

# YMCA Level 2 NVQ Certificate in Activity Leadership (600/0347/9)

## Qualification Specification





YMCA Awards

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# Level 2 NVQ Certificate in Activity Leadership

## Qualification Specification

Qualification number: 600/0347/9

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# 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 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 Regulation (Council for the Curriculum, Examinations and Assessment)
- QW (Qualifications Wales).

### Qualification aim

The aim of this qualification is to provide the knowledge and skills needed to prepare a learner for employment as a manager in the active leisure sector, including the daily operation of a sport and recreation facility, dealing with staff performance, and how to ensure the wellbeing and safety of customers.

### Overview of knowledge, skills and understanding

Learners will cover:

- Supporting the work of the team and organisation.
- How and why to promote health, safety and welfare in active leisure and recreation.
- How to prepare for activity sessions.
- Concluding and reviewing activity sessions.
- Supporting equality and diversity.
- How to administer finance and information.
- Contributing to working with other organisations.
- Supporting the development of the sport or activity.
- The setup, take down and movement of activity equipment.
- How to check and service activity equipment.
- Contributing to environmental conservation.
- Giving customers a positive impression.
- Looking after participants when away from home.
- Enabling disabled people to take part.
- Contributing to adventurous activities.
- Contributing to participants' personal and social development.



- Contributing to participants' exploration and understanding of the natural environment.

## Target group and age range

This qualification is aimed at a range of learners aged 16 and over.

## Qualification structure

To achieve the YMCA Level 2 NVQ Certificate in Activity Leadership learners must achieve a minimum of 30 credits. Learners must achieve the 6 mandatory units (25 credits), and a minimum of 2 units (5 credits) from the optional units.

### Mandatory units

Unit reference number	Unit title	Level	Credit
F/601/5532	Support the work of the team and the organisation	2	15
D/601/4484	Promote health, safety and welfare in active leisure and recreation	2	4
Y/601/4483	Prepare for activity sessions	2	4
J/601/5533	Lead activity sessions	3	9
L/601/5534	Conclude and review activity sessions	2	4
H/601/4485	Support equality and diversity in active leisure and recreation	3	2

### Optional units

Unit reference number	Unit title	Level	Credit
R/601/5535	Administer finance and information	2	3
Y/601/5536	Contribute to joint working with other organisations	2	4
H/601/5538	Support the development of the sport or activity	2	2
K/601/4486	Set up, take down and store activity equipment	2	3
M/601/4487	Check and service activity equipment	2	3
L/601/4495	Contribute to environmental conservation in active leisure and recreation	3	6
L/601/0933	Give customers a positive impression of yourself and your organisation	2	5
K/601/5539	Look after participants when they are away from home	3	6
D/601/5540	Enable disabled people to take part in activities	3	9
H/601/5541	Contribute to adventurous activities	2	8
K/601/5542	Contribute to participants' personal and social development	2	5
M/601/5543	Contribute to participants' exploration and understanding of the natural environment	2	4

The Total Qualification Time (TQT) for this qualification is 300. The Guided Learning Hours (GLH) assigned are 224 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](mailto:awards.products@ymca.co.uk).

## Entry requirements

There are no entry requirements for this qualification.

## Opportunities for progression

Future employment possibilities

This qualification can lead to employment in a management/supervisory role within the active leisure sector.

Progression to further/higher level learning

This qualification provides progression to:

- Intermediate activity leadership apprenticeship
- Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services
- Level 2 NVQ Certificate in Customer Service
- Level 3 NVQ Diploma in Leisure Management.

## Mapping to standards

This qualification maps to the Activity Leadership National Occupational Standards 2010.

For more information please see [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

## Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website: [www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre](http://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](http://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](http://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](http://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 the 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](http://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](http://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 and professional discussion. 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](http://www.ymcaawards.co.uk/centres/centre-guidance).

The YMCA Level 2 NVQ Certificate in Activity Leadership 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 (LAR) 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](http://www.ymcaawards.co.uk/download-resources/lars).

### Creating a portfolio of evidence

If a YMCA Awards LAR is not used to show evidence of 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 covers 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](http://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](http://www.ymcaawards.co.uk/centres/centre-guidance).

## Qualification content

### Unit specifications and recommended assessment methods

# Prepare for activity sessions (F/601/5532)

## Unit aim

This unit covers the knowledge and competence the learner needs to prepare for activity sessions.

## Unit content

The learner will:

### 1. Know how to prepare for activity sessions

The learner can:

- 1.1 Describe the values and/or codes of practice relevant to the work being carried out
- 1.2 Describe the importance of careful and thorough planning and preparation for sessions
- 1.3 Identify the requirements for health and safety that are relevant to the activities being planned including Health and Safety at Work legislation and requirements from relevant National Governing Bodies
- 1.4 Describe how the sessions relate to the overall aims of the programme
- 1.5 State how to identify the needs, motivations and potential of the participants
- 1.6 Describe the types of special needs that participants may have
- 1.7 Describe how to adapt own plans, self and the equipment and facilities to meet special needs that participants may have

The learner will:

### 2. Know how to plan activity sessions

The learner can:

- 2.1 Outline what a session plan should cover
- 2.2 Describe the importance of treating information about participants confidentially and what this means
- 2.3 Describe how to develop and check objectives, sequences and timings for a session

2.4 Outline how to find out about the equipment and facilities that will be available for the session

2.5 State the types of circumstances that may change and how to plan for these

2.6 Outline why it is important to get the approval of the colleague responsible for the programme

The learner will:

### 3. Be able to plan activity sessions

The learner can:

3.1 Collect the information needed to plan the sessions

3.2 Have session plans that meet the aims of the programme and the needs and potential of individual participants

3.3 Make sure the plans have realistic objectives, sequences and timings

3.4 Make sure the plans meet health and safety requirements

3.5 Adapt the plans to take account of available equipment, facilities and time

3.6 Identify anything that might change before the sessions and plan how to deal with these

3.7 Get approval for the plans from the responsible colleague

The learner will:

### 4. Know how to prepare self for activity sessions

The learner can:

4.1 Outline why it is important to have own plans for the session and other essential information readily available

4.2 Outline levels of personal competence and the types of qualifications required to lead the sessions that are being prepared

4.3 Outline why it is important to have the correct level of personal competence and the appropriate qualifications, and what may happen if not

4.4 Describe the physical and mental demands of leading the planned session

- 4.5 Describe why it is important that the learner is in the right physical and mental condition
- 4.6 Outline different styles of leadership that are appropriate to different types of participants and sessions

The learner will:

## 5. Be able to prepare self for activity sessions

The learner can:

- 5.1 Have own plans and other essential information about the sessions available
- 5.2 Make sure own personal competence and qualifications are appropriate to leading the sessions
- 5.3 Physically and mentally prepare self for the sessions
- 5.4 Have the correct personal equipment ready for the sessions
- 5.5 Choose a leadership style that is appropriate to the aims of the session and the needs and potential of the participants

The learner will:

## 6. Know how to prepare equipment and facilities for activity sessions

The learner can:

- 6.1 List the types of equipment and facilities that are needed for the planned sessions
- 6.2 State how to choose equipment that will be appropriate to a particular client group
- 6.3 Describe how to check equipment and facilities
- 6.4 Describe the correct procedures to follow when unsafe or unserviceable equipment and/or facilities are found
- 6.5 Outline why participants should help to prepare facilities and equipment
- 6.6 Describe how to identify whether and how the local environment could be harmed by the sessions
- 6.7 Describe how to identify what could be done to protect the environment from harm

The learner will:



## 7. Be able to prepare equipment and facilities for activity sessions

The learner can:

- 7.1 Obtain equipment and facilities that are suitable for the participants and the sessions
- 7.2 Make sure equipment and facilities meet health and safety requirements and/or local codes of practice
- 7.3 Identify any unsafe or unserviceable equipment and/or facilities and follow the correct procedures for dealing with these
- 7.4 Encourage and help the participants to prepare equipment and facilities safely and in line with own organisation's procedures
- 7.5 Minimise any damage to the local environment and injury to self and others

Assessment  
specification

Worksheet  
Presentation  
Group work

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

## D/601/4484

### Unit aim

This unit covers the knowledge and competence 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 manufacturer's 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

Worksheet, project/task

# Support the work of the team and organisation Y/601/4483

## Unit aim

This unit covers the knowledge and competence necessary for the learner 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:

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  
specification

Worksheet, task, group activity, research project

# Conclude and review activity sessions

## L/601/5534

### Unit aim

This unit covers the knowledge and competence the learner needs to conclude and review activity sessions.

### Unit content

The learner will:

#### 1. Know how to conclude and review activity sessions

The learner can:

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

The learner will:

#### 2. Know how to review activity sessions with participants

The learner can:

- 2.1 Describe the importance and purpose of reviewing the session with the participants
- 2.2 Outline why participants should give open and honest feedback, both negative and positive, on the session
- 2.3 Describe the techniques that can be used to encourage and facilitate feedback

- 2.4 Outline why it is important to measure how well the session has achieved its aims
- 2.5 Outline how to measure how well a session has achieved its aims
- 2.6 Outline the types of unmet needs and expectations that participants may have at the end of a session
- 2.7 Outline how to deal with any unmet needs and expectations
- 2.8 Describe the importance of identifying and acknowledging achievement and learning
- 2.9 List other settings or situations to which learning could be applied
- 2.10 Outline why it is important to share the outcomes of the review with the colleague responsible for the programme
- 2.11 Outline what future actions may arise as a result of the review

The learner will:

### 3. Be able to review activity sessions with participants

The learner can:

- 3.1 Choose an appropriate time and place for the review
- 3.2 Help each participant to take part in the review
- 3.3 Make sure the review takes account of the participants' experiences during the session
- 3.4 Help the participants to identify, and be positive about, what they have achieved
- 3.5 Explore with the participants how learning can be applied in the future
- 3.6 Summarise with the participants how well the session achieved its aims and met their needs and expectations
- 3.7 Discuss the outcomes of the review with the colleague responsible for the programme and agree future actions

The learner will:

### 4. Know how to bring activity sessions to an end

The learner can:

- 4.1 Describe what is meant by preparing the participants emotionally and physically to finish their activities
- 4.2 Describe the importance of preparing participants emotionally and physically to finish their activities
- 4.3 Describe why sufficient time should be allocated for preparing participants to finish their activities
- 4.4 State the types of information that participants may need at the end of a session
- 4.5 Describe why participants should be encouraged and helped to deal with equipment and facilities following use

The learner will:

## 5. Be able to bring activity sessions to an end

The learner can:

- 5.1 Manage own time to finish the session effectively
- 5.2 Prepare the participants emotionally and physically to end the session
- 5.3 Encourage and help the participants to clear up
- 5.4 Encourage the participants to take part in the activity in the future
- 5.5 Give the participants any further information they may need
- 5.6 Make sure the participants leave the session in a safe and orderly manner
- 5.7 Follow own organisation's procedures for recording the session and any incidents

The learner will:

## 6. Know how to deal with equipment, clothing and facilities following activity sessions

The learner can:

- 6.1 Describe any organisational, legal and national governing body requirements for the equipment, clothing and facilities being used
- 6.2 Describe the importance of checking equipment, clothing and facilities following use
- 6.3 Describe what to look for when checking equipment, clothing and facilities following use

## 6.4 Identify the correct storage areas for the equipment and clothing used

The learner will:

## 7. Be able to deal with equipment, clothing and facilities following activity sessions

The learner can:

- 7.1 Follow the correct procedures for checking equipment, clothing and facilities
- 7.2 Identify and remove any unsafe or unserviceable equipment and clothing from use and report them to the responsible colleague
- 7.3 Make sure equipment, clothing and facilities are in a condition fit for future use
- 7.4 Make sure equipment is returned to the correct storage area

The learner can:

## 8. Know how to reflect on and evaluate activity sessions

The learner will:

- 8.1 Describe what is meant by 'reflective practice'
- 8.2 Describe why reflective practice is important
- 8.3 Describe how to carry out evaluations of activity sessions
- 8.4 Outline why participant and colleague feedback is important as well as own impressions

The learner can:

## 9. Be able to reflect on and evaluate activity sessions

The learner will:

- 9.1 Review the aims and objectives for the sessions that have been delivered
- 9.2 Reflect on all aspects of the sessions that have been delivered:
  - planning
  - preparation
  - leading and managing the group
  - relationships
- 9.3 Reflect on the feedback received from participants and colleagues
- 9.4 Identify what went well and what could be improved

9.5 Identify how to:

- Improve future sessions
- Improve own practice as an activity leader

9.6 Discuss learning points with a responsible colleague

Assessment  
specification

Research project, group discussion



# 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

Worksheet  
Case study

# Lead activity sessions J/601/5533

## Unit aim

This unit covers the knowledge and competence the learner needs to lead activity sessions.

## Unit content

The learner will:

### 1. Know the general principles of how to lead activity sessions

The learner can:

- 1.1 Describe the values and/or codes of practice relevant to the work being carried out
- 1.2 Identify the requirements for health and safety that are relevant to the activities being planned including Health and Safety at Work legislation and requirements from relevant National Governing Bodies
- 1.3 Outline how to identify the impact that the activities being led could have on the environment
- 1.4 Outline how to identify what could be done to minimise the environmental impact of activities being led
- 1.5 Outline the aims, objectives and content of the session being led
- 1.6 Describe the importance of following own plans for sessions or varying these plans to meet new needs and opportunities
- 1.7 Describe the importance of being able to communicate clearly with the participants according to their needs
- 1.8 Describe how to communicate clearly with both individuals and groups
- 1.9 Describe the importance of adapting own plans and methods to meet each participant's individual needs
- 1.10 Describe the importance of balancing risk with the benefits of risk

- 1.11 Describe why participants must be motivated to learn effectively
- 1.12 Describe the importance of the participants receiving clear and supportive feedback on what they have achieved
- 1.13 Identify situations in which extra motivation may need to be given to participants
- 1.14 List different methods that can be used to motivate participants without putting undue pressure on them
- 1.15 State the record keeping procedures that must be followed

The learner will:

## 2. Know how to prepare participants for activity sessions

The learner can:

- 2.1 Identify participant clothing and equipment required for the activities being lead
- 2.2 Outline why recording attendance may be important in some contexts
- 2.3 Describe why it is important to explain the aims and objectives and benefits of the session
- 2.4 Describe why it is important to find out about participants' previous experience
- 2.5 Describe why participants must be mentally and physically ready for the activities they will be involved in
- 2.6 Identify the methods to use when preparing participants mentally and physically for the activities they will be involved in

The learner will:

## 3. Be able to prepare participants for activity sessions

The learner can:

- 3.1 Meet the participants on time
- 3.2 Help the participants feel welcome and relaxed
- 3.3 Follow own organisation's procedures for checking attendance
- 3.4 Make sure the participants' clothing and equipment are safe and appropriate
- 3.5 Organise the participants in order to communicate with them

- 3.6 Explain the aims and objectives of the session and its benefits to the participants
- 3.7 Find out if the participants have any relevant experience to build on
- 3.8 Make sure the participants are mentally and physically ready for the session

The learner will:

#### 4. Know how to introduce the participants to activities

The learner can:

- 4.1 Outline the key points that must be explained to participants before they begin activities
- 4.2 State the types of questions or problems that participants may have
- 4.3 Describe methods that can be used to explain and demonstrate key points
- 4.4 Describe the importance of encouraging question and answer sessions
- 4.5 Identify methods that can be used to make sure participants understand what is expected of them

The learner will:

#### 5. Be able to introduce the participants to activities

The learner can:

- 5.1 Demonstrate key points to the participants
- 5.2 Explain the key points and why they are important
- 5.3 Encourage the participants to ask questions
- 5.4 Answer the participants' questions helpfully and clearly
- 5.5 Check that the participants understand key points
- 5.6 Motivate the participants without putting them under stress

The learner will:

#### 6. Know how to lead activities

The learner can:

- 6.1 Describe how to supervise the participants during the session
- 6.2 Identify behaviour management techniques that can be used when leading sessions

- 6.3 State the levels of supervision that are appropriate to different activities and types of participants
- 6.4 Describe when and when not to intervene in an activity
- 6.5 Describe the methods that should be used to help the participants to achieve the aims and objectives of the session
- 6.6 Describe how to gauge participants' feelings about activities and how to respond to these
- 6.7 Outline the types of new risks, needs and opportunities that could occur during a session that may require a change to own plans

The learner will:

## 7. Be able to lead activities

The learner can:

- 7.1 Make sure the participants follow instructions throughout the session
- 7.2 Manage the participants' behaviour to maintain a good learning environment
- 7.3 Follow planned procedures for health, safety and respect for the environment
- 7.4 Develop the session at a pace suited to the participants and its aims and objectives
- 7.5 Assess participant progress and give clear and positive feedback at appropriate points
- 7.6 Give the participants further explanations and demonstrations when necessary
- 7.7 Encourage the participants to say how they are finding the session, and respond appropriately
- 7.8 Vary own session plan to meet any new needs and opportunities
- 7.9 Identify and control any new risks when they occur

The learner will:

## 8. Know how to maintain and encourage effective working relationships during activity sessions

The learner can:

- 8.1 Describe legal requirements, industry values and/or ethical codes that affect the relationship with participants

- 8.2 Outline types of participant behaviour during activity sessions that could be interpreted as inappropriate
- 8.3 Outline how to establish a leadership role based on mutual respect
- 8.4 Describe the importance of good working relationships between participants
- 8.5 Outline why each participant should receive adequate attention
- 8.6 Identify ways of working that encourage communication and interaction between participants
- 8.7 Describe how to balance the needs of individual participants with those of the group as a whole
- 8.8 Describe the importance of encouraging participants to communicate and relate effectively with others
- 8.9 Identify types of behaviour that have a positive and negative effect on the group
- 8.10 Identify why types of behaviour that have a positive and negative effect on the group should be emphasised
- 8.11 Identify types of unacceptable behaviour that must be challenged
- 8.12 Describe the importance of challenging unacceptable behaviour
- 8.13 Outline methods and procedures for dealing with unacceptable behaviour
- 8.14 Outline methods and procedures for dealing with conflict
- 8.15 Describe the importance of maintaining participants' emotional welfare

The learner will:

## 9. Be able to maintain and encourage effective working relationships during activity sessions

The learner can:

- 9.1 Establish a leadership position which is based on mutual respect
- 9.2 Communicate with participants as appropriate to their needs
- 9.3 Maintain a relationship which is in line with good practice and industry values



- 9.4 Encourage and motivate participants to achieve their goals
- 9.5 Give attention to each participant's needs
- 9.6 Encourage effective communication and interpersonal skills
- 9.7 Emphasise types of behaviour that have a positive effect on the group
- 9.8 Identify and challenge unacceptable behaviour in line with own organisation's procedures
- 9.9 Identify and deal with conflict promptly and fairly

Assessment  
specification

Worksheet, task sheet, practical demonstration

# Enable disabled people to take part in activities D/601/5540

## Unit aim

This unit covers the knowledge and competence the learner needs to enable disabled people to take part in activities.

## Unit content

The learner will:

### 1. Know how to identify the needs of disabled participants for the activity

The learner can:

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

The learner will:

### 2. Be able to identify the needs of disabled participants for the activity

The learner can:

- 2.1 Collect up-to-date information on the participant's needs from relevant sources

- 2.2 Collect this information sensitively and in a manner appropriate to the participant
- 2.3 Check the information for accuracy
- 2.4 Where necessary, get competent help to interpret the information correctly
- 2.5 Record the information accurately for future use
- 2.6 Make an assessment of the participant's ability in regard to the activity
- 2.7 Identify the modifications to the activity and the support which the participant may need
- 2.8 Check proposed modifications with a responsible colleague
- 2.9 Make sure there are adequate staffing levels

The learner will:

### 3. Know how to adapt activities to the needs of disabled participants

The learner can:

- 3.1 Describe the importance of providing disabled participants with opportunities for development and challenge
- 3.2 Describe how to set goals for an activity which are realistic for the participant's level of ability whilst still providing opportunities for development and challenge
- 3.3 Describe health and safety issues when setting up activities for the range of disabled participants, in particular how levels of risk for an activity can be increased when working with disabled people
- 3.4 Describe how to design 'warm-up' activities for disabled participants
- 3.5 Outline how to adapt the activity's structure to the needs of the disabled participant
- 3.6 Describe the importance of briefing any enablers on the activity and its goals
- 3.7 Describe types of support which may be needed for the participant's medical, personal and communications needs
- 3.8 Identify special types of equipment which participants in the range may need for the activity

3.9 Describe how to check the appropriateness and serviceability of the equipment to be used

3.10 Describe the importance of getting help when problems beyond own level of competence occur

3.11 Outline how to access help when needed

The learner will:

#### 4. Be able to adapt activities to the needs of disabled participants

The learner can:

4.1 Make sure the planned goals for the activity are safe and realistic for the participant, whilst still providing opportunities for challenge and development

4.2 Structure the activity and preparation for the activity so that it is appropriate to the participant's needs

4.3 Brief enablers fully as to the nature of the activity and its goals

4.4 Make sure the participant can safely access the environment in which the activity will take place

4.5 Make sure that any support for the participant's personal, medical and communications needs is available

4.6 Set up and arrange equipment so that it is safe and appropriate for the participant

4.7 Seek appropriate help when problems beyond own level of competence occur

The learner will:

## 5. Know how to work with disabled participants

The learner can:

- 5.1 Describe the importance of equal opportunity and anti-discriminatory practice when working with disabled participants
- 5.2 Describe the importance of clear communications with the range of disabled participants
- 5.3 Describe how to communicate effectively with the range of disabled participants
- 5.4 Describe the importance of checking the participant's level of understanding at key points
- 5.5 Describe how to check the participant's level of understanding at key points
- 5.6 Describe why direct help should be provided with the participant's agreement
- 5.7 Describe when direct help should be provided without the participant's agreement
- 5.8 Outline the levels of supervision which are appropriate to the range of participants and the activity
- 5.9 Describe the importance of getting appropriate help when problems beyond own level of competence occur
- 5.10 Describe how to access such help
- 5.11 Describe the importance of the participant receiving support for any personal or medical needs they may have during the activity
- 5.12 Describe how to identify when a participant may have a personal or medical need
- 5.13 Describe how to respond to a participant's personal or medical need
- 5.14 Describe the importance of reviewing with the participant and others
- 5.15 Describe what to do with the results of a review

The learner will:

## 6. Be able to work with disabled participants

The learner can:

- 6.1 Communicate with the participant in a way which is appropriate to their needs

- 6.2 Check the participant's level of understanding at all key points during the activity
- 6.3 Provide direct help during the activity with the participant's agreement
- 6.4 Provide a level of supervision throughout the activity which is appropriate to the participant's safety and medical requirements
- 6.5 Get appropriate help when problems beyond own level of competence occur
- 6.6 Ensure the participant receives support for personal and medical needs as required
- 6.7 Review with the participant and others how well the activity and arrangements has met their needs

Assessment  
specification

Worksheet, practical demonstration, research project, group discussion

# Support the development of the sport or activity H/601/5538

## Unit aim

This unit covers the knowledge and competence the learner needs to support the development of the sport or activity.

## Unit content

The learner will:

### 1. Know how to promote the sport or activity and the opportunities to take part

The learner can:

- 1.1 Outline national structure and organisation of the sport/activity
- 1.2 Outline services and products produced by, or relevant to, the sport/activity
- 1.3 Identify sources of additional information on the sport/activity
- 1.4 Identify materials available to promote the sport/activity
- 1.5 Identify the opportunities to take part in the sport/activity

The learner will:

### 2. Be able to promote the sport or activity and opportunities to take part

The learner can:

- 2.1 Provide participants with information on the sport/activity and opportunities to participate
- 2.2 Emphasise the benefits of taking part
- 2.3 Deal in a positive manner with enquiries about opportunities to participate
- 2.4 Provide information to participants which promotes access to further opportunities to take part, appropriate to their ability and potential
- 2.5 Ensure information is accurate and up-to-date
- 2.6 Refer enquiries which cannot be dealt with personally to a source which is likely to provide a satisfactory answer

The learner will:

### 3. Know how to respond to complaints and suggestions about products and services offered by the sport or activity

The learner can:

- 3.1 Describe complaints procedures
- 3.2 Describe what to do if a suggestion is made about products and services offered by the sport or activity

The learner will:

### 4. Be able to respond to complaints and suggestions about products and services offered by the sport or activity

The learner can:

- 4.1 Respond to both complaints and suggestions promptly and politely
- 4.2 Maintain privacy and confidentiality where appropriate
- 4.3 Promptly sort out the complaints and suggestions which can be handled personally
- 4.4 Explain any further action to be taken concerning both the complaints and suggestions and inform the relevant authority
- 4.5 Match information about services and products to the individual's request
- 4.6 Refer requests for information outside own knowledge and area of responsibility, to an appropriate person or agency

Assessment  
specification

Worksheet, presentation, group work, assignment



# Contribute to adventurous activities

## H/601/5541

### Unit aim

This unit covers the knowledge and competence the learner needs to contribute to adventurous activities.

### Unit content

The learner will:

#### 1. Know how to prepare for adventurous activities

The learner can:

- 1.1 Describe the value of adventure and challenge and the benefits which participants can get from such experiences
- 1.2 Describe the difference between real and perceived risk
- 1.3 Describe the meaning of the 'adventure continuum' from comfort to panic zones
- 1.4 Describe how to assess the range of participants' likely adventure thresholds
- 1.5 List factors to bear in mind when choosing adventurous activities for participants
- 1.6 Describe how to balance the participants' abilities and concerns with the perceived risk of the experience
- 1.7 Describe the importance of clear and sound safety parameters
- 1.8 Describe why the details of the planned experience must be checked with a responsible colleague
- 1.9 Describe the procedures to follow in checking the details of the planned experience with a responsible colleague
- 1.10 Identify relevant legislation and guidelines for the type of experience planned including those of the organisation and National Governing Bodies, where these apply

The learner will:

## 2. Be able to prepare for adventurous activities

The learner can:

- 2.1 Identify the aims of the experience
- 2.2 Assess the participants' likely adventure thresholds
- 2.3 Make sure the experience will meet the identified aims and adventure thresholds
- 2.4 Make sure the experience is in line with the organisation's policies, procedures and resources
- 2.5 Make sure the experience is within own ability to lead
- 2.6 Assess the risks involved in the experience
- 2.7 Make sure there are safety parameters which control these risks whilst still providing an appropriate level of adventure for the participants
- 2.8 Check all aspects of the experience with a responsible colleague

The learner will:

## 3. Know how to introduce participants to adventurous activities

The learner can:

- 3.1 State the agreed safety parameters for the activity
- 3.2 Outline why the agreed safety parameters for the activity must be clearly explained to the participants
- 3.3 Describe why it is important to encourage, not coerce, participants into adventurous activities
- 3.4 Describe the meaning of 'informed consent' in the context of adventurous activities
- 3.5 Describe the importance of encouraging participants to take control of their own experience
- 3.6 Describe how to balance participants taking control of their own experience, with the safety parameters
- 3.7 Describe the importance of mutual support and trust within a group of participants

- 3.8 Describe how to encourage mutual support and trust within a group of participants
- 3.9 Describe the importance of preparing participants to cope with unforeseen circumstances
- 3.10 Describe how to encourage and prepare participants to use basic problem solving techniques
- 3.11 Describe how to agree responsibilities for identifying, assessing and helping to manage risk
- 3.12 Outline why it is important for participants to feel free to express feelings of apprehension and creative imagination

The learner will:

#### 4. Be able to introduce participants to adventurous activities

The learner can:

- 4.1 Promote the value of adventurous activities to the participants
- 4.2 Encourage the participants to take responsibility for owning and helping to manage the experience
- 4.3 Emphasise the participants' own responsibilities for identifying and managing risk during the experience
- 4.4 Explain the safety parameters to the participants
- 4.5 Stress the importance of mutual trust and support within the group
- 4.6 Prepare the participants to cope with unforeseen circumstances during the experience by solving problems for themselves
- 4.7 Reassure the participants that expressions of apprehension or creative imagination are acceptable

The learner will:

## 5. Know how to supervise and control adventurous activities

The learner can:

- 5.1 Outline styles of leadership which are appropriate to leading adventurous activities
- 5.2 Describe the importance of carefully monitoring the level of risk throughout the experience and maintaining activities within agreed safety parameters
- 5.3 Describe how to monitor the level of risk throughout the experience and maintain activities within agreed safety parameters
- 5.4 Describe the importance of keeping interventions to a minimum
- 5.5 Outline the situations in which it may be necessary to intervene during the experience
- 5.6 List the situations in which appropriate help will have to be called upon
- 5.7 State the procedures to follow when help is needed
- 5.8 Describe the importance of delegating responsibility to participants
- 5.9 Outline how to delegate responsibility to participants
- 5.10 Describe the importance of reviewing the experience with the participants
- 5.11 Outline the types of occurrences to note during the experience which could be used during later reviews

The learner will:

## 6. Be able to supervise and control adventurous activities

The learner can:

- 6.1 Provide a style of leadership which helps the experience to achieve its aims and the planned level of adventure
- 6.2 Monitor the level of risk throughout the experience and maintain activities within agreed safety parameters
- 6.3 Intervene only when the participants' health and safety is threatened or the objectives are not being achieved

- 6.4 Get appropriate help when problems occur that are beyond own ability and/or area of responsibility to deal with
- 6.5 Encourage the participants to take responsibility for decision making and problem solving within the guidelines for the experience
- 6.6 Note occurrences which could be used during subsequent reviews with the participants

Assessment  
specification

Worksheet, assignment, presentation, group discussion

# 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	Worksheet, practical demonstration
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# Look after participants when they are away from home K/601/5539

## Unit aim

This unit covers the knowledge and competence the learner needs to look after participants when they are away from home.

## Unit content

The learner will:

### 1. Know how to assist with participants' arrival

The learner can:

- 1.1 Describe the importance of welcoming the participants to the programme and giving them the information they need
- 1.2 Identify the particular medical, cultural, dietary and emotional needs which participants may have
- 1.3 Describe own responsibilities in relation to the participants, the responsibilities of other staff, and with whom liaison should take place
- 1.4 Describe levels of anxiety and excitement which participants are likely to have on arrival
- 1.5 List the information which the participants must have when they arrive
- 1.6 Describe the importance of knowing about the participants before they arrive
- 1.7 Outline how to gather such information
- 1.8 Describe the importance of checking accommodation and catering arrangements prior to the participants' arrival
- 1.9 Describe how to control participants' behaviour on arrival and what to look for
- 1.10 Outline how to make participants feel welcome and at ease

The learner will:

### 2. Be able to assist with participants' arrival

The learner can:

- 2.1 Make sure all relevant information about the participants, their needs, and the programme they will be taking part in, is available
- 2.2 Check the accommodation and catering arrangements to make sure they meet the participants' needs
- 2.3 Meet the participants punctually and help them to feel welcome and at ease
- 2.4 Introduce self and other staff and explain own responsibilities
- 2.5 Supervise and control the participants' behaviour when they arrive in a way appropriate to them
- 2.6 Provide the participants with the information they need on arrival
- 2.7 Deal with the participants' questions positively and informatively

The learner will:

### 3. Know how to look after participants' physical welfare

The learner can:

- 3.1 List what types of special clothing the participants may need during activity programmes
- 3.2 Describe the importance of informing participants in advance of the need for special clothing
- 3.3 State how participants can plan the use of clothing during a programme
- 3.4 Describe the common health and safety hazards outside of activities against which participants must be safeguarded
- 3.5 Describe the importance of supervising participants during on and off site travel, on foot and using transport
- 3.6 Describe the procedures to follow in supervising participants during on and off site travel, on foot and using transport
- 3.7 Describe the importance of participants' personal hygiene during the programme

- 3.8 Describe how to encourage participants' good personal hygiene for different types of participants
- 3.9 Describe the importance of making sure participants get enough recreation, rest and sleep during a programme
- 3.10 Describe how to encourage participants to get enough recreation, rest and sleep during a programme
- 3.11 State the most common personal and medical needs which participants may have and how to deal with these
- 3.12 Outline organisational and legal requirements for dealing with lost property
- 3.13 Describe the importance of participants taking responsibility for organising and looking after their belongings
- 3.14 Describe how to encourage participants to take responsibility for organising and looking after their belongings
- 3.15 Describe organisational and legal requirements for safeguarding participants' safety during the programme

The learner will:

#### 4. Be able to look after participants' physical welfare

The learner can:

- 4.1 Make sure that food, accommodation, clothing and footwear meets the participants' needs throughout the programme
- 4.2 Tell the participants in good time when they will need special clothing for activities
- 4.3 Encourage participants to use special clothing properly
- 4.4 Escort the participants in a supervised and organised way when they are travelling to and from activities
- 4.5 Encourage the participants to maintain their personal hygiene
- 4.6 Encourage and help participants to take care of their own belongings
- 4.7 Make sure the participants have adequate opportunities for recreation, rest and sleep

- 4.8 Deal with the participants' personal and medical needs sensitively and effectively
- 4.9 Maintain the participants' safety and security at all times when they are away from home

The learner will:

## 5. Know how to look after participants' emotional welfare

The learner can:

- 5.1 Outline the most common emotional problems which participants may have during a programme and how to cope with these according to organisational guidelines
- 5.2 Describe the importance of seeking assistance when a participant's emotional problem goes beyond own level of responsibility and competence
- 5.3 Describe how to judge when an emotional problem goes beyond own level of responsibility and competence
- 5.4 Describe the importance of confidentiality when dealing with emotional problems, what confidentiality means and how to safeguard it
- 5.5 Describe the importance of the participants feeling physically and emotionally safe
- 5.6 Outline how to encourage participants to feel physically and emotionally safe
- 5.7 Describe how to show empathy and understanding to participants who have emotional problems and the importance of this
- 5.8 State why emotional problems and action taken should be recorded and reported

The learner will:

## 6. Be able to look after participants' emotional welfare

The learner can:

- 6.1 Encourage the participants to tell staff about any emotional problems they may have during the programme
- 6.2 Show empathy and understanding to participants who have emotional problems
- 6.3 Where possible, gather information about the emotional problem from other sources

- 6.4 Deal with the emotional problem in a way which safeguards the participants' well-being and is in line with organisational guidelines
- 6.5 Maintain a necessary and appropriate level of confidentiality about the participant and their emotional problem
- 6.6 Get help from the responsible colleague when an emotional problem is beyond own level of competence and responsibility
- 6.7 Keep an accurate record of participants' emotional problems

The learner will:

## 7. Know how to assist with participants' departure

The learner can:

- 7.1 Describe the information that participants need about their departure
- 7.2 Describe the importance of giving participants information about their departure
- 7.3 List ground rules for participants' behaviour during departure
- 7.4 Describe the importance of ground rules for participants' behaviour during departure
- 7.5 Describe own organisation's departure procedures
- 7.6 Describe procedures to follow to ensure participants leave with an authorised person
- 7.7 Describe the importance of participants leaving with an authorised person

The learner will:

## 8. Be able to assist with participants' departure

The learner can:

- 8.1 Prior to participants' departure, encourage them to pack thoroughly, checking their belongings to ensure that nothing has been left behind
- 8.2 Make sure that the participants have the information they need about departures
- 8.3 Answer any questions that the participants have about their departure
- 8.4 Make sure the participants' behaviour is safe and acceptable
- 8.5 Follow own organisation's departure procedures

8.6 Where necessary, make sure the participants leave with an authorised person

8.7 Make a final check to ensure that personal belongings are not left behind

Assessment  
specification

Worksheet, practical demonstration, naturally occurring evidence in  
workplace

# Contribute to participants' personal and social development K/601/5542

## Unit aim

This unit covers the knowledge and competence the learner needs to contribute to participants' personal and social development.

## Unit content

The learner will:

### 1. Know how to prepare for development opportunities

The learner can:

- 1.1 Describe the value of personal and social development opportunities to participants
- 1.2 Describe the types of experiences and activities which encourage personal and social development of participants
- 1.3 Describe the importance of being aware of the aims of the development opportunity
- 1.4 Describe how to identify the aims of the development opportunity
- 1.5 Describe the importance of knowing about the participants' hopes, concerns and development needs
- 1.6 Describe how to collect information about the participants' hopes, concerns and development needs
- 1.7 Describe how to take account of the participants' hopes, concerns and development needs when structuring the development opportunity
- 1.8 Describe the limits of own technical and interpersonal competence
- 1.9 Describe why it is important to take account of limits of own technical and interpersonal competence when structuring the development opportunity



- 1.10 Describe the organisation's resources, constraints and safety parameters for the development opportunities being delivered, including any relevant legislation and national guidelines such as those of National Governing Bodies, where these apply
- 1.11 Describe the importance of checking the details of the development opportunity with a responsible colleague (senior colleague and/or the client responsible for the group)

The learner will:

## 2. Be able to prepare for development opportunities

The learner can:

- 2.1 Identify the aims of the development opportunity and the desired outcomes
- 2.2 Find out about the participants' hopes, concerns and development needs during the preparation
- 2.3 Take account of the participants' hopes, concerns and development needs during the preparation
- 2.4 Prepare the development opportunity in a way which is consistent with own level of technical and interpersonal competence
- 2.5 Take account of organisation's resources and relevant health and safety requirements
- 2.6 Assess the risks involved in the experience
- 2.7 Make sure there are satisfactory safety parameters
- 2.8 Plan and agree all aspects of the development opportunity with a responsible colleague following organisational procedures

The learner will:

## 3. Know how to facilitate development opportunities

The learner can:

- 3.1 Outline the meaning of 'client centred learning'
- 3.2 Describe the importance of thoroughly preparing the participants for a development opportunity

- 3.3 Describe the importance of effective team work and communication in personal and social development opportunities
- 3.4 Describe the value of unplanned events during a development opportunity
- 3.5 Describe what kinds of unplanned events may occur which could be made use of
- 3.6 Describe the importance of individual reflection for the participants during a development opportunity
- 3.7 Describe how to encourage and facilitate individual reflection for the participants during a development opportunity
- 3.8 Describe the importance of encouraging participants to develop their own problem solving skills
- 3.9 Describe how to encourage and facilitate participants to develop their own problem solving skills

The learner will:

#### 4. Be able to facilitate development opportunities

The learner can:

- 4.1 Prepare the participants effectively for the development opportunity
- 4.2 Encourage the participants to take responsibility for their own learning during the development opportunity
- 4.3 Emphasise the importance of team work as appropriate to the objectives of the development opportunity
- 4.4 Encourage effective communication within the group
- 4.5 Use unplanned events during the development opportunity to enhance its effectiveness
- 4.6 Encourage individual reflection at appropriate points during the development opportunity
- 4.7 Encourage the participants to solve problems for themselves during the development opportunity

The learner will:

## 5. Know how to conclude development opportunities

The learner can:

- 5.1 Describe the value and purpose of reviews and individual reflection following development opportunities
- 5.2 Describe the importance of explaining own observations about what happened during the development opportunity to the participants
- 5.3 Describe how to explain own observations to participants and the main points to bear in mind when doing so
- 5.4 Describe the importance of the participants being able to feedback both to the group and to the leader
- 5.5 Outline how to encourage participant feedback and points to bear in mind when doing so
- 5.6 Describe the importance of encouraging individual participants to recognise their own skills and self-worth and those of others in the group
- 5.7 Describe how to encourage participants to recognise their own skills and self-worth and points to bear in mind when doing so
- 5.8 Describe the concept and importance of participants' transferring learning from one context to other aspects of their lives
- 5.9 Outline how to encourage participants to consider the transfer of learning from one context to other aspects of their lives

The learner will:

## 6. Be able to conclude development opportunities

The learner can:

- 6.1 Explain own observations about what happened during the development opportunity, to the participants
- 6.2 Encourage the participants to share their own observations and views with the rest of the group and with the leader
- 6.3 Help the participants to recognise their own and each other's skills and self-worth
- 6.4 Encourage the participants to reflect on their experience and consider what they have learned
- 6.5 Encourage the participants to consider and agree how their new learning could be applied to other aspects of their lives
- 6.6 Encourage the participants to use this learning and method of learning in the future

Assessment  
specification

Worksheet, assignment, group discussion

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

## Unit aim

This unit covers the knowledge and competence needed by the learner 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

Worksheet, practical demonstration, naturally occurring evidence in workplace

# 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 Know how to check equipment and identify what maintenance is needed

The learner will:

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

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

Worksheet, practical demonstration, naturally occurring evidence in workplace

# Contribute to participants' exploration and understanding of the natural environment M/601/5543

## Unit aim

This unit covers the knowledge and competence the learner needs to contribute to participants' exploration and understanding of the natural environment.

## Unit content

The learner will:

### 1. Know how to prepare for environmental exploration

The learner can:

- 1.1 Describe the value of environmental awareness and understanding to participants
- 1.2 Describe the types of experiences and activities which encourage environmental awareness and understanding to participants
- 1.3 Describe the importance of being aware of the aims and learning objectives of the exploration
- 1.4 Describe how to identify the aims and learning objectives of the exploration
- 1.5 List the available options in the local area for environmental exploration
- 1.6 Describe the importance of identifying the participants' needs
- 1.7 Outline how to identify the participants' needs
- 1.8 State how to choose an experience relevant to the participants' needs and learning objectives
- 1.9 Describe the importance of health and safety considerations when leading environmental explorations and safety guidelines for the types of working environments, for example farm land, rocky/uneven terrain, shore line etc

1.10 Identify safety guidelines relevant to any modes of transport which are being used, for example canoes, minibuses etc

1.11 Describe the importance of checking the details of the environmental exploration with a responsible colleague (senior colleague and/or the client responsible for the group)

The learner will:

## 2. Be able to prepare for environmental exploration

The learner can:

2.1 Identify the aims and learning objectives of the environmental exploration

2.2 Make sure the experience meets the participants' needs, making best use of the available options

2.3 Make sure there are safety parameters which will ensure the participants' safety whilst enabling the agreed aims to be achieved

2.4 Check and agree all aspects of the environmental exploration with a responsible person

The learner will:

## 3. Know how to prepare participants for environmental exploration and understanding

The learner can:

3.1 Describe the importance of clarifying the focus and aims of the exploration with the participants

3.2 Describe how to clarify the focus and aims of the exploration with the participants

3.3 Describe the importance of encouraging the participants to take ownership of the exploration for themselves

3.4 Describe how to encourage the participants to take ownership of the exploration for themselves

3.5 Describe the importance of making clear the safety parameters for the exploration, what the key points are and how to emphasise these

- 3.6 Describe the importance of participants observing for themselves and sharing these observations with others in the group
- 3.7 Outline how to encourage participants to observe and what they should be looking for
- 3.8 Describe the importance of encouraging participants to ask questions of the leader and of each other
- 3.9 Outline how to deal with questions informatively and positively
- 3.10 Identify other sources of information which the participants or self could use

The learner will:

#### 4. Be able to prepare participants for environmental exploration and understanding

The learner can:

- 4.1 Clarify the focus and aims of the environmental exploration with the participants
- 4.2 Promote the value of environmental awareness and understanding to the participants
- 4.3 Encourage the participants to take ownership of the environmental exploration for themselves
- 4.4 Explain the safety parameters
- 4.5 Emphasise the importance of observing the environment during the exploration and of sharing these observations with others
- 4.6 Encourage the participants to ask questions of the leader and others in the group
- 4.7 Respond to questions informatively and accurately
- 4.8 Encourage participants to enquire further if information is not readily available

The learner will:

#### 5. Know how to facilitate environmental awareness and understanding

The learner can:

- 5.1 Describe key features of the local environment, including flora and fauna, general geology, geomorphology, climate, soil types and land use
- 5.2 Identify the location of local sites of interest and why they are interesting



- 5.3 Identify local sites which are vulnerable, why they are vulnerable and how to protect them
- 5.4 Describe how to monitor and control the exploration so that it is within agreed safety parameters and is in line with the planned aims and objectives
- 5.5 Describe the circumstances where it may be appropriate to intervene
- 5.6 Describe how to make effective use of the prevailing conditions, unplanned events, the site being explored and the participants' abilities
- 5.7 List the types of unplanned events and prevailing conditions which may occur

The learner will:

## 6. Be able to facilitate environmental awareness and understanding

The learner can:

- 6.1 Promote the participants' environmental awareness and understanding as planned
- 6.2 Make sure that all activity is in line with the agreed safety parameters
- 6.3 Encourage the participants to ask questions of the leader and each other
- 6.4 Deal with questions positively, responding informatively and accurately
- 6.5 Encourage participants to enquire further if information is not readily available
- 6.6 Intervene when this will support the learning objectives for the exploration
- 6.7 Make use of the prevailing conditions, unplanned events, the site and the participants' abilities to enhance awareness and understanding

Assessment  
specification

Worksheet, practical demonstration, naturally occurring evidence in workplace, research project

# Administer finance and information

## R/601/5535

### Unit aim

This unit covers the knowledge and competence the learner needs to administer finance and information.

### Unit content

The learner will:

#### 1. Know how to receive and disburse money

The learner can:

- 1.1 Outline the basic legal and organisational requirements for handling money relevant to own work, including those that safeguard against fraud and theft
- 1.2 Describe how to calculate charges for activities under own control
- 1.3 Describe how to calculate and record totals for money received, paid out and transferred
- 1.4 Describe the problems which may occur when dealing with money
- 1.5 Identify which problems can be dealt with personally and which should be referred on to a colleague
- 1.6 Describe the importance of recording the details of money received and paid out
- 1.7 Describe how to record the details of money received and paid out
- 1.8 Describe the importance of issuing and keeping receipts and what should be recorded on a receipt
- 1.9 Describe how to store money, receipts and other financial records

The learner will:

#### 2. Be able to receive and disburse money

The learner can:

- 2.1 Record accurately the details of money received and paid out
- 2.2 Make sure calculations are correct

- 2.3 Issue and obtain accurate receipts for money received and paid out
- 2.4 Keep all money, records and receipts securely
- 2.5 Pass on money, records and receipts to the authorised colleague as required
- 2.6 Refer any problems regarding finance to the authorised colleague
- 2.7 Make sure that own financial procedures follow organisational requirements

The learner will:

### 3. Know how to enrol participants for activities

The learner can:

- 3.1 Describe the organisational requirements for enrolments
- 3.2 Describe the importance of dealing with enquiries promptly and courteously
- 3.3 Outline the information which should be provided to potential participants about available activities
- 3.4 Outline the information which needs to be collected about participants
- 3.5 Outline why information collected about participants is important
- 3.6 List the requirements for activities under own control, for example numbers allowed, dress and equipment necessary, any previous experience etc.
- 3.7 Describe why it is important to confirm arrangements for the activity with participants
- 3.8 Describe what arrangements for the activity need to be confirmed with participants

The learner will:

### 4. Be able to enrol participants for activities

The learner can:

- 4.1 Deal with enquiries promptly and politely
- 4.2 Give people accurate information about activities
- 4.3 Collect and record the relevant details obtained about participants
- 4.4 Make sure the enrolments meet the requirements for the activity
- 4.5 Confirm the arrangements for the activity with the participants

## 4.6 Follow all relevant organisational procedures

The learner will:

### 5. Know how to maintain records

The learner can:

- 5.1 Describe organisational and legal requirements for storing and passing on information
- 5.2 Describe the importance of accurate and efficient record keeping and filing
- 5.3 Outline what types of information need to be treated confidentially
- 5.4 Outline why it is important to treat certain information confidentially
- 5.5 Outline how to treat information confidentially
- 5.6 Describe different types of filing methods available and how to choose one appropriate to own work

The learner will:

### 6. Be able to maintain records

The learner can:

- 6.1 Make sure records are complete, legible and accurate
- 6.2 Store own records securely so that they can be found when needed
- 6.3 Deal with confidential information correctly
- 6.4 Find information when it is needed
- 6.5 Pass on information to colleagues as required
- 6.6 Ensure all records are handled according to organisational and legal requirements

Assessment  
specification

Worksheet, practical demonstration, naturally occurring evidence in workplace

# Contribute to joint working with other organisations Y/601/5536

## Unit aim

This unit covers the knowledge and competence the learner needs to contribute to joint working with other organisations.

## Unit content

The learner will:

### 1. Know the importance of joint working with other organisations

The learner can:

- 1.1 State the mutual benefits which could come about from joint work with other organisations and individuals
- 1.2 Outline the range of organisations and individuals with whom working relationships can be developed, which are relevant to own job role

The learner will:

### 2. Know how to set up and maintain links with other organisations and individuals

The learner can:

- 2.1 Describe how to identify and approach suitable organisations and individuals
- 2.2 Describe how to explore the possible advantages of joint working and maintain contact
- 2.3 Describe how to establish and maintain effective working relationships with other organisations and individuals
- 2.4 Describe the importance of responding positively and co-operatively to other organisations and individuals

The learner will:

### 3. Be able to set up and maintain links with other organisations and individuals

The learner can:

- 3.1 Identify other organisations and individuals it is appropriate and realistic to work with

- 3.2 Make contact with appropriate organisations and individuals
- 3.3 Give a positive impression of own organisation and work
- 3.4 Explore with organisations and individuals the possible benefits of future links
- 3.5 Agree how to keep in contact and work jointly in the future, where appropriate
- 3.6 Deal with approaches from other organisations and individuals positively and co-operatively

The learner will:

#### 4. Know how to work jointly with other organisations and individuals

The learner can:

- 4.1 State the difference between formal and informal joint working
- 4.2 Describe the importance of clearly agreeing the roles and responsibilities involved in joint working
- 4.3 Describe the importance of only taking on responsibilities which are feasible and consistent with the organisation's policies
- 4.4 Outline own job role and organisational responsibilities relevant to joint working
- 4.5 Describe the importance of maintaining contact and reviewing progress with the other organisations and individuals involved and how to do so
- 4.6 Describe the importance of promptly informing other organisations and individuals of any difficulties in joint work
- 4.7 Describe the importance of keeping colleagues informed of joint working arrangements
- 4.8 Describe the importance of seeking help when problems cannot be sorted out personally
- 4.9 Describe the types of difficulties which can occur in joint working
- 4.10 Describe how to deal with difficulties which can occur in joint working

The learner will:

#### 5. Be able to work jointly with other organisations and individuals

The learner can:

- 5.1 Agree own responsibilities for joint work
- 5.2 Agree the responsibilities of the other organisations and individuals for joint work
- 5.3 Only take on responsibilities which are feasible and consistent with own job role and organisation's policies
- 5.4 Agree how to communicate and check the progress of joint work
- 5.5 Carry out own responsibilities as agreed
- 5.6 Tell other organisations and individuals of any problems experienced with own responsibilities
- 5.7 Keep colleagues informed of the joint work
- 5.8 Seek help for any difficulties which cannot be sorted out personally
- 5.9 Maintain effective working relationships throughout the joint work

Assessment  
specification

Worksheet, practical demonstration, naturally occurring evidence in workplace

# Give customers a positive impression of yourself and your organisation

## L/601/0933

### Unit aim

This unit is about 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

Worksheet, naturally occurring evidence in workplace







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