback</p> <p>1 to individuals</p> <p>2 to groups</p>



<p>7.7 encourage the participants to say how they are finding the session, and respond appropriately</p>	<p>When leading activities, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b aims and objectives            1 recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity            with both of the following types:            c feedback            1 to individuals            2 to groups</p>
<p>7.8 vary own session plan to meet any new needs and opportunities</p>	<p>When leading activities, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b aims and objectives            1 recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity            with both of the following types:            c feedback            1 to individuals            2 to groups</p>

<p>7.9 identify and control any new risks when they occur</p>	<p>When leading activities, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience            with 2 of the following types:            b aims and objectives            1 recreation            2 curriculum-based            3 personal and social development            4 encouraging future participation, adherence and/or progress in the sport or activity            with both of the following types:            c feedback            1 to individuals            2 to groups</p>
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**Learning Outcome: 8. know how to maintain and encourage effective working relationships during activity sessions**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
8.1 describe legal requirements, industry values and/or ethical codes that affect the relationship with participants	
8.2 outline types of participant behaviour during activity sessions that could be interpreted as inappropriate	
8.3 outline how to establish a leadership role based on mutual respect	
8.4 describe the importance of good working relationships between participants	
8.5 outline why each participant should receive adequate attention	
8.6 identify ways of working that encourage communication and interaction between participants	

8.7 describe how to balance the needs of individual participants with those of the group as a whole	
8.8 describe the importance of encouraging participants to communicate and relate effectively with others	
8.9 identify types of behaviour that have a positive and negative effect on the group	
8.10 identify why types of behaviour that have a positive and negative effect on the group should be emphasised	
8.11 identify types of unacceptable behaviour that must be challenged	
8.12 describe the importance of challenging unacceptable behaviour	
8.13 outline methods and procedures for dealing with unacceptable behaviour	
8.14 outline methods and procedures for dealing with conflict	
8.15 describe the importance of maintaining participants' emotional welf	

**Learning Outcome: 9. be able to maintain and encourage effective working relationships during activity sessions**

Assessment Criteria	Indicative Delivery Content
The learner can:	

<p>9.1 establish a leadership position which is based on mutual respect</p>	<p>When maintaining and encouraging effective working relationships during activity sessions, the learner must cover all of the following types:</p> <p>a communication methods</p> <ol style="list-style-type: none"> <li>1 presenting to groups</li> <li>2 speaking to individuals</li> <li>3 active listening</li> </ol> <p>with 3 of the following types:</p> <p>b participant</p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> <li>4 new participants</li> <li>5 participants with some experience</li> </ol>
<p>9.2 communicate with participants as appropriate to their needs</p>	<p>When maintaining and encouraging effective working relationships during activity sessions, the learner must cover all of the following types:</p> <p>a communication methods</p> <ol style="list-style-type: none"> <li>1 presenting to groups</li> <li>2 speaking to individuals</li> <li>3 active listening</li> </ol> <p>with 3 of the following types:</p> <p>b participant</p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> <li>4 new participants</li> <li>5 participants with some experience</li> </ol>
<p>9.3 maintain a relationship which is in line with good practice and industry values</p>	<p>When maintaining and encouraging effective working relationships during activity sessions, the learner must cover all of the following types:</p> <p>a communication methods</p> <ol style="list-style-type: none"> <li>1 presenting to groups</li> <li>2 speaking to individuals</li> <li>3 active listening</li> </ol> <p>with 3 of the following types:</p> <p>b participant</p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> <li>4 new participants</li> <li>5 participants with some experience</li> </ol>

<p>9.4 encourage and motivate participants to achieve their goals</p>	<p>When maintaining and encouraging effective working relationships during activity sessions, the learner must cover all of the following types:</p> <p>a communication methods</p> <ol style="list-style-type: none"> <li>1 presenting to groups</li> <li>2 speaking to individuals</li> <li>3 active listening</li> </ol> <p>with 3 of the following types:</p> <p>b participant</p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> <li>4 new participants</li> <li>5 participants with some experience</li> </ol>
<p>9.5 give attention to each participant's needs</p>	<p>When maintaining and encouraging effective working relationships during activity sessions, the learner must cover all of the following types:</p> <p>a communication methods</p> <ol style="list-style-type: none"> <li>1 presenting to groups</li> <li>2 speaking to individuals</li> <li>3 active listening</li> </ol> <p>with 3 of the following types:</p> <p>b participant</p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> <li>4 new participants</li> <li>5 participants with some experience</li> </ol>
<p>9.6 encourage effective communication and interpersonal skills</p>	<p>When maintaining and encouraging effective working relationships during activity sessions, the learner must cover all of the following types:</p> <p>a communication methods</p> <ol style="list-style-type: none"> <li>1 presenting to groups</li> <li>2 speaking to individuals</li> <li>3 active listening</li> </ol> <p>with 3 of the following types:</p> <p>b participant</p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> <li>4 new participants</li> <li>5 participants with some experience</li> </ol>

<p>9.7 emphasise types of behaviour that have a positive effect on the group</p>	<p>When maintaining and encouraging effective working relationships during activity sessions, the learner must cover all of the following types:</p> <p>a communication methods</p> <ol style="list-style-type: none"> <li>1 presenting to groups</li> <li>2 speaking to individuals</li> <li>3 active listening</li> </ol> <p>with 3 of the following types:</p> <p>b participant</p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> <li>4 new participants</li> <li>5 participants with some experience</li> </ol>
<p>9.8 identify and challenge unacceptable behaviour in line with own organisation's procedures</p>	<p>When maintaining and encouraging effective working relationships during activity sessions, the learner must cover all of the following types:</p> <p>a communication methods</p> <ol style="list-style-type: none"> <li>1 presenting to groups</li> <li>2 speaking to individuals</li> <li>3 active listening</li> </ol> <p>with 3 of the following types:</p> <p>b participant</p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> <li>4 new participants</li> <li>5 participants with some experience</li> </ol>
<p>9.9 identify and deal with conflict promptly and fairly</p>	<p>When maintaining and encouraging effective working relationships during activity sessions, the learner must cover all of the following types:</p> <p>a communication methods</p> <ol style="list-style-type: none"> <li>1 presenting to groups</li> <li>2 speaking to individuals</li> <li>3 active listening</li> </ol> <p>with 3 of the following types:</p> <p>b participant</p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> <li>4 new participants</li> <li>5 participants with some experience</li> </ol>

Unit Title	Conclude and review activity sessions
Unit Aim	This unit aims to develop the knowledge and competence that the learner needs to conclude and review activity sessions.
Unique Unit Number	L/601/5534
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>Learning Outcomes 1, 2, 4, 6 and 8 can be assessed by: (i) professional discussion (ii) oral questions and answers (iii) questions requiring written answers. LO's 3, 5, 7 and 9 must be assessed using workplace evidence generated when the learner is concluding and reviewing activity sessions. LO3, when reviewing activity sessions, the learner must cover 2 of the following types of session: (i) fun and recreation (ii) curriculum-based (iii) personal and social development (iv) encouraging future participation, adherence and/or progress in the sport or activity, with 3 of the following types of participant: (i) adults (ii) children and young people (iii) people with particular needs (iv) new participants (v) participants with some experience. Learning Outcome 5 when bringing activity sessions to an end, the learner must cover 3 of the following types of participant: (i) adults (ii) children and young people (iii) people with particular needs (iv) new participants (v) participants with some experience.</p>

**Learning Outcome: 1. know how to conclude and review activity sessions**

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 describe the values and/or codes of practice relevant to the work being carried out	
1.2 describe the importance of concluding a session carefully and with sufficient time	
1.3 describe the legal requirements for health and safety that are relevant to the activities coming to an end	
1.4 describe any other national requirements that govern the activities and the equipment and facilities that have been used	
1.5 outline the aims of the programme that has been delivered	
1.6 describe the needs, potential and expectations of the participants	
1.7 outline the types of special needs that participants may have	
1.8 outline how to adjust plans for concluding and reviewing the session to take account of any special needs that participants may have	



## Learning Outcome: 2. know how to review activity sessions with participants

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 describe the importance and purpose of reviewing the session with the participants	
2.2 outline why participants should give open and honest feedback, both negative and positive, on the session	
2.3 describe the techniques that can be used to encourage and facilitate feedback	
2.4 outline why it is important to measure how well the session has achieved its aims	
2.5 outline how to measure how well a session has achieved its aims	
2.6 outline the types of unmet needs and expectations that participants may have at the end of a session	
2.7 outline how to deal with any unmet needs and expectations	
2.8 describe the importance of identifying and acknowledging achievement and learning	
2.9 list other settings or situations to which learning could be applied	
2.10 outline why it is important to share the outcomes of the review with the colleague responsible for the programme	
2.11 outline what future actions may arise as a result of the review	

## Learning Outcome: 3. be able to review activity sessions with participants

Assessment Criteria The learner can:	Indicative Delivery Content

<p>3.1 choose an appropriate time and place for the review.</p>	<p>When reviewing activity sessions with participants, the learner must cover:                  2 of the following types:                  a session                  1 fun and recreation                  2 curriculum-based                  3 personal and social development                  4 encouraging future participation, adherence and/or progress in the sport or activity                  with 3 of the following types:                  b participant                  1 adults                  2 children and young people                  3 people with particular needs                  4 new participants                  5 participants with some experience</p>
<p>3.2 help each participant to take part in the review</p>	<p>When reviewing activity sessions with participants, the learner must cover:                  2 of the following types:                  a session                  1 fun and recreation                  2 curriculum-based                  3 personal and social development                  4 encouraging future participation, adherence and/or progress in the sport or activity                  with 3 of the following types:                  b participant                  1 adults                  2 children and young people                  3 people with particular needs                  4 new participants                  5 participants with some experience</p>
<p>3.3 make sure the review takes account of the participants' experiences during the session</p>	<p>When reviewing activity sessions with participants, the learner must cover:                  2 of the following types:                  a session                  1 fun and recreation                  2 curriculum-based                  3 personal and social development                  4 encouraging future participation, adherence and/or progress in the sport or activity                  with 3 of the following types:                  b participant                  1 adults                  2 children and young people                  3 people with particular needs                  4 new participants                  5 participants with some experience</p>

<p>3.4 help the participants to identify, and be positive about, what they have achieved</p>	<p>When reviewing activity sessions with participants, the learner must cover:</p> <p>2 of the following types:</p> <p>a session</p> <p>1 fun and recreation</p> <p>2 curriculum-based</p> <p>3 personal and social development</p> <p>4 encouraging future participation, adherence and/or progress in the sport or activity</p> <p>with 3 of the following types:</p> <p>b participant</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p> <p>4 new participants</p> <p>5 participants with some experience</p>
<p>3.5 explore with the participants how learning can be applied in the future</p>	<p>When reviewing activity sessions with participants, the learner must cover:</p> <p>2 of the following types:</p> <p>a session</p> <p>1 fun and recreation</p> <p>2 curriculum-based</p> <p>3 personal and social development</p> <p>4 encouraging future participation, adherence and/or progress in the sport or activity</p> <p>with 3 of the following types:</p> <p>b participant</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p> <p>4 new participants</p> <p>5 participants with some experience</p>
<p>3.6 summarise with the participants how well the session achieved its aims and met their needs and expectations</p>	<p>When reviewing activity sessions with participants, the learner must cover:</p> <p>2 of the following types:</p> <p>a session</p> <p>1 fun and recreation</p> <p>2 curriculum-based</p> <p>3 personal and social development</p> <p>4 encouraging future participation, adherence and/or progress in the sport or activity</p> <p>with 3 of the following types:</p> <p>b participant</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p> <p>4 new participants</p> <p>5 participants with some experience</p>

<p>3.7 discuss the outcomes of the review with the colleague responsible for the programme and agree future actions</p>	<p>When reviewing activity sessions with participants, the learner must cover:</p> <p>2 of the following types:</p> <ul style="list-style-type: none"> <li>a session             <ul style="list-style-type: none"> <li>1 fun and recreation</li> <li>2 curriculum-based</li> <li>3 personal and social development</li> <li>4 encouraging future participation, adherence and/or progress in the sport or activity</li> </ul> </li> </ul> <p>with 3 of the following types:</p> <ul style="list-style-type: none"> <li>b participant             <ul style="list-style-type: none"> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> <li>4 new participants</li> <li>5 participants with some experience</li> </ul> </li> </ul>
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### Learning Outcome: 4. know how to bring activity sessions to an end

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 describe what is meant by preparing the participants emotionally and physically to finish their activities	
4.2 describe the importance of preparing participants emotionally and physically to finish their activities	
4.3 describe why sufficient time should be allocated for preparing participants to finish their activities	
4.4 state the types of information that participants may need at the end of a session	
4.5 describe why participants should be encouraged and helped to deal with equipment and facilities following use	

### Learning Outcome: 5. be able to bring activity sessions to an end

Assessment Criteria The learner can:	Indicative Delivery Content

<p>5.1 manage own time to finish the session effectively</p>	<p>When bringing activity sessions to an end, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience</p>
<p>5.2 prepare the participants emotionally and physically to end the session</p>	<p>When bringing activity sessions to an end, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience</p>
<p>5.3 encourage and help the participants to clear up</p>	<p>When bringing activity sessions to an end, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience</p>
<p>5.4 encourage the participants to take part in the activity in the future</p>	<p>When bringing activity sessions to an end, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience</p>
<p>5.5 give the participants any further information they may need</p>	<p>When bringing activity sessions to an end, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience</p>

<p>5.6 make sure the participants leave the session in a safe and orderly manner</p>	<p>When bringing activity sessions to an end, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience</p>
<p>5.7 follow own organisation's procedures for recording the session and any incidents</p>	<p>When bringing activity sessions to an end, the learner must cover:            3 of the following types:            a participant            1 adults            2 children and young people            3 people with particular needs            4 new participants            5 participants with some experience</p>

**Learning Outcome: 6. know how to deal with equipment, clothing and facilities following activity sessions**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
<p>6.1 describe any organisational, legal and national governing body requirements for the equipment, clothing and facilities being used</p>	
<p>6.2 describe the importance of checking equipment, clothing and facilities following use</p>	
<p>6.3 describe what to look for when checking equipment, clothing and facilities following use</p>	
<p>6.4 identify the correct storage areas for the equipment and clothing used</p>	

**Learning Outcome: 7. be able to deal with equipment, clothing and facilities following activity sessions**

Assessment Criteria	Indicative Delivery Content
The learner can:	
7.1 follow the correct procedures for checking equipment, clothing and facilities	
7.2 identify and remove any unsafe or unserviceable equipment and clothing from use and report them to the responsible colleague	
7.3 make sure equipment, clothing and facilities are in a condition fit for future use	
7.4 make sure equipment is returned to the correct storage area	

**Learning Outcome: 8. know how to reflect on and evaluate activity sessions.**

Assessment Criteria	Indicative Delivery Content
The learner can:	
8.1 describe what is meant by 'reflective practice'	
8.2 describe why reflective practice is important	
8.3 describe how to carry out evaluations of activity sessions	
8.4 outline why participant and colleague feedback is important as well as own impressions	

**Learning Outcome: 9. be able to reflect on and evaluate activity sessions**

Assessment Criteria	Indicative Delivery Content
The learner can:	
9.1 review the aims and objectives for the sessions that have been delivered	
9.2 reflect on all aspects of the sessions that have been delivered: - planning - preparation - leading and managing the group - relationships	
9.3 reflect on the feedback received from participants and colleagues	
9.4 identify what went well and what could be improved	
9.5 identify how to: - improve future sessions - improve own practice as an activity leader	
9.6 discuss learning points with a responsible colleague	



<b>Unit Title</b>	Support equality and diversity in active leisure and recreation
<b>Unit Aim</b>	This unit aims to develop the knowledge and competence that the learner needs to support equality and diversity in active leisure and recreation.
<b>Unique Unit Number</b>	H/601/4485
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learning Outcome 1 can be assessed by: • professional discussion • oral questions and answers • questions requiring written answers Learning outcome 2 must be assessed using workplace evidence generated when the learner is supporting equality and diversity in active leisure and recreation When treating people equally and in a way that respects diversity, the learner must cover 4 of the following types of equality and diversity in terms of sex, race/culture/language, disability, religion, health, economic and social status, age, sexual orientation

Learning Outcome: 1. know how to support equality and diversity in active leisure and recreation	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.01 outline how to find out about current legal and organisational requirements for equality and diversity	
1.02 list the current legal requirements for equality and diversity as relevant to own work and own organisation's policies	
1.03 outline how to identify how own organisation's policies affect own work	
1.04 list the diversity of people in the community served	
1.05 list ways in which people can be discriminated against	
1.06 list the most common barriers to people taking part in the services provided by own organisation	

1.07 describe why it is important to give people information about the organisational approach to equality and diversity	
1.08 outline how to work in a way that respects beliefs, needs and preferences	
1.09 outline how to work in a way that does not discriminate	
1.10 outline how to help people take part to the best of their ability	
1.11 describe the importance of exploring and challenging own assumptions or those of others, about actual and potential customers	
1.12 identify types of words and behaviour from staff and customers that are inconsistent with valuing equality and diversity	
1.13 outline how to challenge words and behaviour from staff and customers that are inconsistent with valuing equality and diversity	
1.14 outline why it is important to report concerns about discrimination	
1.15 outline how to respond correctly to behaviour and practice that might discriminate against people	
1.16 outline how to report behaviour and practice that might discriminate against people	
1.17 outline own organisation's complaints procedures	
1.18 outline why complaints procedures are important	
1.19 outline why it is important to help customers to use complaints procedures	
1.20 identify appropriate people to work with, in own organisation, on issues to do with equality and diversity	

**Learning Outcome: 2. be able to help to treat people equally and in a way that respects diversity**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.01 keep up-to-date with own organisation's policies and values for equality and diversity	
2.02 identify what own organisation's policies and values mean for own area of work	
2.03 work in a way that: • respects individuals' beliefs, needs and preferences • is inclusive through their behaviour and language • helps people to take part to the best of their abilities	
2.04 correctly deal with and report behaviour and practice that discriminate against people	
2.05 identify and report any barriers to people getting the best from the service	
2.06 suggest ways the organisation could remove or reduce barriers	
2.07 give people information about complaints procedures when they need i	
2.08 help people to use complaints procedures	
2.09 seek advice on problems implementing equality and diversity	

<b>Unit Title</b>	Contribute to participants' personal and social development
<b>Unit Aim</b>	This unit covers the knowledge and competence that the learner needs to contribute to participants' personal and social development.
<b>Unique Unit Number</b>	K/601/5542
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	See assessment guidance.

Learning Outcome: 1. know how to prepare for development opportunities	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Describe the value of personal and social development opportunities to participants	There is no additional mandatory content
1.2 Describe the types of experiences and activities which encourage personal and social development of participants	There is no additional mandatory content
1.3 Describe the importance of being aware of the aims of the development opportunity	There is no additional mandatory content
1.4 Describe how to identify the aims of the development opportunity	There is no additional mandatory content
1.5 Describe the importance of knowing about the participants' hopes, concerns and development needs	There is no additional mandatory content
1.6 Describe how to collect information about the participants' hopes, concerns and development needs	There is no additional mandatory content

<p>1.7 Describe how to take account of the participants' hopes, concerns and development needs when structuring the development opportunity</p>	<p>There is no additional mandatory content</p>
<p>1.8 Describe the limits of own technical and interpersonal competence</p>	<p>There is no additional mandatory content</p>
<p>1.9 Describe why it is important to take account of limits of own technical and interpersonal competence when structuring the development opportunity</p>	<p>There is no additional mandatory content</p>
<p>1.10 Describe the organisation's resources, constraints and safety parameters for the development opportunities being delivered, including any relevant legislation and national guidelines such as those of National Governing Bodies, where these apply</p>	<p>There is no additional mandatory content</p>
<p>1.11 Describe the importance of checking the details of the development opportunity with a responsible colleague (senior colleague and/or the client responsible for the group)</p>	<p>There is no additional mandatory content</p>

## Learning Outcome: 2. be able to prepare for development opportunities

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Identify the aims of the development opportunity and the desired outcomes	There is no additional mandatory content
2.2 Find out about the participants' hopes, concerns and development needs during the preparation	There is no additional mandatory content
2.3 Take account of the participants' hopes, concerns and development needs during the preparation	There is no additional mandatory content
2.4 Prepare the development opportunity in a way which is consistent with own level of technical and interpersonal competence	There is no additional mandatory content
2.5 Take account of organisation's resources and relevant health and safety requirements	There is no additional mandatory content
2.6 Assess the risks involved in the experience	There is no additional mandatory content
2.7 Make sure there are satisfactory safety parameters	There is no additional mandatory content
2.8 Plan and agree all aspects of the development opportunity with a responsible colleague following organisational procedures	There is no additional mandatory content

## Learning Outcome: 3. know how to facilitate development opportunities

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Outline the meaning of 'client centred learning'	There is no additional mandatory content
3.2 Describe the importance of thoroughly preparing the participants for a development opportunity	There is no additional mandatory content
3.3 Describe the importance of effective team work and communication in personal and social development opportunities	There is no additional mandatory content
3.4 Describe the value of unplanned events during a development opportunity	There is no additional mandatory content
3.5 Describe what kinds of unplanned events may occur which could be made use of	There is no additional mandatory content
3.6 Describe the importance of individual reflection for the participants during a development opportunity	There is no additional mandatory content
3.7 Describe how to encourage and facilitate individual reflection for the participants during a development opportunity	There is no additional mandatory content
3.8 Describe the importance of encouraging participants to develop their own problem solving skills	There is no additional mandatory content
3.9 Describe how to encourage and facilitate participants to develop their own problem solving skills	There is no additional mandatory content

## Learning Outcome: 4. be able to facilitate development opportunities

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Prepare the participants effectively for the development opportunity	There is no additional mandatory content
4.2 Encourage the participants to take responsibility for their own learning during the development opportunity	There is no additional mandatory content
4.3 Emphasise the importance of team work as appropriate to the objectives of the development opportunity	There is no additional mandatory content
4.4 Encourage effective communication within the group	There is no additional mandatory content
4.5 Use unplanned events during the development opportunity to enhance its effectiveness	There is no additional mandatory content
4.6 Encourage individual reflection at appropriate points during the development opportunity	There is no additional mandatory content
4.7 Encourage the participants to solve problems for themselves during the development opportunity	There is no additional mandatory content



## Learning Outcome: 5. know how to conclude development opportunities

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Describe the value and purpose of reviews and individual reflection following development opportunities	There is no additional mandatory content
5.2 Describe the importance of explaining own observations about what happened during the development opportunity , to the participants	There is no additional mandatory content
5.3 Describe how to explain own observations to participants and the main points to bear in mind when doing so	There is no additional mandatory content
5.4 Describe the importance of the participants being able to feedback both to the group and to the leader	There is no additional mandatory content
5.5 Outline how to encourage participant feedback and points to bear in mind when doing so	There is no additional mandatory content
5.6 Describe the importance of encouraging individual participants to recognise their own skills and self-worth and those of others in the group	There is no additional mandatory content
5.7 Describe how to encourage participants to recognise their own skills and self-worth and points to bear in mind when doing so	There is no additional mandatory content
5.8 Describe the concept and importance of participants' transferring learning from one context to other aspects of their lives	There is no additional mandatory content
5.9 Outline how to encourage participants to consider the transfer of learning from one context to other aspects of their lives	There is no additional mandatory content

## Learning Outcome: 6. be able to conclude development opportunities

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 Explain own observations about what happened during the development opportunity, to the participants	There is no additional mandatory content
6.2 Encourage the participants to share their own observations and views with the rest of the group and with the leader	There is no additional mandatory content
6.3 Help the participants to recognise their own and each other's skills and self-worth	There is no additional mandatory content
6.4 Encourage the participants to reflect on their experience and consider what they have learned	There is no additional mandatory content
6.5 Encourage the participants to consider and agree how their new learning could be applied to other aspects of their lives	There is no additional mandatory content
6.6 Encourage the participants to use this learning and method of learning in the future	There is no additional mandatory content

Unit Title	Set up, take down and store activity equipment
Unit Aim	This unit aims to develop the knowledge and competence that the learner needs to set up, take down and store activity equipment.
Unique Unit Number	K/601/4486
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	See assessment guidance.

**Learning Outcome: 1. know how to set up, take down and store activity equipment**

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 list the types of equipment that may require setting up and taking down.	
1.2 outline what activity equipment is used for	
1.3 describe why activity equipment must be in a safe and serviceable condition when it is used	
1.4 describe the legal and other health and safety requirements that cover activity equipment	
1.5 state where activity equipment is stored	
1.6 describe the importance of setting up, taking down and storing activity equipment as requested and on time	
1.7 describe standard operating procedures for setting up, taking down, handling and moving	
1.8 describe why it is important to follow standard operating procedures for setting up, taking down, handling and moving	
1.9 describe how to check the equipment for damaged and missing parts	
1.10 describe why the correct procedures must be followed when finding damaged and missing parts	
1.11 describe the record keeping procedures that relate to the equipment being set up, taken down and stored	
1.12 outline the importance of accurate record keeping	

### Learning Outcome: 2. know how to set up equipment

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 identify the correct locations for setting up equipment	
2.2 state the correct procedures for setting up equipment	
2.3 describe how to check that the equipment is operating correctly	
2.4 describe why it is important to make sure the equipment is in a safe and secure condition when set up	
2.5 describe how to make sure the equipment is in a safe and secure condition when set up	

### Learning Outcome: 3. be able to set up equipment

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 find the equipment needed	<p>When setting up, taking down and storing activity equipment, the learner must cover: all of the following types:</p> <p>all of the following types:</p> <p>a equipment</p> <p>1 simple equipment</p> <p>2 complex equipment</p> <p>3 powered equipment</p> <p>with all of the following types:</p> <p>b standard operating procedures for</p> <p>1 equipment needing only one person to set up</p> <p>2 equipment needing more than one person to set up</p>

<p>3.2 check the equipment and make sure it is safe and fit for purpose</p>	<p>When setting up, taking down and storing activity equipment, the learner must cover: all of the following types:  all of the following types:  a equipment  1 simple equipment  2 complex equipment  3 powered equipment  with all of the following types:  b standard operating procedures for  1 equipment needing only one person to set up  2 equipment needing more than one person to set up</p>
<p>3.3 follow the standard operating procedures when:  - handling and moving the equipment  - setting up the equipment</p>	<p>When setting up, taking down and storing activity equipment, the learner must cover: all of the following types:  all of the following types:  a equipment  1 simple equipment  2 complex equipment  3 powered equipment  with all of the following types:  b standard operating procedures for  1 equipment needing only one person to set up  2 equipment needing more than one person to set up</p>
<p>3.4 set up the equipment on time and in the correct place</p>	<p>When setting up, taking down and storing activity equipment, the learner must cover: all of the following types:  all of the following types:  a equipment  1 simple equipment  2 complex equipment  3 powered equipment  with all of the following types:  b standard operating procedures for  1 equipment needing only one person to set up  2 equipment needing more than one person to set up</p>
<p>3.5 check the equipment is in safe working order</p>	<p>When setting up, taking down and storing activity equipment, the learner must cover: all of the following types:  all of the following types:  a equipment  1 simple equipment  2 complex equipment  3 powered equipment  with all of the following types:  b standard operating procedures for  1 equipment needing only one person to set up  2 equipment needing more than one person to set up</p>

3.6 make sure the equipment is secure	<p>When setting up, taking down and storing activity equipment, the learner must cover: all of the following types:</p> <p>all of the following types:</p> <p>a equipment</p> <p>1 simple equipment</p> <p>2 complex equipment</p> <p>3 powered equipment</p> <p>with all of the following types:</p> <p>b standard operating procedures for</p> <p>1 equipment needing only one person to set up</p> <p>2 equipment needing more than one person to set up</p>
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### Learning Outcome: 4. know how to deal with equipment after use

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 describe the correct procedures for dealing with equipment in own area of work	

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

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 find equipment at the requested time	<p>When setting up, taking down and storing activity equipment, the learner must cover: all of the following types:</p> <p>all of the following types:</p> <p>a equipment</p> <p>1 simple equipment</p> <p>2 complex equipment</p> <p>3 powered equipment</p> <p>with all of the following types:</p> <p>b standard operating procedures for</p> <p>1 equipment needing only one person to set up</p> <p>2 equipment needing more than one person to set up</p>
5.2 follow the standard operating procedures for: - dealing with the equipment after use - handling and moving the equipment	<p>When setting up, taking down and storing activity equipment, the learner must cover: all of the following types:</p> <p>all of the following types:</p> <p>a equipment</p> <p>1 simple equipment</p> <p>2 complex equipment</p> <p>3 powered equipment</p> <p>with all of the following types:</p> <p>b standard operating procedures for</p> <p>1 equipment needing only one person to set up</p> <p>2 equipment needing more than one person to set up</p>

<p>5.3 check the equipment for damaged and missing parts</p>	<p>When setting up, taking down and storing activity equipment, the learner must cover: all of the following types:  all of the following types:  a equipment  1 simple equipment  2 complex equipment  3 powered equipment  with all of the following types:  b standard operating procedures for  1 equipment needing only one person to set up  2 equipment needing more than one person to set up</p>
<p>5.4 report damage or missing parts to the responsible colleague</p>	<p>When setting up, taking down and storing activity equipment, the learner must cover: all of the following types:  all of the following types:  a equipment  1 simple equipment  2 complex equipment  3 powered equipment  with all of the following types:  b standard operating procedures for  1 equipment needing only one person to set up  2 equipment needing more than one person to set up</p>
<p>5.5 complete any required records</p>	<p>When setting up, taking down and storing activity equipment, the learner must cover: all of the following types:  all of the following types:  a equipment  1 simple equipment  2 complex equipment  3 powered equipment  with all of the following types:  b standard operating procedures for  1 equipment needing only one person to set up  2 equipment needing more than one person to set up</p>



### Learning Outcome: 6. know how to store equipment following use

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 describe the manufacturer's instructions for storing equipment after use	
6.2 describe the importance of storing equipment safely and securely	
6.3 identify types of equipment that should be set aside because it is faulty, dirty or wet	
6.4 identify the correct place for each item of equipment in storage areas	
6.5 describe why it is important to place items of equipment in the correct place	
6.6 identify the types of health and safety hazards that may be found in equipment storage areas	
6.7 describe how to deal with health and safety hazards in equipment storage areas	

### Learning Outcome: 7. be able to store equipment following use

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 follow the standard operating procedures when handling and moving the equipment	<p>When setting up, taking down and storing activity equipment, the learner must cover: all of the following types:</p> <p>all of the following types:</p> <p>a equipment</p> <p>1 simple equipment</p> <p>2 complex equipment</p> <p>3 powered equipment</p> <p>with all of the following types:</p> <p>b standard operating procedures for</p> <p>1 equipment needing only one person to set up</p> <p>2 equipment needing more than one person to set up</p>

<p>7.2 move the equipment to the right storage area</p>	<p>When setting up, taking down and storing activity equipment, the learner must cover: all of the following types:  all of the following types:  a equipment  1 simple equipment  2 complex equipment  3 powered equipment  with all of the following types:  b standard operating procedures for  1 equipment needing only one person to set up  2 equipment needing more than one person to set up</p>
<p>7.3 follow the correct procedures for equipment which needs attention</p>	<p>When setting up, taking down and storing activity equipment, the learner must cover: all of the following types:  all of the following types:  a equipment  1 simple equipment  2 complex equipment  3 powered equipment  with all of the following types:  b standard operating procedures for  1 equipment needing only one person to set up  2 equipment needing more than one person to set up</p>
<p>7.4 put each item of equipment in the correct place within the storage area</p>	<p>When setting up, taking down and storing activity equipment, the learner must cover: all of the following types:  all of the following types:  a equipment  1 simple equipment  2 complex equipment  3 powered equipment  with all of the following types:  b standard operating procedures for  1 equipment needing only one person to set up  2 equipment needing more than one person to set up</p>
<p>7.5 leave the storage area:  - safe  - tidy  - secure</p>	<p>When setting up, taking down and storing activity equipment, the learner must cover: all of the following types:  all of the following types:  a equipment  1 simple equipment  2 complex equipment  3 powered equipment  with all of the following types:  b standard operating procedures for  1 equipment needing only one person to set up  2 equipment needing more than one person to set up</p>

<p>7.6 complete any required records</p>	<p>When setting up, taking down and storing activity equipment, the learner must cover: all of the following types:  all of the following types:  a equipment  1 simple equipment  2 complex equipment  3 powered equipment  with all of the following types:  b standard operating procedures for  1 equipment needing only one person to set up  2 equipment needing more than one person to set up</p>
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<b>Unit Title</b>	Check and service activity equipment
<b>Unit Aim</b>	This unit aims to develop the knowledge and competence that the learner needs to check and service activity equipment.
<b>Unique Unit Number</b>	M/601/4487
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	See assessment guidance.

Learning Outcome: 1. know how to check and service activity equipment	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 outline the importance of recording what has been done and any further action that needs to be taken and how to complete these records	
1.2 identify health and safety requirements for the equipment to be maintained in own area of responsibility	

**Learning Outcome: 2. know how to check equipment and identify what maintenance is needed**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 describe the importance of health and safety when checking equipment	
2.2 describe the dangers of not checking equipment thoroughly	
2.3 identify the relevant parts of the organisation's maintenance schedule and manufacturer's guidelines for the types of equipment in own area of work	
2.4 outline the importance of causing as little disruption as possible to normal activities	
2.5 outline how to cause as little disruption as possible to normal activities	
2.6 outline how to identify when equipment needs maintenance	
2.7 describe the importance of removing unsafe equipment from use	
2.8 describe how to remove unsafe equipment from use	
2.9 describe the limits of own responsibility in relation to carrying out maintenance	
2.10 outline how to report maintenance which needs to be carried out by a technical expert	
2.11 describe the importance of recording checks and the work which needs to be carried out	
2.12 describe how to record checks and the work which needs to be carried out	

**Learning Outcome: 3. be able to check equipment and identify what maintenance is needed**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
3.1 identify the equipment which needs maintenance	When checking equipment and identifying what maintenance is needed, the learner must cover: all of the following types: a equipment 1 manually operated equipment 2 powered equipment
3.2 check the equipment, following the maintenance schedule and manufacturer's instructions	When checking equipment and identifying what maintenance is needed, the learner must cover: all of the following types: a equipment 1 manually operated equipment 2 powered equipment
3.3 cause as little disruption to normal activities as possible	When checking equipment and identifying what maintenance is needed, the learner must cover: all of the following types: a equipment 1 manually operated equipment 2 powered equipment
3.4 remove any unsafe equipment from use	When checking equipment and identifying what maintenance is needed, the learner must cover: all of the following types: a equipment 1 manually operated equipment 2 powered equipment
3.5 confirm own competence and authority to carry out the maintenance	When checking equipment and identifying what maintenance is needed, the learner must cover: all of the following types: a equipment 1 manually operated equipment 2 powered equipment
3.6 report any maintenance which must be carried out by someone else	When checking equipment and identifying what maintenance is needed, the learner must cover: all of the following types: a equipment 1 manually operated equipment 2 powered equipment

<p>3.7 record:</p> <ul style="list-style-type: none"> <li>- the checks made</li> <li>- the work which needs to be done</li> <li>- any action taken</li> </ul>	<p>When checking equipment and identifying what maintenance is needed, the learner must cover: all of the following types: a equipment 1 manually operated equipment 2 powered equipment</p>
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## Learning Outcome: 4. know how to service equipment

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 outline the importance of making sure equipment is in a safe condition for servicing	
4.2 outline how to make sure the equipment in own area of work is safe for maintenance	
4.3 identify the right tools and materials for the servicing in own area of responsibility	
4.4 outline the importance of using the right tools and materials	
4.5 outline the importance of following the manufacturer's and organisations procedures for servicing and acting safely throughout, including what may happen if this is not done	
4.6 outline the manufacturer's and organisations procedures for servicing the equipment in own area of responsibility	
4.7 outline the importance of reporting any problems to the responsible colleague	
4.8 outline how to report any problems to the responsible colleague	
4.9 outline the importance of carrying out final checks before the equipment is put back into use	

4.10 list the standards for safety and serviceability for equipment in own area of responsibility	
4.11 state what checks need to be carried out to make sure standards for safety and serviceability are met	
4.12 describe the importance of recording what has been checked for safety and serviceability	
4.13 describe how to complete records of checks for safety and serviceability	

### Learning Outcome: 5. be able to service equipment

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 confirm own competence and authority to carry out the servicing	When servicing equipment, the learner must cover: all of the following types: all of the following types: a equipment 1 manually operated equipment 2 powered equipment
5.2 make sure the equipment is in a safe condition for servicing	When servicing equipment, the learner must cover: all of the following types: all of the following types: a equipment 1 manually operated equipment 2 powered equipment
5.3 cause as little disruption to normal activities as possible	When servicing equipment, the learner must cover: all of the following types: all of the following types: a equipment 1 manually operated equipment 2 powered equipment
5.4 organise own work area so that the work can be carried out safely and efficiently	When servicing equipment, the learner must cover: all of the following types: all of the following types: a equipment 1 manually operated equipment 2 powered equipment



<p>5.5 choose the right tools and materials for the job</p>	<p>When servicing equipment, the learner must cover: all of the following types: all of the following types: a equipment 1 manually operated equipment 2 powered equipment</p>
<p>5.6 carry out the servicing following organisation's procedures and the manufacturer's instructions</p>	<p>When servicing equipment, the learner must cover: all of the following types: all of the following types: a equipment 1 manually operated equipment 2 powered equipment</p>
<p>5.7 report any problems during servicing to the responsible colleague</p>	<p>When servicing equipment, the learner must cover: all of the following types: all of the following types: a equipment 1 manually operated equipment 2 powered equipment</p>
<p>5.8 make final checks to the equipment to make sure it is safe and serviceable</p>	<p>When servicing equipment, the learner must cover: all of the following types: all of the following types: a equipment 1 manually operated equipment 2 powered equipment</p>
<p>5.9 record the work carried out</p>	<p>When servicing equipment, the learner must cover: all of the following types: all of the following types: a equipment 1 manually operated equipment 2 powered equipment</p>

Unit Title	Contribute to participants' exploration and understanding of the natural environment
Unit Aim	This unit covers the knowledge and competence that the learner needs to contribute to participants' exploration and understanding of the natural environment.
Unique Unit Number	M/601/5543
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	See assessment guidance.

## Learning Outcome: 1. know how to prepare for environmental exploration

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Describe the value of environmental awareness and understanding to participants	There is no additional mandatory content
1.2 Describe the types of experiences and activities which encourage environmental awareness and understanding to participants	There is no additional mandatory content
1.3 Describe the importance of being aware of the aims and learning objectives of the exploration	There is no additional mandatory content
1.4 Describe how to identify the aims and learning objectives of the exploration	There is no additional mandatory content
1.5 List the available options in the local area for environmental exploration	There is no additional mandatory content
1.6 Describe the importance of identifying the participants' needs	There is no additional mandatory content
1.7 Outline how to identify the participants' needs	There is no additional mandatory content
1.8 State how to choose an experience relevant to the participants' needs and learning objectives	There is no additional mandatory content
1.9 Describe the importance of health and safety considerations when leading environmental explorations and safety guidelines for the types of working environments, for example farm land, rocky/uneven terrain, shore line etc	There is no additional mandatory content
1.10 Identify safety guidelines relevant to any modes of transport which are being used, for example canoes, minibuses etc	There is no additional mandatory content
1.11 Describe the importance of checking the details of the environmental exploration with a responsible colleague (senior colleague and/or the client responsible for the group)	There is no additional mandatory content

**Learning Outcome: 2. be able to prepare for environmental exploration**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Identify the aims and learning objectives of the environmental exploration	There is no additional mandatory content
2.2 Make sure the experience meets the participants' needs, making best use of the available options	There is no additional mandatory content
2.3 Make sure there are safety parameters which will ensure the participants' safety whilst enabling the agreed aims to be achieved	There is no additional mandatory content
2.4 Check and agree all aspects of the environmental exploration with a responsible person	There is no additional mandatory content

### Learning Outcome: 3. know how to prepare participants for

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Describe the importance of clarifying the focus and aims of the exploration with the participants	There is no additional mandatory content
3.2 Describe how to do clarify the focus and aims of the exploration with the participants	There is no additional mandatory content
3.3 Describe the importance of encouraging the participants to take ownership of the exploration for themselves	There is no additional mandatory content
3.4 Describe how to encourage the participants to take ownership of the exploration for themselves	There is no additional mandatory content
3.5 Describe the importance of making clear the safety parameters for the exploration, what the key point are and how to emphasise these	There is no additional mandatory content
3.6 Describe the importance of participants observing for themselves and sharing these observations with others in the group	There is no additional mandatory content
3.7 Outline how to encourage participants to observe and what they should be looking for	There is no additional mandatory content
3.8 Describe the importance of encouraging participants to ask questions of the leader and of each other	There is no additional mandatory content
3.9 Outline how to deal with questions informatively and positively	There is no additional mandatory content
3.10 Identify other sources of information which the participants or self could use	There is no additional mandatory content

**Learning Outcome: 4. be able to prepare participants for environmental exploration and understanding**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Clarify the focus and aims of the environmental exploration with the participants	There is no additional mandatory content
4.2 Promote the value of environmental awareness and understanding to the participants	There is no additional mandatory content
4.3 Encourage the participants to take ownership of the environmental exploration for themselves	There is no additional mandatory content
4.4 Explain the safety parameters	There is no additional mandatory content
4.5 Emphasise the importance of observing the environment during the exploration and of sharing these observations with others	There is no additional mandatory content
4.6 Encourage the participants to ask questions of the leader and others in the group	There is no additional mandatory content
4.7 Respond to questions informatively and accurately	There is no additional mandatory content
4.8 Encourage participants to enquire further if information is not readily available	There is no additional mandatory content

## Learning Outcome: 5. know how to facilitate environmental awareness and understanding

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Describe key features of the local environment, including flora and fauna, general geology, geomorphology, climate, soil types and land use	There is no additional mandatory content
5.2 Identify the location of local sites of interest and why they are interesting	There is no additional mandatory content
5.3 Identify local sites which are vulnerable, why they are vulnerable and how to protect them	There is no additional mandatory content
5.4 Describe how to monitor and control the exploration so that it is within agreed safety parameters and is in line with the planned aims and objectives	There is no additional mandatory content
5.5 Describe the circumstances where it may be appropriate to intervene	There is no additional mandatory content
5.6 Describe how to make effective use of the prevailing conditions, unplanned events, the site being explored and the participants' abilities	There is no additional mandatory content
5.7 List the types of unplanned events and prevailing conditions which may occur	There is no additional mandatory content

## Learning Outcome: 6. be able to facilitate environmental awareness and understanding

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 Promote the participants' environmental awareness and understanding as planned	There is no additional mandatory content
6.2 Make sure that all activity is in line with the agreed safety parameters	There is no additional mandatory content
6.3 Encourage the participants to ask questions of the leader and each other	There is no additional mandatory content
6.4 Deal with questions positively, responding informatively and accurately	There is no additional mandatory content
6.5 Encourage participants to enquire further if information is not readily available	There is no additional mandatory content
6.6 Intervene when this will support the learning objectives for the exploration	There is no additional mandatory content
6.7 Make use of the prevailing conditions, unplanned events, the site and the participants' abilities to enhance awareness and understanding	There is no additional mandatory content



Unit Title	Administer finance and information
Unit Aim	This unit aims to develop the knowledge and competence that the learner needs to administer finance and information.
Unique Unit Number	R/601/5535
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>Learning Outcomes (LO) 1, 3 and 5 can be assessed by professional discussion, oral questions and/or questions requiring written answers. LO 2, 4 and 6 must be assessed using workplace evidence generated when administering finance and information.</p> <p>LO 2 - when receiving and disbursing money, the learner must cover cash or cheques, with 2 of calculations from (a) charges, (b) change, (c) totals received and paid out or (d) totals transferred to others.</p> <p>LO 4 - when enrolling participants for activities, must cover 2 types of participants from (a) adults, (b) children and young people, (c) people with particular needs and include 3 of the following types of information from (a) type of activities, (b) timings of activities, (c) participant requirements for activities, (d) charges, (e) opportunities for progression.</p> <p>LO 6 - When maintaining records, this must cover 1 from paper-based or computer-based.</p>

## Learning Outcome: 1. know how to receive and disburse money

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Outline the basic legal and organisational requirements for handling money relevant to own work, including those that safeguard against fraud and theft	There is no additional mandatory content
1.2 Describe how to calculate charges for activities under own control	There is no additional mandatory content
1.3 Describe how to calculate and record totals for money received, paid out and transferred	There is no additional mandatory content
1.4 Describe the problems which may occur when dealing with money	There is no additional mandatory content
1.5 Identify which problems can be dealt with personally and which should be referred on to a colleague	There is no additional mandatory content
1.6 Describe the importance of recording the details of money received and paid out	There is no additional mandatory content
1.7 Describe how to record the details of money received and paid out	There is no additional mandatory content
1.8 Describe the importance of issuing and keeping receipts and what should be recorded on a receipt	There is no additional mandatory content
1.9 Describe how to store money, receipts and other financial records	There is no additional mandatory content

## Learning Outcome: 2. be able to receive and disburse money

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Record accurately the details of money received and paid out	There is no additional mandatory content
2.2 Make sure calculations are correct	There is no additional mandatory content
2.3 Issue and obtain accurate receipts for money received and paid out	There is no additional mandatory content
2.4 Keep all money, records and receipts securely	There is no additional mandatory content
2.5 Pass on money, records and receipts to the authorised colleague as required	There is no additional mandatory content
2.6 Refer any problems regarding finance to the authorised colleague	There is no additional mandatory content
2.7 Make sure that own financial procedures follow organisational requirements	There is no additional mandatory content

### Learning Outcome: 3. know how to enrol participants for activities

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Describe the organisational requirements for enrolments	There is no additional mandatory content
3.2 Describe the importance of dealing with enquiries promptly and courteously	There is no additional mandatory content
3.3 Outline the information which should be provided to potential participants about available activities	There is no additional mandatory content
3.4 Outline the information which needs to be collected about participants	There is no additional mandatory content
3.5 Outline why information collected about participants is important	There is no additional mandatory content
3.6 List the requirements for activities under own control, for example numbers allowed, dress and equipment necessary, any previous experience etc.	There is no additional mandatory content
3.7 Describe why it is important to confirm arrangements for the activity with participants	There is no additional mandatory content
3.8 Describe what arrangements for the activity need to be confirmed with participants	There is no additional mandatory content

## Learning Outcome: 4. be able to enrol participants for activities

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Deal with enquiries promptly and politely	There is no additional mandatory content
4.2 Give people accurate information about activities	There is no additional mandatory content
4.3 Collect and record the relevant details obtained about participants	There is no additional mandatory content
4.4 Make sure the enrolments meet the requirements for the activity	There is no additional mandatory content
4.5 Confirm the arrangements for the activity with the participants	There is no additional mandatory content
4.6 Follow all relevant organisational procedures	There is no additional mandatory content

## Learning Outcome: 5. know how to maintain records

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Describe organisational and legal requirements for storing and passing on information	There is no additional mandatory content
5.2 Describe the importance of accurate and efficient record keeping and filing	There is no additional mandatory content
5.3 Outline what types of information need to be treated confidentially	There is no additional mandatory content
5.4 Outline why it is important to treat certain information confidentially	There is no additional mandatory content
5.5 Outline how to treat information confidentially	There is no additional mandatory content
5.6 Describe different types of filing methods available and how to choose one appropriate to own work	There is no additional mandatory content

## Learning Outcome: 6. be able to maintain records

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 Make sure records are complete, legible and accurate	There is no additional mandatory content
6.2 Store own records securely so that they can be found when needed	There is no additional mandatory content
6.3 Deal with confidential information correctly	There is no additional mandatory content
6.4 Find information when it is needed	There is no additional mandatory content
6.5 Pass on information to colleagues as required	There is no additional mandatory content
6.6 Ensure all records are handled according to organisational and legal requirements	There is no additional mandatory content

Unit Title	Contribute to joint working with other organisations
Unit Aim	This unit aims to develop the knowledge and competence that the learner needs to contribute to joint working with other organisations.
Unique Unit Number	Y/601/5536
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>Learning Outcomes (LO) 1, 2 and 4          These can be assessed by:</p> <ul style="list-style-type: none"> <li>· professional discussion</li> <li>· oral questions</li> <li>· written answers</li> </ul> <p>LO 3 and 5 must be assessed using workplace evidence generated when the learner is contributing to joint working with other organisations</p> <p>LO 3          When setting up and maintaining links with other organisations and individuals, they must cover:          2 of the following types:          Organisations</p> <ul style="list-style-type: none"> <li>- providers of services and products</li> <li>- public sector organisations</li> <li>- private sector organisations</li> <li>- voluntary sector organisations</li> </ul> <p>1 of the following types:          Individuals</p> <ul style="list-style-type: none"> <li>- activity leaders</li> <li>- people in the community</li> </ul> <p>LO 5          When working jointly with other organisations and individuals, they must cover:          1 of the following types:          Joint work</p> <ul style="list-style-type: none"> <li>- formal</li> <li>- informal</li> </ul> <p>2 of the following types:          Organisations</p> <ul style="list-style-type: none"> <li>- providers of goods and services</li> <li>- public sector organisations</li> <li>- private sector organisations</li> <li>-voluntary sector organisations</li> </ul> <p>1 of the following types:          Individuals</p> <ul style="list-style-type: none"> <li>- activity leaders</li> <li>- people in the community</li> </ul>



### Learning Outcome: 1. know the importance of joint working with other organisations

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 State the mutual benefits which could come about from joint work with other organisations and individuals	There is no additional mandatory content
1.2 Outline the range of organisations and individuals with whom working relationships can be developed, which are relevant to own job role	There is no additional mandatory content

### Learning Outcome: 2. know how to set up and maintain links with other organisations and individuals

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Describe how to identify and approach suitable organisations and individuals	There is no additional mandatory content
2.2 Describe how to explore the possible advantages of joint working and maintain contact	There is no additional mandatory content
2.3 Describe how to establish and maintain effective working relationships with other organisations and individuals	There is no additional mandatory content
2.4 Describe the importance of responding positively and co-operatively to other organisations and individuals	There is no additional mandatory content

**Learning Outcome: 3. be able to set up and maintain links with other organisations and individuals**

<b>Assessment Criteria</b>	<b>Indicative Delivery Content</b>
The learner can:	
3.1 Identify other organisations and individuals it is appropriate and realistic to work with	There is no additional mandatory content
3.2 Make contact with appropriate organisations and individuals	There is no additional mandatory content
3.3 Give a positive impression of own organisation and work	There is no additional mandatory content
3.4 Explore with organisations and individuals the possible benefits of future links	There is no additional mandatory content
3.5 Agree how to keep in contact and work jointly in the future, where appropriate	There is no additional mandatory content
3.6 Deal with approaches from other organisations and individuals positively and co-operatively	There is no additional mandatory content

## Learning Outcome: 4. know how to work jointly with other organisations and individuals

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 State the difference between formal and informal joint working	There is no additional mandatory content
4.2 Describe the importance of clearly agreeing the roles and responsibilities involved in joint working	There is no additional mandatory content
4.3 Describe the importance of only taking on responsibilities which are feasible and consistent with the organisation's policies	There is no additional mandatory content
4.4 Outline own job role and organisational responsibilities relevant to joint working	There is no additional mandatory content
4.5 Describe the importance of maintaining contact and reviewing progress with the other organisations and individuals involved and how to do so	There is no additional mandatory content
4.6 Describe the importance of promptly informing other organisations and individuals of any difficulties in joint work	There is no additional mandatory content
4.7 Describe the importance of keeping colleagues informed of joint working arrangements	There is no additional mandatory content
4.8 Describe the importance of seeking help when problems cannot be sorted out personally	There is no additional mandatory content
4.9 Describe the types of difficulties which can occur in joint working	There is no additional mandatory content
4.10 Describe how to deal with difficulties which can occur in joint working	There is no additional mandatory content

## Learning Outcome: 5. be able to work jointly with other organisations and individuals

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Agree own responsibilities for joint work	There is no additional mandatory content
5.2 Agree the responsibilities of the other organisations and individuals for joint work	There is no additional mandatory content
5.3 Only take on responsibilities which are feasible and consistent with own job role and organisation's policies	There is no additional mandatory content
5.4 Agree how to communicate and check the progress of joint work	There is no additional mandatory content
5.5 Carry out own responsibilities as agreed	There is no additional mandatory content
5.6 Tell other organisations and individuals of any problems experienced with own responsibilities	There is no additional mandatory content
5.7 Keep colleagues informed of the joint work	There is no additional mandatory content
5.8 Seek help for any difficulties which cannot be sorted out personally	There is no additional mandatory content
5.9 Maintain effective working relationships throughout the joint work	There is no additional mandatory content

<b>Unit Title</b>	Support the development of the sport or activity
<b>Unit Aim</b>	This unit aims to develop the knowledge and competence that the learner needs to support the development of the sport or activity.
<b>Unique Unit Number</b>	H/601/5538
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	See assessment guidance.

**Learning Outcome: 1. know how to promote the sport or activity and the opportunities to take part**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 outline national structure and organisation of the sport/activity	
1.2 outline services and products produced by, or relevant to, the sport/activity	
1.3 identify sources of additional information on the sport/activity	
1.4 identify materials available to promote the sport/activity	
1.5 identify the opportunities to take part in the sport/activity	

**Learning Outcome: 2. be able to promote the sport or activity and opportunities to take part**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>

<p>2.1 provide participants with information on the sport/activity and opportunities to participate</p>	<p>When promoting the sport or activity and opportunities to take part, the learner must cover:            1 of the following types:            a enquiry              1 spoken              2 in writing            with 2 of the following types:            b information              1 future sessions              2 other sessions            3 equipment appropriate to the sport or activity            4 publications on the sport or activity</p>
<p>2.2 emphasise the benefits of taking part</p>	<p>When promoting the sport or activity and opportunities to take part, the learner must cover:            1 of the following types:            a enquiry              1 spoken              2 in writing            with 2 of the following types:            b information              1 future sessions              2 other sessions            3 equipment appropriate to the sport or activity            4 publications on the sport or activity</p>
<p>2.3 deal in a positive manner with enquiries about opportunities to participate</p>	<p>When promoting the sport or activity and opportunities to take part, the learner must cover:            1 of the following types:            a enquiry              1 spoken              2 in writing            with 2 of the following types:            b information              1 future sessions              2 other sessions            3 equipment appropriate to the sport or activity            4 publications on the sport or activity</p>
<p>2.4 provide information to participants which promotes access to further opportunities to take part, appropriate to their ability and potential</p>	<p>When promoting the sport or activity and opportunities to take part, the learner must cover:            1 of the following types:            a enquiry              1 spoken              2 in writing            with 2 of the following types:            b information              1 future sessions              2 other sessions            3 equipment appropriate to the sport or activity            4 publications on the sport or activity</p>

<p>2.5 ensure information is accurate and up-to-date</p>	<p>When promoting the sport or activity and opportunities to take part, the learner must cover:            1 of the following types:            a enquiry              1 spoken              2 in writing            with 2 of the following types:            b information              1 future sessions              2 other sessions            3 equipment appropriate to the sport or activity            4 publications on the sport or activity</p>
<p>2.6 refer enquiries which cannot be dealt with personally to a source which is likely to provide a satisfactory answer</p>	<p>When promoting the sport or activity and opportunities to take part, the learner must cover:            1 of the following types:            a enquiry              1 spoken              2 in writing            with 2 of the following types:            b information              1 future sessions              2 other sessions            3 equipment appropriate to the sport or activity            4 publications on the sport or activity</p>

**Learning Outcome: 3. know how to respond to complaints and suggestions about products and services offered by the sport or activity**

Assessment Criteria	Indicative Delivery Content
<p>The learner can:</p>	
<p>3.1 describe complaints procedures</p>	
<p>3.2 describe what to do if a suggestion is made about products and services offered by the sport or activity</p>	

**Learning Outcome: 4. be able to respond to complaints and suggestions about products and services offered by the sport or activity**

Assessment Criteria	Indicative Delivery Content
<p>The learner can:</p>	

<p>4.1 respond to both complaints and suggestions promptly and politely</p>	<p>When responding to complaints and suggestions about products and services offered by the sport or activity, the learner must cover:</p> <p>1 of the following types:</p> <ul style="list-style-type: none"> <li>a complaints and suggestions</li> <li>1 aspects of delivery within own area of responsibility</li> <li>2 aspects of delivery outside own level of responsibility</li> </ul> <p>with 1 of the following types:</p> <ul style="list-style-type: none"> <li>b services and products</li> <li>1 services provided by self</li> <li>2 services provided by the sport or activity</li> </ul>
<p>4.2 maintain privacy and confidentiality where appropriate</p>	<p>When responding to complaints and suggestions about products and services offered by the sport or activity, the learner must cover:</p> <p>1 of the following types:</p> <ul style="list-style-type: none"> <li>a complaints and suggestions</li> <li>1 aspects of delivery within own area of responsibility</li> <li>2 aspects of delivery outside own level of responsibility</li> </ul> <p>with 1 of the following types:</p> <ul style="list-style-type: none"> <li>b services and products</li> <li>1 services provided by self</li> <li>2 services provided by the sport or activity</li> </ul>
<p>4.3 promptly sort out the complaints and suggestions which can be handled personally</p>	<p>When responding to complaints and suggestions about products and services offered by the sport or activity, the learner must cover:</p> <p>1 of the following types:</p> <ul style="list-style-type: none"> <li>a complaints and suggestions</li> <li>1 aspects of delivery within own area of responsibility</li> <li>2 aspects of delivery outside own level of responsibility</li> </ul> <p>with 1 of the following types:</p> <ul style="list-style-type: none"> <li>b services and products</li> <li>1 services provided by self</li> <li>2 services provided by the sport or activity</li> </ul>
<p>4.4 explain any further action to be taken concerning both the complaints and suggestions and inform the relevant authority</p>	<p>When responding to complaints and suggestions about products and services offered by the sport or activity, the learner must cover:</p> <p>1 of the following types:</p> <ul style="list-style-type: none"> <li>a complaints and suggestions</li> <li>1 aspects of delivery within own area of responsibility</li> <li>2 aspects of delivery outside own level of responsibility</li> </ul> <p>with 1 of the following types:</p> <ul style="list-style-type: none"> <li>b services and products</li> <li>1 services provided by self</li> <li>2 services provided by the sport or activity</li> </ul>



<p>4.5 match information about services and products to the individual's request</p>	<p>When responding to complaints and suggestions about products and services offered by the sport or activity, the learner must cover:</p> <p>1 of the following types:</p> <p>a complaints and suggestions</p> <p>1 aspects of delivery within own area of responsibility</p> <p>2 aspects of delivery outside own level of responsibility</p> <p>with 1 of the following types:</p> <p>b services and products</p> <p>1 services provided by self</p> <p>2 services provided by the sport or activity</p>
<p>4.6 refer requests for information outside own knowledge and area of responsibility, to an appropriate person or age</p>	<p>When responding to complaints and suggestions about products and services offered by the sport or activity, the learner must cover:</p> <p>1 of the following types:</p> <p>a complaints and suggestions</p> <p>1 aspects of delivery within own area of responsibility</p> <p>2 aspects of delivery outside own level of responsibility</p> <p>with 1 of the following types:</p> <p>b services and products</p> <p>1 services provided by self</p> <p>2 services provided by the sport or activity</p>

Unit Title	Look after participants when they are away from home
Unit Aim	This unit covers the knowledge and competence that the learner needs to look after participants when they are away from home.
Unique Unit Number	K/601/5539
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	See assessment guidance.

## Learning Outcome: 1. know how to assist with participants' arrival

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Describe the importance of welcoming the participants to the programme and giving them the information they need	There is no additional mandatory content
1.2 Identify the particular medical, cultural, dietary and emotional needs which participants may have	There is no additional mandatory content
1.3 Describe own responsibilities in relation to the participants, the responsibilities of other staff, and with whom liaison should take place	There is no additional mandatory content
1.4 Describe levels of anxiety and excitement which participants are likely to have on arrival	There is no additional mandatory content
1.5 List the information which the participants must have when they arrive	There is no additional mandatory content
1.6 Describe the importance of knowing about the participants before they arrive	There is no additional mandatory content
1.7 Outline how to gather such information	There is no additional mandatory content
1.8 Describe the importance of checking accommodation and catering arrangements prior to the participants' arrival	There is no additional mandatory content
1.9 Describe how to control participants' behaviour on arrival and what to look for	There is no additional mandatory content
1.10 Outline how to make participants feel welcome and at ease	There is no additional mandatory content

### Learning Outcome: 2. be able to assist with participants' arrival

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Make sure all relevant information about the participants, their needs, and the programme they will be taking part in, is available	There is no additional mandatory content
2.2 Check the accommodation and catering arrangements to make sure they meet the participants' needs	There is no additional mandatory content
2.3 Meet the participants punctually and help them to feel welcome and at ease	There is no additional mandatory content
2.4 Introduce self and other staff and explain own responsibilities	There is no additional mandatory content
2.5 Supervise and control the participants' behaviour when they arrive in a way appropriate to them	There is no additional mandatory content
2.6 Provide the participants with the information they need on arrival	There is no additional mandatory content
2.7 Deal with the participants' questions positively and informatively	There is no additional mandatory content

### Learning Outcome: 3. know how to look after participants' physical welfare

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 List what types of special clothing the participants may need during activity programmes	There is no additional mandatory content
3.2 Describe the importance of informing participants in advance of the need for special clothing	There is no additional mandatory content
3.3 State how participants can plan the use of clothing during a programme	There is no additional mandatory content

3.4 Describe the common health and safety hazards outside of activities against which participants must be safeguarded	There is no additional mandatory content
3.5 Describe the importance of supervising participants during on and off site travel, on foot and using transport	There is no additional mandatory content
3.6 Describe the procedures to follow in supervising participants during on and off site travel, on foot and using transport	There is no additional mandatory content
3.7 Describe the importance of participants' personal hygiene during the programme	There is no additional mandatory content
3.8 Describe how to encourage participants' good personal hygiene for different types of participants	There is no additional mandatory content
3.9 Describe the importance of making sure participants get enough recreation, rest and sleep during a programme	There is no additional mandatory content
3.10 Describe how to encourage participants to get enough recreation, rest and sleep during a programme	There is no additional mandatory content
3.11 State the most common personal and medical needs which participants may have and how to deal with these	There is no additional mandatory content
3.12 Outline organisational and legal requirements for dealing with lost property	There is no additional mandatory content
3.13 Describe the importance of participants taking responsibility for organising and looking after their belongings	There is no additional mandatory content
3.14 Describe how to encourage participants to take responsibility for organising and looking after their belongings	There is no additional mandatory content
3.15 Describe organisational and legal requirements for safeguarding participants' safety during the programme	There is no additional mandatory content

## Learning Outcome: 4. be able to look after participants' physical welfare

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Make sure that food, accommodation, clothing and footwear meets the participants' needs throughout the programme	There is no additional mandatory content
4.2 Tell the participants in good time when they will need special clothing for activities	There is no additional mandatory content
4.3 Encourage participants to use special clothing properly	There is no additional mandatory content
4.4 Escort the participants in a supervised and organised way when they are travelling to and from activities	There is no additional mandatory content
4.5 Encourage the participants to maintain their personal hygiene	There is no additional mandatory content
4.6 Encourage and help participants to take care of their own belongings	There is no additional mandatory content
4.7 Make sure the participants have adequate opportunities for recreation, rest and sleep	There is no additional mandatory content
4.8 Deal with the participants' personal and medical needs sensitively and effectively	There is no additional mandatory content
4.9 Maintain the participants' safety and security at all times when they are away from home	There is no additional mandatory content

## Learning Outcome: 5. know how to look after participants' emotional welfare

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Outline the most common emotional problems which participants may have during a programme and how to cope with these according to organisational guidelines	There is no additional mandatory content
5.2 Describe the importance of seeking assistance when a participant's emotional problem goes beyond own level of responsibility and competence	There is no additional mandatory content
5.3 Describe how to judge when an emotional problem goes beyond own level of responsibility and competence	There is no additional mandatory content
5.4 Describe the importance of confidentiality when dealing with emotional problems, what confidentiality means and how to safeguard it	There is no additional mandatory content
5.5 Describe the importance of the participants feeling physically and emotionally safe	There is no additional mandatory content
5.6 Outline how to encourage participants to feel physically and emotionally safe	There is no additional mandatory content
5.7 Describe how to show empathy and understanding to participants who have emotional problems and the importance of this	There is no additional mandatory content
5.8 State why emotional problems and action taken should be recorded and reported	There is no additional mandatory content

## Learning Outcome: 6. be able to look after participants' emotional welfare

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 Encourage the participants to tell staff about any emotional problems they may have during the programme	There is no additional mandatory content
6.2 Show empathy and understanding to participants who have emotional problems	There is no additional mandatory content
6.3 Where possible, gather information about the emotional problem from other sources	There is no additional mandatory content
6.4 Deal with the emotional problem in a way which safeguards the participants' well-being and is in line with organisational guidelines	There is no additional mandatory content
6.5 Maintain a necessary and appropriate level of confidentiality about the participant and their emotional problem	There is no additional mandatory content
6.6 Get help from the responsible colleague when an emotional problem is beyond own level of competence and responsibility	There is no additional mandatory content
6.7 Keep an accurate record of participants' emotional problems	There is no additional mandatory content



## Learning Outcome: 7. know how to assist with participants' departure

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 Describe the information that participants need about their departure	There is no additional mandatory content
7.2 Describe the importance of giving participants information about their departure	There is no additional mandatory content
7.3 List ground rules for participants' behaviour during departure	There is no additional mandatory content
7.4 Describe the importance of ground rules for participants' behaviour during departure	There is no additional mandatory content
7.5 Describe own organisation's departure procedures	There is no additional mandatory content
7.6 Describe procedures to follow to ensure participants leave with an authorised person	There is no additional mandatory content
7.7 Describe the importance of participants leaving with an authorised person	There is no additional mandatory content

## Learning Outcome: 8. be able to assist with participants' departure

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 Prior to participants' departure, encourage them to pack thoroughly, checking their belongings to ensure that nothing has been left behind	There is no additional mandatory content
8.2 Make sure that the participants have the information they need about departures	There is no additional mandatory content
8.3 Answer any questions that the participants have about their departure	There is no additional mandatory content
8.4 Make sure the participants' behaviour is safe and acceptable	There is no additional mandatory content
8.5 Follow own organisation's departure procedures	There is no additional mandatory content
8.6 Where necessary, make sure the participants leave with an authorised person	There is no additional mandatory content
8.7 Make a final check to ensure that personal belongings are not left behind	There is no additional mandatory content

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"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
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.

Assessment Criteria The learner can:	Indicative Delivery Content
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### Learning Outcome: 5.

Assessment Criteria The learner can:	Indicative Delivery Content
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### Learning Outcome: 6.

Assessment Criteria The learner can:	Indicative Delivery Content
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### Learning Outcome: 7.

Assessment Criteria The learner can:	Indicative Delivery Content
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Unit Title	Contribute to adventurous activities
Unit Aim	This unit covers the knowledge and competence that the learner needs to contribute to adventurous activities.
Unique Unit Number	H/601/5541
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>LO 1, 3 and 5 Can be assessed by: professional discussion, questions, written answers</p> <p>Learning outcomes 2, 4 and 6 must be assessed using evidence generated when the learner is contributing to adventurous activities</p> <p>LO 2, 4 When preparing, introducing participants and supervising for adventurous activities the learner must cover 1 of the following types: on-site activities, off-site activities</p> <p>with 2 of the following types: aims, recreation, curriculum-based, personal and social development, encouraging future participation and progress in the sport or activity</p> <p>with 2 of the following types: adults, children and young people, people with particular needs</p> <p>with all of the following types: safety parameters, physical boundaries, criteria for abandoning the experience, participants' safety ground rules, relevant guidelines for activities of this nature</p>



## Learning Outcome: 1. know how to prepare for adventurous activities

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.01 describe the value of adventure and challenge and the benefits which participants can get from such experiences	
1.02 describe the difference between real and perceived risk	
1.03 describe the meaning of the 'adventure continuum' from comfort to panic zones	
1.04 describe how to assess the range of participants' likely adventure thresholds	
1.05 list factors to bear in mind when choosing adventurous activities for participants	
1.06 describe how to balance the participants' abilities and concerns with the perceived risk of the experience	
1.07 describe the importance of clear and sound safety parameters	
1.08 describe why the details of the planned experience must be checked with a responsible colleague	
1.09 describe the procedures to follow in checking the details of the planned experience with a responsible colleague	
1.10 identify relevant legislation and guidelines for the type of experience planned including those of the organisation and National Governing Bodies, where these apply	

**Learning Outcome: 2. be able to prepare for adventurous activities**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 identify the aims of the experience	
2.2 assess the participants' likely adventure thresholds	
2.3 make sure the experience will meet the identified aims and adventure thresholds	
2.4 make sure the experience is in line with the organisation's policies, procedures and resources	
2.5 make sure the experience is within own ability to lead	
2.6 assess the risks involved in the experience	
2.7 make sure there are safety parameters which control these risks whilst still providing an appropriate level of adventure for the participants	
2.8 check all aspects of the experience with a responsible colleague	

### Learning Outcome: 3. know how to introduce participants to adventurous activities

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.01 state the agreed safety parameters for the activity	
3.02 outline why the agreed safety parameters for the activity must be clearly explained to the participants	
3.03 describe why it is important to encourage, not coerce, participants into adventurous activities	
3.04 describe the meaning of 'informed consent' in the context of adventurous activities	
3.05 describe the importance of encouraging participants to take control of their own experience	
3.06 describe how to balance participants taking control of their own experience, with the safety parameters	
3.07 describe the importance of mutual support and trust within a group of participants	
3.08 describe how to encourage mutual support and trust within a group of participants	
3.09 describe the importance of preparing participants to cope with unforeseen circumstances	
3.10 describe how to encourage and prepare participant to use basic problem solving techniques	
3.11 describe how to agree responsibilities for identifying, assessing and helping to manage risk	
3.12 outline why it is important for participants to feel free to express feelings of apprehension and creative imagination	

**Learning Outcome: 4. be able to introduce participants to adventurous activities**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 promote the value of adventurous activities to the participants	
4.2 encourage the participants to take responsibility for owning and helping to manage the experience	
4.3 emphasise the participants' own responsibilities for identifying and managing risk during the experience	
4.4 explain the safety parameters to the participants	
4.5 stress the importance of mutual trust and support within the group	
4.6 prepare the participants to cope with unforeseen circumstances during the experience by solving problems for themselves	
4.7 reassure the participants that expressions of apprehension or creative imagination are acceptable	

## Learning Outcome: 5. know how to supervise and control adventurous activities

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.01 outline styles of leadership which are appropriate to leading adventurous activities	
5.02 describe the importance of carefully monitoring the level of risk throughout the experience and maintaining activities within agreed safety parameters	
5.03 describe how to monitor the level of risk throughout the experience and maintain activities within agreed safety parameters	
5.04 describe the importance of keeping interventions to a minimum	
5.05 outline the situations in which it may be necessary to intervene during the experience	
5.06 list the situations in which appropriate help will have to be called upon	
5.07 state the procedures to follow when help is needed	
5.08 describe the importance of delegating responsibility to participants	
5.09 outline how to delegate responsibility to participants	
5.10 describe the importance of reviewing the experience with the participants	
5.11 outline the types of occurrences to note during the experience which could be used during later reviews	

**Learning Outcome: 6. be able to supervise and control adventurous activities**

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 provide a style of leadership which helps the experience to achieve its aims and the planned level of adventure	
6.2 monitor the level of risk throughout the experience and maintain activities within agreed safety parameters	
6.3 intervene only when the participants' health and safety is threatened or the objectives are not being achieved	
6.4 get appropriate help when problems occur that are beyond own ability and/or area of responsibility to deal with	
6.5 encourage the participants to take responsibility for decision making and problem solving within the guidelines for the experience	
6.6 note occurrences which could be used during subsequent reviews with the participants	

Unit Title	Give customers a positive impression of yourself and your organisation
Unit Aim	This Unit aims to develop communication skills to help deal with customer queries and questions giving a positive impression of the organisation whenever dealing with a customer.
Unique Unit Number	L/601/0933
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>LO 1,2 and 3 evidence generated when the learner is working with customers.</p> <p>Evidence must be gathered when carrying out a real job, paid or voluntary, and when dealing with real customers. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for this unit.</p> <p>Evidence must show they have done this over a sufficient period of time with different customers.</p> <p>Communication with customers may any method you would be expected to use within job role</p> <p>Evidence of creating a positive impression with customers: during routine delivery of customer service, during a busy time in your job, during a quiet time in your job, when people, systems or resources have let you down.</p> <p>Evidence that they communicate effectively by:</p> <ul style="list-style-type: none"> <li>using appropriate spoken or written language, applying the conventions and rules appropriate to the method of communication you have chosen.</li> </ul>

## Learning Outcome: 1. establish rapport with customers

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 meet their organisation's standards of appearance and behaviour	
1.2 greet their customer respectfully and in a friendly manner	
1.3 communicate with their customer in a way that makes them feel valued and respected	
1.4 identify and confirm their customer's expectations	
1.5 treat their customer courteously and helpfully at all times	
1.6 keep their customer informed and reassured	
1.7 adapt their behaviour to respond to different customer behaviour	



### Learning Outcome: 2. respond appropriately to customers

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 respond promptly to a customer seeking help	
2.2 choose the most appropriate way to communicate with their customer	
2.3 check with their customer that they have fully understood their expectations	
2.4 respond promptly and positively to their customer's questions and comments	
2.5 allow their customer time to consider their response and give further explanation when appropriate	

### Learning Outcome: 3. communicate information to customers

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 quickly find information that will help their customer	
3.2 give their customer information they need about the services or products offered by their organisation	
3.3 recognise information that their customer might find complicated and check whether they fully understand	
3.4 explain clearly to their customers any reasons why their expectations cannot be met	

**Learning Outcome: 4. understand how to give customers a positive impression of themselves and the organisation**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
4.1 describe their organisation's standards for appearance and behaviour	
4.2 explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately	
4.3 identify their organisation's rules and procedures regarding the methods of communication they use	
4.4 explain how to recognise when a customer is angry or confused	
4.5 identify their organisation's standards for timeliness in responding to customer questions and requests for information	

Unit Title	Contribute to environmental conservation in active leisure and recreation
Unit Aim	This unit covers the knowledge and competence that the learner needs to contribute to environmental conservation in active leisure and recreation.
Unique Unit Number	L/601/4495
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	See assessment guidance.

### Learning Outcome: 1. know how to contribute to environmental conservation in active leisure and recreation

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 explain what is meant by: - environmental conservation - sustainability - bio-diversity	
1.2 explain why environmental conservation is important to own organisation	
1.3 outline the basic requirements of legislation that is relevant to environmental conser	
1.4 outline organisation's environmental management plan	
1.5 outline own responsibilities relating to environmental conservation	
1.6 outline available budgets and other organisational constraints	
1.7 list agencies and other organisations that can provide information and advice on environmental conservation	
1.8 describe how to make suggestions to improve environmental conservation in own organi	
1.9 describe why it is important to try to continuously improve environmental conservation	

### Learning Outcome: 2. know how to contribute to managing resources in a sustainable way

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 explain why it is important to manage resources responsibly	

<p>2.2 identify the main methods an organisation can use to reduce waste in:</p> <ul style="list-style-type: none"> <li>- energy</li> <li>- water</li> <li>- materials</li> </ul>	
<p>2.3 outline the types of resources an organisation can re-use</p>	
<p>2.4 outline main methods by which an organisation can re-use resources and the procedures that should be followed</p>	
<p>2.5 outline the types of resources an organisation can recycle</p>	
<p>2.6 outline the main methods by which an organisation can recycle resources (including composting) and the procedures to follow</p>	
<p>2.7 list the types of resources that have an impact on the environment</p>	
<p>2.8 describe how the impact on the environment by use of resources can be minimised</p>	
<p>2.9 describe why it is important to maintain equipment according to the manufacturers' instructions</p>	
<p>2.10 describe the impact poorly maintained equipment can have on the environment</p>	
<p>2.11 outline energy conservation and the use of 'green transport'</p>	
<p>2.12 outline why it is important to use locally produced resources wherever possible</p>	

**Learning Outcome: 3. be able to contribute to managing resources in a sustainable way**

Assessment Criteria	Indicative Delivery Content
The learner can:	

<p>3.1 identify and agree own responsibilities for managing resources</p>	<p>When contributing to managing resources in a sustainable way, the learner must cover: 6 of the following types:</p> <p>6 of the following types:</p> <p>a responsibilities for</p> <ol style="list-style-type: none"> <li>1 pollution prevention</li> <li>2 waste reduction</li> <li>3 waste re-use</li> <li>4 waste recycling (including composting)</li> <li>5 energy conservation (including the promotion of 'green' transport)</li> <li>6 water conservation and re-use</li> <li>7 specifying, purchasing and using raw materials, products and equipment that have as little environmental impact as possible</li> <li>8 using traditional methods and materials that are appropriate to own locality</li> </ol> <p>with all of the following types:</p> <p>b resources</p> <ol style="list-style-type: none"> <li>1 energy: all fuels and electricity</li> <li>2 water</li> <li>3 all other materials relevant to own job</li> </ol> <p>with all of the following types:</p> <p>c advice and information</p> <ol style="list-style-type: none"> <li>1 from work colleagues</li> <li>2 from external organisations</li> </ol>
<p>3.2 carry out own responsibilities for managing resources as agreed</p>	<p>When contributing to managing resources in a sustainable way, the learner must cover: 6 of the following types:</p> <p>6 of the following types:</p> <p>a responsibilities for</p> <ol style="list-style-type: none"> <li>1 pollution prevention</li> <li>2 waste reduction</li> <li>3 waste re-use</li> <li>4 waste recycling (including composting)</li> <li>5 energy conservation (including the promotion of 'green' transport)</li> <li>6 water conservation and re-use</li> <li>7 specifying, purchasing and using raw materials, products and equipment that have as little environmental impact as possible</li> <li>8 using traditional methods and materials that are appropriate to own locality</li> </ol> <p>with all of the following types:</p> <p>b resources</p> <ol style="list-style-type: none"> <li>1 energy: all fuels and electricity</li> <li>2 water</li> <li>3 all other materials relevant to own job</li> </ol> <p>with all of the following types:</p> <p>c advice and information</p> <ol style="list-style-type: none"> <li>1 from work colleagues</li> <li>2 from external organisations</li> </ol>

<p>3.3 maintain equipment according to manufacturers' instructions</p>	<p>When contributing to managing resources in a sustainable way, the learner must cover: 6 of the following types:</p> <p>6 of the following types:</p> <p>a responsibilities for</p> <ol style="list-style-type: none"> <li>1 pollution prevention</li> <li>2 waste reduction</li> <li>3 waste re-use</li> <li>4 waste recycling (including composting)</li> <li>5 energy conservation (including the promotion of 'green' transport)</li> <li>6 water conservation and re-use</li> <li>7 specifying, purchasing and using raw materials, products and equipment that have as little environmental impact as possible</li> <li>8 using traditional methods and materials that are appropriate to own locality</li> </ol> <p>with all of the following types:</p> <p>b resources</p> <ol style="list-style-type: none"> <li>1 energy: all fuels and electricity</li> <li>2 water</li> <li>3 all other materials relevant to own job</li> </ol> <p>with all of the following types:</p> <p>c advice and information</p> <ol style="list-style-type: none"> <li>1 from work colleagues</li> <li>2 from external organisations</li> </ol>
<p>3.4 get advice and information on managing resources in a sustainable way when need</p>	<p>When contributing to managing resources in a sustainable way, the learner must cover: 6 of the following types:</p> <p>6 of the following types:</p> <p>a responsibilities for</p> <ol style="list-style-type: none"> <li>1 pollution prevention</li> <li>2 waste reduction</li> <li>3 waste re-use</li> <li>4 waste recycling (including composting)</li> <li>5 energy conservation (including the promotion of 'green' transport)</li> <li>6 water conservation and re-use</li> <li>7 specifying, purchasing and using raw materials, products and equipment that have as little environmental impact as possible</li> <li>8 using traditional methods and materials that are appropriate to own locality</li> </ol> <p>with all of the following types:</p> <p>b resources</p> <ol style="list-style-type: none"> <li>1 energy: all fuels and electricity</li> <li>2 water</li> <li>3 all other materials relevant to own job</li> </ol> <p>with all of the following types:</p> <p>c advice and information</p> <ol style="list-style-type: none"> <li>1 from work colleagues</li> <li>2 from external organisations</li> </ol>

<p>3.5 work within the budget and other organisational constraints</p>	<p>When contributing to managing resources in a sustainable way, the learner must cover: 6 of the following types:</p> <p>6 of the following types:</p> <p>a responsibilities for</p> <ol style="list-style-type: none"> <li>1 pollution prevention</li> <li>2 waste reduction</li> <li>3 waste re-use</li> <li>4 waste recycling (including composting)</li> <li>5 energy conservation (including the promotion of 'green' transport)</li> <li>6 water conservation and re-use</li> <li>7 specifying, purchasing and using raw materials, products and equipment that have as little environmental impact as possible</li> <li>8 using traditional methods and materials that are appropriate to own locality</li> </ol> <p>with all of the following types:</p> <p>b resources</p> <ol style="list-style-type: none"> <li>1 energy: all fuels and electricity</li> <li>2 water</li> <li>3 all other materials relevant to own job</li> </ol> <p>with all of the following types:</p> <p>c advice and information</p> <ol style="list-style-type: none"> <li>1 from work colleagues</li> <li>2 from external organisations</li> </ol>
<p>3.6 make suggestions on how to improve the management of resources within own organisation</p>	<p>When contributing to managing resources in a sustainable way, the learner must cover: 6 of the following types:</p> <p>6 of the following types:</p> <p>a responsibilities for</p> <ol style="list-style-type: none"> <li>1 pollution prevention</li> <li>2 waste reduction</li> <li>3 waste re-use</li> <li>4 waste recycling (including composting)</li> <li>5 energy conservation (including the promotion of 'green' transport)</li> <li>6 water conservation and re-use</li> <li>7 specifying, purchasing and using raw materials, products and equipment that have as little environmental impact as possible</li> <li>8 using traditional methods and materials that are appropriate to own locality</li> </ol> <p>with all of the following types:</p> <p>b resources</p> <ol style="list-style-type: none"> <li>1 energy: all fuels and electricity</li> <li>2 water</li> <li>3 all other materials relevant to own job</li> </ol> <p>with all of the following types:</p> <p>c advice and information</p> <ol style="list-style-type: none"> <li>1 from work colleagues</li> <li>2 from external organisations</li> </ol>

**Learning Outcome: 4. know how to contribute to the good ecological management of outdoor areas**

Assessment Criteria	Indicative Delivery Content
The learner can:	



<p>4.1 outline why it is important to sustain and develop:</p> <ul style="list-style-type: none"> <li>- boundaries, borders and buffer zones</li> <li>- formal gardens</li> <li>- grassland, moor, heath and other open areas</li> <li>- trees and woodland areas</li> <li>- rivers, streams, ponds and wetland areas</li> </ul>	
<p>4.2 describe the main methods an organisation can use to sustain and develop:</p> <ul style="list-style-type: none"> <li>- boundaries, borders and buffer zones</li> <li>- formal gardens</li> <li>- grassland, moor, heath and other open areas</li> <li>- trees and woodland areas</li> <li>- rivers, streams, ponds and wetland areas</li> </ul>	
<p>4.3 outline how to create 'wild areas', for example wildflower meadows</p>	
<p>4.4 outline how to install features such as nesting boxes and log piles to attract and benefit wildlife</p>	
<p>4.5 describe why it is important to use traditional materials and methods when constructing boundaries, paths and roads</p>	
<p>4.6 describe the materials and methods that should be used to construct boundaries, paths and roads</p>	
<p>4.7 list the types of building and other materials that should be avoided and why</p>	
<p>4.8 state the main types of native species of plants on own site</p>	
<p>4.9 identify the correct times and methods that should be used to plant and maintain the main types of native species of plants on own site, from the point of view of the health of the plant and the impact on local wildlife</p>	
<p>4.10 describe how to deal with cuttings, for example grass cuttings, logs and prunings, in a way most appropriate to the site</p>	

4.11 describe why it is important to deal with cuttings in a way most appropriate to the site	
4.12 state the main types of wildlife local to own site, in particular those that are vulnerable and in need of encouragement and protection	
4.13 describe how to encourage and protect the main types of wildlife local to own site	
4.14 list the types of plants and wildlife that should not be introduced	
4.15 describe why certain types of plants and wildlife should not be introduced	

**Learning Outcome: 5. be able to contribute to the good ecological management of outdoor areas**

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 identify and agree own responsibilities for managing outdoor areas in ways that benefit wildlife	<p>When contributing to the good ecological management of outdoor areas, the learner must cover 5 of the following types of responsibilities for:</p> <ul style="list-style-type: none"> <li>1 conserving and protecting existing wildlife and habitats</li> <li>2 growing and planting trees and other plants (normally native species) that attract and benefit insects and other animals</li> <li>3 managing outdoor areas in a naturalistic way that encourages wildlife to thrive</li> <li>4 creating new habitats and 'wild areas'</li> <li>5 installing features that attract and benefit wildlife</li> <li>6 using appropriate building materials and equipment</li> <li>7 dealing with cuttings and other horticultural waste properly</li> </ul> <p>with all of the following types of natural environment</p> <ul style="list-style-type: none"> <li>1 boundaries, borders and buffer zones</li> <li>2 formal gardens</li> <li>3 grassland, moor, heath and other open areas</li> <li>4 trees and woodland areas</li> <li>5 rivers, streams, ponds and wetland areas</li> </ul> <p>with all of the following types of advice and information:</p> <ul style="list-style-type: none"> <li>1 from work colleagues</li> <li>2 from external organisations</li> </ul>

<p>5.2 carry out own responsibilities for managing outside areas in ways that benefit wildlife</p>	<p>When contributing to the good ecological management of outdoor areas, the learner must cover 5 of the following types of responsibilities for:</p> <ol style="list-style-type: none"> <li>1 conserving and protecting existing wildlife and habitats</li> <li>2 growing and planting trees and other plants (normally native species) that attract and benefit insects and other animals</li> <li>3 managing outdoor areas in a naturalistic way that encourages wildlife to thrive</li> <li>4 creating new habitats and 'wild areas'</li> <li>5 installing features that attract and benefit wildlife</li> <li>6 using appropriate building materials and equipment</li> <li>7 dealing with cuttings and other horticultural waste properly</li> </ol> <p>with all of the following types of natural environment</p> <ol style="list-style-type: none"> <li>1 boundaries, borders and buffer zones</li> <li>2 formal gardens</li> <li>3 grassland, moor, heath and other open areas</li> <li>4 trees and woodland areas</li> <li>5 rivers, streams, ponds and wetland areas</li> </ol> <p>with all of the following types of advice and information:</p> <ol style="list-style-type: none"> <li>1 from work colleagues</li> <li>2 from external organisations</li> </ol>
<p>5.3 get advice and information on managing outside areas in ways that benefit wildlife when necessary</p>	<p>When contributing to the good ecological management of outdoor areas, the learner must cover 5 of the following types of responsibilities for:</p> <ol style="list-style-type: none"> <li>1 conserving and protecting existing wildlife and habitats</li> <li>2 growing and planting trees and other plants (normally native species) that attract and benefit insects and other animals</li> <li>3 managing outdoor areas in a naturalistic way that encourages wildlife to thrive</li> <li>4 creating new habitats and 'wild areas'</li> <li>5 installing features that attract and benefit wildlife</li> <li>6 using appropriate building materials and equipment</li> <li>7 dealing with cuttings and other horticultural waste properly</li> </ol> <p>with all of the following types of natural environment</p> <ol style="list-style-type: none"> <li>1 boundaries, borders and buffer zones</li> <li>2 formal gardens</li> <li>3 grassland, moor, heath and other open areas</li> <li>4 trees and woodland areas</li> <li>5 rivers, streams, ponds and wetland areas</li> </ol> <p>with all of the following types of advice and information:</p> <ol style="list-style-type: none"> <li>1 from work colleagues</li> <li>2 from external organisations</li> </ol>

5.4 make suggestions on how to manage outside areas in ways that benefit wildlife

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

- 1 conserving and protecting existing wildlife and habitats
- 2 growing and planting trees and other plants (normally native species) that attract and benefit insects and other animals
- 3 managing outdoor areas in a naturalistic way that encourages wildlife to thrive

4 creating new habitats and 'wild areas'

5 installing features that attract and benefit wildlife

6 using appropriate building materials and equipment

7 dealing with cuttings and other horticultural waste properly

with all of the following types of natural environment

1 boundaries, borders and buffer zones

2 formal gardens

3 grassland, moor, heath and other open areas

4 trees and woodland areas

5 rivers, streams, ponds and wetland areas

with all of the following types of advice and information:

1 from work colleagues

2 from external organisations

**Learning Outcome: 6. know how to provide information and advice on environmental issues**

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 outline why it is important to provide information and advice on the local environment and methods of sustaining it to visitors and colleagues	
6.2 list the main methods available for providing information and advice	
6.3 outline why it is important to inform visitors about procedures for managing resources responsibly and the reasons for this	
6.4 describe how to site and maintain interpretation boards and leaflets about the natural environment	
6.5 describe how to develop and involve visitors in activities that promote their understanding of environmental conservation	
6.6 state the types of conflict that may arise between visitors and the organisation	
6.7 describe how to deal with conflict that may arise between visitors and the organisation	
6.8 list types of 'environmentally friendly' transport that visitors should be encouraged to use	
6.9 describe how to encourage the use of 'environmentally friendly' transport	
6.10 describe why it is important to encourage visitors to buy local food and produce and contribute to the local economy	
6.11 describe how to encourage visitors to buy local food and produce and contribute to the local economy	

**Learning Outcome: 7. be able to provide information and advice on environmental issues**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
7.1 identify and agree own responsibilities for providing information and advice on environmental conservation	When providing information and advice on environmental issues, the learner must cover: 3 of the following types: a information and advice in the form of 1 information/interpretation boards 2 leaflets 3 spoken 4 involving visitors in environmental activities with 4 of the following types: b information and advice covering 1 managing resources in a sustainable way 2 the natural environment 3 sustaining and developing the natural environment 4 noise and light pollution 5 'green' transport issues 6 the importance of buying local produce (particularly local, seasonal food) and supporting the local economy
7.2 provide information and advice to people on the site when necessary	When providing information and advice on environmental issues, the learner must cover: 3 of the following types: a information and advice in the form of 1 information/interpretation boards 2 leaflets 3 spoken 4 involving visitors in environmental activities with 4 of the following types: b information and advice covering 1 managing resources in a sustainable way 2 the natural environment 3 sustaining and developing the natural environment 4 noise and light pollution 5 'green' transport issues 6 the importance of buying local produce (particularly local, seasonal food) and supporting the local economy

<p>7.3 provide information and advice that is clear and easily understood</p>	<p>When providing information and advice on environmental issues, the learner must cover:  3 of the following types:  a information and advice in the form of  1 information/interpretation boards  2 leaflets  3 spoken  4 involving visitors in environmental activities  with 4 of the following types:  b information and advice covering  1 managing resources in a sustainable way  2 the natural environment  3 sustaining and developing the natural environment  4 noise and light pollution  5 'green' transport issues  6 the importance of buying local produce (particularly local, seasonal food) and supporting the local economy</p>
<p>7.4 make sure environmental activities are enjoyable for visitors</p>	<p>When providing information and advice on environmental issues, the learner must cover:  3 of the following types:  a information and advice in the form of  1 information/interpretation boards  2 leaflets  3 spoken  4 involving visitors in environmental activities  with 4 of the following types:  b information and advice covering  1 managing resources in a sustainable way  2 the natural environment  3 sustaining and developing the natural environment  4 noise and light pollution  5 'green' transport issues  6 the importance of buying local produce (particularly local, seasonal food) and supporting the local economy</p>
<p>7.5 explain the reasons for the information and advice provided</p>	<p>When providing information and advice on environmental issues, the learner must cover:  3 of the following types:  a information and advice in the form of  1 information/interpretation boards  2 leaflets  3 spoken  4 involving visitors in environmental activities  with 4 of the following types:  b information and advice covering  1 managing resources in a sustainable way  2 the natural environment  3 sustaining and developing the natural environment  4 noise and light pollution  5 'green' transport issues  6 the importance of buying local produce (particularly local, seasonal food) and supporting the local economy</p>

<p>7.6 deal with any conflict sensitively and in line with own organisation's procedures</p>	<p>When providing information and advice on environmental issues, the learner must cover:            3 of the following types:            a information and advice in the form of            1 information/interpretation boards            2 leaflets            3 spoken            4 involving visitors in environmental activities            with 4 of the following types:            b information and advice covering            1 managing resources in a sustainable way            2 the natural environment            3 sustaining and developing the natural environment            4 noise and light pollution            5 'green' transport issues            6 the importance of buying local produce (particularly local, seasonal food) and supporting the local economy</p>
<p>7.7 make suggestions to improve the information and advice own organisation provides</p>	<p>When providing information and advice on environmental issues, the learner must cover:            3 of the following types:            a information and advice in the form of            1 information/interpretation boards            2 leaflets            3 spoken            4 involving visitors in environmental activities            with 4 of the following types:            b information and advice covering            1 managing resources in a sustainable way            2 the natural environment            3 sustaining and developing the natural environment            4 noise and light pollution            5 'green' transport issues            6 the importance of buying local produce (particularly local, seasonal food) and supporting the local economy</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:

- current occupational competence in activity leadership, specifically relating to the units being delivered
- recent experience and competence in units delivering, to the level of the qualification.
- evidence of keeping up-to-date with developments in the industry (CPD).

### 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 assessors. The assessors are responsible for the delivery and assessment of the qualification. Assessors are required to:

- current occupational competence in activity leadership, specifically relating to the units being delivered
- recent experience and competence in units delivering, to the level of the qualification.
- evidence of keeping up-to-date with developments in the industry (CPD).

### 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:

- hold a recognised Internal verification/internal quality assurance.
- hold a recognised assessor qualification in the work environment.
- has current occupational competence in activity leadership, specifically relating to the units being delivered.
- has recent experience and competence in units delivered, to the level of the qualification.
- can show evidence of keeping up-to-date with developments in the industry (CPD).

There are additional conditions, set by the SkillsActive Assessment Strategy.

## Additional Qualification Requirements

This qualification is regulated by Ofqual (600/1201/8) and QiW (C00/0378/9 - Designated).

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