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

Qualification Specification

About Us

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

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced though 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 3 NVQ Diploma in Outdoor Programmes (via the Outdoor Development Training Pathway)
Qualification Overview:	Gives learners the knowledge and skills to work in outdoor programmes with a focus on outdoor development training.
Qualification Code:	L3DOPOD
Qualification Regulation Number:	600/1770/3
Guided Learning Hours (GLH):	185
Total Qualification Time (TQT):	390
Credit Value (if applicable):	46
Operational Start Date:	12/04/2011
Qualification Review Date:	30/11/2025
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to work in outdoor programmes with a focus on outdoor development training.
Qualification Purpose:	Confirm competence in an occupational role to the standards required

Who is this qualification for?

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

Qualification Progression

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

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

Entry Requirements

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

Pre-requisite(s) or other entry requirements

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

Prior to registration learners are required to:
- be accurately identified
- be at least 18 years of age
- be able to undertake this assessment in English or Welsh (if available)

Assessment Methods

The assessment methods used in this qualification are:
- Coursework (in 8 of 8 mandatory units),
- Portfolio of Evidence (in 8 of 8 mandatory units)

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

Grading Methods

This qualification will be graded Pass / Fail.

Qualification Structure

Learners must successfully complete all mandatory units and 1 of 10 optional units to achieve this qualification.

Mandatory Units

Unit ID	Unit Title	GLH
H/503/0885	Contribute to improving personal and organisational performance	14
A/503/0939	Organise people and resources for outdoor programmes	20
A/503/0651	Ensure the health, safety, welfare and security of customers and staff	23
M/503/0940	Promote the conservation of the environment	15
T/503/0910	Establish and maintain effective working relationships in the outdoors	35
K/503/0886	Design outdoor development training programmes	28
Y/503/0933	Facilitate learning using outdoor development training	55
A/503/0987	Promote the transfer of learning from outdoor experiences	16

Optional Units

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

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Contribute to improving personal and organisational performance
Unit Aim	This unit covers the knowledge and competence that the learner needs to contribute to improving personal and organisational performance.
Unique Unit Number	H/503/0885
Unit Assessment Method(s)	- Coursework - Portfolio of Evidence
Assessment Specification	Learning Outcomes (LO) 1, 2, 4 and 6 assessed by: - professional discussion - oral questions - written answers. LO 3, 5 and 7 must be assessed using evidence generated when the learner is contributing to improving personal and organisational performance. LO 3: When monitoring own performance and the performance of own area of responsibility, they must cover 4 of the following types planning, delivery, relationships with others, health and safety, environment in which the service is delivered and 3 of the following Feedback, formal, informal, positive, negative, suggestions for improvement LO 5: When contributing to evaluating and improving organisational performance, the learner must cover 4 of the following types services, procedures, working methods, human resources, physical resources, working relationships LO 7: When contributing to own personal development, the learner must cover 2 of the following types short term, medium term, long term and 3 of the following types: formal, informal, on-job, off-job

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

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

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

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

Assessment Criteria The learner can:	Indicative Delivery Content

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

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

Learning Outcome: 4. know how to contribute to evaluating and improving organisational performance	
Assessment Criteria The learner can:	**Indicative Delivery Content**
4.1 explain how to analyse own observations and feedback from others to identify the key implications for the organisation	
4.2 explain how to identify relevant organisational objectives, standards and values	
4.3 explain how to compare own analysis with organisational objectives, standards and values	
4.4 evaluate sources of information on possible improvements, including the work of similar organisations	
4.5 explain how to identify possible improvements in organisational performance	
4.6 summarise who evaluations should be shared with and the appropriate procedures to follow	
4.7 explain why it is important to take account of other people's views and experiences when evaluating organisational performance	
4.8 explain the importance of monitoring and evaluating improvements	

Learning Outcome: 5. be able to contribute to evaluating and improving organisational performance	
Assessment Criteria The learner can:	**Indicative Delivery Content**

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

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

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

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

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

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

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

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

7.8 review and update own development plan according to progress and changing circumstances	When contributing to own personal development, the learner must cover two of the following types: two of the following types: a areas for development 1 short term 2 medium term 3 long term and three of the following types: b development activities 1 formal 2 informal 3 on-job 4 off-job

Unit Title	Organise people and resources for outdoor programmes
Unit Aim	This unit covers the knowledge and competence the learner needs to organise people and resources for outdoor programmes.
Unique Unit Number	A/503/0939
Unit Assessment Method(s)	- Coursework - Portfolio of Evidence
Assessment Specification	LO 2, 4 and 5 must be assessed using evidence generated when organising people and resources for outdoor programmes. LO 2,: When organising resources for the programme, they must cover: 4 of the following types: people, equipment, clothing, environment, domestic arrangements 2 of the following types: one day, multi-day, requiring overnight accommodation and 1 of the following types adults, children and young people, participants with particular needs LO 4: When preparing self and others for the programme, they must cover: 2 of the following types: one day, multi-day, requiring overnight accommodation 1 of the following types adults, children and young people, participants with particular needs and 4 of the following types: Resources, people, equipment, clothing, environment, domestic arrangements LO 5: When dealing with resources after use, they must cover: 3 of the following types: equipment, clothing, environment, domestic arrangements

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

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

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

Assessment Criteria The learner can:	Indicative Delivery Content

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

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

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

Learning Outcome: 3. know how to prepare self and others for the programme

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

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

Assessment Criteria The learner can:	Indicative Delivery Content

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

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

Learning Outcome: 5. be able to deal with resources after use	
Assessment Criteria The learner can:	Indicative Delivery Content

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

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

Unit Title	Ensure the health, safety, welfare and security of customers and staff
Unit Aim	This unit covers the knowledge and competence that the learner needs to ensure the health, safety, welfare and security of customers and staff.
Unique Unit Number	A/503/0651
Unit Assessment Method(s)	- Coursework - Portfolio of Evidence
Assessment Specification	LO1 2 4 & 6: These can be assessed by professional discussion, questions, written answers LO3 5 & 7: evidence generated when ensuring the health, safety, welfare and security of customers and staff LO3: When identifying hazards and assessing risks they must cover 3 of the following types: colleagues and team members, participants, clients, facility owners. All of the following types: Hazards to health, safety and security LO5: When contributing to developing and maintaining normal and emergency operating procedures, they must cover risks to health, safety and security to following types colleagues and team members, participants, spectators, clients, facility owners LO7: When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover 3 of the following types: colleagues and team members, parents/carers, spectators, clients/participants, facility owners all of the following types: physical, neglect, emotional, sexual, bullying

Learning Outcome: 1. know how to ensure the health, safety, welfare and security of customers and staff	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 summarise the key requirements of health and safety legislation that affect own area of work	
1.2 explain own organisation's health, safety and security procedures and policies	
1.3 explain the principles of the duty of care	
1.4 define 'health' including the meaning of emotional/psychological health	
1.5 summarise equipment manufacturers' guidelines, as appropriate to own work	
1.6 explain National Governing Body guidance relating to activities, where appropriate to own work	
1.7 explain relevant operating procedures regarding health and safety	
1.8 summarise the possible impact of weather on health and safety in own area of responsibility	
1.9 explain how to exercise authority and leadership in potentially hazardous situations	
1.10 explain how to identify types of untoward incidents (including 'near misses') which may occur and why they should be reported, in relation to the following: • activities, • participant and staff behaviour, • environmental damage	

Learning Outcome: 2. know how to identify hazards and assess risks to health, safety and security	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 explain the importance of identifying hazards and assessing risks	
2.2 explain the importance of involving as many relevant people as possible in identifying hazards and assessing risks	
2.3 explain how to involve others in identifying hazards	
2.4 explain how to identify the information which needs to be collected to make an effective risk assessment and how to collect, evaluate and record such information	
2.5 classify the types of hazards which are likely to be present in own area of responsibility	
2.6 explain how to identify existing hazards and controls	
2.7 define risk acceptance criteria and how to determine these	
2.8 explain how to assess risks	
2.9 explain how to determine when risks are unacceptable according to organisational, local and national requirements	
2.10 explain how to identify own technical limitations when assessing risks and who are the competent specialists who need to be consulted when a risk or hazard is beyond own limitation	
2.11 summarise the importance of continuing to monitor for new hazards and assessing the risks presented by these	

Learning Outcome: 3. be able to identify hazards and assess risks to health, safety and security	
Assessment Criteria The learner can:	Indicative Delivery Content
3.1 check facilities, equipment and activities for health, safety and security issues	When identifying hazards and assessing risks to health, safety and security, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 participants 3 clients 4 facility owners and all of the following types: b hazards 1 to health 2 to safety 3 to security
3.2 gather information from all relevant people about possible hazards	When identifying hazards and assessing risks to health, safety and security, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 participants 3 clients 4 facility owners and all of the following types: b hazards 1 to health 2 to safety 3 to security
3.3 record all significant hazards, who is exposed, and any existing safety procedures	When identifying hazards and assessing risks to health, safety and security, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 participants 3 clients 4 facility owners and all of the following types: b hazards 1 to health 2 to safety 3 to security

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

3.7 continue to monitor for new hazards and assess their risks on an ongoing basis	When identifying hazards and assessing risks to health, safety and security, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 participants 3 clients 4 facility owners and all of the following types: b hazards 1 to health 2 to safety 3 to security

Learning Outcome: 4. know how to contribute to developing and maintaining normal and emergency operating procedures	
Assessment Criteria The learner can:	Indicative Delivery Content
4.1 explain the importance of safety procedures to manage risks in own area of responsibility	
4.2 explain why it is important to involve as many people as possible in developing such safety procedures and how to do so	
4.3 explain how to develop safety procedures which are consistent with a risk assessment	
4.4 explain how to identify the circumstances in which appropriate authorities would have to be informed about lack of effective risk management	
4.5 summarise who are the appropriate authorities and how to inform them about lack of effective risk management	
4.6 evaluate effective methods of promoting safety to participants and staff	
4.7 explain how to make sure participants and staff know and adhere to the relevant safety requirements	

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

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

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

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

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

| 5.7 use feedback on how well procedures are working to improve those procedures | When contributing to developing and maintaining normal and emergency operating procedures, the learner must cover:
both of the following types:
a procedures
1 normal operating procedures
2 emergency operating procedures
all of the following types:
b risks
1 to health
2 to safety
3 to security
and three of the following types
c relevant people
1 colleagues and team members
2 participants
3 spectators
4 clients
5 facility owners |

Learning Outcome: 6. know how to contribute to maintaining and improving procedures for the protection of vulnerable participants	
Assessment Criteria The learner can:	**Indicative Delivery Content**
6.1 explain the importance of effective protection for vulnerable participants	
6.2 summarise who are vulnerable participants	
6.3 interpret key requirements of legislation for child protection	
6.4 explain how to identify other types of vulnerable people who may need similar protection and legal requirements in relation to these	
6.5 summarise own organisation's policies and procedures for the protection of vulnerable participants, and own responsibilities in this	
6.6 explain the main risks to children and other vulnerable people and procedures – for example criminal record bureau checks – that must be used to ensure protection	

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

Learning Outcome: 7. be able to contribute to maintaining and improving procedures for the protection of vulnerable participants	
Assessment Criteria The learner can:	Indicative Delivery Content
7.1 carry out own responsibilities for the protection of vulnerable participants according to organisational and legal requirements	When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover: three of the following types: a relevant people 1 colleagues and team members 2 parents/carers 3 spectators 4 clients/participants 5 facility owners all of the following types: b abuse 1 physical 2 neglect 3 emotional 4 sexual 5 bullying and all of the following types c procedures 1 normal operating procedures 2 emergency operating procedures

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

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

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

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

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

Learning Outcome: 1. know how to promote the conservation of the environment	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 explain the importance of environmental protection and how codes can contribute to this	
1.2 summarise current good practice at the national, local and organisational level	
1.3 summarise the effects of all the types of impact listed in the range	

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

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

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

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

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

3.6 report on the impact of activities on these sites to the responsible colleague	When contributing to and implementing codes of practice for using the environment, the learner must cover: two of the following types: a good practice and guidance 1 national 2 local 3 organisational and all of the following types: b impact 1 damage 2 pollution 3 disturbance

Learning Outcome: 4. know how to educate participants on the impact of activities on the environment

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

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

Assessment Criteria The learner can:	Indicative Delivery Content

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

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

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

Learning Outcome: 1. know how to establish and maintain effective relationships with participants and colleagues	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 summarise relevant legal and professional requirements and codes of practice including those covering working with children	
1.2 explain the importance of effective working relationships with participants and colleagues	

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

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

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

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

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

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

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

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

Learning Outcome: 4. be able to work effectively with clients and colleagues	
Assessment Criteria The learner can:	Indicative Delivery Content

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

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

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

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

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

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

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 delegate responsibilities effectively and safely to colleagues	When delegating work and monitoring and support colleagues, the learner must cover: three of the following types: a colleagues 1 more senior staff 2 colleagues at the same level 3 less experienced staff 4 freelance colleagues 5 colleagues from other organisations 6 client representatives and two of the following types: b support 1 advice and information 2 direct help 3 sharing skills 4 emotional support

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

Unit Title	Design outdoor development training programmes
Unit Aim	This unit covers the knowledge and competence that the learner needs to design outdoor recreation programmes.
Unique Unit Number	K/503/0886
Unit Assessment Method(s)	- Coursework - Portfolio of Evidence
Assessment Specification	Learning Outcomes (LO) 1, 2 and 4: can be assessed by: - professional discussion - oral questions - written answers. LO 3 and 5 must be assessed using workplace evidence generated when the learner is designing outdoor recreation programmes. LO 3: When identifying the recreational needs and aspirations of participants, they must cover: all of the following types: Needs and aspirations - fun and enjoyment - new experiences - adventure and challenge and 2 of the following types: Participants - adults - children and young people - groups whose members do not know each other - participants with particular needs in relation to the programme LO 5: When designing an outdoor recreation programme, they must cover: all of the following types: Needs and aspirations - fun and enjoyment - new experiences - adventure and challenge and two of the following types: Participants - adults - children and young people - groups whose members do not know each other - participants with particular needs in relation to the programme

Learning Outcome: 1. know how to design outdoor recreation programmes	
Assessment Criteria The learner can:	**Indicative Delivery Content**
1.1 summarise relevant health and safety legislation, including that covering activity centres	
1.2 explain organisational procedures and requirements	
1.3 explain the principles of the duty of care	
1.4 define 'health' including the meaning of emotional/psychological health	
1.5 interpret activity centre licensing regulations and equipment manufacturers' guidelines	
1.6 summarise technical knowledge, e.g. national governing body guidance relating to activities	
1.7 explain relevant operating procedures regarding safety	
1.8 compare and contrast the types of contingencies which are likely to occur: weather, accident and emergency, forced changes and how to plan for these	
1.9 explain incidence and the effect of adverse meteorological conditions	

Learning Outcome: 2. know how to identify the recreational needs and aspirations of participants

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 explain the importance of gathering information on the recreational needs and aspirations of the participants in advance of the programme	
2.2 summarise the usual recreational needs and aspirations which participants have	
2.3 explain how to identify relevant organisational, legal and governing body standards and procedures and how to access these	
2.4 summarise types of specific and unusual requests which would need to be checked with the participants and why	
2.5 explain the types of potential difficulties which may arise when seeking to meet participants' aspirations and needs	
2.6 summarise procedures to follow to resolve potential difficulties of this kind	

Learning Outcome: 3. be able to identify the recreational needs and aspirations of participants

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 gather information about the needs and aspirations of the participants using organisational methods in advance of designing the programme	When identifying the recreational needs and aspirations of participants, the learner must cover: all of the following types: a needs and aspirations 1 fun and enjoyment 2 new experiences 3 adventure and challenge and two of the following types: b participants 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the programme

3.2 make sure the recreational needs and aspirations of the participants are in line with organisational, legal and governing body requirements	When identifying the recreational needs and aspirations of participants, the learner must cover: all of the following types: a needs and aspirations 1 fun and enjoyment 2 new experiences 3 adventure and challenge and two of the following types: b participants 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the programme
3.3 clarify any specific and unusual requests with the participants	When identifying the recreational needs and aspirations of participants, the learner must cover: all of the following types: a needs and aspirations 1 fun and enjoyment 2 new experiences 3 adventure and challenge and two of the following types: b participants 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the programme
3.4 identify potential difficulties with meeting expressed needs and aspirations, and follow organisational procedures to resolve these issues	When identifying the recreational needs and aspirations of participants, the learner must cover: all of the following types: a needs and aspirations 1 fun and enjoyment 2 new experiences 3 adventure and challenge and two of the following types: b participants 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the programme

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

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 explain how to identify published programmes, brochures, codes of practice and operating procedures	
4.2 explain how to design a range of activity programmes so that they meet the participants' needs and aspirations	
4.3 explain the importance of checking the accuracy and compatibility of the proposed programme with other related areas of the organisation	
4.4 explain the importance of talking the participants through the programme and giving them opportunities for questioning and clarification	
4.5 summarise the types of issues which participants may raise during briefings and how to deal with these	
4.6 explain the principles of customer care when negotiating programmes with participants	

Learning Outcome: 5. be able to design an outdoor recreation programme

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 design the programme so that it meets agreed participants' needs and aspirations and organisational, legal and relevant governing body requirements	When designing an outdoor recreation programme, the learner must cover: all of the following types: a needs and aspirations 1 fun and enjoyment 2 new experiences 3 adventure and challenge and two of the following types: b participants 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the programme

5.2 plan for likely contingencies	When designing an outdoor recreation programme, the learner must cover: all of the following types: a needs and aspirations 1 fun and enjoyment 2 new experiences 3 adventure and challenge and two of the following types: b participants 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the programme
5.3 check the programme with key staff to make sure it is consistent with client requirements and other planned activities	When designing an outdoor recreation programme, the learner must cover: all of the following types: a needs and aspirations 1 fun and enjoyment 2 new experiences 3 adventure and challenge and two of the following types: b participants 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the programme
5.4 talk the participants through the programme, and give them opportunities for questioning and clarification	When designing an outdoor recreation programme, the learner must cover: all of the following types: a needs and aspirations 1 fun and enjoyment 2 new experiences 3 adventure and challenge and two of the following types: b participants 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the programme

5.5 deal with any requested changes to the programme in a spirit of quality customer care	When designing an outdoor recreation programme, the learner must cover: all of the following types: a needs and aspirations 1 fun and enjoyment 2 new experiences 3 adventure and challenge and two of the following types: b participants 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the programme

Unit Title	Facilitate learning using outdoor development training
Unit Aim	This unit covers the knowledge and competence that the learner needs to facilitate recreation in the outdoors.
Unique Unit Number	Y/503/0933
Unit Assessment Method(s)	- Coursework - Portfolio of Evidence
Assessment Specification	See assessment guidance.

Learning Outcome: 1. know how to facilitate learning using outdoor development training

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 summarise the underlying philosophy of outdoor development training, and why its principles and values are important	
1.2 explain the experiential learning cycle	
1.3 analyse the development of the whole person including affective, cognitive, physical, social and spiritual factors	
1.4 explain the meaning of group dynamics and team development	
1.5 evaluate leadership styles	
1.6 summarise the types of team development which can be achieved by outdoor programmes	
1.7 explain the meanings of adventure thresholds and misadventure, and adventures of the spirit	
1.8 compare and contrast 'facilitation' and 'instruction'	
1.9 summarise the difference between learning approaches based on gap theory and those based on human potential development	
1.10 analyse individuals, groups and organisations as foci for learning	
1.11 explain the importance of interaction between the person and the environment	

Learning Outcome: 2. know how to establish and maintain a climate conducive to achieving specified learning outcomes	
Assessment Criteria The learner can:	Indicative Delivery Content
2.1 explain how to address simultaneously the needs of individuals and groups	
2.2 explain how to respond safely to the learning opportunities presented in the outdoors and use them for meeting personal and group objectives	
2.3 explain how to modify and develop planned activities	
2.4 explain how to balance the physical and emotional strength of individuals with the challenges of the outdoors	
2.5 justify when to intervene and when to hold back with individuals approaching their adventure thresholds	
2.6 explain how to receive sensitively and act on feedback	
2.7 compare and contrast motivational techniques and strategies and how to select and apply them	
2.8 compare and contrast systems of reward and praise	
2.9 explain the meaning of individual differences as a stimulus to learning	
2.10 explain how to set a positive example and role model to others	
2.11 explain how to use outdoor activities to stimulate participants to stretch their own knowledge and understanding of themselves and others	

2.12 explain how to recognise the characteristics of an effective and ineffective team	
2.13 explain how to demonstrate a systematic approach to problem solving	
2.14 explain how to shape values and attitudes without moralising	
2.15 summarise how to choose activities that lead to desired learning outcomes explain how to respond safely to the learning opportunities presented in the outdoors and use them for meeting personal and group objectives	

Learning Outcome: 3. be able to establish and maintain a climate conducive to achieving specified learning outcomes	
Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain the relevant features of the planned experience and its underlying values	When establishing and maintaining a climate conducive to achieving specified learning outcomes, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b role 1 learning facilitator 2 group process facilitator 3 task facilitator with three of the following types: c feelings 1 anxiety 2 anger 3 confusion 4 apathy 5 exhilaration

3.2 establish own role with the group	When establishing and maintaining a climate conducive to achieving specified learning outcomes, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b role 1 learning facilitator 2 group process facilitator 3 task facilitator with three of the following types: c feelings 1 anxiety 2 anger 3 confusion 4 apathy 5 exhilaration
3.3 negotiate ground rules for behaviour	When establishing and maintaining a climate conducive to achieving specified learning outcomes, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b role 1 learning facilitator 2 group process facilitator 3 task facilitator with three of the following types: c feelings 1 anxiety 2 anger 3 confusion 4 apathy 5 exhilaration

3.4 respond sensitively to feelings and values expressed by the participants	When establishing and maintaining a climate conducive to achieving specified learning outcomes, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b role 1 learning facilitator 2 group process facilitator 3 task facilitator with three of the following types: c feelings 1 anxiety 2 anger 3 confusion 4 apathy 5 exhilaration
3.5 encourage participants to share responsibility for their own individual and group learning	When establishing and maintaining a climate conducive to achieving specified learning outcomes, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b role 1 learning facilitator 2 group process facilitator 3 task facilitator with three of the following types: c feelings 1 anxiety 2 anger 3 confusion 4 apathy 5 exhilaration

3.6 work with and influence group dynamics in ways that support learning	When establishing and maintaining a climate conducive to achieving specified learning outcomes, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b role 1 learning facilitator 2 group process facilitator 3 task facilitator with three of the following types: c feelings 1 anxiety 2 anger 3 confusion 4 apathy 5 exhilaration
3.7 acknowledge achievement	When establishing and maintaining a climate conducive to achieving specified learning outcomes, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b role 1 learning facilitator 2 group process facilitator 3 task facilitator with three of the following types: c feelings 1 anxiety 2 anger 3 confusion 4 apathy 5 exhilaration

Learning Outcome: 4. know how to facilitate participants' individual learning and group development	
Assessment Criteria The learner can:	Indicative Delivery Content
4.1 summarise the steps in group formation	

4.2 explain how to diagnose the mood or other conditions of a group, and the development stage they are at	
4.3 compare and contrast the various strategies used for the encouragement of both individual and group development	
4.4 explain how to prioritise the differing needs of the group, the individual and the task	
4.5 explain how to get individuals to work near their adventure thresholds	
4.6 explain how role relationships with each participant may or should develop (helping, counter-depending, inter-depending, independence)	
4.7 justify the importance of allowing participants to make mistake or to fail	
4.8 explain how to recognise the limits of own competence in relation to the activity being facilitated	
4.9 compare and contrast the methods that can be employed to help individuals to explore their feelings	
4.10 explain how self-esteem is built up by giving individuals the experience of responding successfully to a series of increasingly demanding challenges	
4.11 explain how to recognise the vulnerability of participants who have a distorted self-image	
4.12 summarise the value of specific positive feedback in building self-esteem	

Learning Outcome: 5. be able to facilitate participants' individual and group development

Assessment Criteria The learner can:	Indicative Delivery Content

5.1 emphasise the importance of team work in achieving objectives	When facilitating participants' individual and group development, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b objectives 1 affective 2 cognitive 3 physical 4 team development with all of the following types: c methods of communication 1 verbal 2 tone of voice 3 body language
5.2 make sure at least one group member understands the objectives and parameters	When facilitating participants' individual and group development, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b objectives 1 affective 2 cognitive 3 physical 4 team development with all of the following types: c methods of communication 1 verbal 2 tone of voice 3 body language

5.3 encourage open and effective communication	When facilitating participants' individual and group development, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b objectives 1 affective 2 cognitive 3 physical 4 team development with all of the following types: c methods of communication 1 verbal 2 tone of voice 3 body language
5.4 vary activities to meet individual and group needs	When facilitating participants' individual and group development, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b objectives 1 affective 2 cognitive 3 physical 4 team development with all of the following types: c methods of communication 1 verbal 2 tone of voice 3 body language

5.5 encourage exploration and risk taking within agreed safety procedures	When facilitating participants' individual and group development, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b objectives 1 affective 2 cognitive 3 physical 4 team development with all of the following types: c methods of communication 1 verbal 2 tone of voice 3 body language
5.6 make use of unplanned events during the experience	When facilitating participants' individual and group development, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b objectives 1 affective 2 cognitive 3 physical 4 team development with all of the following types: c methods of communication 1 verbal 2 tone of voice 3 body language

5.7 enable individual reflection and group review	When facilitating participants' individual and group development, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b objectives 1 affective 2 cognitive 3 physical 4 team development with all of the following types: c methods of communication 1 verbal 2 tone of voice 3 body language
5.8 encourage participants to think about how they may apply and test what they have learned to new situations	When facilitating participants' individual and group development, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with two of the following types: b objectives 1 affective 2 cognitive 3 physical 4 team development with all of the following types: c methods of communication 1 verbal 2 tone of voice 3 body language

Learning Outcome: 6. know how to manage the physical and emotional well-being of participants

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 summarise relevant health and safety legislation, including that covering activity centres	
6.2 explain how to identify legislation covering working with children	
6.3 explain organisational procedures and requirements	
6.4 explain the principles of the duty of care	
6.5 define 'health' including the meaning of emotional/psychological health	
6.6 interpret activity centre licensing regulations and equipment manufacturers' guidelines	
6.7 summarise technical knowledge e.g. national governing body guidance relating to activities	
6.8 explain relevant operating and emergency procedures regarding safety	
6.9 compare and contrast the types of contingencies which are likely to occur: weather, accident and emergency, forced changes and how to plan for these	
6.10 explain incidence and the effect of adverse meteorological conditions	

Unit Title	Promote the transfer of learning from outdoor experiences
Unit Aim	This unit covers the knowledge and competence that the learner needs to promote the transfer of learning from outdoor experiences.
Unique Unit Number	A/503/0987
Unit Assessment Method(s)	- Coursework - Portfolio of Evidence
Assessment Specification	Learning Outcomes (LO) 1 & 3 can be assessed by: - professional discussion - oral questions - written answers. LO2 & 4 using evidence generated when the learner is promoting the transfer of learning from outdoors. LO2: When learning through individual and shared reflection on experience, the learner must cover 2 of the following types: adults, children and young people, groups whose members do not know each other, established groups. With 3 of the following types: learning, affective, cognitive, physical, team development. With 3 of the following types: work, social, personal, home, education. LO4: When helping participants identify how to transfer learning to other aspects of their lives, the learner must cover 2 of the following types: adults, children and young people, groups whose members do not know each other, established groups. With 3 of the following types: work, social, personal, home, education. With 3 of the following types: colleagues, supervisors, teachers, mentors, friends.

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

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

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

Assessment Criteria The learner can:	Indicative Delivery Content

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

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

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

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

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

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

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

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

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

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

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)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	Learning Outcomes (LO) 1, 3 and 5 assessed by: professional discussion, oral questions, written answers LO 2,4 and 6 evidence generated when the learner is enabling disabled people to take part in activities LO 2 When identifying the needs of disabled participants for the activity, they must cover 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 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 with 1 of the following types: equipment, normal activity equipment

Learning Outcome: 1. know how to identify the needs of disabled participants for the activity	
Assessment Criteria The learner can:	Indicative Delivery Content
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 The learner can:	**Indicative Delivery Content**
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 The learner can:	Indicative Delivery Content
3.1 describe the importance of providing disabled participants with opportunities for development and challenge	
3.2 describe how to set goals for an activity which are realistic for the participant's level of ability whilst still providing opportunities for development and challenge	
3.3 describe health and safety issues when setting up activities for the range of disabled participants, in particular how levels of risk for an activity can be increased when working with disabled people	
3.4 describe how to design 'warm-up' activities for disabled participants	
3.5 outline how to adapt the activity's structure to the needs of the disabled participant	
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Learning Outcome: 4. be able to adapt activities to the needs of disabled participants

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

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

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

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

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

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

Unit Title	Support the efficient use of resources
Unit Aim	This unit covers the knowledge and competence that the learner needs, to support the efficient use of resources.
Unique Unit Number	H/502/8456
Unit Assessment Method(s)	- Coursework - Portfolio of Evidence
Assessment Specification	Learning Outcomes 1, 2 and 4 can be assessed by: (i) professional discussion (ii) oral questions and answers (iii) questions requiring written answers. Learning Outcomes 3 and 5 must be assessed using workplace evidence generated when the learner is supporting the efficient use of resources. Learning Outcome 3 when making recommendations for the use of resources, the learner must cover one of the following types of relevant people (i) team members (ii) colleagues working at the same level (iii) higher level managers or supervisors, and both of the following types of recommendations: (i) short term (ii) medium term. Learning Outcome 5 when contributing to the control of resources, the learner must cover one of the following types of relevant people: (i) team members (ii) colleagues working at the same level (iii) higher level managers or supervisors, and two of the following types of corrective action: (i) altering activities (ii) modifying the use of resources (iii) re-negotiating the allocation of resources.

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

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

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

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

Learning Outcome: 3. be able to make recommendations for the use of resources	
Assessment Criteria The learner can:	**Indicative Delivery Content**
3.1 give relevant people the opportunity to provide information on the resources the team needs	
3.2 make recommendations for the use of resources that take account of relevant past experience	
3.3 make recommendations that take account of trends and developments which are likely to affect the use of resources	
3.4 make recommendations that are consistent with team objectives, organisational policies and environmental concerns	
3.5 make recommendations that clearly indicate the potential benefits expected from the planned use of resources	
3.6 present the recommendations to relevant people in an appropriate and timely manner	

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

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

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

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

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

Learning Outcome: 1. be able to plan work for colleagues

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 confirm the work required in own area of responsibility with the relevant people	
1.2 plan how work will be carried out, taking account of: • the views of people in own area of responsibility • any priorities or critical activities • best use of resources	
1.3 ensure the work is allocated to colleagues on a fair basis, taking account of their skills, knowledge, experience, workloads and opportunities for personal development	
1.4 review and update work plans for own area of responsibility	
1.5 communicate changes to those who will be affected	

Learning Outcome: 2. be able to brief colleagues on planned work	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 ensure that colleagues are briefed on allocated work with reference to: • how the work fits with the vision and objectives for the area of work and organisation • the standard of expected performance	
2.2 promote ways of working which maximise the opportunities offered by diversity	
2.3 enable colleagues to ask questions, make suggestions and seek clarification in relation to planned work	

Learning Outcome: 3. be able to monitor colleagues' work	
Assessment Criteria The learner can:	**Indicative Delivery Content**
3.1 monitor the progress and quality of work of colleagues on a regular and fair basis	
3.2 measure the progress and quality of colleagues work against the standard of expected performance	
3.3 provide colleagues with prompt and constructive feedback on their performance	

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

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

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

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

Learning Outcome: 6. understand own organisational context for allocating and monitoring work in own area of responsibility	
Assessment Criteria The learner can:	Indicative Delivery Content
6.1 describe the people and other resources available in own area of responsibility	
6.2 summarise the work requirements in own area of responsibility	
6.3 summarise the operational plans in own area of responsibility	
6.4 explain the vision and objectives of own area of work and those of own organisation	
6.5 summarise own organisation's policy and procedures in relation to: • health and safety • people development • standards of performance • dealing with poor performance • grievance and disciplinary issues • performance appraisal	

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

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

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

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

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

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

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

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

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

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

Learning Outcome: 2. understand own personal context for leadership	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 explore how own values, motivations and emotions impact on own leadership skills	
2.2 evaluate own strengths and limitations in the leadership role	
2.3 explain own role, responsibilities and level of power	
2.4 explain the vision and objectives of the overall organisation and how these translate into the vision, objectives, culture and operational plans for own area of responsibility	
2.5 describe the types of support and advice that people are likely to need in own area, and how to respond to these	
2.6 evaluate different leadership styles used across the organisation	

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

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

Learning Outcome: 4. understand how to lead other people	
Assessment Criteria The learner can:	Indicative Delivery Content
4.1 summarise the main differences between management and leadership	
4.2 explain the importance of having and communicating a vision for own area of responsibility	
4.3 compare a range of different leadership styles	
4.4 explain how to select and apply leadership styles according to context	
4.5 explain how to select and apply different methods for communicating with people across an area of responsibility	
4.6 explain why it is important to gather and make use of feedback from people on own leadership performance	
4.7 describe the types of difficulty and challenge that may arise within own area, including conflict	
4.8 explain ways of overcoming difficulty and challenge through the use of effective leadership skills	
4.9 explain how to select and apply different methods of encouraging, motivating and supporting people, and recognising their achievements	

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

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

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

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

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

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

Unit Title	Organise and supervise travel
Unit Aim	This unit covers the knowledge and competence that the learner needs to organise and supervise travel.
Unique Unit Number	Y/602/1840
Unit Assessment Method(s)	- Coursework - Portfolio of Evidence
Assessment Specification	

Learning Outcomes (LO) 3,4,5 and 6: These can be assessed by:
- professional discussion
- oral questions
- written answers.
LO 1 and 2 must be assessed using workplace evidence when the learner is organising and supervising travel.
LO 1: When organising travel arrangements, they must cover:
6 of the following:
Travel arrangements
- method of transport
- route
- departure and arrival times
- stages in the journey
- food and drink
- comfort and hygiene
- overnight accommodation
- supervision and support
- transport of equipment and belongings
2 of the following:
Journeys
-self-powered
- in an organisation/hired vehicle
- public transport
and 2 of the following:
Participants
- adults
- children and young people
- people with specific needs
LO 2: When supervising journeys, they must cover:
2 of the following:
Journeys
- self-powered
- in an organisation/hired vehicle
- public transport
and 2 of the following:
Participants
- adults
- children and young people
- people with specific needs

Learning Outcome: 1. be able to organise travel arrangements	
Assessment Criteria The learner can:	Indicative Delivery Content

1.1 make the following types of arrangements: • method of transport • route • departure and arrival times • stages in the journey • food and drink • comfort and hygiene • overnight accommodation • supervision and support • transport and equipment	When organising travel arrangements, the learner must cover: six of the following types: a travel arrangements 1 method of transport 2 route 3 departure and arrival times 4 stages in the journey 5 food and drink 6 comfort and hygiene 7 overnight accommodation 8 supervision and support 9 transport of equipment and belongings two of the following types: b journeys 1 self-powered 2 in an organisation/hired vehicle 3 public transport and two of the following types: c participants 1 adults 2 children and young people 3 people with specific needs for travel
1.2 plan travel arrangements that: • are appropriate to the requirements of the journey • are appropriate to the needs of the participants • balance efficiency, cost-effectiveness, comfort and concern for the environment • are safe • take account of the likely conditions during the journey	When organising travel arrangements, the learner must cover: six of the following types: a travel arrangements 1 method of transport 2 route 3 departure and arrival times 4 stages in the journey 5 food and drink 6 comfort and hygiene 7 overnight accommodation 8 supervision and support 9 transport of equipment and belongings two of the following types: b journeys 1 self-powered 2 in an organisation/hired vehicle 3 public transport and two of the following types: c participants 1 adults 2 children and young people 3 people with specific needs for travel

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

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

Learning Outcome: 2. be able to supervise journeys	
Assessment Criteria The learner can:	Indicative Delivery Content

2.1 provide supervision for journeys which are: • self-powered • in an organisation/hired vehicle • by public transport	When supervising journeys, the learner must cover: two of the following types: a journeys 1 self-powered 2 in an organisation/hired vehicle 3 public transport and two of the following types: b participants 1 adults 2 children and young people 3 people with specific needs for travel
2.2 take reasonable action to ensure the timely departure and arrival of participants	When supervising journeys, the learner must cover: two of the following types: a journeys 1 self-powered 2 in an organisation/hired vehicle 3 public transport and two of the following types: b participants 1 adults 2 children and young people 3 people with specific needs for travel
2.3 maintain the safety of participants during the journey	When supervising journeys, the learner must cover: two of the following types: a journeys 1 self-powered 2 in an organisation/hired vehicle 3 public transport and two of the following types: b participants 1 adults 2 children and young people 3 people with specific needs for travel
2.4 ensure equipment, belongings and travel documents are handled and stored in a way which maintains their safety and security	When supervising journeys, the learner must cover: two of the following types: a journeys 1 self-powered 2 in an organisation/hired vehicle 3 public transport and two of the following types: b participants 1 adults 2 children and young people 3 people with specific needs for travel

2.5 deal with difficulties which arise in a way which maintains the safety, security, comfort and goodwill of participants	When supervising journeys, the learner must cover: two of the following types: a journeys 1 self-powered 2 in an organisation/hired vehicle 3 public transport and two of the following types: b participants 1 adults 2 children and young people 3 people with specific needs for travel

Learning Outcome: 3. be able to follow legal and organisational requirements relating to travel	
Assessment Criteria The learner can:	Indicative Delivery Content
3.1 follow relevant organisational and legal requirements for the journey	
3.2 keep required records accurate and up-to-date	
3.3 take reasonable action to ensure that vehicles and attachments being used for journeys conform to organisational and legal requirements	

Learning Outcome: 4. understand how to organise travel arrangements	
Assessment Criteria The learner can:	**Indicative Delivery Content**
4.1 outline the major factors to bear in mind when organising travel	
4.2 describe the travel arrangements appropriate to the range of participants, journeys and types of programmes related to their work	
4.3 describe the different types of arrangements and resources that may be required for: • adults • children and young people • people with specific needs for travel	
4.4 describe the measures that should be taken to ensure the timely departure and arrival of participants	
4.5 explain how conditions can affect travel and the importance of taking account of variations in conditions	
4.6 explain the importance of providing participants and other relevant individuals with up-to-date, accurate and timely travel information	
4.7 describe the range of contingency arrangements which are likely to be needed for journeys and how to make these plans	

Learning Outcome: 5. understand the organisational and legislative requirements for travel	
Assessment Criteria The learner can:	**Indicative Delivery Content**
5.1 describe the preparations which participants and members of staff would have to make for journeys	
5.2 summarise the organisational and legal requirements which govern the organisation of travel for participants	
5.3 outline organisational and legal requirements for the condition and control of vehicles	
5.4 summarise guidelines and good practice in relation to the parking of vehicles	
5.5 outline the records which need to be kept in relation to travel and the importance of maintaining these	

Learning Outcome: 6. understand supervisory responsibilities required during journeys	
Assessment Criteria The learner can:	**Indicative Delivery Content**
6.1 explain the importance of ensuring the safety and welfare of participants during the journey and how to do this	
6.2 describe the types of behaviour which should be discouraged during different types of journeys	
6.3 describe the steps which can be taken to manage and discourage undesirable behaviour during journeys	
6.4 outline the main differences between carrying out supervisory responsibilities for: • adults • children and young people • people with specific needs for travel	
6.5 describe the measures that should be taken to ensure the safety and security of: • equipment • belongings • travel documents	
6.6 outline safe handling and storage techniques	

Unit Title	Understand How to Safeguard the Wellbeing of Children and Young People
Unit Aim	This unit assesses the learner's ability to know and understand why all settings working with children and young people should establish and maintain a safe environment and deal with circumstances where there are welfare concerns. Through policies and procedures for safeguarding and protecting children and young people, all settings which work with children and/or young people have an important role in the detection and prevention of abuse and neglect. This includes helping children and young people to protect themselves from abuse, as well as dealing with bullying (both physical and through communication technology) and understanding e-safety.
Unique Unit Number	Y/601/1695
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles. Knowledge and understanding assessment involving one or a mixture of: (i) Written questions and answers (ii) Projects (iii) Assignments. Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

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

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

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

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

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

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

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

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

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

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

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

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

Learning Outcome: 7. understand the importance of e-safety for children and young people	
Assessment Criteria The learner can:	Indicative Delivery Content
7.1 explain the risks and possible consequences for children and young people of being online and of using a mobile phone	
7.2 describe ways of reducing risk to children and young people from: a social networking b internet use c buying online d using a mobile phone	

Unit Title	Supervise residential experiences
Unit Aim	This unit covers the knowledge and competence that the learner needs to supervise residential experiences.
Unique Unit Number	T/503/1006
Unit Assessment Method(s)	- Coursework - Portfolio of Evidence
Assessment Specification	LO 1, 3, 5 and 7: assessed by: professional discussion oral questions written answers. LO 2, 4, 6 and 8 must be assessed using evidence generated when the learner is supervising residential experiences. LO 2, 4 8 : When supervising participants' daily organisation and departure, the learner must cover: 3 of the following types: adults, children and young people, groups whose members do not know each other, participants with particular needs in relation to the programme, mixed sex groups and 3 of the following types: accommodation, food and drink, special dietary Requirements, personal support LO 6: When supervising participants' sleeping arrangements, the learner must cover: 3 of the following types: adults, children and young people, groups whose members do not know each other, participants with particular needs in relation to the programme, mixed sex groups and 3 of the following types: indoors, outdoors, single, shared off-site

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

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

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

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

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

Learning Outcome: 3. know how to supervise participants' daily organisation	
Assessment Criteria The learner can:	**Indicative Delivery Content**
3.1 explain the importance of continuing to supervise the participants' daily organisation	
3.2 summarise the types of residential needs which participants may have and the organisational procedures and legal requirements that apply	
3.3 summarise the types of requested changes that may occur and how to deal with these	
3.4 explain the principles of quality internal and external customer care	

Learning Outcome: 4. be able to supervise participants' daily organisation	
Assessment Criteria The learner can:	**Indicative Delivery Content**
4.1 make sure that arrangements and resources relating to participants' daily residential needs are available and appropriate according to organisational and legal standards and procedures	When supervising participants' daily organisation, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b needs 1 accommodation 2 food and drink 3 special dietary requirements 4 personal support

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

4.5 maintain an ethos and spirit of quality internal and external customer care throughout the process	When supervising participants' daily organisation, the learner must cover: three of the following types: a participants 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 participants with particular needs in 6 relation to the programme 7 mixed sex groups and three of the following types: b needs 1 accommodation 2 food and drink 3 special dietary requirements 4 personal support

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

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

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

Assessment Criteria The learner can:	Indicative Delivery Content

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

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

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

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

Learning Outcome: 7. know how to supervise participants' departure

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

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

Assessment Criteria The learner can:	Indicative Delivery Content

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

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

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

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

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

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

Learning Outcome: 2. know and understand the forms, causes and effects of abusive and aggressive behaviour	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 identify the factors which indicate the potential for abusive or aggressive behaviour to develop	
2.2 identify the forms that abusive and aggressive behaviour can take	
2.3 describe the effects of abusive and aggressive behaviour on those involved and those witnessing	

Learning Outcome: 3. be able to deal with incidents of abusive and aggressive behaviour	
Assessment Criteria The learner can:	**Indicative Delivery Content**
3.1 take action which minimises abusive and aggressive behaviour	
3.2 communicate with individuals displaying abusive and aggressive behaviour in a manner which restores a calmer atmosphere	
3.3 respond to physically aggressive behaviour in accordance with statutory and organisational requirements	
3.4 record and report incidents of abusive and aggressive behaviour in accordance with organisational procedure	

Learning Outcome: 4. be able to contribute to minimising the risk of abusive and aggressive behaviour	
Assessment Criteria The learner can:	**Indicative Delivery Content**
4.1 identify environmental factors which affect behaviour	
4.2 review incidents of abusive and aggressive behaviour and suggest options for reducing the risk of reoccurrence	
4.3 in consultation with others, refer those at risk of displaying abusive and aggressive behaviour to appropriate people and agencies	

Unit Title	Facilitate adventurous experiences
Unit Aim	This unit covers the knowledge and competence that the learner needs to facilitate adventurous experiences.
Unique Unit Number	K/503/0919
Unit Assessment Method(s)	- Coursework - Portfolio of Evidence
Assessment Specification	See assessment guidance.

Learning Outcome: 1. know how to facilitate adventurous experiences	
Assessment Criteria The learner can:	**Indicative Delivery Content**
1.1 summarise relevant legislation and guidelines for the type of experience planned including those of the organisation and National Governing Bodies, where these apply	
1.2 describe the special environmental considerations and hazards which may be encountered during the adventurous experience	
1.3 explain how to identify other types of hazards which are likely to occur, for example, in the planned activities, in the equipment used, and in participant behaviour	
1.4 compare and contrast appropriate methods of risk assessment and risk management, including: • Environmental conditions and changes • Physical, emotional and psychological factors • Criteria for modifying or abandoning the experience • Published national and local safety rules • Organisational guidelines • Prior experience	

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

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

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

Assessment Criteria The learner can:	Indicative Delivery Content

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

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

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

Learning Outcome: 4. know how to prepare participants for adventurous experiences	
Assessment Criteria The learner can:	**Indicative Delivery Content**
4.1 summarise the agreed safety parameters for the activity and why these must be clearly explained to the participants	
4.2 explain why it is important to encourage, not coerce, participants into adventurous activities	
4.3 explain the meaning of 'informed consent' in the context of adventurous activities	
4.4 justify the importance of encouraging participants to take control of their own experience and how to balance this with the safety parameters	
4.5 explain the importance of mutual support and trust within a group of participants and how to encourage this	
4.6 explain the importance of preparing participants to cope with unforeseen circumstances	
4.7 summarise how to encourage and prepare participants to use basic problem solving techniques	
4.8 explain how to agree responsibilities for assessing and helping to manage risk	
4.9 explain why it is important to demonstrate and include a strong environmental ethic	
4.10 explain why it is beneficial for participants to express feelings including those of apprehension, exploit them creatively, and reflect on their experience during and after any adventurous activity	

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

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

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

| 5.7 ensure that participants understand and can follow the emergency procedures | When preparing participants for adventurous experiences, the learner must cover:
two of the following types:
a aims
1 recreation
2 education
3 personal, social and spiritual
4 development
5 potential for further development
with two of the following types:
b participant
1 adults
2 children and young people
3 groups whose members do not know
4 each other
5 established groups
with both of the following types:
c experience
1 single activities
2 complex multiple activities
with two of the following types
d location
1 within the site boundary
2 in remote areas
3 overseas |

Learning Outcome: 6. know how to supervise and facilitate adventurous experiences	
Assessment Criteria The learner can:	Indicative Delivery Content
6.1 compare and contrast styles of leadership which are appropriate to leading adventurous experiences	
6.2 explain the importance of carefully monitoring the level of risk throughout the experience and maintaining activities within agreed safety parameters, and how to do so	
6.3 explain the importance of keeping interventions to a minimum	
6.4 explain how to identify the situations in which it may be necessary to intervene during the experience	
6.5 explain how to identify the situations in which appropriate help will have to be called upon and the procedures to follow to do this	
6.6 explain the importance of delegating responsibility to participants and how to do so effectively	
6.7 explain the importance of reviewing the experience with the participants and the types of occurrences to note during the experience which could be used during later reviews	
6.8 summarise safety procedures and guidelines	
6.9 explain the importance of fostering judgement and self-confidence amongst participants	
6.10 summarise ranges of likely group behaviour and interaction	

Learning Outcome: 7. be able to supervise and facilitate adventurous experiences	
Assessment Criteria The learner can:	**Indicative Delivery Content**
7.1 Continuously monitor the level of challenge and adventure in relation to participants' adventure thresholds and their ability to cope	When supervising and facilitating adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups with both of the following types: c experience 1 single activities 2 complex multiple activities
7.2 Adjust the level of challenge and adventure by measured interventions which maximise the likelihood of achieving the aims of the experience	When supervising and facilitating adventurous experiences, the learner must cover: two of the following types: a aims 1 recreation 2 education 3 personal, social and spiritual 4 development 5 potential for further development with two of the following types: b participant 1 adults 2 children and young people 3 groups whose members do not know 4 each other 5 established groups with both of the following types: c experience 1 single activities 2 complex multiple activities

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

Unit Title	Facilitate participants' investigation and understanding of the environment
Unit Aim	This unit covers the knowledge and competence that the learner needs to facilitate participants' investigation and understanding of the environment.
Unique Unit Number	D/503/0934
Unit Assessment Method(s)	- Coursework - Portfolio of Evidence
Assessment Specification	See assessment guidance.

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

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

Learning Outcome: 2. be able to prepare for environmental investigation	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 identify the aims and learning objectives of the environmental investigation	When preparing for environmental investigation, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b safety parameters 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind
2.2 make sure the investigation makes the best use of the available options and meets the participants needs	When preparing for environmental investigation, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b safety parameters 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind
2.3 make sure the context and background for the investigation are appropriate to the desired learning	When preparing for environmental investigation, the learner must cover: two of the following types: a participant 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity with all of the following types: b safety parameters 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind

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

Learning Outcome: 3. know how to prepare participants for environmental investigation and understanding	
Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain how to identify the aims and objectives of the investigation	
3.2 evaluate own knowledge of the environment and an understanding of the context of the investigation	
3.3 explain why having sufficient principles for the investigation is important to facilitating understanding through effective learning	

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

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

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

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

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

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

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

Assessment Criteria The learner can:	Indicative Delivery Content

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

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

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

Qualification Conditions: Delivery and assessment requirements

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

Qualification Approval Conditions: Workforce requirements

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

Tutor(s):

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

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

Assessor(s):

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

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

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

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

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

Additional Qualification Requirements

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

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

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

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

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