

YMCA Level 2 NVQ Certificate in Active Leisure, Learning and Well- being Operational Services (600/0491/5)

Qualification Specification



YMCA Awards

112 Great Russell Street
London
WC1B 3NQ

020 7343 1800

www.ymcaawards.co.uk

Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

Qualification Specification

Qualification number: 600/0491/5

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Contents

Introduction	9
About YMCA Awards.....	9
Qualification overview	9
Qualification aim.....	9
Target group and age range.....	9
Qualification structure	10
Total Qualification Time (TQT).....	11
Guided Learning Hours (GLH)	11
Recommended Guided Learning Hours – our ongoing review	11
Entry requirements	12
Opportunities for progression	12
Mapping to standards.....	12
Centre approval	12
Qualification approval.....	12
Tutor, assessor and IQA approval requirements	12
Registration.....	12
Qualification availability.....	12
Reasonable adjustments and special considerations	13
Enquiries and appeals procedures.....	13
Assessment and quality assurance	13
How the qualification is assessed	13
Internal assessment	13
External assessment.....	14
Assessors.....	14
Internal and external quality assurance	14
Qualification content	14
Unit specifications and recommended assessment methods	14
Give customers a positive impression of yourself and your organisation (L/601/0933).....	15
Unit aim.....	15
Unit content	15
Promote health, safety and welfare in active leisure and recreation (D/601/4484)	17
Unit aim.....	17

Unit content.....	17
Support the work of the team and organisation (Y/601/4483).....	24
Unit aim.....	24
Unit content.....	24
Support equality and diversity in active leisure and recreation (H/601/4485).....	29
Unit aim.....	29
Unit content.....	29
Site caravans on parks (A/601/4489).....	32
Unit aim.....	32
Unit content.....	32
Set up, take down and store activity equipment (K/601/4486).....	36
Unit aim.....	36
Unit content.....	36
Check and service activity equipment (M/601/4487).....	40
Unit aim.....	40
Unit content.....	40
Operate plant to maintain the quality of pool water (A/601/4492).....	44
Unit aim.....	44
Unit content.....	44
Check and maintain sport/play surfaces and equipment (D/601/4050).....	51
Unit aim.....	51
Unit content.....	51
Operate plant to provide and maintain an ice surface (F/601/4493).....	54
Unit aim.....	54
Unit content.....	54
Prepare hard standings and paths for caravans (J/601/4494).....	60
Unit aim.....	60
Unit content.....	60
Clean and tidy facility areas (M/601/4490).....	63
Unit aim.....	63
Unit content.....	63
Deal with substances hazardous to health (T/601/4491).....	66
Unit aim.....	66
Unit content.....	66
Carry out maintenance and minor repairs (A/600/6344).....	70
Unit aim.....	70
Unit content.....	70
Maintain grounds of premises and facilities (H/601/6513).....	73

Unit aim.....	73
Unit content	73
Maintain site security and safety (J/601/6522)	75
Unit aim.....	75
Unit content.....	75
Monitor and maintain electrical and plumbing services (Y/601/6542)	77
Unit aim.....	77
Unit content	77
Contribute to environmental conservation in active leisure and recreation (L/601/4495)	80
Unit aim.....	80
Unit content	80
Use and maintain ride-on powered equipment (H/502/0440)	87
Unit aim.....	87
Unit content	87
Use and maintain non-powered and hand held powered tools and equipment (K/502/0438).....	89
Unit aim.....	89
Unit content	89
Use and maintain pedestrian controlled powered equipment (R/502/0434).....	91
Unit aim.....	91
Unit content	91
Use and maintain chippers and/or shredders (T/502/0443)	93
Unit aim.....	93
Unit content.....	93
Maintain the safety of the ice rink environment and its users (D/601/4498).....	95
Unit aim.....	95
Unit content	95
Process payments for purchases (H/601/4499)	102
Unit aim.....	102
Unit content	102
Provide a facility reception service (L/601/4500).....	105
Unit aim.....	105
Unit content	105
Maintain the safety of the pool environment and its users (R/601/4496)	109
Unit aim.....	109
Unit content	109
Resolve customer service problems (M/601/1511)	115
Unit aim.....	115

Unit content	115
Support other team members in their work (R/601/4501)	117
Unit aim.....	117
Unit content	117

Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether taking their first steps into fitness or simply wishing to boost their skills. Our high quality resources and assessment materials have been created by leading industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all we have helped over 200, 000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

Ofqual
CCEA (Council for Curriculum, Examinations and Assessment)
QW (Qualifications Wales)

Qualification aim

The aim of this qualification is to provide the knowledge and skills for individuals to work in operational services. It is a competence-based qualification that assesses the ability to perform in the workplace. Relevant roles will include equipment maintenance, setting up and taking down equipment, customer care, providing a reception service, plant operation, cleaning and tidying, and ground maintenance.

Overview of knowledge, skills and understanding

Learners will cover:

- Contributing to joint working with other organisations
- Supporting the development of the sport or activity
- Setting up, taking down and storing activity equipment
- Contributing to environmental conservation in active leisure and recreation
- Giving customers a positive impression of yourself and your organisation (ICS)
- Looking after participants when they are away from home
- Enabling disabled people to take part in activities
- Contributing to participants' exploration and understanding of the natural environment.

Target group and age range

This qualification is aimed at a range of learners over the age of 16.

Qualification structure

To achieve this qualification learners must achieve a minimum of 20 credits. This qualification comprises 4 mandatory units and 24 optional units. Learners are expected to successfully achieve all 13 credits from the 4 mandatory units and a minimum of 7 credits from the 24 optional units to gain certification.

Mandatory units

Unit reference number	Unit title	Level	Credit
L/601/0933	Give customers a positive impression of yourself and your organisation	2	5
D/601/4484	Promote health, safety and welfare in active leisure and recreation	2	4
Y/601/4483	Support the work of the team and organisation	2	2
H/601/4485	Support equality and diversity in active leisure and recreation	3	2

Optional units

Unit reference number	Unit title	Level	Credit
A/601/4489	Site caravans on parks	2	3
K/601/4486	Set up, take down and store activity equipment	2	3
M/601/4487	Check and service activity equipment	2	3
A/601/4492	Operate plant to maintain the quality of pool water	2	4
D/601/4050	Check and maintain sport/play surfaces and equipment	2	3
F/601/4493	Operate plant to provide and maintain an ice surface	2	4
J/601/4494	Prepare hard standings and paths for caravans	2	3
M/601/4490	Clean and tidy facility areas	2	2
T/601/4491	Deal with substances hazardous to health	2	2
A/600/6344	Carry out maintenance and minor repairs	2	3
H/601/6513	Maintain grounds of premises and facilities	2	3
J/601/6522	Maintain site security and safety	2	3
Y/601/6542	Monitor and maintain electrical and plumbing services	2	4
L/601/4495	Contribute to environmental conservation in active leisure and recreation	3	6
H/502/0440	Use and maintain ride-on powered equipment	2	3
K/502/0438	Use and maintain non-powered and hand held powered tools and equipment	2	3
R/502/0434	Use and maintain pedestrian controlled powered equipment	2	3
T/502/0443	Use and maintain chippers and/or shredders	2	3

D/601/4498	Maintain the safety of the ice rink environment and its users	2	3
H/601/4499	Process payments for purchases	2	2
L/601/4500	Provide a facility reception service	2	2
R/601/4496	Maintain the safety of the pool environment and its users	2	4
M/601/1511	Resolve customer service problems	2	6
R/601/4501	Support other team members in their work	2	1

The Total Qualification Time (TQT) for this qualification is 200. The Guided Learning Hours (GLH) assigned are 145 minimum.

Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- (b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- E-learning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)
- Invigilated assessment (external tests sat under controlled or open-book conditions)
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- E-learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record (LAR) at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to offer feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to offer feedback before your next EQA visit, please email us: awards.products@ymca.co.uk.

Entry requirements

There are no prerequisites for this qualification, however learners must have access to clients and the appropriate facilities within a work environment.

Learners who have already achieved any of these units will not need to repeat learning and/or assessment.

Opportunities for progression

Progression to further/higher level learning

This qualification provides progression to:

- Level 2 NVQ Certificate in Customer Service
- Level 3 NVQ Diploma in Leisure Management

Mapping to standards

This qualification maps to a number of National Occupational Standards including:

SKAA212, SKAD214, SKAC22, SKAC239, SKAB229, SKACALC22, SCDHSC0420, SKLALC32, SKLALC16. For more information please see <http://nos.ukces.org.uk>.

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approval processes can be found on our website: www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: www.ymcaawards.co.uk/approvals.

Tutor, assessor and IQA approval requirements

To make sure you meet the most up-to-date requirements please see the YMCA Awards staff approval requirement document. This can be found on our website: www.ymcaawards.co.uk/centres/centre-guidance.

Registration

All learners must be registered within the first 10% of the duration of their course (eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: www.ymcaawards.co.uk/registration.

Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland and regulated by CCEA (Council for Curriculum, Examinations and Assessment)
- Wales and regulated by QW (Qualifications Wales).

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards have made every attempt to make sure that there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Enquiries and appeals procedures

YMCA Awards have an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is a unit-based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (eg, be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated the observation can be simulated and be internally assessed.

Knowledge-based learning outcomes (eg, know or understand) can be assessed in a number of different ways such as worksheets, projects, professional discussion etc. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards assessment policies and procedures www.ymcaawards.co.uk/centres/centre-guidance.

The YMCA Awards Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services is assessed through internal assessment.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

To check if a Learner Assessment Record is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link: www.ymcaawards.co.uk/download-resources/lars.

Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (LAR) is not used to evidence internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- Evidence index
- Assessor observation – completed observational checklists and related action plans
- Witness testimony
- Candidate's proof of work
- Worksheets
- Assignments/projects/reports/presentations
- Record of professional discussion
- Record of oral and written questioning
- Candidate and peer reports
- Recognition of prior learning (RPL)
- Summary of achievement.

Centres need to ensure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessments methods see the suggested example in the 'Qualification content' section of this specification.

External assessment

There is no external assessment for this qualification.

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Internal and external quality assurance

The role of the Internal Quality Assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the External Quality Assurer (EQA). For further information on the role of the IQA and the EQA go to the website: www.ymcaawards.co.uk/centres/centre-guidance.

Qualification content

Unit specifications and recommended assessment methods

Give customers a positive impression of yourself and your organisation (L/601/0933)

Unit aim

This unit focuses on the learner communicating with customers and giving a positive impression of themselves whenever dealing with a customer. By doing this, they will also be giving a positive impression of their organisation and the customer service it provides.

Unit content

The learner will:

1. Establish rapport with customers

The learner can:

- 1.1 Meet their organisation's standards of appearance and behaviour
- 1.2 Greet their customer respectfully and in a friendly manner
- 1.3 Communicate with their customer in a way that makes them feel valued and respected
- 1.4 Identify and confirm their customer's expectations
- 1.5 Treat their customer courteously and helpfully at all times
- 1.6 Keep their customer informed and reassured
- 1.7 Adapt their behaviour to respond to different customer behaviour

The learner will:

2. Respond appropriately to customers

The learner can:

- 2.1 Respond promptly to a customer seeking help
- 2.2 Choose the most appropriate way to communicate with their customer
- 2.3 Check with their customer that they have fully understood their expectations
- 2.4 Respond promptly and positively to their customer's questions and comments

2.5 Allow their customer time to consider their response and give further explanation when appropriate

The learner will:

3. Communicate information to customers

The learner can:

3.1 Quickly find information that will help their customer

3.2 Give their customer information they need about the services or products offered by their organisation

3.3 Recognise information that their customer might find complicated and check whether they fully understand

3.4 Explain clearly to their customers any reasons why their expectations cannot be met

The learner will:

4. Understand how to give customers a positive impression of themselves and the organisation

The learner can:

4.1 Describe their organisation's standards for appearance and behaviour

4.2 Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately

4.3 Identify their organisation's rules and procedures regarding the methods of communication they use

4.4 Explain how to recognise when a customer is angry or confused

4.5 Identify their organisation's standards for timeliness in responding to customer questions and requests for information

Assessment specification

- Observation
- Witness testimony
- Products of work
- Questioning/professional discussion

Promote health, safety and welfare in active leisure and recreation (D/601/4484)

Unit aim

This unit covers the knowledge and competence that the learner needs to promote health, safety and welfare in active leisure and recreation.

Unit content

The learner will:

1. Know how to promote health, safety and welfare in active leisure and recreation

The learner can:

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

The learner will:

2. Know how to control risks in active leisure and recreation

The learner can:

- 2.1 Describe the types of hazards that are likely to occur in own area of work and the accidents and injuries each could cause
- 2.2 Outline how to identify hazards
- 2.3 List health, safety and security checks to be followed
- 2.4 Describe how to carry out basic risk assessments of the types of hazards that may occur

2.5 Describe why it is important to get advice from a relevant colleague if unsure about hazards and risks in own workplace

2.6 Identify who to ask if unsure about hazards and risks in own workplace

2.7 Describe how to deal correctly with the types of hazards that may occur in own workplace, taking account of risks

2.8 Identify documents relating to health and safety which may have to be completed

2.9 Outline how to complete health and safety documents correctly

2.10 Outline why colleagues and customers should be encouraged to behave in a safe manner

2.11 Describe how to encourage colleagues and customers to behave in a safe manner

2.12 Outline why it is important to make suggestions about health and safety issues

2.13 Describe how to make suggestions about health and safety issues

2.14 Outline why it is important to identify and report any differences between health and safety requirements and own workplace policies and procedures

2.15 Describe how to identify and report any differences between health and safety requirements and own workplace policies and procedure

The learner will:

3. Be able to help to control risks in the active leisure and recreation environment

The learner can:

3.1 Ensure that relevant and up-to-date, health and safety information is available

3.2 Follow the relevant health and safety requirements at all times

3.3 Carry out health and safety checks as required

3.4 Identify hazards

3.5 Assess and control risks using organisational procedures

3.6 Get advice from relevant colleagues when unsure about hazards and risks

3.7 Pass on suggestions for improving health and safety to the relevant colleague

The learner will:

4. Know how to help to safeguard and protect children and vulnerable adults

The learner can:

- 4.1 Describe what is meant by safeguarding and protecting the welfare of children and vulnerable adults
- 4.2 Describe own role and responsibilities for safeguarding and protecting children and other vulnerable people
- 4.3 List the four of types of abuse
- 4.4 Outline the basic indicators and impact of each of the four types of abuse
- 4.5 Describe the risks that individual abusers or potential abusers pose to children and vulnerable people
- 4.6 Describe organisational policies and procedures in relation to safeguarding and protecting, including the reporting procedures
- 4.7 Outline what to do if concerned about possible abuse
- 4.8 Describe how to respond to a child or someone else disclosing abuse or concerns about abuse
- 4.9 Outline what to do if there are barriers to reporting own concerns
- 4.10 Identify statutory agencies with responsibilities for safeguarding and protecting
- 4.11 Outline when to contact statutory agencies with responsibilities for safeguarding and protecting
- 4.12 Outline how to contact statutory agencies with responsibilities for safeguarding and protecting
- 4.13 Describe why it is important to share concerns about possible abuse with others
- 4.14 Describe the limits of own competence with regard to safeguarding and protecting
- 4.15 Outline why it is important to treat information about possible abuse confidentially

The learner will:

5. Be able to help to safeguard and protect children and vulnerable adults

The learner can:

5.1 Ensure that up-to-date information on guidelines for safeguarding and protecting children and vulnerable adults is available

5.2 Identify what the policies and procedures mean for own job and area of work

5.3 Follow the relevant procedures for:

- Safeguarding and protecting children and vulnerable adults at all times
- Protecting self from potential accusations

5.4 Be alert to possible signs of abuse

5.5 Identify, record and report any concerns about the welfare of children and vulnerable adults, while maintaining confidentiality

The learner will:

6. Know how to deal with injuries and signs of illness

The learner can:

6.1 List the types of accidents, injuries and illnesses that may occur in own area of work

6.2 Outline how to respond correctly to emotional distress

6.3 Outline how to deal with accidents, injuries and illnesses before qualified assistance arrives

6.4 Describe how to decide whether to contact the on-site first aider or immediately call the emergency services

6.5 Identify who is the on-site first aider and how to contact them

6.6 Describe the procedures to contact the emergency services

6.7 Outline why it is important to protect the casualty and others involved from further harm

6.8 Outline the procedures to protect the casualty and others

6.9 Outline why it is important to provide comfort and reassurance

6.10 Describe how to provide comfort and reassurance

6.11 Outline own responsibilities for reporting accidents

6.12 Outline the procedures for reporting accidents

The learner will:

7. Be able to deal with injuries and signs of illness

The learner can:

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

The learner will:

8. Know how to follow emergency procedures

The learner can:

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

The learner will:

9. Be able to follow emergency procedures

The learner can:

- 9.1 Give the people involved clear and correct instructions
- 9.2 Carry out own role in the emergency procedures calmly and correctly
- 9.3 Maintain the safety of the people involved
- 9.4 Follow the correct procedures for reporting the emergency
- 9.5 Report any problems with the emergency procedures to the relevant colleague

Assessment specification

- Observation
- Witness testimony
- Products of work
- Questioning/professional discussion

Additional assessment guidance note:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

Additional Requirements for Qualifications that use the title NVQ within the QCF

Assessment Strategy for NVQs & SVQs

QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

www.skillsactive.com/common-unit-qualifications

Learning Outcomes 1, 2, 4, 6 and 8

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 3, 5, 7 and 9 must be assessed using workplace evidence generated when the learner is promoting health, safety and welfare in active leisure and recreation

Learning Outcome 3

When helping to control risks in the sport and activity environment, the learner must cover 4 of the following types:

- a hazards
 - 1 unsafe facilities or environment
 - 2 unsafe equipment
 - 3 unsafe working practices
 - 4 unsafe behaviour
 - 5 use of hazardous substances
 - 6 security breaches
 - 7 situations likely to cause emotional distress

with 3 of the following types:

- b methods of control
 - 1 dealing with the hazard personally
 - 2 reporting the hazard to the relevant colleague
 - 3 protecting others from harm

Learning Outcome 5

When helping to safeguard and protect children and vulnerable adults, the learner must cover 2 of the following types:

- a abuse (including bullying)
 - 1 physical
 - 2 emotional
 - 3 neglect
 - 4 sexual

Learning Outcome 7

When dealing with injuries and signs of illness, the learner must cover 2 of the following types;

- A casualty
 - 1 adult
 - 2 child
 - 3 person with particular needs

with 2 of the following types:

- b qualified assistance
- 1 qualified first aider
- 2 emergency services

with 2 of the following types:

- c condition
- 1 minor injury that can be dealt with on-site
- 2 minor illness that can be dealt with on-site
- 3 major injury requiring medical attention
- 4 major illness requiring medical attention
- 5 emotional distress

Learning Outcome 9

When following emergency procedures, the learner must cover 2 of the following types:

- a people involved
- 1 adults
- 2 children
- 3 people with disabilities

Support the work of the team and organisation (Y/601/4483)

Unit aim

This unit covers the knowledge and competence the learner needs to support the work of the team and organisation.

Unit content

The learner will:

1. Know how to support the work of own team and organisation

The learner can:

1.1 Describe the values or codes of practice relevant to the work being carried out

1.2 Outline the importance of effective team work

1.3 Describe how improving own work and the work of the team can improve the organisation as a whole and the level of service that the customer receives

The learner will:

2. Know how to work effectively with colleagues

The learner can:

2.1 Describe what 'good working relationships' with colleagues means

2.2 Outline how to establish good working relationships with colleagues

2.3 Describe why it is important to communicate clearly with colleagues

2.4 Outline how to communicate with managers in organisation

2.5 List the duties within area of own responsibility

2.6 Describe why it is important to carry out duties as agreed or warn colleagues in good time if not possible

2.7 Identify situations in which help may be needed

2.8 Describe the importance of always asking for help and information when it is needed

2.9 Describe situations in which help and information may need to be provided to colleagues

2.10 Describe situations in which it is not appropriate to provide help and information to colleagues

2.11 Outline the purpose of team meetings

2.12 Outline why team discussions are important and why they should contribute to them

2.13 Outline the procedures for dealing with conflict in own organisation

The learner will:

3. Be able to work effectively with colleagues

The learner can:

3.1 Establish good working relationships with colleagues

3.2 Communicate verbally and in writing with colleagues clearly

3.3 Maintain standards of professional behaviour

3.4 Carry out own duties and commitments to colleagues as agreed, or tell them in good time when it is not possible do what they expect

3.5 Ask for help and information when needed

3.6 Provide colleagues with help and information when they need it, in line with organisation's policies and procedures

3.7 Take part in team discussions

3.8 Follow the correct procedures in the case of disagreements or problems with colleagues

The learner will:

4. Know how to improve own work

The learner can:

4.1 Describe why it is important to continuously improve own work

4.2 Describe why it is important to assess own work and get feedback from colleagues

4.3 Describe what it means to 'handle criticism positively'

4.4 Describe why it is important to handle criticism positively

4.5 Identify the relevant member of staff in own organisation with whom own work can be planned and developed

4.6 Identify the procedures to follow to take part in training and development activities

4.7 Identify opportunities to take on new responsibilities and develop in own career, and the skills and knowledge needed to do this

4.8 Outline how to develop a career plan that will help own progression

The learner will:

5. Be able to improve own work

The learner can:

5.1 Evaluate all aspects of own work

5.2 Ask colleagues and customers for feedback on own work

5.3 Handle feedback positively

5.4 Work with a relevant person to agree:

- own strengths
- areas where own work could be improved
- new areas of skill and knowledge which may be needed for future responsibilities

5.5 Take part in relevant training and development

5.6 Regularly review personal development

The learner will:

6. Know how to help to improve the work of own organisation

The learner can:

6.1 Describe the types of situations in which customers give feedback on the services they receive

6.2 Outline why it is important to listen to customer feedback

6.3 Outline how to identify areas where the organisation's work could be improved

6.4 Identify the procedures to follow for making suggestions on how to improve services to customers

6.5 Describe why it is important to discuss own suggestions with colleagues and to take account of their ideas

The learner will:

7. Be able to help to improve the work of own organisation

The learner can:

7.1 Ask customers for feedback on the organisation's services

7.2 Identify ways the team could improve services

7.3 Discuss with relevant colleagues how to change services for the better

7.4 Help to change services so that they meet customers' needs

Assessment guidance

- Observation
- Witness testimony
- Products of work
- Questioning/professional discussion

Additional assessment guidance note:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

Additional Requirements for Qualifications that use the title NVQ within the QCF

Assessment Strategy for NVQs & SVQs

QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

www.skillsactive.com/common-unit-qualifications

Learning Outcomes 1, 2, 4 and 6

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is supporting the work of the team and organisation

Learning Outcome 3

When working effectively with colleagues, the learner must cover 2 of the following types:

- a colleague
- 1 working at the same level as self
- 2 responsible to self
- 3 line manager
- 4 people from outside own organisation

with both of the following types:

- b communication
- 1 spoken
- 2 written

Learning Outcome 5

When improving own work, the learner must cover 2 of the following types:

- a colleague
- 1 working at the same level as self
- 2 responsible to self
- 3 line manager

Learning Outcome 7

When helping to improve the work of own organisation, the learner must cover 2 of the following types:

- a colleague
- 1 working at the same level as self
- 2 responsible to self
- 3 line manager

Support equality and diversity in active leisure and recreation (H/601/4485)

Unit aim

This unit covers the knowledge and competence the learner needs to support equality and diversity in active leisure and recreation.

Unit content

The learner will:

1. Know how to support equality and diversity in active leisure and recreation

The learner can:

1.1 Outline how to find out about current legal and organisational requirements for equality and diversity

1.2 List the current legal requirements for equality and diversity as relevant to own work and own organisation's policies

1.3 Outline how to identify how own organisation's policies affect own work

1.4 List the diversity of people in the community served

1.5 List ways in which people can be discriminated against

1.6 List the most common barriers to people taking part in the services provided by own organisation

1.7 Describe why it is important to give people information about the organisational approach to equality and diversity

1.8 Outline how to work in a way that respects beliefs, needs and preferences

1.9 Outline how to work in a way that does not discriminate

1.10 Outline how to help people take part to the best of their ability

1.11 Describe the importance of exploring and challenging own assumptions or those of others, about actual and potential customers

1.12 Identify types of words and behaviour from staff and customers that are inconsistent with valuing equality and diversity

1.13 Outline how to challenge words and behaviour from staff and customers that are inconsistent with valuing equality and diversity

1.14 Outline why it is important to report concerns about discrimination

1.15 Outline how to respond correctly to behaviour and practice that might discriminate against people

1.16 Outline how to report behaviour and practice that might discriminate against people

1.17 Outline own organisation's complaints procedures

1.18 Outline why complaints procedures are important

1.19 Outline why it is important to help customers to use complaints procedures

1.20 Identify appropriate people to work with, in own organisation, on issues to do with equality and diversity

The learner will:

2. Be able to help to treat people equally and in a way that respects diversity

The learner can:

2.1 Keep up-to-date with own organisation's policies and values for equality and diversity

2.2 Identify what own organisation's policies and values mean for own area of work

2.3 Work in a way that:

- respects individuals' beliefs, needs and preferences
- is inclusive through their behaviour and language
- helps people to take part to the best of their abilities

2.4 Correctly deal with and report behaviour and practice that discriminate against people

2.5 Identify and report any barriers to people getting the best from the service

2.6 Suggest ways the organisation could remove or reduce barriers

2.7 Give people information about complaints procedures when they need it

2.8 Help people to use complaints procedures

2.9 Seek advice on problems implementing equality and diversity

Assessment specification

- Observation
- Witness testimony
- Products of work
- Questioning/professional discussion

Additional assessment guidance note:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

Additional Requirements for Qualifications that use the title NVQ within the QCF

Assessment Strategy for NVQs & SVQs

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www.skillsactive.com/common-unit-qualifications

Learning Outcome 1

This can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcome 2 must be assessed using workplace evidence generated when the learner is supporting equality and diversity in active leisure and recreation

Learning Outcome 2

When treating people equally and in a way that respects diversity, the learner must cover 4 of the following types:

- a equality and diversity in terms of
- 1 sex
- 2 race/culture/language
- 3 disability
- 4 religion
- 5 health
- 6 economic and social status
- 7 age
- 8 sexual orientation

Site caravans on parks (A/601/4489)

Unit aim

This unit covers the knowledge and competence the learner needs to site caravans on parks.

Unit content

The learner will:

1. Know how to site caravans on parks

The learner can:

1.1 List the different types of caravans commonly found on caravan parks and their features

1.2 Describe the local site licence conditions, model standards and byelaws that are relevant to siting caravans on own park

1.3 Identify the health and safety legislation and regulations that are relevant to siting caravans

1.4 Identify relevant industry codes of practice

The learner will:

2. Know how to inspect the caravan on delivery

The learner can:

2.1 Describe why it is important to carry out the inspection as soon after delivery as possible

2.2 Outline company procedures for carrying out inspections

2.3 Outline how to complete relevant documents

2.4 Describe the procedures for recording and reporting damaged and missing parts

The learner will:

3. Be able to inspect the caravan on delivery

The learner can:

3.1 Inspect the caravan as soon as possible after delivery, following organisation's procedures

3.2 Check the documents supplied with the caravan

3.3 Complete the relevant documents accurately and legibly

3.4 Record and report any damaged or missing parts

The learner will:

4. Know how to move the caravans on the park

The learner can:

4.1 Describe why loose furnishings should be packed and fixtures and fittings made safe

4.2 Outline how to make safe fixtures and fittings

4.3 Outline how to support the caravan

4.4 Describe how to move small, medium and large caravans, including touring caravans, on the park safely and effectively

4.5 Outline how to prevent the caravan sinking

4.6 Identify the procedures for transporting and towing

4.7 Identify the procedures for directing drivers

The learner will:

5. Be able to move the caravan on the park

The learner can:

5.1 Pack all loose furnishings

5.2 Make safe all fixtures and fittings

5.3 Wind up or remove all supports

5.4 Move the caravan to the correct location using an appropriate vehicle

5.5 Move the caravan safely without causing injury to people or damage to property

The learner will:

6. Know how to site the caravan and make it ready for use

The learner can:

6.1 Describe the types of equipment and materials available for steadying caravans

6.2 Describe why the correct types of equipment and materials should be used for steadying caravans

6.3 Describe the types of anchorage available

6.4 Describe why the correct types of anchorage should be used

6.5 List the types of doors and steps used

6.6 Describe the correct methods of fitting different doors and steps

6.7 Describe how to connect water, waste and sewerage services with due regard to health and safety

6.8 Describe how to test water, waste, sewerage, electricity, gas and telephone services with due regard to health and safety

6.9 Identify the legal requirements covering the need for competence testing for staff connecting services such as water, gas and electricity, and the consequent need for supervision by approved contractors during learning and assessment

The learner will:

7. Be able to site the caravan and make it ready for use

The learner can:

7.1 Anchor the caravan safely using an approved method

7.2 Position the caravan according to own site licence

7.3 Make the caravan steady using a device recommended by the manufacturer

7.4 Fit the doors and make sure they are functioning correctly

7.5 Fit the steps and make sure they are secure and functioning correctly

7.6 Connect water, waste and sewerage pipes safely and securely

7.7 Make sure that all services are operating correctly

Assessment specification

- Observation
- Witness testimony
- Products of work
- Questioning/professional discussion

Additional assessment guidance:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

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Learning Outcomes 1, 2, 4 and 6

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is siting caravans on parks

Learning Outcome 3

When inspecting the caravan on delivery, the learner must cover both of the following types:

- a inspection
- 1 external
- 2 internal

with 1 of the following types:

- b caravan
- 1 caravan holiday home
- 2 park home

(either single or twin unit)

Learning Outcome 5

When moving the caravan on the park, the learner must cover 1 of the following types:

- a caravan
- 1 caravan holiday home
- 2 park home

(either single or twin units)

Learning Outcome 7

When siting the caravan and making it ready for use, the learner must cover 1 of the following types:

- a caravan
- 1 caravan holiday home
- 2 park home

(either single or twin unit)

with 2 of the following types:

- b device
- 1 corner steady
- 2 tripod jack
- 3 tripod block

with both of the following types:

- c door
- 1 internal
- 2 external

with 4 of the following types:

- d service
- 1 water
- 2 waste
- 3 sewerage
- 4 electricity
- 5 gas
- 6 telephone

Set up, take down and store activity equipment (K/601/4486)

Unit aim

This unit covers the knowledge and competence the learner needs to set up, take down and store activity equipment.

Unit content

The learner will:

1. Know how to set up, take down and store activity equipment

The learner can:

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

The learner will:

2. Know how to set up equipment

The learner can:

2.1 Identify the correct locations for setting up equipment

2.2 State the correct procedures for setting up equipment

2.3 Describe how to check that the equipment is operating correctly

2.4 Describe why it is important to make sure the equipment is in a safe and secure condition when set up

2.5 Describe how to make sure the equipment is in a safe and secure condition when set up

The learner will:

3. Be able to set up equipment

The learner can:

3.1 Find the equipment needed

3.2 Check the equipment and make sure it is safe and fit for purpose

3.3 Follow the standard operating procedures when:

- handling and moving the equipment
- setting up the equipment

3.4 Set up the equipment on time and in the correct place

3.5 Check the equipment is in safe working order

3.6 Make sure the equipment is secure

The learner will:

4. Know how to deal with equipment after use

The learner can:

4.1 Describe the correct procedures for dealing with equipment in own area of work

The learner will:

5. Be able to deal with equipment after use

The learner can:

5.1 Find equipment at the requested time

5.2 Follow the standard operating procedures for:

- dealing with the equipment after use
- handling and moving the equipment

5.3 Check the equipment for damaged and missing parts

5.4 Report damage or missing parts to the responsible colleague

5.5 Complete any required records

The learner will:

6. Know how to store equipment following use

The learner can:

6.1 Describe the manufacturer's instructions for storing equipment after use

6.2 Describe the importance of storing equipment safely and securely

6.3 Identify types of equipment that should be set aside because it is faulty, dirty or wet

6.4 Identify the correct place for each item of equipment in storage areas

6.5 Describe why it is important to place items of equipment in the correct place

6.6 Identify the types of health and safety hazards that may be found in equipment storage areas

6.7 Describe how to deal with health and safety hazards in equipment storage areas

The learner will:

7. Be able to store equipment following use

The learner can:

7.1 Follow the standard operating procedures when handling and moving the equipment

7.2 Move the equipment to the right storage area

7.3 Follow the correct procedures for equipment which needs attention

7.4 Put each item of equipment in the correct place within the storage area

7.5 Leave the storage area:

- safe
- tidy
- secure

7.6 Complete any required records

Assessment specification	<ul style="list-style-type: none">• Observation• Witness testimony• Products of work• Questioning/professional discussion
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Additional assessment guidance:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

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www.skillsactive.com/common-unit-qualifications

Learning Outcomes 1, 2, 4 and 6

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is setting up, taking down and storing activity equipment

Learning Outcomes 3, 5 and 7

When setting up, taking down and storing activity equipment, the learner must cover all of the following types:

- a equipment
- 1 simple equipment
- 2 complex equipment
- 3 powered equipment

with all of the following types:

- b standard operating procedures for
- 1 equipment needing only one person to set up
- 2 equipment needing more than one person to set up

Check and service activity equipment (M/601/4487)

Unit aim

This unit covers the knowledge and competence the learner needs to check and service activity equipment.

Unit content

The learner will:

1. Know how to check and service activity equipment

The learner can:

1.1 Outline the importance of recording what has been done and any further action that needs to be taken and how to complete these records

1.2 Identify health and safety requirements for the equipment to be maintained in own area of responsibility

The learner will:

2. Know how to check equipment and identify what maintenance is needed

The learner can:

2.1 Describe the importance of health and safety when checking equipment

2.2 Describe the dangers of not checking equipment thoroughly

2.3 Identify the relevant parts of the organisation's maintenance schedule and manufacturer's guidelines for the types of equipment in own area of work

2.4 Outline the importance of causing as little disruption as possible to normal activities

2.5 Outline how to cause as little disruption as possible to normal activities

2.6 Outline how to identify when equipment needs maintenance

2.7 Describe the importance of removing unsafe equipment from use

2.8 Describe how to remove unsafe equipment from use

2.9 Describe the limits of own responsibility in relation to carrying out maintenance

2.10 Outline how to report maintenance which needs to be carried out by a technical expert

2.11 Describe the importance of recording checks and the work which needs to be carried out

2.12 Describe how to record checks and the work which needs to be carried out

The learner will:

3. Be able to check equipment and identify what maintenance is needed

The learner can:

3.1 Identify the equipment which needs maintenance

3.2 Check the equipment, following the maintenance schedule and manufacturer's instructions

3.3 Cause as little disruption to normal activities as possible

3.4 Remove any unsafe equipment from use

3.5 Confirm own competence and authority to carry out the maintenance

3.6 Report any maintenance which must be carried out by someone else

3.7 Record:

- the checks made
- the work which needs to be done
- any action taken

The learner will:

4. Know how to service equipment

The learner can:

4.1 Outline the importance of making sure equipment is in a safe condition for servicing

4.2 Outline how to make sure the equipment in own area of work is safe for maintenance

4.3 Identify the right tools and materials for the servicing in own area of responsibility

4.4 Outline the importance of using the right tools and materials

4.5 Outline the importance of following the manufacturer's and organisation's procedures for servicing and acting safely throughout, including what may happen if this is not done

4.6 Outline the manufacturer's and organisation's procedures for servicing the equipment in own area of responsibility

4.7 Outline the importance of reporting any problems to the responsible colleague

4.8 Outline how to report any problems to the responsible colleague

4.9 Outline the importance of carrying out final checks before the equipment is put back into use

4.10 List the standards for safety and serviceability for equipment in own area of responsibility

4.11 State what checks need to be carried out to make sure standards for safety and serviceability are met

4.12 Describe the importance of recording what has been checked for safety and serviceability

4.13 Describe how to complete records of checks for safety and serviceability

The learner will:

5. Be able to service equipment

The learner can:

5.1 Confirm own competence and authority to carry out the servicing

5.2 Make sure the equipment is in a safe condition for servicing

5.3 Cause as little disruption to normal activities as possible

5.4 Organise own work area so that the work can be carried out safely and efficiently

5.5 Choose the right tools and materials for the job

5.6 Carry out the servicing following organisation's procedures and the manufacturer's instructions

5.7 Report any problems during servicing to the responsible colleague

5.8 Make final checks to the equipment to make sure it is safe and serviceable

5.9 Record the work carried out

Assessment specification

- Observation
- Witness testimony
- Products of work
- Questioning/professional discussion

Additional assessment guidance:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

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Learning Outcomes 1, 2 and 4

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 3 and 5 must be assessed using workplace evidence generated when the learner is checking and servicing activity equipment

Learning Outcome 3

When checking equipment and identifying what maintenance is needed, the learner must cover all of the following types:

- a equipment
- 1 manually operated equipment
- 2 powered equipment

Learning Outcome 5

When servicing equipment, the learner must cover all of the following types:

- a equipment
- 1 manually operated equipment
- 2 powered equipment

Operate plant to maintain the quality of pool water (A/601/4492)

Unit aim

This unit covers the knowledge and competence the learner needs to operate a plant to maintain the quality of pool water.

Unit content

The learner will:

1. Know how to operate plant to maintain the quality of pool water

The learner can:

- 1.1 Describe the manufacturer's instructions and the normal operating procedures for the plant
- 1.2 Identify the chemicals commonly used in pool plant
- 1.3 For each chemical, identify:
 - its effect
 - the hazards associated with it
 - the control measures that must be put in place to ensure safe use
- 1.4 Outline the emergency action plan for the plant
- 1.5 Identify the records concerning the operation of the plant which need to be kept up to date
- 1.6 Outline how to complete the necessary records
- 1.7 Identify who is the responsible colleague to give records to, and report equipment needing repair to
- 1.8 Outline the basic requirements of the Health and Safety at Work Act and COSHH regulations as they apply to the operation of plant

The learner will:

2. Know how to start up and shut down plant

The learner can:

- 2.1 Describe the importance of following instructions for the operation of the plant
- 2.2 Describe how to set the systems in preparation for start up and shut down
- 2.3 Describe how to begin start up and shut down sequences
- 2.4 Describe how to monitor the plant operation during start up and shut down
- 2.5 Outline how to take corrective action when the normal operating procedures are not met during start up and shut down
- 2.6 Identify the faults and alarms which may occur during start up and shut down

The learner will:

3. Be able to start up and shut down plant

The learner can:

- 3.1 Make sure the systems are correctly set for start-up and shut-down
- 3.2 Begin the start-up and shut-down sequences following the manufacturer's instructions
- 3.3 Monitor the systems for faults and alarms
- 3.4 Take the correct action to deal with any faults and alarms promptly and according to guidelines
- 3.5 Follow the emergency action plan in the event of any emergencies
- 3.6 Complete all the necessary records accurately and legibly
- 3.7 Make records available to the responsible colleague when required
- 3.8 Ensure plant operates within the recommended parameters and standards laid down by the manufacturer or installer and in accordance with nationally accepted guidelines
- 3.9 Follow all relevant legislation and other safety requirements at all times

The learner will:

4. Know how to maintain plant in working order

The learner can:

4.1 Describe the importance of maintaining plant in good working order

4.2 Outline the basic principles of:

- filtration
- disinfection
- circulation
- storage
- boilers and heating equipment
- associated measuring and control equipment

4.3 State the requirements of the maintenance schedule and log sheets

4.4 Identify:

- normal rates of energy use
- normal rates of energy flow
- normal levels of pressure
- normal temperature

4.5 Outline how to carry out the routine tests and maintenance required

4.6 Outline how to calculate, monitor and record energy and water usage figures

4.7 Outline how to identify items needing repair

4.8 Outline what to do when items needing repair are found

4.9 Outline how to identify when the plant is not running properly

4.10 Outline how to test alarms

The learner will:

5. Be able to maintain plant in working order

The learner can:

5.1 Carry out regular tests, visual and audible checks and routine maintenance according to the prescribed maintenance schedule and log sheet requirements

5.2 Identify any items which need repair and report these to the responsible colleague

5.3 Take the appropriate action when the normal operating procedures are not being met

5.4 Log and report energy and water usage figures, taking appropriate action to deal with wasteful losses and leaks to maintain the efficiency and safety of the plant

5.5 Monitor the alarms and respond to them following normal operating procedures and the emergency action plan

5.6 Complete all the necessary records

5.7 Make records available to the responsible colleague when required

5.8 Follow all relevant legislation and meet recommended operating conditions at all times

The learner will:

6. Know how to ensure the quality of water

The learner can:

6.1 State the importance of maintaining the quality and temperature of the water

6.2 Outline the basic principles involved in maintaining water quality

6.3 Identify the tests and checks which need to be carried out in order to monitor the quality and temperature of the water

6.4 Describe how to carry out tests and checks on the quality and temperature of the water

6.5 Describe the remedial actions required for a range of chemical contaminants and biological releases into the pool

6.6 Describe the importance of uncontaminated test equipment

6.7 Describe how to ensure test equipment is not contaminated

6.8 Outline the water temperatures which are appropriate for a range of different activities

6.9 Describe the types of corrective action to take when water quality and temperature do not meet standards

The learner will:

7. Be able to ensure the quality of water

The learner can:

7.1 Carry out the regular tests, monitoring and sensory inspections according to prescribed water test procedures

7.2 Check the water clarity to ensure it remains in optimum condition

7.3 Pay careful and ongoing attention to the alarms which monitor water quality

7.4 Make sure that test equipment is free from contamination

7.5 Take water samples in a way that conforms to normal operating procedures

7.6 Take corrective action when normal operating procedures are not being met and in response to bacteriological test results including:

- faecal
- diarrhoeal
- vomit
- blood
- microbiological

7.7 Complete all the necessary records accurately and legibly

7.8 Make records available to the responsible colleague when required

7.9 Follow all relevant legislation and other safety requirements at all times

Assessment specification	<ul style="list-style-type: none">• Observation• Witness testimony• Products of work• Questioning/professional discussion
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Additional assessment guidance:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

Additional Requirements for Qualifications that use the title NVQ within the QCF

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www.skillsactive.com/common-unit-qualifications

Learning Outcomes 1, 2, 4 and 6

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is operating plant to maintain the quality of pool water

Learning Outcome 3

When starting up and shutting down plant, the learner must cover all of the following types:

- A systems
- 1 circulation (including pumps)
- 2 filtration (including strainers and filters)
- 3 disinfection (including storage and dosing tanks, pumps)
- 4 heating (including calorifiers, heat exchangers)
- 5 coagulation (including dosing tanks, pumps)
- 6 pressure gauges
- 7 measuring (automatic dosing, testing)
- 8 control (including calibration and control systems)

with all of the following types:

- b records

- 1 start up and shut down times
- 2 inlet and outlet pressures
- 3 water and air temperatures
- 4 results of chemical tests
- 5 variations from normal start-up and shut-down procedures
- 6 suggestions for improving normal operating procedures
- 7 Chemical levels (bulk and day tank levels and gas pressures – where appropriate)

Learning Outcome 5

When maintaining plant in working order, the learner must cover all of the following types:

- a tests and checks
 - 1 rates of energy use
 - 2 rates of flow
 - 3 levels of pressure
 - 4 levels of temperature
 - 5 measuring and control
 - 6 alarms
 - 7 energy saving devices
 - 8 levels of chemicals in storage and dosing tanks

with all of the following types:

- b plant systems
 - 1 filtration
 - 2 disinfection
 - 3 heating
 - 4 pressure
 - 5 measuring and control

with all of the following types:

- c routine maintenance to ensure
 - 1 plant efficiency
 - 2 plant effectiveness
 - 3 plant economy

Learning Outcome 7

When ensuring the quality of water, the learner must cover all of the following types:

- a tests and monitoring
 - 1 pH
 - 2 free and combined disinfectant levels
 - 3 air and water temperatures
 - 4 relative humidity
 - 5 fresh water dilution
 - 6 pool loading
 - 7 plant running time
 - 8 microbiological

with all of the following types:

- b sensory inspections
 - 1 water clarity
 - 2 water quality
 - 3 algae
 - 4 foaming
 - 5 dissolved particulate matter
 - 6 scum lines
 - 7 the cleanliness of the pool surround

with all of the following types:

- c samples
 - 1 the calibration of automatic controls
 - 2 water balance

- 3 total dissolved solids
- 4 alkalinity
- 5 calcium hardness
- 6 bacteria

Check and maintain sport/play surfaces and equipment (D/601/4050)

Unit aim

This unit covers the knowledge and competence the learner needs to check and maintain sport/play surfaces and equipment.

Unit content

The learner will:

1. Know how to check and maintain sites, surfaces, equipment and perimeters

The learner can:

1.1 Identify relevant standards for sites, surfaces, equipment and perimeters

1.2 Identify relevant industry codes of practice

1.3 Describe relevant regulations

1.4 Identify safeguards to protect the work environment

1.5 Describe the organisation's recording and reporting procedures

The learner will:

2. Know how to check sites, surfaces, equipment and perimeters

The learner can:

2.1 Identify information for identifying and inspecting the site, surfaces, equipment and perimeters

2.2 Identify methods of interpreting schedules and checklists

2.3 List types of visual check

2.4 Describe the organisation's recording and reporting procedures

2.5 List methods of providing evidence

2.6 Describe reasons for, and methods of, taking facilities out of service

2.7 Identify responsibilities and accountabilities relating to the completion of inspection schedules and checklists

2.8 Identify methods of identifying, selecting and obtaining the resources (equipment and materials) needed for maintenance

The learner will:

3. Be able to check sites, surfaces, equipment and perimeters

The learner can:

3.1 Locate the areas to be inspected and maintained

3.2 Check all the items on the maintenance and inspection checklist and identify their immediate and future maintenance needs

3.3 Identify any items additional to the checklist during visual inspection and record these

3.4 Report any additional items that are beyond own level of competence to maintain, to the responsible person

The learner will:

4. Know how to maintain sites, surfaces, equipment and perimeters

The learner can:

4.1 Identify information relating to materials, methods and services used in the maintenance processes

4.2 Identify methods and techniques for maintaining sites, surfaces, equipment and perimeters

4.3 Describe the limits of own authority in carrying out maintenance activities

4.4 Identify methods of disposing of hazardous and non-hazardous waste and surplus resources

The learner will:

5. Be able to maintain sites, surfaces, equipment and perimeters

The learner can:

5.1 Use effective and appropriate materials and methods to maintain the site, surfaces, equipment and perimeters

5.2 Take measures to protect the work environment

5.3 Dispose of unwanted materials following legal requirements and the organisation's procedures

Assessment specification

- Observation
- Witness testimony
- Products of work
- Questioning/professional discussion

Additional assessment guidance:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

Additional Requirements for Qualifications that use the title NVQ within the QCF

Assessment Strategy for NVQs & SVQs

QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Sport and Play Surfaces: www.skillsactive.com/common-unit-qualifications

Learning Outcomes 1, 2 and 4

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 3 and 5 must be assessed using workplace evidence generated when the learner is checking and maintaining sport/play surfaces and equipment

Learning Outcome 3

When checking sites, surfaces, equipment and perimeters, the learner must cover all of the following types:

- a checks for
- 1 vandalism
- 2 misuse of equipment
- 3 safety of equipment
- 4 site security
- 5 contaminants

with all of the following types:

- b visual inspection of
- 1 site
- 2 surfaces
- 3 equipment
- 4 perimeters

Learning Outcome 5

When maintaining sites, surfaces, equipment and perimeters the learner must cover 4 of the following types:

- a methods
- 1 repair
- 2 cleaning
- 3 brushing
- 4 replacement
- 5 treatment
- 6 protection
- 7 re-levelling of loose fill

Operate plant to provide and maintain an ice surface (F/601/4493)

Unit aim

This unit covers the knowledge and competence the learner needs to operate a plant to provide and maintain an ice surface.

Unit content

The learner will:

1. Know how to operate plant to provide and maintain an ice surface

The learner can:

1.1 Outline the basic principles of creating and maintaining an ice surface

1.2 Describe the manufacturer's instructions and the normal operating procedures for the plant

1.3 Identify the chemicals commonly used in ice plant

1.4 For each chemical, identify:

- its effect
- the hazards associated with it
- the control measures that must be put in place to ensure safe use

1.5 Describe the emergency action plan for the plant

1.6 Identify the records concerning the operation of the plant which need to be kept up to date

1.7 Describe how to complete the necessary records

1.8 Identify who is the responsible colleague to give records to, and report equipment needing repair to

1.9 Outline the basic requirements of the Health and Safety at Work Act and COSHH regulations as they apply to the operation of plant

The learner will:

2. Know how to maintain ice plant

The learner can:

2.1 Outline the importance of following instructions for the operation of the plant

2.2 Describe how to set the systems correctly for a range of requirements

2.3 Outline how to monitor the plant operation

2.4 Identify:

- normal rates of energy use
- normal rates of energy flow
- normal levels of pressure
- normal temperature

2.5 Outline how to take corrective action when the normal operating procedures are not met

2.6 Outline the faults and alarms which may occur

2.7 Describe how to respond correctly to faults and alarms

The learner will:

3. Be able to maintain ice plant

The learner can:

3.1 Make sure the systems are correctly set for daily programmes

3.2 Monitor the systems and gauges for faults and alarms

3.3 Check readings against previous data for trends

3.4 Take the correct action to deal with any faults, alarms and trends promptly and according to manufacturers' guidelines

3.5 Check to ensure that corrective action has resolved the issue

3.6 Complete all the necessary records according to schedule accurately and legibly

3.7 Make records available to the responsible colleague when required

3.8 Follow all relevant legislation and other safety requirements at all times

3.9 Follow the emergency action plan in the event of any emergencies

The learner will:

4. Know how to maintain ancillary ice rink equipment in working order

The learner can:

4.1 Describe the importance of maintaining ancillary equipment in good working order

4.2 State the requirements of the maintenance schedule and log sheets

4.3 List the common types of ancillary equipment used in ice rinks

4.4 Describe how to carry out the routine tests and maintenance required

4.5 Outline how to identify items needing repair and what to do when they are found

4.6 Outline how to test alarms

The learner will:

5. Be able to maintain ancillary ice rink equipment in working order

The learner can:

5.1 Carry out regular tests, checks and routine maintenance and ancillary equipment according to manufacturers' instructions

5.2 Identify any items of ancillary equipment that need repair and report these to the responsible colleague

5.3 Take the appropriate action when the normal operating procedures are not being met

5.4 Ensure ancillary equipment is stored correctly according to legal requirements

5.5 Monitor the alarms and respond to them following normal operating procedures and the emergency action plan

5.6 Complete all the necessary records

5.7 Make records available to the responsible colleague when required

5.8 Follow all relevant legislation and other safety requirements at all times

The learner will:

6. Know how to ensure the quality of the ice surface

The learner can:

- 6.1 State the importance of maintaining the quality and temperature of the ice
- 6.2 Outline the basic principles involved in maintaining the quality of an ice surface
- 6.3 Describe the tests and checks which need to be carried out in order to check the quality and temperature of the ice
- 6.4 Describe how to carry out tests and checks on the quality and temperature of the ice
- 6.5 Describe the types of ice surface which are appropriate to a range of activities
- 6.6 Describe the types of corrective action to take when ice quality and temperature do not meet standards

The learner will:

7. Be able to ensure the quality of the ice surface

The learner can:

- 7.1 Carry out the daily tests, monitoring and sensory inspections according to prescribed procedures
- 7.2 Make sure that the ice surface is appropriate for the activities taking place
- 7.3 Pay careful attention to, and monitor, the ice condition
- 7.4 Where appropriate, take corrective action
- 7.5 Pay careful and ongoing attention to the alarms which monitor the quality of the ice surface
- 7.6 Measure the ice depth at prescribed points
- 7.7 Take corrective action when normal operating procedures are not being met and in response to bacteriological test results
- 7.8 Carry out routine maintenance procedures according to the maintenance schedule
- 7.9 Complete all the necessary records accurately and legibly
- 7.10 Make records available to the responsible colleague when required
- 7.11 Follow all relevant legislation and other safety requirements at all times

Assessment specification

- Observation
- Witness testimony
- Products of work
- Questioning/professional discussion

Additional assessment guidance:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

Additional Requirements for Qualifications that use the title NVQ within the QCF

Assessment Strategy for NVQs & SVQs

QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

www.skillsactive.com/common-unit-qualifications

Learning Outcomes 1, 2, 4 and 6

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is operating plant to provide and maintain an ice surface

Learning Outcome 3

When maintaining the ice plant, the learner must cover all of the following types:

- a systems
- 1 creating the conditions for the formation of an ice surface
- 2 associated measuring and control equipment

with all of the following types:

- b gauges
- 1 rates of flow
- 2 rates of pressure
- 3 levels of temperature
- 4 rates of energy use
- 5 density of the coolant medium

with all of the following types:

- c records
- 1 which compressor is operating
- 2 coolant medium pressure
- 3 coolant medium temperature
- 4 coolant medium density
- 5 energy use
- 6 air temperature
- 7 return temperature
- 8 outside air temperature
- 9 suggestions for improving normal operating procedures

Learning Outcome 5

When maintaining ancillary ice rink equipment in working order, the learner must cover all of the following types:

- a routine maintenance to ensure
- 1 efficiency
- 2 effectiveness
- 3 economy

with all of the following types:

- b ancillary equipment
- 1 resurfacers
- 2 edgers
- 3 zipper/cherry picker
- 4 pallet truck
- 5 gas bottle carrier unit
- 6 lighting rigs
- 7 platforms
- 8 barrier/temporary barrier
- 9 glass/netting
- 10 seating
- 11 flooring/temporary flooring
- 12 skate hire boots
- 13 regrind machine
- 14 ice pit
- 15 resurfacers garage
- 16 lockers
- 17 other ancillary equipment

Learning Outcome 7

When ensuring the quality of the ice surface, the learner must cover all of the following types:

- a tests and monitoring
 - 1 ice surface temperatures
 - 2 inside air temperature
 - 3 outside air temperature
 - 4 relative humidity
 - 5 incoming and outgoing coolant temperature
 - 6 condition versus usage/activity

with all of the following types:

- b sensory inspections
 - 1 wet patches/lines/areas/exits
 - 2 objects/debris
 - 3 cracks/holes
 - 4 discolouration/texture of the ice surface
 - 5 irregularities

with all of the following types:

- c maintenance procedures
 - 1 wet resurface
 - 2 dry resurface
 - 3 cross resurface
 - 4 double ice resurfacers
 - 5 manual resurface
 - 6 edge
 - 7 flooding
 - 8 temperature changes
 - 9 ice pebbling
 - 10 ice scraping

Prepare hard standings and paths for caravans (J/601/4494)

Unit aim

This unit covers the knowledge and competence the learner needs to prepare hard standings and paths for caravans.

Unit content

The learner will:

1. Know how to mark out and prepare the area

The learner can:

- 1.1 Outline own responsibilities with regard to statutory regulations for siting caravans
- 1.2 Describe how to make sure the area is marked out and levels set correctly
- 1.3 State how to identify and isolate gas and electricity services
- 1.4 Describe the legal requirements covering the need for competence testing for staff working with services such as gas and electricity
- 1.5 Describe the need for supervision by approved contractors during learning and assessment
- 1.6 Describe how to prepare sites, remove soil, and site services

The learner will:

2. Be able to mark out and prepare the area

The learner can:

- 2.1 Remove all obstructions and debris from the area
- 2.2 Mark out the area, ensuring there is a statutory distance from adjacent pitches
- 2.3 Make sure that the size and alignment of the hard standing and path meet the specification
- 2.4 Locate, identify and make safe the main services
- 2.5 Excavate the area removing spoil and surplus
- 2.6 Protect and maintain the existing services for reuse

The learner will:

3. Know how to apply the correct finish to the area

The learner can:

- 3.1 State the types of material that are suitable for the base
- 3.2 State the types of material suitable for top/finish of base
- 3.3 Outline the durability of materials and other reasons for selection
- 3.4 Outline the reasons for shuttering
- 3.5 Outline the reasons for compacting the sub-base
- 3.6 Outline the reasons for protecting both the site and the pitch

The learner will:

4. Be able to apply the correct finish to the area

The learner can:

- 4.1 Provide a sub-base that is level and stable, using material appropriate to intended use
- 4.2 Use work methods that meet the requirements of the unit to be installed
- 4.3 Apply the top/finish to meet specifications
- 4.4 Protect the site while work is in progress
- 4.5 Reinststate the surrounding area, making sure access is safe and clear

Assessment specification

- Observation
- Witness testimony
- Products of work
- Questioning/professional discussion

Additional assessment guidance:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

Additional Requirements for Qualifications that use the title NVQ within the QCF

Assessment Strategy for NVQs & SVQs

QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

www.skillsactive.com/common-unit-qualifications

Learning Outcomes 1 and 3

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 2 and 4 must be assessed using workplace evidence generated when the learner is preparing hard standings and paths for caravans

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Learning Outcome 2

When marking out and preparing the area, the learner must cover all of the following types:

- a statutory distance
- 1 model standards
- 2 local bye-laws
- 3 site licence conditions

with 3 of the following types:

- b service
- 1 gas
- 2 water
- 3 electricity
- 4 sewerage
- 5 telephone
- 6 television

Learning Outcome 4

When applying the correct finish to the area, the learner must cover 1 of the following types:

- a material
- 1 base hard core
- 2 intermediate hard core

with 2 of the following types:

- b top/finish
- 1 concrete
- 2 chippings
- 3 shuttering

Clean and tidy facility areas (M/601/4490)

Unit aim

This unit covers the knowledge and competence the learner needs to clean and tidy facility areas.

Unit content

The learner will:

1. Know how to clean and tidy facility areas

The learner can:

1.1 Outline why cleaning and tidying should avoid disruption

1.2 Outline the basic requirements of the Health and Safety at Work Act which are relevant to this unit

1.3 Outline the basic requirements of the Control of Substances Hazardous to Health regulations which are relevant to this unit

1.4 Identify the organisational requirements and manufacturer's instructions for handling and storing the hazardous substances being worked with

The learner will:

2. Know how to clean sport and recreation areas

The learner can:

2.1 Outline the programme for the areas to be cleaned

2.2 Describe the organisational and legal requirements for using cleaning equipment and materials and for the disposal of spillages, breakages, waste and rubbish

2.3 Outline the organisational and legal standards of hygiene and cleanliness

2.4 Outline how to select equipment, clothing and materials for each circumstance

2.5 Outline how to make sure that equipment and materials are fit for future use

2.6 Outline the importance of safe and hygienic disposal of waste

The learner will:

3. Be able to clean sport and recreation areas

The learner can:

- 3.1 Clean areas following the planned schedule
- 3.2 Cause as little disruption as possible
- 3.3 Use equipment, materials and methods appropriate to the area being cleaned
- 3.4 Wear protective clothing suitable for the equipment and materials being used
- 3.5 Handle and use equipment and materials safely and efficiently
- 3.6 Make sure the area meets their organisation's standards for cleanliness and hygiene
- 3.7 Store equipment and materials safely and ready for future use
- 3.8 Dispose of waste safely and according to organisational procedures

The learner will:

4. Know how to tidy sport and recreation areas

The learner can:

- 4.1 Outline how to identify hazardous and non-hazardous spillages, breakages, waste and rubbish
- 4.2 Outline the organisational procedures for dealing with unsupervised property
- 4.3 Outline why escape routes should always be clear
- 4.4 Outline the importance of honesty when dealing with members of the public
- 4.5 Outline the procedures to follow when dealing with members of the public

The learner will:

5. Be able to tidy sport and recreation areas

The learner can:

- 5.1 Identify and deal with any spillages, breakages, waste and rubbish correctly
- 5.2 Dispose of these spillages, breakages, waste and rubbish safely and in line with organisational and legal requirements
- 5.3 Maintain the areas in a safe and tidy condition
- 5.4 Make sure that escape routes are not obstructed
- 5.5 Deal with lost and unsupervised property honestly and in line with facility procedures

Assessment specification

- Observation
- Witness testimony
- Products of work
- Questioning/professional discussion

Additional assessment guidance:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

Additional Requirements for Qualifications that use the title NVQ within the QCF

Assessment Strategy for NVQs & SVQs

QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

www.skillsactive.com/common-unit-qualifications

Learning Outcomes 1, 2 and 4

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 3 and 5 must be assessed using workplace evidence generated when the learner is cleaning and tidying facility areas**Learning Outcome 3**

When cleaning sport and recreation areas, the learner must cover all of the following types:

- a areas
- 1 areas without particular hazards
- 2 areas with particular hazards
- 3 public areas
- 4 non-public areas

with all of the following types:

- b equipment and materials
- 1 manual equipment
- 2 powered equipment
- 3 cleaning agents

Learning Outcome 5

When tidying sport and recreation areas, the learner must cover both of the following types:

- a spillages, breakages, waste and rubbish
- 1 hazardous
- 2 non-hazardous

with all of the following types:

- b areas
- 1 areas without particular hazards
- 2 areas with particular hazards
- 3 public areas
- 4 non-public areas

with 2 of the following types:

- c property
- 1 clothing
- 2 valuables
- 3 suspicious objects

Deal with substances hazardous to health (T/601/4491)

Unit aim

This unit covers the knowledge and competence the learner needs to deal with substances hazardous to health.

Unit content

The learner will:

1. Know how to deal with substances hazardous to health

The learner can:

1.1 Outline the basic requirements of the Health and Safety at Work Act which are relevant to dealing with substances hazardous to health

1.2 Outline the basic requirements of the Control of Substances Hazardous to Health regulations which are relevant to dealing with substances hazardous to health

1.3 Describe the organisational requirements and manufacturer's instructions for handling and storing the hazardous substances within own area of work

1.4 Outline how to identify the hazardous substances within own area of work

1.5 List the particular hazards involved in handling and storing the substances within own area of work

The learner will:

2. Know how to handle substances hazardous to health

The learner can:

2.1 Describe the importance of following instructions for handling hazardous substances and what could happen if not followed

2.2 List the types of protective clothing which are needed for the types of substances which are being worked with

2.3 Outline the importance of dealing with spillages and contamination quickly and according to instructions

2.4 Outline how to deal with spillages and contamination involving hazardous substances

2.5 Outline the types of problems which need to be reported to a responsible colleague

2.6 Identify who the responsible colleague is

2.7 Describe how to complete incident reports

The learner will:

3. Be able to handle substances hazardous to health

The learner can:

- 3.1 Identify the hazardous substance and the risks involved in handling it
- 3.2 Handle the hazardous substance following the manufacturer's instructions and organisational and legal requirements
- 3.3 Select and wear protective clothing suitable for the substance being handled
- 3.4 Deal with any spillages and contamination of people according to the manufacturer's instructions and organisational and legal requirements
- 3.5 Get help from the responsible colleague when there are any other problems
- 3.6 Report any incidents and problems clearly and accurately

The learner will:

4. Know how to store substances hazardous to health

The learner can:

- 4.1 Outline the importance of storing hazardous substances immediately after use
- 4.2 State the correct storage areas for the substances
- 4.3 Outline why it is important to store incompatible substances separately
- 4.4 Outline what are incompatible substances and how to identify and store them
- 4.5 Outline how to identify hazards in the storage area and deal with them effectively
- 4.6 Describe what may happen if the range of hazards in the storage area are not dealt with properly
- 4.7 Outline the importance of identifying substances past their expiry date
- 4.8 Outline the procedures to follow if substances are identified to be past their expiry date
- 4.9 Outline the importance of keeping records up-to-date and writing clearly and legibly
- 4.10 Outline how to complete the necessary records

The learner will:

5 Be able to store substances hazardous to health

The learner can:

5.1 Return the substances to the correct storage area immediately after use

5.2 Make sure that incompatible substances are stored separately

5.3 Identify any hazards in the storage area

5.4 Deal with any hazards according to own level of responsibility and organisational and legal requirements

5.5 Identify any substances past their expiry date and follow the correct procedures for dealing with these

5.6 Update storage records according to organisational requirements

5.7 Lock the storage area securely when it is unattended

Assessment specification

- Observation
- Witness testimony
- Products of work
- Questioning/professional discussion

Additional assessment guidance:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

Additional Requirements for Qualifications that use the title NVQ within the QCF

Assessment Strategy for NVQs & SVQs

QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

www.skillsactive.com/common-unit-qualifications

Learning Outcomes 1, 2 and 4

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 3 and 5 must be assessed using workplace evidence generated when the learner is dealing with substances hazardous to health

Learning Outcome 3

When handling substances hazardous to health, the learner must cover all of the following types:

- a protective clothing
- 1 coverall
- 2 goggles
- 3 gloves
- 4 boots
- 5 mask

Learning Outcome 5

When storing substances hazardous to health, the learner must cover 2 of the following types

- a hazards
- 1 defective containers
- 2 defective storage areas
- 3 unsafe working practices

Carry out maintenance and minor repairs (A/600/6344)

Unit aim

This unit focuses on performing maintenance and minor repairs to items both within buildings and outside.

Unit content

The learner will:

1. Understand how to prepare to carry out maintenance and minor repairs

The learner can:

- 1.1 State the type and amount of maintenance and repair work that is required
- 1.2 Describe how environmental and other site conditions can influence how work is carried out
- 1.3 State which tools and equipment are appropriate for the task
- 1.4 Describe the importance of carrying out preparatory work before carrying out repairs
- 1.5 Describe the importance of protecting the surrounding area
- 1.6 state methods which can be used to protect the surrounding area

The learner will:

2. Understand how to carry out maintenance and minor repairs

The learner can:

- 2.1 Describe safe, approved working practices for carrying out the work
- 2.2 Describe how to make sure that the surrounding areas are maintained during maintenance and repair
- 2.3 Describe the importance of retaining the items to be replaced
- 2.4 Describe how to check that items that have been repaired function correctly and why this should be done
- 2.5 Describe the organisational requirements for reporting any maintenance and repair work that they are not competent to carry out
- 2.6 Describe methods of cleaning tools and equipment

2.7 State the importance of cleaning tools and equipment after use

2.8 State where tools, equipment and un-used materials should be stored

The learner will:

3. Be able to prepare to carry out maintenance and minor repairs

The learner can:

3.1 Identify the items that need maintenance and the repair work required

3.2 Assess that environmental and other site conditions are suitable to be able to carry out maintenance and repairs

3.3 Select the hand tools and equipment that are the most appropriate for the task

3.4 Protect the immediate surrounding areas throughout the preparations and the work

3.5 Apply the appropriate method for repairing damaged areas or surfaces for repair

The learner will:

4. Be able to carry out maintenance and minor repairs

The learner can:

4.1 Use safe and approved working practices and techniques

4.2 Isolate any electrical supplies

4.3 Ensure that there are no adverse effects to the finished items or appearance of the surrounding areas

4.4 Check that replacement items function correctly and operate safely

4.5 Check that the working and surrounding areas match following maintenance and repair work

4.6 Report any maintenance or repair work that they are not competent to carry out

4.7 Report any cleaning requirements that cannot be carried out

4.8 Clean tools and equipment after use

4.9 Secure tools, equipment and used materials in the correct storage area

Assessment specification

- Observation
- Witness testimony
- Products of work

- Questioning/professional discussion

Maintain grounds of premises and facilities (H/601/6513)

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to maintain grounds through regular maintenance that is undertaken safely, in line with procedures and in appropriate conditions.

Unit content

The learner will:

1. Know how to carry out maintenance, and the appropriate conditions for doing so

The learner can:

1.1 State the required personal protective equipment and why it is important to wear it

1.2 State the tools and equipment available for use, and which are the most appropriate for the work

1.3 Explain why it is important to carry out maintenance only when the ground conditions and weather are suitable, and what these conditions are

The learner will:

2. Carry out maintenance according to given instructions

The learner can:

2.1 Choose the personal protective equipment, hand tools and equipment which are most suitable for the task

2.2 Carry out maintenance when the weather and ground conditions are suitable and at the appropriate times

2.3 Minimise damage and degradation to the area when maintaining grounds

The learner will:

3. Understand how to remove debris and litter from the area, and why this is important

The learner can:

3.1 Give examples of debris and litter that may need to be removed from grounds

3.2 State why it is important to correctly identify the nature of debris and litter, and the appropriate methods for disposing of these different types of refuse

3.3 State how and where unwanted debris and litter should be disposed of, and to whom queries regarding their safe disposal should be directed

3.4 State the requirements regarding the segregation of waste for disposal and recycling, why these must be adhered to, and the possible consequences of not doing so

3.5 List the collection points to which waste containers must be transferred

The learner will:

4. Remove any unwanted debris and litter as instructed

The learner can:

4.1 Identify the nature of any unwanted debris or litter

4.2 Using the appropriate methods, clear any unwanted debris from the area, and dispose in accordance with safe practice

4.3 Report any hazardous items or problems affecting the maintenance of the area to the relevant person,

4.4 Seek advice regarding the removal and disposal of hazardous items

4.5 Make sure completed work areas meet the requirements of the work specification

Assessment specification

- Observation
- Questioning
- Reflective accounts
- Projects/assignments

Maintain site security and safety (J/601/6522)

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to maintain the safety and security of the site by following security monitoring procedures. This includes monitoring the security systems, checking equipment and reporting it to the appropriate member/s of staff, and understanding the organisation's security requirements and the learner's role in relation to them.

Unit content

The learner will:

1. Understand the principles of site security and safety

The learner can:

- 1.1 Describe the equipment checks and personal safety precautions which must be taken, and the consequences of not doing so
- 1.2 Give examples of the types of security breach which could occur
- 1.3 State the person(s) to whom any security breach should be reported, and the consequences of not doing so
- 1.4 Describe the limits of own competence and responsibility for rectifying security breaches, and how to rectify them
- 1.5 State the organisation's requirements and own personal instructions for security monitoring, and why it is important that these are followed correctly
- 1.6 Describe why it is important to keep accurate records, what the records should contain and where they should be stored
- 1.7 Identify the other people involved in maintaining site security and why it is important to liaise with them

The learner will:

2. Carry out site security monitoring according to instructions

The learner can:

- 2.1 Follow instructions for carrying out security monitoring
- 2.2 Take all necessary precautions to minimise risk to self and others during security monitoring

2.3 Liaise with others involved when maintaining site security

2.4 Identify breaches of security

2.5 Report any breaches of security to the appropriate person

The learner will:

3. Understand how to monitor security systems

The learner can:

3.1 Describe the checks which must be carried out on security and emergency equipment, and the regularity with which this must be done

3.2 Describe how to recognise malfunctions and/or damage to the equipment

3.3 Identify the person to whom equipment malfunctions should be reported, and the possible consequences of failing to do this

The learner will:

4. Carry out the appropriate checks on security and emergency equipment

The learner can:

4.1 Carry out the necessary checks on security and emergency equipment according to manufacturers' instructions and legislative requirements

4.2 Promptly report any equipment malfunction

4.3 Take action to address security and safety issues, within the limits of own competence and responsibility

4.4 Keep accurate records of the outcomes of safety and security monitoring, and store them appropriately

Assessment specification

- Observation
- Questioning
- Reflective accounts
- Projects/assignments

Monitor and maintain electrical and plumbing services (Y/601/6542)

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to carry out basic electrical and plumbing maintenance for which appropriate training has previously been completed.

Unit content

The learner will:

1. Understand how to safely prepare to carry out plumbing and electrical maintenance

The learner can:

1.1 State the type of maintenance or repair:

- that is required and its extent,
- is within own competence and responsibility

1.2 Outline the safety regulations and approved codes of practice relevant to electrical and plumbing maintenance

1.3 Explain why it is important to always adhere to safety regulations and codes of practice

1.4 State the importance of wearing personal protective equipment

1.5 Identify which tools and equipment are most appropriate for the task

1.6 Describe the actions which must be taken to warn others of maintenance work

1.7 Describe how to isolate equipment from the supply

1.8 State why equipment must be isolated before maintenance is started

1.9 State where to turn off the supply

The learner will:

2. Safely prepare to carry out maintenance

The learner can:

2.1 Choose tools, equipment and personal protective equipment appropriate to the task

2.2 Explain why it is important to prevent faulty equipment from being used

2.3 Before starting maintenance, isolate the equipment from the supply

2.4 Warn others of the work being carried out and the potential impact on premises and facilities

The learner will:

3. Know how to carry out basic electrical and plumbing maintenance

The learner can:

3.1 Describe how to remove faulty components

3.2 State the consequences of failing to dispose of faulty components correctly

3.3 Explain why it is important to use the correct replacement parts

3.4 Describe the appropriate methods for removing damaged parts and fitting replacement component parts

3.5 Give examples of necessary adjustments and how to make them

The learner will:

4. Carry out basic electrical and plumbing maintenance according to instructions

The learner can:

4.1 Use approved safe working practices throughout the task

4.2 Remove faulty components and dispose of them appropriately

4.3 Remove damaged parts and fit replacement parts or components

4.4 Connect the appropriate fittings and components according to procedures and manufacturer's instructions

4.5 Make any necessary adjustments and reassemble the equipment following maintenance

4.6 Report to the appropriate person any maintenance that cannot be completed

4.7 Reconnect the supply according to procedures

The learner will:

5. Understand how to carry out post-maintenance checks

The learner can:

5.1 State the procedures for reconnecting supply

5.2 Describe how to check that equipment is working properly following maintenance

5.3 Explain why it is important to leave equipment clean and safe to use

The learner will:

6. Carry out the necessary post-maintenance checks

The learner can:

6.1 Check equipment is working correctly following maintenance

6.2 Return tools and equipment to the appropriate area in a condition ready for their next use

Assessment specification

- Observation
- Questioning
- Reflective accounts
- Projects/assignments

Contribute to environmental conservation in active leisure and recreation (L/601/4495)

Unit aim

This unit covers the knowledge and competence the learner needs to contribute to environmental conservation in active leisure and recreation.

Unit content

The learner will:

1. Know how to contribute to environmental conservation in active leisure and recreation

The learner can:

1.1 Explain what is meant by:

- environmental conservation
- sustainability
- bio-diversity

1.2 Explain why environmental conservation is important to own organisation

1.3 Outline the basic requirements of legislation that is relevant to environmental conservation

1.4 Outline organisation's environmental management plan

1.5 Outline own responsibilities relating to environmental conservation

1.6 Outline available budgets and other organisational constraints

1.7 List agencies and other organisations that can provide information and advice on environmental conservation

1.8 Describe how to make suggestions to improve environmental conservation in own organisation

1.9 Describe why it is important to try to continuously improve environmental conservation

The learner will:

2. Know how to contribute to managing resources in a sustainable way

The learner can:

2.1 Explain why it is important to manage resources responsibly

2.2 Identify the main methods an organisation can use to reduce waste in:

- energy
- water
- materials

2.3 Outline the types of resources an organisation can re-use

2.4 Outline main methods by which an organisation can re-use resources and the procedures that should be followed

2.5 Outline the types of resources an organisation can recycle

2.6 Outline the main methods by which an organisation can recycle resources (including composting) and the procedures to follow

2.7 List the types of resources that have an impact on the environment

2.8 Describe how the impact on the environment by use of resources can be minimised

2.9 Describe why it is important to maintain equipment according to the manufacturers' instructions

2.10 Describe the impact poorly maintained equipment can have on the environment

2.11 Outline energy conservation and the use of 'green transport'

2.12 Outline why it is important to use locally produced resources wherever possible

The learner will:

3. Be able to contribute to managing resources in a sustainable way

The learner can:

3.1 Identify and agree own responsibilities for managing resources

3.2 Carry out own responsibilities for managing resources as agreed

3.3 Maintain equipment according to manufacturers' instructions

3.4 Get advice and information on managing resources in a sustainable way when needed

3.5 Work within the budget and other organisational constraints

3.6 Make suggestions on how to improve the management of resources within own organisation

The learner will:

4. Know how to contribute to the good ecological management of outdoor areas

The learner can:

4.1 Outline why it is important to sustain and develop:

- boundaries, borders and buffer zones
- formal gardens
- grassland, moor, heath and other open areas
- trees and woodland areas
- rivers, streams, ponds and wetland areas

4.2 Describe the main methods an organisation can use to sustain and develop:

- boundaries, borders and buffer zones
- formal gardens
- grassland, moor, heath and other open areas
- trees and woodland areas
- rivers, streams, ponds and wetland areas

4.3 Outline how to create 'wild areas', for example wildflower meadows

4.4 Outline how to install features such as nesting boxes and log piles to attract and benefit wildlife

4.5 Describe why it is important to use traditional materials and methods when constructing boundaries, paths and roads

4.6 Describe the materials and methods that should be used to construct boundaries, paths and roads

4.7 List the types of building and other materials that should be avoided and why

4.8 State the main types of native species of plants on own site

4.9 Identify the correct times and methods that should be used to plant and maintain the main types of native species of plants on own site, from the point of view of the health of the plant and the impact on local wildlife

4.10 Describe how to deal with cuttings, for example grass cuttings, logs and prunings, in a way most appropriate to the site

4.11 Describe why it is important to deal with cuttings in a way most appropriate to the site

4.12 State the main types of wildlife local to own site, in particular those that are vulnerable and in need of encouragement and protection

4.13 Describe how to encourage and protect the main types of wildlife local to own site

4.14 List the types of plants and wildlife that should not be introduced

4.15 Describe why certain types of plants and wildlife should not be introduced

The learner will:

5. Be able to contribute to the good ecological management of outdoor areas

The learner can:

5.1 Identify and agree own responsibilities for managing outdoor areas in ways that benefit wildlife

5.2 Carry out own responsibilities for managing outside areas in ways that benefit wildlife

5.3 Get advice and information on managing outside areas in ways that benefit wildlife when necessary

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

The learner will:

6. Know how to provide information and advice on environmental issues

The learner can:

6.1 Outline why it is important to provide information and advice on the local environment and methods of sustaining it to visitors and colleagues

6.2 List the main methods available for providing information and advice

6.3 Outline why it is important to inform visitors about procedures for managing resources responsibly and the reasons for this

6.4 Describe how to site and maintain interpretation boards and leaflets about the natural environment

6.5 Describe how to develop and involve visitors in activities that promote their understanding of environmental conservation

6.6 State the types of conflict that may arise between visitors and the organisation

6.7 Describe how to deal with conflict that may arise between visitors and the organisation

6.8 List types of 'environmentally friendly' transport that visitors should be encouraged to use

6.9 Describe how to encourage the use of 'environmentally friendly' transport

6.10 Describe why it is important to encourage visitors to buy local food and produce and contribute to the local economy

6.11 Describe how to encourage visitors to buy local food and produce and contribute to the local economy

The learner will:

7. Be able to provide information and advice on environmental issues

The learner can:

- 7.1 Identify and agree own responsibilities for providing information and advice on environmental conservation
- 7.2 Provide information and advice to people on the site when necessary
- 7.3 Provide information and advice that is clear and easily understood
- 7.4 Make sure environmental activities are enjoyable for visitors
- 7.5 Explain the reasons for the information and advice provided
- 7.6 Deal with any conflict sensitively and in line with own organisation's procedures
- 7.7 Make suggestions to improve the information and advice own organisation provides

Assessment specification

- Observation
- Products of work
- Questioning
- Projects/assignments
- Reflective accounts

Additional assessment guidance:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

Additional Requirements for Qualifications that use the title NVQ within the QCF

Assessment Strategy for NVQs & SVQs

QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

www.skillsactive.com/common-unit-qualifications

Learning Outcomes 1, 2, 4 and 6

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is contributing to environmental conservation in active leisure and recreation

Learning Outcome 3

When contributing to managing resources in a sustainable way, the learner must cover 6 of the following types:

- a responsibilities for
- 1 pollution prevention
- 2 waste reduction
- 3 waste re-use
- 4 waste recycling (including composting)
- 5 energy conservation (including the promotion of 'green' transport)
- 6 water conservation and re-use
- 7 specifying, purchasing and using raw materials, products and equipment that have as little environmental impact as possible
- 8 using traditional methods and materials that are appropriate to own locality

with all of the following types:

- b resources
- 1 energy: all fuels and electricity
- 2 water
- 3 all other materials relevant to own job

with all of the following types:

- c advice and information
- 1 from work colleagues
- 2 from external organisations

Learning Outcome 5

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

- A responsibilities for
- 1 conserving and protecting existing wildlife and habitats
- 2 growing and planting trees and other plants (normally native species) that attract and benefit insects and other animals
- 3 managing outdoor areas in a naturalistic way that encourages wildlife to thrive
- 4 creating new habitats and 'wild areas'
- 5 installing features that attract and benefit wildlife
- 6 using appropriate building materials and equipment
- 7 dealing with cuttings and other horticultural waste properly

with 3 of the following types:

- b natural environment
- 1 boundaries, borders and buffer zones
- 2 formal gardens
- 3 grassland, moor, heath and other open areas
- 4 trees and woodland areas
- 5 rivers, streams, ponds and wetland areas

with all of the following types:

- c advice and information
- 1 from work colleagues
- 2 from external organisations

Learning Outcome 7

When providing information and advice on environmental issues, the learner must cover 3 of the following types:

- a information and advice in the form of
- 1 information/interpretation boards
- 2 leaflets
- 3 spoken
- 4 involving visitors in environmental activities

with 4 of the following types:

- b information and advice covering
- 1 managing resources in a sustainable way
- 2 the natural environment
- 3 sustaining and developing the natural environment
- 4 noise and light pollution
- 5 'green' transport issues
- 6 the importance of buying local produce (particularly local, seasonal food) and supporting the local economy

Use and maintain ride-on powered equipment (H/502/0440)

Unit aim

This aim of this unit is to provide the learner with the knowledge and skills required to use and maintain ride-on powered equipment.

Unit content

The learner will:

1. Be able to set up, use and maintain ride-on powered equipment

The learner can:

- 1.1 Ensure that the ride-on powered equipment is safe and in good working order
- 1.2 Select and use the correct personal protective clothing and equipment
- 1.3 Set up and use ride-on powered equipment in accordance with the manufacturers instructions and legal requirements instructions.
- 1.4 Identify any problems with the ride-on powered equipment and take appropriate action
- 1.5 Clean and store the equipment correctly after use

The learner will:

2. Be able to work safely and minimise environmental damage

The learner can:

- 2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
- 2.2 Carry out work in a manner which minimises environmental damage
- 2.3 Dispose of waste safely and correctly

The learner will:

3. Know how to use and maintain ride-on powered equipment

The learner can:

3.1 Describe methods of checking and maintaining the equipment ready for use covering:

- (i) correct pre-use checks
- (ii) correct start-up procedure
- (iii) use appropriate work method
- (iv) correct stopping procedure
- (v) correct post-use maintenance
- (vi) reporting problems to the appropriate person

3.2 List the main hazards and risks associated with using the ride-on powered equipment and state appropriate action

3.3 Explain the importance of operating equipment in line with manufacturers' instructions.

3.4 Describe the types of problems that may occur with the equipment and how to deal with each of these appropriately

The learner will:

4. Know the operating principles of powered equipment

The learner can:

4.1 Describe the operating differences between two and four- stroke engines

4.2 Describe the principles of operating lines of drive – clutch, v-belts, chains

4.3 Describe the basic differences between a petrol and diesel engine

The learner will:

5. Know the current health and safety legislation and environmental good practice

The learner can:

5.1 Outline the current health and safety legislation, codes of practice and any additional requirements

5.2 Describe how environmental damage can be minimised

Assessment specification

- Observation
- Witness testimony
- Products of work
- Questioning
- Projects/assignments
- Reflective accounts

Use and maintain non-powered and hand held powered tools and equipment (K/502/0438)

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to use and maintain non-powered tools and equipment and hand-held powered equipment.

Unit content

The learner will:

1. Be able to use and maintain non-powered and hand held powered tools and equipment

The learner can:

- 1.1 Ensure that the equipment is safe and in good working order
- 1.2 Select and use the correct personal protective clothing and equipment
- 1.3 Set up and use the equipment and machinery in accordance with the manufacturer's instructions and legal regulatory requirements
- 1.4 Maintain non-powered and hand held equipment in accordance with manufacturer's instructions
- 1.5 Identify any problems with the equipment and take appropriate action
- 1.6 Clean and store equipment correctly after use

The learner will:

2. Be able to work safely and minimise environmental damage

The learner can:

- 2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
- 2.2 Carry out work in a manner which minimises environmental damage
- 2.3 Dispose of waste safely and correctly

The learner will:

3. Know how to use and maintain the tools and equipment

The learner can:

3.1 Explain the importance of using equipment in line with manufacturers' instructions

3.2 Describe the pre-operational checks and the methods of maintaining the equipment for use

3.3 List the main hazards and risks associated with using the equipment

3.4 Describe the types of problems that may occur with the equipment and how to deal with each of these correctly

3.5 State the types of protective clothing and the reasons why it must be worn

The learner will:

4. Know the current health and safety legislation and good environmental practice

The learner can:

4.1 Outline the current health and safety legislation, codes of practice and any additional requirements

4.2 Describe how environmental damage can be minimised

Assessment specification

- Observation
- Witness testimony
- Products of work
- Questioning
- Projects/assignments
- Reflective accounts

Use and maintain pedestrian controlled powered equipment (R/502/0434)

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to use and maintain pedestrian controlled power equipment.

Unit content

The learner will:

1. Be able to use and maintain pedestrian controlled powered equipment

The learner can:

1.1 Ensure the pedestrian controlled power equipment is safe and in good working order

1.2 Use equipment according to manufacturer's instructions and legal regulatory requirements

1.3 Clean and store equipment correctly after use

1.4 Maintain pedestrian controlled power equipment in accordance with manufacturer's instructions.

1.5 Select and use the appropriate personal protective clothing and equipment

1.6 Identify any problems with the equipment and take the correct action

The learner will:

2. Be able to work safely and minimise environmental damage

The learner can:

2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements

2.2 Carry out work in a manner which minimises environmental damage

2.3 Dispose of waste safely and correctly

The learner will:

3. Know how to use and maintain pedestrian controlled powered equipment

The learner can:

3.1 List the main hazards and risks associated with using the pedestrian controlled powered equipment and describe appropriate action

3.2 Explain the importance of operating equipment in line with manufacturer's instructions

3.3 Describe methods of checking and maintaining the equipment for use covering:

- (i) correct pre-use checks
- (ii) correct start-up procedure
- (iii) use appropriate work method
- (iv) correct stopping procedure
- (v) correct post-use maintenance
- (vi) reporting problems to the appropriate person

The learner will:

4. Know the operating principles of powered equipment

The learner can:

4.1 Explain the operating differences between two and four-stroke engines

4.2 Explain the principles of operating lines of drive – clutch, v-belts, chains

4.3 Describe the basic differences between petrol and diesel engines

The learner will:

5. Know the current health and safety legislation and environmental practice

The learner can:

5.1 Outline the current health and safety legislation, codes of practice and any additional requirements

5.2 Describe how environmental damage can be minimised

5.3 Describe the correct methods for disposing of organic and inorganic waste

Assessment specification

- Observation
- Witness testimony
- Products of work
- Questioning
- Projects/assignments
- Reflective accounts

Use and maintain chippers and/or shredders (T/502/0443)

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to use and maintain chippers and/or shredders.

Unit content

The learner will:

1. Be able to use and maintain chippers and/or shredders

The learner can:

- 1.1 Make sure that the chippers and / or shredders are in safe and good working order
- 1.2 Select and use the correct personal protective clothing and equipment
- 1.3 Set up and use the chippers and or shredders in accordance with the manufacturer's instructions and legal requirements
- 1.4 Maintain chippers and/or shredders in accordance with manufacturer's instructions
- 1.5 Identify any problems with the chippers and / or shredders and take the correct action
- 1.6 Clean and store the equipment correctly after use

The learner will:

2. Be able to work safely and minimise environmental damage

The learner can:

- 2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
- 2.2 Carry out work in a manner which minimises environmental damage
- 2.3 Dispose of waste safely and correctly

The learner will:

3. Know how to use and maintain chippers and / or shredders

The learner can:

3.1 List the main hazards and risks associated with using chippers and / or shredders and action to be taken

3.2 Explain the importance of operating equipment in line with manufacturer's instructions.

3.3 Describe methods of preparing and maintaining the equipment for use covering:

- (i) correct pre-use checks
- (ii) correct start-up procedure
- (iii) use appropriate work method
- (iv) correct stopping procedure
- (v) correct post-use maintenance
- (vi) reporting problems to the appropriate person

3.4 Describe the types of problems that may occur with the equipment and describe how to deal with each of these correctly

3.5 Describe types of protective clothing and explain why it must be worn

The learner will:

4. Know the current health and safety legislation and environmental good practice

The learner can:

4.1 Outline the current health and safety legislation, codes of practice and any additional requirements

4.2 Describe how environmental damage can be minimised

Assessment specification

- Observation
- Witness testimony
- Products of work
- Questioning
- Projects/assignments
- Reflective accounts

Maintain the safety of the ice rink environment and its users (D/601/4498)

Unit aim

This unit covers the knowledge and competence the learner needs to maintain the safety of the ice rink environment and its users.

Unit content

The learner will:

1. Know how to prepare and maintain a healthy and safe ice rink environment

The learner can:

- 1.1 Describe the types of hazards which may occur
- 1.2 Describe how to look for different types of hazards and provide the proper response to each
- 1.3 Describe the rules, regulations and bye-laws covering the ice rink including Health and Safety at Work Act
- 1.4 Describe the types of emergency equipment required
- 1.5 Identify where emergency equipment is kept
- 1.6 Describe how to maintain emergency equipment
- 1.7 Outline the checks required for each type of ice rink environment
- 1.8 Outline what records need to be kept
- 1.9 Describe how to complete required records

The learner will:

2. Be able to prepare and maintain a healthy and safe ice rink environment

The learner can:

2.1 Carry out ice quality and other safety checks of the rink and its facilities, complying with organisational requirements and with minimal disruption to normal activities as possible

2.2 Identify and assess any hazards

2.3 Deal with any hazards quickly, following organisational and legal requirements

2.4 Check and store emergency equipment correctly

2.5 Make any required reports and complete relevant records

The learner will:

3 Know how to issue, check-in and maintain skates

The learner can:

3.1 Outline how to treat customers in a polite and friendly way

3.2 Identify shoe and skate sizes and how to select the correct skates for different customers

3.3 Describe the correct procedures for storing customers' shoes

3.4 Describe typical problems that customers have with skates and how to provide assistance to them

3.5 Outline the correct procedures for exchanging shoes and skates following use

3.6 Describe typical faults that occur with skates and the correct procedures to follow in order to deal with each of these

The learner will:

4. Be able to issue, check-in and maintain skates

The learner can:

4.1 Deal with customers in a polite and friendly manner

4.2 Issue skates that are appropriate for the customer and in a safe and serviceable condition

4.3 Store the customers' shoes in the correct location

4.4 Provide the customers with any assistance they may need

4.5 Follow the correct procedures for exchanging skates and shoes following use

4.6 Identify any faults with the skates and follow the correct maintenance procedures

The learner will:

5. Know how to supervise ice rink activities

The learner can:

- 5.1 Describe the types of advice and assistance which each of the different types of customer may require
- 5.2 Describe the most appropriate way of providing advice and assistance to different types of customers
- 5.3 Outline the normal operating procedures for the ice rink
- 5.4 Outline staffing levels for different types of activities and what to do if these are not adequate
- 5.5 Outline the types of hazards which may occur
- 5.6 Describe how to look for different types of hazards and provide the proper response to each
- 5.7 Describe principles of safety on ice and accident prevention
- 5.8 Describe the role of the ice steward
- 5.9 Outline how the ice rink is zoned for effective supervision
- 5.10 Outline the effect of the ice rink environment on safety
- 5.11 Describe when and how to communicate with customers and other members of staff

The learner will:

6. Be able to supervise ice rink activities

The learner can:

- 6.1 Follow organisational procedures for dress, equipment and personal presentation
- 6.2 Apply the organisational admissions policy
- 6.3 Observe activities carefully and continuously in the rink area being supervised
- 6.4 Give customers any information and help that they need
- 6.5 Supervise and educate customers to use the rink safely
- 6.6 Safely provide assistance to customers who have fallen over

6.7 Identify and deal with any potential hazards promptly and in line with the rink safety operating procedures

6.8 Communicate effectively with customers and colleagues when necessary

6.9 Follow the normal operating procedures at all times

The learner will:

7. Know how to carry out ice rink emergency procedures

The learner can:

7.1 Describe the Emergency Action Plan for the rink and facility

7.2 Outline the differences in dealing with all the different kinds of customers

7.3 Describe how to identify and assess the nature of the emergency situation

7.4 Identify the right course of action to meet the needs of each kind of emergency situation

7.5 Outline the importance of responding calmly and promptly and providing reassurance to all those involved

7.6 Describe the nature and type of qualified assistance required for each of the types of emergency situation

7.7 Outline the importance of identifying the possible cause of the emergency

7.8 Outline the importance of reporting any difficulties which occurred in implementing the emergency procedures

The learner will:

8. Be able to carry out ice rink emergency procedures

The learner can:

8.1 Promptly identify and assess the emergency

8.2 Implement the emergency action plan

8.3 Take action appropriate to the emergency

8.4 Call for qualified assistance that is appropriate to the emergency

8.5 Give appropriate first aid and basic life support as necessary

8.6 Help to return the ice rink to normal operating procedures

8.7 Provide clear reports on the emergency and the events leading up to it

8.8 Identify and report any problems with the emergency action plan to the responsible colleague

Assessment specification	<ul style="list-style-type: none">• Observation• Witness testimony• Products of work• Questioning• Projects/assignments• Reflective accounts
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Additional assessment guidance note:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

Additional Requirements for Qualifications that use the title NVQ within the QCF

Assessment Strategy for NVQs & SVQs

QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

www.skillsactive.com/common-unit-qualifications

Learning Outcomes 1, 3, 5 and 7

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 2, 4, 6 and 8 must be assessed using workplace evidence generated when the learner is maintaining the safety of the ice rink environment and its users

Learning Outcome 2

When preparing and maintaining a healthy safe ice rink environment, the learner must cover 2 of the following types:

- a rink
- 1 conventional rinks
- 2 leisure rinks
- 3 outside
- 4 curling
- 5 arenas

with both of the following types:

- b facilities
- 1 ice rink surrounds
- 2 signage

with 2 of the following types:

- c emergency equipment
- 1 stretchers
- 2 first aid equipment
- 3 communications equipment
- 4 cameras and computer-aided surveillance systems

Learning Outcome 4

When issuing, checking in and maintain skates, the learner must cover 2 of the following types:

- a customer
- 1 adults
- 2 children
- 3 customers with particular needs

with 2 of the following types:

- b faults
- 1 dull blades
- 2 broken/missing laces
- 3 damage to fabric

Learning Outcome 6

When supervising ice rink activities, the learner must cover 2 of the following types:

- a rink
- 1 conventional rinks
- 2 leisure rinks
- 3 outside
- 4 curling
- 5 arenas

with 3 of the following types:

- b activities
- 1 leisure skating
- 2 lessons
- 3 figure skating
- 4 sports

with 2 of the following types:

- c customer
- 1 adults
- 2 children
- 3 customers with particular needs

with all of the following types:

- d hazard
- 1 inadequate adult supervision of children
- 2 unacceptable customer behaviour
- 3 failure of equipment
- 4 poor ice quality
- 5 physical hazards

with 4 of the following types:

- e ways to communicate
- 1 speech
- 2 hand signals
- 3 whistles
- 4 alarm systems
- 5 public address
- 6 radio

Learning Outcome 8

When carrying out ice rink emergency procedures, the learner must cover 2 of the following types:

- a emergency
- 1 minor soft tissue injury
- 2 major soft tissue injury
- 3 fracture/serious injury
- 4 unconscious casualties
- 5 multiple casualties
- 6 public disorder

with 3 of the following types:

- b action
- 1 alerting colleagues
- 2 attending to the casualty on ice surface
- 3 dealing with other customers
- 4 clearing customers from the rink area

with 2 of the following types:

- c casualty
- 1 adults
- 2 children
- 3 customers with disabilities
- 4 customers with medical conditions
- 5 competitors/performers/sports official/spectators

Process payments for purchases (H/601/4499)

Unit aim

This unit covers the knowledge and competence the learner needs to process payments for purchases.

Unit content

The learner will:

1 Know how to process payments for purchases

The learner can:

- 1.1 Outline how to identify and check prices in own organisation
- 1.2 Identify where to get information and advice to deal with pricing problems
- 1.3 Outline how to identify any defects in products as they are being processed for sale
- 1.4 Outline how to identify any current discounts and special offers
- 1.5 Describe how payments are calculated in own organisation
- 1.6 Describe the common methods of calculating payments including point of sale technology and physical calculations
- 1.7 Outline how to keep cash and other payments safe and secure
- 1.8 List the types of payment which can be received
- 1.9 Identify procedures for authorising non-cash transactions
- 1.10 Outline how to check for and identify counterfeit payments
- 1.11 Outline how to check for stolen cheques, credit cards, charge cards or debit cards
- 1.12 Outline how to deal with customers offering suspect tender or suspected fraud of non-cash payments, in line with organisational procedures
- 1.13 Identify the relevant rights, duties and responsibilities relating to The Sale of Goods Act
- 1.14 Identify organisational procedures for calculating and taking payments
- 1.15 Describe the value and importance of customer service to effective trading operations

1.16 Describe how to balance giving the correct amount of attention to individual customers whilst maintaining a responsibility towards other customers in busy trading periods

The learner will:

2. Be able to calculate the price of customers' purchases

The learner can:

2.1 Accurately identify the price of items

2.2 Promptly resolve any problems in pricing goods

2.3 Gain advice from relevant people if problems with prices cannot be resolved alone

2.4 Make correct calculations for purchases

2.5 Make sure the purchase meets expected standards

The learner will:

3. Be able to process sales payments

The learner can:

3.1 Clearly and accurately inform customers of the amount due

3.2 Confirm the cash amount given by the customer and the change given to the customer

3.3 Gain authorisation for accepting non-cash payments when the value of the item exceeds own limit of authority

3.4 Tactfully inform the customer when authorisation for payment cannot be obtained for non-cash transactions

3.5 Accurately complete payment documentation

3.6 Securely store payments, protecting from theft

3.7 Offer additional services to the customer where they are available

3.8 Be courteous to customers at all times

3.9 Give attention to individual customers whilst ensuring others are not left without attention

Assessment specification

- Observation
- Witness testimony
- Products of work
- Questioning
- Projects/assignments

Additional assessment guidance note:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

Additional Requirements for Qualifications that use the title NVQ within the QCF

Assessment Strategy for NVQs & SVQs

QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

www.skillsactive.com/common-unit-qualifications

Learning Outcome 1

This can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 2 and 3 must be assessed using workplace evidence generated when the learner is processing payments for purchases

Learning Outcome 2

When calculating the price of customers' purchases, the learner must cover both of the following types:

- a calculation
 - 1 using point of sale technology
 - 2 physical (including calculator and long hand calculations)

with both of the following types:

- b purchase
 - 1 stock items
 - 2 special offers and discounts

Learning Outcome 3

When processing sales payments, the learner must cover 2 of the following types:

- a payment
 - 1 cash
 - 2 cheques
 - 3 cards

Provide a facility reception service (L/601/4500)

Unit aim

This unit covers the knowledge and competence the learner needs to provide a facility reception service.

Unit content

The learner will:

1. Know how to welcome customers and visitors

The learner can:

- 1.1 Outline why customer care is important
- 1.2 Describe the types of visitors and customers who come to the facility and why
- 1.3 Describe how to greet and welcome customers and visitors
- 1.4 Outline the importance of explaining any delay in dealing with customers
- 1.5 Outline how to explain any delay in dealing with customers politely
- 1.6 Outline the types of information which customers and visitors usually need
- 1.7 Describe how to respond to customer/visitor requests for information, according to organisational procedures
- 1.8 Identify when colleagues need to be told about customers and visitors
- 1.9 Describe why it is important to tell colleagues about customers and visitors when relevant
- 1.10 Describe why it is important to deal with customers' and visitors' individual needs
- 1.11 Outline the correct entry and security procedures for the facility
- 1.12 Outline why it is important to follow the correct entry and security procedures
- 1.13 Describe why it is important to be polite when refusing entry and to try to make alternative arrangements for the customer or visitor
- 1.14 Identify what types of issues may need to be referred to a responsible colleague

1.15 Identify who 'a responsible colleague' may be according to different situations

The learner will:

2. Be able to welcome customers and visitors

The learner can:

2.1 Greet customers and visitors promptly, treating them politely and making them feel welcome in the facility

2.2 Explain to customers and visitors the reasons for any delay in dealing with them, and come back to them as quickly as possible

2.3 Find out what customers and visitors would like and any individual needs they may have

2.4 Clearly provide customers and visitors with requested information and other information which may be useful to them

2.5 When necessary, tell the appropriate colleague about the customers' and visitors' arrival and their individual needs

2.6 Follow the correct entry and security procedures for the type of customers and visitors involved

2.7 Assist customers and visitors to locate areas of the facility they need

2.8 Politely explain any reasons why customers and visitors cannot enter, and negotiate an alternative arrangement

2.9 Promptly refer any issues which cannot be dealt with personally, to the relevant responsible colleague

The learner will:

3. Know how to enrol customers and take bookings

The learner can:

3.1 Outline the booking and enrolment system for the facility

3.2 Describe the importance of checking that services are available for enrolments and bookings, and what may happen if this does not take place

3.3 Outline how to check the availability of services

3.4 Outline how to help the customer to provide the necessary information

3.5 Outline the importance of thoroughly checking information given by customers

3.6 Describe the procedures for making charges for services in the facility and handling payments

3.7 Outline how to use the information storage system in the facility

3.8 Outline the importance of using the information storage system properly

3.9 Outline how to complete the appropriate registers

The learner will:

4. Be able to enrol customers and take bookings

The learner can:

4.1 Make sure that there are available services for the enrolments and bookings taken

4.2 Clearly tell the customer about available services and any waiting list arrangements

4.3 Help the customer to provide the necessary information and check that it is complete and correct

4.4 Confirm all the aspects of the booking or enrolment with the customer

4.5 Make sure that all charges and the handling of payments follow organisational procedures

4.6 Record all the necessary information completely and accurately using the organisation's system

4.7 Make sure that registers are up-to-date, complete and accurate

Assessment specification

- Observation
- Witness testimony
- Products of work
- Questioning
- Projects/assignments
- Reflective accounts

Additional assessment guidance note:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

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Learning Outcomes 1 and 3

These can be assessed by:

- professional discussion
- oral questions and answers

- questions requiring written answers

Learning Outcomes 2 and 4 must be assessed using workplace evidence generated when the learner is providing a facility reception service

Learning Outcome 2

When welcoming customers and visitors, the learner must cover 2 of the following types:

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

Learning Outcome 4

When enrolling customers and taking bookings, the learner must cover 2 of the following types:

- a booking
- 1 individual booking
- 2 group booking

with 2 of the following types:

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

Maintain the safety of the pool environment and its users (R/601/4496)

Unit aim

This unit covers the knowledge and competence the learner needs to maintain the safety of the pool environment and its users.

Unit content

The learner will:

1. Know how to prepare and maintain a healthy and safe pool environment

The learner can:

1.1 Describe the types of hazards which may occur

1.2 Describe how to look for different types of hazards and provide the proper response to each

1.3 Outline the rules regulations and bye-laws covering the pool including Health and Safety at Work Act, and Health and Safety Executive's 'Managing Health and Safety in Swimming Pools'

1.4 Describe the types of emergency equipment required

1.5 Identify where emergency equipment is kept

1.6 Describe how to maintain emergency equipment

1.7 Outline the checks required for each type of pool environment

1.8 Outline what records need to be kept

1.9 Describe how to complete required records

The learner will:

2. Be able to prepare and maintain a healthy and safe pool environment

The learner can:

2.1 Carry out visual water quality and other safety checks of the pool and its facilities, complying with organisational requirements, and with minimal disruption to normal activities as possible

2.2 Identify and assess any hazards

2.3 Deal with any hazards quickly, following organisational and legal requirements

2.4 Check and store emergency equipment correctly

2.5 Make any required reports and complete relevant records

The learner will:

3. Know how to supervise pool activities

The learner can:

3.1 Describe the types of advice and assistance which each of the different types of customer may require

3.2 Describe the most appropriate way of providing advice and assistance to different types of customers

3.3 Outline the normal operating procedures for the pool

3.4 Identify staffing levels for different types of activities and what to do if these are not adequate

3.5 Outline the types of hazards which may occur

3.6 Describe how to look for different types of hazards and provide the proper response to each

3.7 Outline the principles of water safety and accident prevention

3.8 Outline the role of the lifeguard

3.9 Describe how the pool is zoned for effective supervision

3.10 Describe the effect of the pool environment on safety

3.11 Outline when and how to communicate with customers

The learner will:

4. Be able to supervise pool activities

The learner can:

- 4.1 Apply the organisational admissions policy
- 4.2 Observe activities carefully and continuously in the pool area being supervised
- 4.3 Give customers any information and help that they need
- 4.4 Supervise and educate customers to use the pool safely
- 4.5 Identify and deal with any potential hazards promptly and in line with the pool safety operating procedures
- 4.6 Communicate effectively with customers and colleagues when necessary
- 4.7 Follow the normal operating procedures at all times

The learner will:

5 Know how to carry out pool emergency procedures

The learner can:

- 5.1 Outline the emergency action plan for the pool and facility
- 5.2 Describe the differences in dealing with all the different kinds of customers
- 5.3 Describe how to identify and assess the nature of the emergency situation
- 5.4 Describe the right course of action to meet the needs of each kind of emergency situation
- 5.5 Describe the importance of responding calmly and promptly and providing reassurance to all those involved
- 5.6 Describe the nature and type of qualified assistance required for each of the types of emergency situation
- 5.7 Outline the importance of identifying the possible cause of the emergency
- 5.8 Outline the importance of reporting any difficulties which occurred in implementing the emergency procedures

The learner will:

6. Be able to carry out pool emergency procedures

The learner can:

6.1 Promptly identify and assess the emergency

6.2 Implement the emergency action plan

6.3 Take action appropriate to the emergency

6.4 Call for qualified assistance that is appropriate to the emergency

6.5 Give appropriate first aid and basic life support as necessary

6.6 Help to return the pool to normal operating procedures

6.7 Provide clear reports on the emergency and the events leading up to it

6.8 Identify and report any problems with the emergency action plan to the responsible colleague

Assessment specification

- Observation
- Witness testimony
- Products of work
- Questioning
- Projects/assignments
- Reflective accounts

Additional assessment guidance note:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

Additional Requirements for Qualifications that use the title NVQ within the QCF

Assessment Strategy for NVQs & SVQs

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www.skillsactive.com/common-unit-qualifications

Learning Outcomes 1, 3 and 5

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 2, 4 and 6 must be assessed using workplace evidence generated when the learner is maintaining the safety of the pool environment and its users

Learning Outcome 2

When preparing and maintain a healthy and safe pool environment, the learner must cover 2 of the following types:

- a pool
- 1 conventional pools
- 2 leisure pools
- 3 diving pools

with 3 of the following types:

- b facilities
- 1 water features
- 2 play equipment
- 3 pool surrounds
- 4 signage
- 5 moveable floors
- 6 pool hoists

with 3 of the following types:

- c emergency equipment
- 1 stretchers
- 2 pool side rescue aids
- 3 first aid equipment, including defibrillators
- 4 communications equipment
- 5 cameras and computer-aided surveillance systems

Learning Outcome 4

When supervising pool activities, the learner must cover 2 of the following types:

- a pool
- 1 conventional pools
- 2 leisure pools
- 3 diving pools

with 4 of the following types:

- b activities
- 1 leisure swimming
- 2 lane swimming
- 3 diving and jumping
- 4 organised games
- 5 sub-aqua
- 6 canoeing
- 7 teaching of swimming

with 2 of the following types:

- c customer
- 1 adults
- 2 children
- 3 customers with particular needs

with all of the following types:

- d hazard
- 1 inadequate adult supervision of children
- 2 unacceptable customer behaviour
- 3 failure of equipment
- 4 poor water quality
- 5 physical hazards

with 4 of the following types:

- e ways to communicate
- 1 speech
- 2 hand signals
- 3 whistles
- 4 alarm systems
- 5 public address
- 6 radio

Learning Outcome 6

When carrying out pool emergency procedures, the learner must cover 2 of the following types:

- a emergency
- 1 drowning
- 2 injured customers
- 3 unconscious casualties
- 4 multiple casualties

with all of the following types:

- b action
- 1 alerting colleagues
- 2 rescuing the casualty from the side of the pool
- 3 rescuing the casualty in standing depth
- 4 rescuing the casualty out of standing depth
- 5 dealing with other customers

with 2 of the following types:

- c casualty
- 1 adults
- 2 children
- 3 customers with disabilities
- 4 customers with medical conditions

Resolve customer service problems (M/601/1511)

Unit aim

This unit is about what to do when it's difficult to meet customer expectations. Even if the service the learner gives is excellent, some customers experience problems. Part of the learner's job is to help to resolve these problems. There is likely to be a problem if customer expectations are not met. This may be because the customer's expectations involve more than the learner can offer or because service procedures have not been followed. Some problems are reported by customers and sometimes the learner will spot the problem first and resolve it before the customer has even noticed. As soon as the learner is aware of a problem, they need to consider the options and then choose a way to put it right. This unit is particularly important in customer service because many customers judge how good the customer service of the organisation is by the way problems are handed.

Unit content

The learner will:

1. Spot customer service problems

The learner can:

- 1.1 Listen carefully to customers about any problem they have raised
- 1.2 Ask customers about the problem to check their understanding
- 1.3 Recognise repeated problems and alert the appropriate authority
- 1.4 Share customer feedback with others to identify potential problems before they happen
- 1.5 Identify problems with systems and procedures before they begin to affect customers

The learner will:

2. Pick the best solution to resolve customer service problems

The learner can:

- 2.1 Identify the options for resolving a customer service problem
- 2.2 Work with others to identify and confirm the options to resolve a customer service problem
- 2.3 Work out the advantages and disadvantages of each option for their customer and the organisation
- 2.4 Pick the best option for their customer and the organisation

2.5 Identify for their customer other ways that problems may be resolved if they are unable to help

The learner will:

3. Take action to resolve customer service problems

The learner can:

3.1 Discuss and agree the options for solving the problem with their customer

3.2 Take action to implement the option agreed with their customer

3.3 Work with others and their customer to make sure that any promises related to solving the problem are kept

3.4 Keep their customer fully informed about what is happening to resolve the problem

3.5 Check with their customer to make sure the problem has been resolved to the customer's satisfaction

3.6 Give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction

The learner will:

4. Know how to resolve customer service problems

The learner can:

4.1 Describe organisational procedures and systems for dealing with customer service problems

4.2 Explain how to defuse potentially stressful situations

4.3 Describe how to negotiate

4.4 Identify the limitations of what they can offer their customer

4.5 Describe types of action that may make a customer problem worse and should be avoided

Assessment specification

- Evidence of real work activity (products of work)

Support other team members in their work (R/601/4501)

Unit aim

This unit covers the knowledge and competence the learner needs to support other team members in their work.

Unit content

The learner will:

1. Know how to help new team members settle in to the workplace

The learner can:

- 1.1 Describe the importance of new members of staff settling in to the workplace and what might happen if they do not
- 1.2 Outline the relevant information needed about the new team member
- 1.3 Describe how to encourage good working relationships between new team members and the rest of the team
- 1.4 Identify the facilities in the workplace that the new team member will need to know about and the best way of showing them
- 1.5 Describe the basic work routines and standards the new team member will need to know about
- 1.6 Describe the importance of checking that the new team member has understood what they have been told
- 1.7 Describe the importance of encouraging the team member to ask questions if they are unsure
- 1.8 Outline the types of problems that the new team member may experience
- 1.9 Describe how to deal with problems that the new team member may experience

The learner will:

2. Be able to help new team members settle in to the workplace

The learner can:

- 2.1 Encourage the new team member to feel welcome
- 2.2 Collect relevant information about the new team member
- 2.3 Introduce the new team member to the rest of the team and other relevant people
- 2.4 Encourage the rest of the team to support the new team member while they are settling in
- 2.5 Show the new team member all the resources and facilities they will need
- 2.6 Give the new team member relevant information
- 2.7 Check the new team member understands what they have been told
- 2.8 Encourage the new team member to ask questions if they are unsure about anything
- 2.9 Regularly check for any problems while the new team member is settling in, and follow the organisation's procedures for dealing with these
- 2.10 Provide the relevant colleague with information on the new team member's progress

The learner will:

3. Know how to show team members how to carry out new tasks

The learner can:

- 3.1 Describe the types of tasks their team member needs to be trained in
- 3.2 Describe the types of situations, equipment and materials that are appropriate for training
- 3.3 Outline how to instruct team members and how to demonstrate tasks clearly and correctly
- 3.4 Describe the importance of making sure the team member understands what they have to do
- 3.5 Describe the importance of making sure the team member continues to be competently supervised until they can achieve the standard required
- 3.6 Identify who could provide competent supervision
- 3.7 Describe what might happen if the team member's self-confidence is undermined when correcting their mistakes
- 3.8 Describe how to offer positive encouragement

3.9 Describe why it is important to offer positive encouragement

3.10 Identify the organisational and legal requirements that are relevant to the tasks the team member is being trained in

The learner will:

4 Be able to show team members how to carry out new tasks

The learner can:

4.1 Confirm with the relevant colleague what the team member needs to learn

4.2 Make sure own skills and knowledge are appropriate and adequate

4.3 Provide the team member with the information and advice they need, including:

- Health and safety requirements
- Standard operating procedures

4.4 Demonstrate the task safely and correctly

4.5 Check that the team member understands what is expected

4.6 Observe the team member carrying out the task

4.7 Identify and correct any mistakes in a way that supports the team member's self-confidence and offers positive encouragement

4.8 Let the team member practise under supervision until they consistently achieve the standard safely

4.9 Make sure all instructions and tasks are in line with organisational and legal requirements

4.10 Keep the relevant colleague informed of the team member's progress

Assessment specification

- Observation
- Products of work
- Questioning
- Projects/assignments
- Reflective accounts

Additional assessment guidance note:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

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Learning Outcomes 1 and 3

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 2 and 4 must be assessed using workplace evidence.



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112 Great Russell Street, London, WC1B 3NQ | T +44 (0)20 7343 1800 | F +44 (0)84 3221 1549 |
E awards.info@ymca.co.uk | W ymcaawards.co.uk

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