

**SkillsActive**

**QCF Evidence Requirements and Assessment Guidance**

**Level 2 NVQ Certificate in Activity Leadership**

**February 2010**

## **Contents**

Introduction	4
Qualification structure	4
Annex to the assessment strategy for active leisure, learning and well-being	5
General assessment principles	6
Assessment guidance and evidence requirements for each unit:	
A52 <i>Support the work of the team and organisation</i>	8
D21 <i>Prepare for activity sessions</i>	9
D22 <i>Lead activity sessions</i>	10
D23 <i>Conclude and review activity sessions</i>	11
C22 <i>Promote health, safety and welfare in active leisure and recreation</i>	12
D214 <i>Support equality and diversity in active leisure and recreation</i>	13
A51 <i>Administer finance and information</i>	14
A54 <i>Contribute to joint working with other organisations</i>	15
B11 <i>Support the development of the sport or activity</i>	16
C12 <i>Set up, take down and store activity equipment</i>	17
C16 <i>Check and service activity equipment</i>	18
C239 <i>Contribute to environmental conservation in active leisure and recreation</i>	19
C32 <i>Give customers a positive impression of yourself and your organisation (ICS)</i>	19

<i>C37</i>	<i>Look after participants when they are away from home</i>	20
<i>D24</i>	<i>Enable disabled people to take part in activities</i>	21
<i>D25</i>	<i>Contribute to adventurous activities</i>	22
<i>D31</i>	<i>Contribute to participants' personal and social development</i>	23
<i>D32</i>	<i>Contribute to participants' exploration and understanding of the natural environment</i>	24
	Core values for Activity Leadership	25
	Explanation and examples of terms	29

## Introduction

In June 2009, new national occupational standards for Activity Leadership level 2 were approved.

The Activity Leadership NVQ is aimed at activity leaders, assistant instructors, youth workers, outdoor recreation assistants, outdoor assistant instructor and sports development workers.

SkillsActive, the Sector Skills Council for Active Leisure, Learning and Well-being, as an Ofqual-approved unit and rule of combination submitter for the QCF, has now developed a new qualification for awarding organisations to submit for accreditation on the QCF, based on these new standards.

SkillsActive wishes to ensure that the assessment guidance and evidence requirements for the new qualification is uniform. Therefore it has coordinated work across the awarding organisations, with appropriate inputs from industry experts, to provide assessment guidance and evidence requirements for the awarding organisations to implement during the delivery of the new NVQ.

This document must be used with close reference to the SkillsActive assessment strategy for these qualifications.

## Qualification structure

This NVQ consists of six mandatory and two optional units.

### Mandatory units

- A52 Support the work of the team and organisation
- D21 Prepare for activity sessions
- D22 Lead activity sessions
- D23 Conclude and review activity sessions
- C22 Promote health, safety and welfare in active leisure and recreation
- D214 Support equality and diversity in active leisure and recreation

### Optional units

- A51 Administer finance and information
- A54 Contribute to joint working with other organisations
- B11 Support the development of the sport or activity
- C12 Set up, take down and store activity equipment
- C16 Check and service activity equipment
- C239 Contribute to environmental conservation in active leisure and recreation
- C32 Give customers a positive impression of yourself and your organisation (ICS)
- C37 Look after participants when they are away from home
- D24 Enable disabled people to take part in activities
- D25 Contribute to adventurous activities
- D31 Contribute to participants' personal and social development
- D32 Contribute to participants' exploration and understanding of the natural environment

## **Annex to the assessment strategy for active leisure, learning and well-being**

### **Level 2 NVQ Certificate in Activity Leadership**

#### **Background**

In July 2002, PSAG approved the assessment strategy submitted by SkillsActive, the recognised standards setting body for the active leisure, learning and well-being sector. This was updated in 2007. The strategy sets out the recommendations for the assessment and quality control systems required for national vocational qualifications coming under the active leisure, learning and well-being umbrella. The strategy makes clear that certain sections may require a qualification specific annex to detail any specialist requirements which could not be contained in the generic document.

#### **Occupational competence for assessors, internal and external verifiers for the Level 2 Activity Leadership**

The following sections set out the criteria for their appointment;

##### **Assessors**

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

##### **Internal verifiers**

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

##### **External verifiers**

Match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed.

What follows are the specific criteria for the Level 2 in Activity Leadership, they apply equally to prospective external and internal verifiers and assessors, who must have<sup>1</sup>:

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

---

<sup>1</sup>All the other requirements specified in the assessment strategy should be consistently applied, those listed here are supplementary.

## General assessment principles

### *Where should the evidence come from?*

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

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

The only exceptions to this requirement are parts of units A52, D21, D22, D23, C22, A51, A54, B11, C12, C16 and C239, for which simulation is deemed to be acceptable. In addition, simulation and questioning are allowed for a limited number of items in some other units. These are clearly detailed in the evidence requirements below.

Where simulation is used, this should follow the requirements of the assessment strategy for this NVQ.

### *What are the most appropriate assessment methods?*

Assessor observations, witness testimony and products of work (for example, session plans, notes of team meetings and correspondence) are likely to be the most appropriate sources of performance evidence.

Supplementary evidence, for example, questioning, projects or assignments may be used where performance evidence (real work activity) is not needed as detailed later in the evidence specifications for each unit.

Questioning to gather supplementary and knowledge evidence can normally be carried out orally. However, oral questioning must be recorded by the assessor, in written form or by other appropriate means.

### *How much evidence is necessary?*

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

These observations should not be carried out on the same day. There should be sufficient time between assessments for the assessor to satisfy himself or herself that the learner will be capable of achieving the same standard on a regular and consistent basis. Separating the assessment occasions by a period of at least one month is recommended.

In many cases, two observations will be sufficient. However, more than two may be needed to ensure that there is evidence for everything specified within the unit under 'assessment requirements or guidance specified by a sector or regulatory body' (as detailed later in the evidence specifications for each unit).

Where written evidence (usually records of work) is required, there should be evidence from at least two separate occasions, again separated by at least one month. As in the case of observations, it may be necessary to have evidence from more than two occasions to ensure there is sufficient evidence to cover everything specified.

Assessors must be sure that all written evidence is genuinely the learner's own work and not copied from someone else. Learners should make a statement confirming that the evidence is their own work.

*Assessing more than one unit on each occasion*

Many of the units within the Level 2 NVQ Certificate in Activity Leadership link together in a logical way and assessors are encouraged to make use of these links in an efficient and creative way. In many cases there should be no need to assess on a unit-by-unit basis (unless the learner wants unit accreditation only). It would make better use of both the assessor's and learner's time to consider and plan how many units could be covered on each assessment occasion.

For example, the learner may be working in an outdoor activity centre running a raft building session with a more experienced instructor on site as overall in charge. This will involve checking the area prior to the session (part of C22 Promote health, safety and welfare in active leisure and recreation), putting out the equipment for building the rafts (part of C12 Set up, take down and store activity equipment), putting away and storing the equipment used (part of C12). The session may also involve some teamwork (part of A52 Support the work of the team and organisation) and some basic customer service (unit C34 Resolve customer service problems). The learner will have prepared a session plan and prepared the participants (D21 Prepare for activity sessions. They will deliver the session (D22 Lead activity sessions) and carry out a review with the participants (D23 Conclude and review activity sessions) the whole session may also be part of D25 Contribute to adventurous activities

Prior discussion between the learner and assessor with perhaps some negotiation with the learner's supervisor should make this a productive assessment opportunity. At the beginning of the assessment occasion, the assessor can observe the learner preparing for the session, running the whole session and putting the equipment away at the end of the session. This will cover evidence for parts of C22, C12, A52, C34, D21, D22, D23, D25.

In this way much of the performance evidence for a number of units can be gathered. With another assessment occasion to follow, almost all of the evidence needed will be available. Careful planning and negotiation can make this possible and considerably reduce the number of assessment occasions.

## **Assessment guidance and evidence requirements for each unit**

### **A52 Support the work of the team and organisation**

#### *Evidence of real work activity*

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

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

- Two types of colleagues
- Both types of communication

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

#### *Simulation*

Simulation is allowed for the type of colleague responsible to you only, if there is no naturally occurring evidence.

#### *Use of supplementary evidence*

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity. Questioning is also allowed for 1.8 if no naturally occurring evidence is available.

#### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.



## **D21 Prepare for activity sessions**

### *Evidence of real work activity*

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

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

- All types of information
- Two types of aims of the programme
- Two types of participant
- Two types of session
- Two types of personal equipment

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

### *Simulation*

Simulation is allowed for 7.3 only, if there is no naturally occurring evidence is available.

### *Use of supplementary evidence*

Supplementary evidence should only be used for items under ‘assessment requirements or guidance specified by a sector or regulatory body’ that do not require evidence of real work activity.

### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against ‘the learner will know how to’. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **D22 Lead activity sessions**

### *Evidence of real work activity*

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

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

- Two types of participant
- Two types of aims and objectives
- All types of key points
- Both types of feedback
- All types of communication methods

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

### *Simulation*

Simulation is allowed for 7.7 only, if there is no naturally occurring evidence is available.

### *Use of supplementary evidence*

Supplementary evidence should only be used for items under ‘assessment requirements or guidance specified by a sector or regulatory body’ that do not require evidence of real work activity. Supplementary evidence is allowed for 7.8, 9.7 and 9.8 if no naturally occurring evidence is available.

### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against ‘the learner will know how to’. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **D23 Conclude and review activity sessions**

### *Evidence of real work activity*

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

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

- Two types of session
- Two types of participant

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

### *Simulation*

Simulation is allowed for 3.6 only, if there is no naturally occurring evidence is available.

### *Use of supplementary evidence*

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **C22 Promote health, safety and welfare in active leisure and recreation**

### *Evidence of real work activity*

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

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

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

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

### *Simulation*

Simulation is allowed for 5.3, 5.4 and 5.5 and the whole of learning outcomes 7 and 9 only, if there is no naturally occurring evidence is available.

### *Use of supplementary evidence*

Supplementary evidence should only be used for items under ‘assessment requirements or guidance specified by a sector or regulatory body’ that do not require evidence of real work activity.

### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against ‘the learner will know how to’. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work in the play setting that they know and understand this technique, there is no requirement for them to be questioned again on this topic.

## **D214 Support equality and diversity in active leisure and recreation**

### *Evidence of real work activity*

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

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

- Four types of equality and diversity

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

### *Simulation*

Simulation is not allowed for this unit.

### *Use of supplementary evidence*

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **A51 Administer finance and information**

### *Evidence of real work activity*

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

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

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

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

### *Simulation*

Simulation is allowed for 2.6 only, if there is no naturally occurring evidence is available.

### *Use of supplementary evidence*

Supplementary evidence should only be used for items under ‘assessment requirements or guidance specified by a sector or regulatory body’ that do not require evidence of real work activity.

### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against ‘the learner will know how to’. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **A54 Contribute to joint working with other organisations**

### *Evidence of real work activity*

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

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

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

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

### *Simulation*

Simulation is allowed for 5.6 and 5.8 only, if there is no naturally occurring evidence is available.

### *Use of supplementary evidence*

Supplementary evidence should only be used for items under ‘assessment requirements or guidance specified by a sector or regulatory body’ that do not require evidence of real work activity.

### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against ‘the learner will know how to’. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **B11 Support the development of the sport or activity**

### *Evidence of real work activity*

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

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

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

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

### *Simulation*

Simulation is allowed for 4.3, 4.4 and 4.6 only, if there is no naturally occurring evidence is available.

### *Use of supplementary evidence*

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.



## **C12 Set up, take down and store activity equipment**

### *Evidence of real work activity*

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

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

- All types of equipment
- All types of standard operating procedures

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

### *Simulation*

Simulation is allowed for 5.4 only, if no naturally occurring evidence is available.

### *Use of supplementary evidence*

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand these techniques (as there should be), there is no requirement for them to be questioned again on this topic.

## **C16 Check and service activity equipment**

### *Evidence of real work activity*

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

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

- All types of equipment

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

### *Simulation*

Simulation is allowed for 3.4 and 5.7 only, if no naturally occurring evidence is available.

### *Use of supplementary evidence*

Supplementary evidence should only be used for items under ‘assessment requirements or guidance specified by a sector or regulatory body’ that do not require evidence of real work activity.

### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against ‘the learner will know how to’. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

### **C239 Contribute to environmental conservation in active leisure and recreation**

#### *Evidence of real work activity*

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

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

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

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

#### *Simulation*

Simulation is allowed for 4.6 only, if there is no naturally occurring evidence is available.

#### *Use of supplementary evidence*

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

#### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

### **C32 Give customers a positive impression of yourself and your organisation**

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

### **C37 Look after participants when they are away from home**

#### *Evidence of real work activity*

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

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

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

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

#### *Simulation*

Simulation is not allowed for this unit.

#### *Use of supplementary evidence*

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

#### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **D24 Enable disabled people to take part in activities**

### *Evidence of real work activity*

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

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

- All types of information
- One type of participant
- One type of sources
- Both types of equipment

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

### *Simulation*

Simulation is not allowed for this unit.

### *Use of supplementary evidence*

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity. Questioning is also allowed for 6.6 if no naturally occurring evidence is available.

### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **D25 Contribute to adventurous activities**

### *Evidence of real work activity*

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

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

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

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

### *Simulation*

Simulation is not allowed for this unit.

### *Use of supplementary evidence*

Supplementary evidence should only be used for items under ‘assessment requirements or guidance specified by a sector or regulatory body’ that do not require evidence of real work activity. Questioning is also allowed for 6.4 if no naturally occurring evidence is available.

### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against ‘the learner will know how to’. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

### **D3I Contribute to participants' personal and social development**

#### *Evidence of real work activity*

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

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

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

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

#### *Simulation*

Simulation is not allowed for this unit.

#### *Use of supplementary evidence*

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity. Supplementary evidence is allowed for 3.5 if no naturally occurring evidence is available.

#### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

### **D32 Contribute to participants' exploration and understanding of the natural environment**

#### *Evidence of real work activity*

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

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

- Two types of participant
- All types of safety parameters

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

#### *Simulation*

Simulation is not allowed for this unit.

#### *Use of supplementary evidence*

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity. Supplementary evidence is allowed for 6.7 if no naturally occurring evidence is available.

#### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.



## **Core values for Activity Leadership**

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

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

### **A) Outdoor Education, Development Training and Recreation**

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

### **Principles**

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

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

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

#### B) Sports Development

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

##### 1. **Participants**

- 1.1. The activity offered should be “customer orientated” and participant centred
- 1.2. There should be equality of opportunity at all times for all participants
- 1.3. All participants should feel physically and emotionally safe and secure at all times

##### 2. **Sports Development Staff should:**

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

3. **Environment**

- 3.1. All steps should be taken to provide a welcoming (meet or exceed customer expectations), safe and enjoyable environment
- 3.2. All equipment provided should be suitable for the activity to be performed
- 3.3. All relevant current legislation should be adhered to i.e. Health & Safety at Work Act and Children's Act etc.

4. **Rationale**

- 4.1. To provide increased opportunity to experience the benefits of sport and physical recreation
- 4.2. To develop relationships and work with schools and other target groups to increase levels of participation in sport and physical recreation
- 4.3. To provide opportunities and activities which must allow for further progression on an individual or team basis
- 4.4. There requires to be a communication network developed among fellow professionals, volunteers, clubs/organisations and individual participants
- 4.5. There requires to be implemented an appropriate consultation/evaluation process in order to ensure existing and planned programmes meet the differing and ever changing needs of the community

C) Values Statement for managers and staff working in active leisure, learning and well-being.  
Competent facility staff operate at all times by reference to a set of values that includes the following:

1. *As regards himself or herself, all staff should;*

- 1.1. Display commitment, initiative, honesty, integrity and a proper sense of responsibility, honouring the trust reposed by clients, employers, colleagues and the general public;
- 1.2. Uphold the good standing of management, education, sport and sportsmanship;
- 1.3. Provide conscientiously a service of value to society, concerned with the development of quality in all matters, including the quality of life;
- 1.4. Be conscious of values issues and resolve values conflicts by using a reasoned approach;
- 1.5. exercise responsible stewardship over all resources under their control: financial, material and human, striving always, to turn them to purposeful account;
- 1.6. Take active steps to improve his or her own personal competence;
- 1.7. Pay due regard to the law and avoid the abuse of misuse of their position.

2. *As regards the facility, the manager should:*

- 2.1. Ensure that the set of values that governs the conduct of the organisation as a whole extends to and includes the-conduct of every member of it;
- 2.2. Engender a spirit of openness, participation and co-operation but which recognises the need for authority structures and provides for conflict and competition to be managed;
- 2.3. Give rights and responsibilities equal emphasis;
- 2.4. Establish high expectations for all in the pursuit of excellence;
- 2.5. Ensure consistently high standards of health, safety and psychological well-being for employees, volunteers and clients.

3. *As regards those who work at the facility, the manager should;*
  - 3.1. Ensure that the general principles of ethical conduct and their application in specific contexts are understood and taken seriously by all staff and volunteers
  - 3.2. Seek to ensure that the consciences of others are never put at risk;
  - 3.3. Value staff highly, recognise them as a valuable resource and encourage and assist them to develop their competence, self-esteem and potential
  - 3.4. Develop internal relationships on the basis of mutual trust and reciprocal loyalty
  - 3.5. Provide safe, congenial and healthy working conditions
  - 3.6. Plan work and personal development jointly so as to provide maximum job satisfaction, challenge, opportunity and, as far as external circumstances permit, job security for those with a satisfactory record of performance
  - 3.7. Develop and maintain a working climate in which improvements occur naturally and continuously without being enforced or imposed
  - 3.8. By leadership, co-ordination and personal commitment and example, achieve acceptance by all of the need to be effective and successful.
  
4. *As regards client and suppliers, all staff should:*
  - 4.1. Ensure that the facility offers good value for money, reflected in the quality of service provided;
  - 4.2. Sustain and develop mutually beneficial relationships with client and suppliers;
  - 4.3. Regard every client as an individual with the right to dignity, respect and consideration, and display a caring attitude at all times;
  - 4.4. Accept that racism, sexism and prejudice against people with disabilities or who suffer social and economic disadvantage, have no place in the facility;
  - 4.5. Encourage clients to accept responsibility for their learning and enjoyment.
  
5. *As regards the environment, resources and society, all staff should:*
  - 5.1. Communicate to the public truthfully and without intent to mislead by slanting or suppressing information.
  - 5.2. Interact with the community, its members and its institutions so as to increase understanding of the facility's aims and activities, and in so doing ensure that the facility is seen as an asset to the community and a good neighbour.
  - 5.3. Foster responsibly the amenity and well-being of the local community and contribute to meeting its needs.
  - 5.4. Minimise any adverse impact on the environment caused by the facility's operations.
  - 5.5. Take full account of the need for public safety.
  - 5.6. Respond to global environmental issues by economising in the use of energy and non-sustainable resources, by avoiding destruction of natural resources, by controlling pollution and by careful management of waste.

## **Explanation and examples of terms**

### **Activities**

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

### **Activity leaders**

*For example, sports coaches, playworkers, facilitators*

### **Adventure threshold**

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

### **Adventurous activities**

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

### **Aims**

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

### **Aims and objectives**

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

### **Appropriate person or agency**

*National governing body or its equivalent*

### **Authorised colleague**

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

**Authorised person**

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

**Calculations**

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

**Casualty**

*The person who has suffered the injury or illness*

**Communicate**

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

**Complex equipment**

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

**Confidential information**

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

**Confidentiality**

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

**Context in which activities are taking place**

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

**Controlling risk**

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

**Curriculum based**

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

**Customers**

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

**Desired outcomes**

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

**Development needs**

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

**Development opportunities**

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

**Disabled participants**

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

**Disburse**

*Pay out*

**Discriminatory behaviour**

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

**Education**

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

**Effective working relationships**

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

### **Emergency**

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

### **Emergency services**

*The ambulance, police, fire service, or coastguards*

### **Emotional problems**

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

### **Empathy**

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

### **Enablers**

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

### **Encouraging future participation and progress in the sport or activity**

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

### **Environment**

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

### **Environmental awareness**

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

### **Environmental exploration**

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

### **Environmental understanding**

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



**Ethical**

*Following the values statement for your area of work*

**Evaluate**

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

**Facility**

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

**Feedback**

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

**Formal joint work**

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

**Future responsibilities**

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

**Hazard**

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

**Hazardous substances**

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

**Health and safety legislation**

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

### **Health and safety requirements**

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

### **Informal joint work**

*Work which goes ahead without a formal written agreement*

### **Information**

*This could be spoken or written information*

### **Interpersonal skills**

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

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

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

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

*For example, badminton courts or an orienteering course*

### **Joint work**

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

### **Learning difficulties**

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

### **Learning objectives**

*What the participants should have learnt during and after the exploration*

**Legal requirements**

*For example the Data Protection Act*

**Line manager**

*The manager or supervisor to whom you report*

**Maintenance schedule**

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

**Manually operated equipment**

*For example, exercise cycles, canoes, trampolines.*

**Materials**

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

**Medical needs**

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

**Money**

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

**National organisations**

*For example, national governing bodies of sport*

**National requirements for the activity**

*Those laid down by relevant national governing bodies where these apply*

**Objectives**

*What the participants should achieve during the session*

**Off-site activities**

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

**On-site activities**

*For example, ropes courses and aerial runways*

**Organisational procedures/requirements**

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

**Organisation's policies and procedures**

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

**Other people involved**

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

**Opportunities to participate**

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

**Other organisations and individuals**

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

**Participants**

*The people the learner is leading during the activity*

**People from outside your organisation**

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

**People in the community**

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

**People with special/particular needs**

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

**Personal and social development**

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

**Personal skills**

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

**Physical disabilities**

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

**Physically and mentally prepared**

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

**Plan**

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

**Potential for further involvement**

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

**Powered equipment**

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

**Private sector organisations**

*Privately owned organisations who operate to make a profit*

**Problems**

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

**Providers of services and products**

*For example, leisure centres, community halls, retailers*

**Public sector organisations**

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

**Qualified assistance**

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

**Receipt**

*A written acknowledgement of the amount of money received*

**Records**

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

**Recreation**

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

**Relevant authority**

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

**Relevant guidelines**

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

**Reflection**

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

**Resources**

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

**Responsible colleague**

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

### **Responsible person**

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

### **Review**

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

### **Risk**

*Risk is the likelihood of a hazard actually causing harm; for example a trailing cable is a hazard; if it is lying across a corridor, the risk of an accident occurring is great; if it lies along the wall out of the way of people using the corridor, the risk of an accident is much less.*

### **Rules for behaviour**

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

### **Security breaches**

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

### **Self-awareness**

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

### **Sense of achievement**

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

### **Sensory impairments**

*For example, blindness or impaired vision, deafness etc.*

### **Sequences**

*How the activities within the session follow on from each other*

**Servicing**

*For example, lubricating, adjusting, cleaning and drying*

**Serviceable**

*The equipment/facility doing what it was designed to do*

**Session**

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

**Setting up**

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

**Simple equipment**

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

**Situations likely to cause emotional distress**

*For example, bullying or intimidation*

**Special clothing**

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

**Storage areas**

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

**Style of leadership**

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



**Team discussions**

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

**Timings**

*When particular activities should take place*

**Training and development**

*This could involve on a course, but would also include watching other members of staff doing things that are new to you, receiving instructions from other members of staff on new things you have to do and having the opportunity to practise new skills*

**Unacceptable behaviour**

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

**Unsafe behaviour**

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

**Voluntary sector organisations**

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

**Written communication**

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