

VTCT Level 1 NVQ Award in Sport and Active Leisure (QCF)

Approved by SkillsActive

VTCT code: AF10192

Accreditation number: 501/0723/9

Accreditation details

Accreditation start date: 01/09/2010

Accreditation end date: 31/12/2011

Certification end date: 31/12/2012

Guided learning hours (GLH): 78

GLH is an estimate of the time allocated to:

- *direct teaching*
- *instruction and formative (ongoing) assessment*
- *directed assignments or research*
- *supported individual study*

Learner initiated private study or preparation and marking of formative assessment is not taken in to account.

Credit value: 10

Introduction

The VTCT Level 1 NVQ Award in Sport and Active Leisure (QCF) is a competency based qualification that been designed to introduce you to the sport and active leisure sector. The evidence required to achieve this qualification will be gathered from working with real equipment, facilities and customers.

In this qualification you will help to issue equipment, provide good customer service, deal with accidents and emergencies and help to plan, prepare and lead sport and active leisure sessions

Progression

The VTCT Level 1 NVQ Award in Sport and Active Leisure (QCF) provides progression opportunities to the VTCT Level 2 NVQ Diploma in Instructing Exercise and Fitness (QCF).

Units in the qualification

To achieve the Level 1 NVQ Award in Sport and Active Leisure (QCF), all of the following mandatory units must be passed. At least three credits from the optional units must be achieved. A total of 10 credits are required to achieve this qualification.

Mandatory units:

VTCT unit code	Ofqual unit reference	Unit title	Credit value	Guided learning hours (GLH)
UF10C11	D/600/9608	Help to provide equipment for active leisure, learning and well-being activities	3	24
UF10D15	H/600/9657	Help to give good levels of service to participants and customers in active leisure, learning and well-being	2	16
UF20C35	D/501/5138	Deal with accidents and emergencies	2	14

Optional units:

VTCT unit code	Ofqual unit reference	Unit title	Credit value	Guided learning hours (GLH)
UF10D41	K/600/9613	Help to plan and prepare an active leisure, learning and well-being session	1	8
UF10C21	Y/600/9655	Help to maintain active leisure, learning and well-being facility areas	2	16
UF1C260	D/600/9656	Help to maintain active leisure, learning and well-being activity equipment	2	16
UF10D42	K/600/9658	Lead an activity within an active leisure, learning and well-being session	2	16

Guidance on assessment

This book contains the units that make up the full qualification. Where indicated, VTCT will provide assessment materials. Assessment may be internal or external and the method of assessment is indicated in each unit.

Internal assessment

(any requirement will be shown on the unit)

Assessment is set, marked and internally verified by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external verifiers.

External / independent assessment

(any requirement will be shown on the unit)

External assessment is set and marked by the awarding body. Independent assessment is set by the awarding body, marked in the centre, and sampled by VTCT external verifiers.

Assessors and internal verifiers MUST sign off:

- 1) each individual unit;***
- 2) record of assessment tables located at the end of this document when all assessment criteria have been achieved.***

All sections that must be signed are shaded in grey. All shaded sections must be completed before applying for certification.

Assessment explained

VTCT courses are assessed and verified by centre staff. Work will be set to improve the candidate's practical skills, knowledge and understanding. For practical elements, the candidate will be observed by the assessor. All work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this assessment record book.

The centre will have an internal verifier whose role is to check that the assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

An external verifier, appointed by VTCT, will visit the centre to sample and quality-check the assessments, internal verification process and the evidence. The candidate may be asked to attend on a different day from usual if requested by the external verifier.

This record of assessment book is the candidate's property and must be in their possession when they are being assessed or verified. It must be kept safe. In some cases the centre will keep it in a secure place. The book will be completed by the candidate and the course assessor to show achievement of all learning outcomes and assessment criteria.

Creating a portfolio of evidence

As part of this qualification the candidate is required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that have been learned. It may be in electronic or in paper format.

The assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement, and understanding of the knowledge required to successfully complete the qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

1. observed work
2. witness statements
3. evidence of prior learning or attainment
4. written questions
5. oral questions
6. assignments
7. case studies.

All evidence should be documented in the portfolio. Constructing the portfolio of evidence should not be left to the end of the course.

Many frequently asked questions and other useful information are detailed in the VTCT Candidate's Handbook, which is available on the VTCT website at www.vtct.org.uk/students. Other questions should be addressed to the tutor, lecturer or assessor.

Standardisation

Centres will be required to provide samples of assessment tasks for regional and national standardisation activity.

Centre guidance

Motivating, engaging and exciting learners

Tutors and assessors are encouraged to develop exciting and innovative ways of delivering this qualification. Learners will be more likely to become involved and enthused and find it easier to achieve all the learning outcomes if they find the process of learning motivating, engaging and exciting. Learners will be expected to demonstrate knowledge and understanding of all learning outcomes for each unit. It is essential that the learner is provided with the opportunity to cover these in an interesting and motivating way.

Occupational competence for assessors, internal and external verifiers for the Level 1 Sport and Active Leisure

The following sections set out the criteria for their appointment;

Assessors

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

Internal verifiers

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

External verifiers

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

What follows are the specific criteria for the level 1 sector they apply equally to prospective external and internal verifiers and assessors, who must have:

1. A working knowledge of one or more occupational sectors which come under the SkillsActive umbrella.
2. Knowledge of, and commitment to, the active leisure, learning and well-being values statement for **all** staff as well as any specific values that relate to the working contexts in which the level 1 is being achieved.

General assessment principles

Where should the evidence come from?

This qualification is seen as the entry level occupational qualification for the active leisure, learning and wellbeing sector. It is aimed mainly at young people or others who are new to sport and recreation and wish to achieve a qualification that reflects their competence in basic, introductory functions and responsibilities. For this reason, it is accepted that many learners will not be employed, but may be gathering their evidence in a college, school or other, more protected, environment (for example, a custodial establishment). Learners may also gather evidence from relevant work experience placements.

However, it is essential that learners' evidence comes from working with real sport and recreation equipment, facilities and participants. This can be done in a school or college gymnasium, for example. The participants, in this case, may be fellow students. It is very important that evidence is generated from real activities, not 'skills test' type exercises set up purely for the sake of assessment (the only exception to this is unit *C35 Deal with accidents and emergencies*, for which simulation is deemed to be acceptable).

For example, evidence for unit *C11 Help to provide equipment for active leisure, learning and well-being activities* should come from the learner carrying out those activities for a session that must take place at a given time and will involve real participants who have real expectations and health and safety requirements. Similarly, evidence for unit *C21 Help to maintain active leisure, learning and well-being facility areas* could come from the learner cleaning and tidying up after the same session, or it may come from routine and necessary cleaning and tidying activities.

The only exception to this requirement is unit C35, for which simulation is deemed to be acceptable. In addition, simulation and supplementary evidence are allowed for a limited number of items. These are clearly detailed in the evidence requirements below.

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

What are the most appropriate assessment methods?

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

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

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

How much evidence is necessary?

Most of the units require observation by an assessor on more than one occasion. The evidence requirements below show this in more detail.

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

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

Where written evidence (usually records of work) is required, again there should be evidence from two separate occasions. In the case of *Unit D41 Help to plan and prepare an active leisure, learning and well-being session*, for example, the most appropriate forms of evidence will be: information that the learner has collected, plans that they have suggested, and the arrangements for the session that they have made. It would not be efficient to ask the assessor to observe the learner carrying out all the activities the unit requires. All of these pieces of evidence should be in written form or recorded by other means. The learner must produce these in planning and preparing for at least two sessions (separated by an appropriate period of time – ideally at least one month). As in the case of observations, it may be necessary to have evidence for planning and preparing more than two sessions to ensure there is sufficient evidence to cover everything.

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

Assessing more than one unit on each occasion

Many of the units within the Level 1 NVQ Award in Sport and Active Leisure link together in a logical way and assessors are encouraged to make use of these links in an efficient and creative way. In many cases there should be no need to assess on a unit-by-unit basis (unless the learner wants unit accreditation only). It would make better use of both the assessor's and learner's time to consider and plan how many units could be covered on each assessment occasion.

For example, the learner may be involved in helping to run a gymnastics session, this could involve:

- Planning and preparing their contribution to the session (D41).
- Checking the area prior to the session (C21).
- Helping to set up equipment for the session (C11).
- Leading an activity within the session – for example, supervising forward and backward rolls (D42).
- Putting away and storing the equipment and tidying the area following the session (C21).

Prior discussion between the learner and assessor with perhaps some negotiation with the learner's supervisor should make this a productive assessment opportunity. At the beginning of the assessment occasion, the assessor could ask to see evidence of the learner's planning and preparation for the session (D41), observe them checking the area (C21), observe them helping to set up the equipment (C11), observe them leading the activity (D42) etc. There should also be evidence of the learner's working relationship with the participants (D15).

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

Unit guidance

The following table provides a description of each section that makes up a unit:

Unit section	Description
VTCT unit code	This code is unique to the unit and should be quoted in all queries and correspondence to VTCT.
Unit title	The title clearly indicates the focus of the unit.
Level	Level is an indication of the demand of the learning experience; the depth and / or complexity of achievement and independence in achieving the learning outcomes. There are 9 levels of achievement within the QCF.
Credit value	This is the number of credits awarded upon successful achievement of all unit learning outcomes. Credit is viewed as a numerical value and represents a means of recognising, measuring, valuing and comparing achievement.
Learning outcomes	The learning outcomes are the most important component of the unit; they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. <i>Learning outcomes are the results of learning.</i>
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet the learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. <i>Assessment criteria define the standard expected to meet the learning outcomes.</i>
Unit aims	This is a short overview of the unit content.
Details of the National Occupational Standards (NOS)	NOS relate to occupations or roles that normally involve learning and workplace practice to gain competence. It is important that NOS are represented and indicated in units.
Endorsement	This section lists the sector skills council (SSC), standards setting body (SSB) or other agency that approve or endorse the unit.
Guided learning hours (GLH)	GLH is an estimate of the time allocated to teach, instruct, assess and support candidates throughout a unit. Learner initiated private study, preparation and marking of formative assessment is not taken into account.

Unit content	This section presents the content that must be covered by the unit.
Guidance on assessment	<p>The following may be indicated:</p> <ul style="list-style-type: none"> • The mode of assessment (e.g. internal or external) • The method of assessment (e.g. portfolio of evidence, multiple choice examinations etc.) • Particular assessment material that must be used (where applicable) <p>Sample questions will always be provided when an examination forms part of the unit assessment.</p> <p>Where possible, VTCT will provide guidance and support on assessment.</p>
Record of assessment	<p>This section must be completed by the assessor and internal verifier (where applicable) and is a record of a candidate's achievements.</p> <p>It is a record of which assessment criteria have and have not been achieved.</p>

Unit UF10C11

Help to provide equipment for active leisure, learning and well-being activities

Level:	1
Credit value:	3
GLH	24
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
LO1: Know the principles of providing equipment for activities	<p>AC1.1: Outline the types of activities for which equipment is needed</p> <p>AC1.2: Outline the types of equipment which have to be set up and taken down</p> <p>AC1.3: Identify the main health and safety requirements for the types of equipment which have to be set up and taken down</p> <p>AC1.4: Identify the storage and activity areas for the types of equipment which have to be set up and taken down</p> <p>AC1.5: Outline safe manual lifting and handling procedures</p> <p>AC1.6: Outline why safe manual lifting and handling procedures are important</p> <p>AC1.7: Outline the types of faults and/or hazards with equipment which can be identified by checking it visually</p> <p>AC1.8: Outline how to identify and report obvious problems with equipment</p>
LO2: Know how to help to set up equipment	<p>AC2.1: Identify the correct ways of setting up and taking down the equipment worked with</p> <p>AC2.2: State the correct way to lay out equipment for activities</p> <p>AC2.3: Outline why it is important to make sure equipment is ready when it is needed</p> <p>AC2.4: Outline why it is important to check with a more senior colleague that equipment has been set up and laid out correctly</p>
LO3: Be able to help to set up equipment	AC3.1: Find the equipment to set up

	<p>AC3.2: Lift and handle the equipment safely and without causing damage</p> <p>AC3.3: Follow instructions for setting up and laying out the equipment</p> <p>AC3.4: Make sure the equipment is ready when needed</p> <p>AC3.5: Check with a senior colleague that the set-up is correct</p> <p>AC3.6: Identify and report any problems to a more senior colleague</p> <p>AC3.7: Work co-operatively with colleagues</p>
<p>L04: Know how to help to take down and store equipment</p>	<p>AC4.1: Outline why it is important to make sure the area is ready for the next activity when the equipment has been taken down</p> <p>AC4.2: Identify where equipment should be stored</p> <p>AC4.3: Outline why it is important to store equipment in the right place</p> <p>AC4.4: Outline why it is important that storage areas should be clean and tidy</p> <p>AC4.5: Outline why storage areas should be secure</p> <p>AC4.6: State the security procedures which should be followed</p>
<p>L05: Be able to help to take down and store equipment</p>	<p>AC5.1: Find the equipment to take down</p> <p>AC5.2: Follow instructions for taking down the equipment</p> <p>AC5.3: Lift and handle the equipment safely and without causing damage</p> <p>AC5.4: Make sure the working area is ready for the next activity</p> <p>AC5.5: Return the equipment to the correct storage area</p> <p>AC5.6: Leave the storage area clean, tidy and secure</p> <p>AC5.7: Identify and report any problems to a more senior colleague</p>
<p>L06: Know how to issue equipment</p>	<p>AC6.1: Outline how to treat customers in a polite and friendly way</p>

	<p>AC6.2: Outline how to select appropriate equipment for different customers</p> <p>AC6.3: Identify the correct procedures for storing customers' belongings</p> <p>AC6.4: Outline typical problems that customers have with equipment and how to provide assistance to them</p> <p>AC6.5: Identify the correct procedures for exchanging belongings and equipment following use</p> <p>AC6.6: Outline typical faults that may occur with equipment issued to customers</p> <p>AC6.7: State the correct procedures to follow to report the typical faults that may occur with equipment issued to customers</p>
LO7: Be able to issue equipment	<p>AC7.1: Deal with customers in a polite and friendly manner</p> <p>AC7.2: Issue equipment appropriate for the customer</p> <p>AC7.3: Make sure issued equipment is in a safe and serviceable condition</p> <p>AC7.4: Store any customer belongings in the correct location</p> <p>AC7.5: Provide the customer with any assistance they may need</p> <p>AC7.6: Follow the correct procedures for exchanging equipment and customer belongings following use</p> <p>AC7.7: Identify and report any faults with equipment</p>
Additional information about the unit	
<i>Unit aim(s)</i>	This unit covers the knowledge and competence of setting up, taking down, issuing and storing equipment for activities in a correct, safe and timely manner
<i>Unit expiry date</i>	31/12/2014.
<i>Details of the relationship between the unit and relevant national occupational standards (NOS)</i>	C11 Help to provide equipment for activities
<i>Details of the relationship between the unit and other standards or curricula</i>	N/A

<i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>	This unit is internally assessed. Please see the 'Guidance on assessment' chapter for further details.
<i>Endorsement of the unit by a sector or other appropriate body</i>	Approved by Skills Active, the sector skills council for active leisure and learning.
<i>Location of the unit within the subject/sector classification system</i>	08. Leisure, Travel and Tourism 8.1 Sport, Leisure and Recreation.
<i>Name of the organisation submitting the unit</i>	VTCT
<i>Availability for use</i>	Shared
<i>Availability for delivery</i>	01/01/2010.

Unit UF10C11

Help to provide equipment for active leisure, learning and well-being activities

Assessment guidance and evidence requirements

Evidence of real work activity

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

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

- One type of equipment
- One type of instruction
- Two types of customer.

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

Simulation

Simulation is allowed for 3.6, 5.7 and 7.7 only, if there is no naturally occurring evidence is available.

Use of supplementary evidence

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

Knowledge and understanding

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

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

Unit UF10C11

Help to provide equipment for active leisure, learning and well-being activities

Record of assessment

The candidate will be guided in how to achieve the learning outcomes by their tutor or assessor, who will assess their knowledge and understanding. All assessment criteria must be met with evidence clearly documented in the candidate's portfolio.

Name of candidate	VTCT number
[Hatched area]	[Hatched area]

AC	Knowledge requirements	Portfolio reference	Portfolio reference
1.1	Outline the types of activities for which equipment is needs		
1.2	Outline the types of equipment which have to be set up and taken down		
1.3	Identify the main health and safety requirements for the types of equipment which have to be set up and taken down		
1.4	Identify the storage and activity areas for the types of equipment which have to be set up and taken down		
1.5	Outline safe manual lifting and handling procedures		
1.6	Outline why safe manual lifting and handling procedures are important		
1.7	Outline the types of faults and/or hazards with equipment which can be identified by checking it visually		
1.8	Outline how to identify and report obvious problems with equipment		
2.1	Identify the correct ways of setting up and taking down the equipment worked with		
2.2	State the correct way to lay out equipment for activities		
2.3	Outline why it is important to make sure equipment is ready when it is needed		
2.4	Outline why it is important to check with a more senior colleague that equipment has been set up and laid out correctly		
4.1	Outline why it is important to make sure the area is ready for the next activity when the equipment has been taken down		
4.2	Identify where equipment should be stored		
4.3	Outline why it is important to store equipment in the right place		
4.4	Outline why it is important that storage areas should be clean and tidy		

4.5	Outline why storage areas should be secure		
4.6	State the security procedures which should be followed		
6.1	Outline how to treat customers in a polite and friendly way		
6.2	Outline how to select appropriate equipment for different customers		
6.3	Identify the correct procedures for storing customers' belongings		
6.4	Outline typical problems that customers have with equipment and how to provide assistance to them		
6.5	Identify the correct procedures for exchanging belongings and equipment following use		
6.6	Outline typical faults that may occur with equipment issued to customers		
6.7	State the correct procedures to follow to report the typical faults that may occur with equipment issued to customers		

AC	Practical observations	Date of observation & Assessor initials	Portfolio reference	Date of observation & Assessor initials	Portfolio reference
3.1	Find the equipment to set up				
3.2	Lift and handle the equipment safely and without causing damage				
3.3	Follow instructions for setting up and laying out the equipment				
3.4	Make sure the equipment is ready when needed				
3.5	Check with a senior colleague that the set-up is correct				
3.6	Identify and report any problems to a more senior colleague				
3.7	Work co-operatively with colleagues				
5.1	Find the equipment to take down				
5.2	Follow instructions for taking down the equipment				
5.3	Lift and handle the equipment safely and without causing damage				
5.4	Make sure the working area is ready for the next activity				
5.5	Return the equipment to the correct storage area				

5.6	Leave the storage area clean, tidy and secure				
5.7	Identify and report any problems to a more senior colleague				
7.1	Deal with customers in a polite and friendly manner				
7.2	Issue equipment appropriate for the customer				
7.3	Make sure issued equipment is in a safe and serviceable condition				
7.4	Store any customer belongings in the correct location				
7.5	Provide the customer with any assistance they may need				
7.6	Follow the correct procedures for exchanging equipment and customer belongings following use				
7.7	Identify and report any faults with equipment				

Range

The ranges below indicate what learners must cover in their portfolios of evidence and practical observations. In simple terms, range statements indicate the elements that must be covered to achieve this unit. Assessors must ensure that learners have met the required range statements in addition to the unit's assessment criteria.

The learner must provide one of the following types of equipment for active leisure, learning and well being activities:

R1	Equipment	Date of observation & Assessor initials	Portfolio reference
A	Small items that learners can set up on their own		
B	Large items that need more than one person to set up		

The learner must follow one of the following types of instructions:

R2	Instructions	Date of observation & Assessor initials	Portfolio reference
A	Spoken		
B	Written		

The learner deal with two of the following types of customer:

R3	Customers	Date of observation & Assessor initials	Portfolio reference
A	Adults		
B	Children		
C	Customers with particular needs		

All assessment criteria achieved for this unit

Assessor signature	Assessor number	Date

Internal verification record (if applicable)

Internal verifier signature	Internal verifier number	Date

Unit UF10D15

Help to give good levels of service to participants and customers in active leisure, learning and well-being

Level:	1
Credit value:	2
GLH	16
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p>LO1: Know how to give good levels of service to participants and customers</p>	<p>AC1.1: Outline why it is important to provide good levels of service to participants and customers</p> <p>AC1.2: Identify the standards which should be achieved in own work</p> <p>AC1.3: State how own efforts help to provide good levels of service to participants and customers</p> <p>AC1.4: Outline why it is important to communicate clearly with participants, customers and colleagues</p> <p>AC1.5: Outline what might happen if communication is not clear</p> <p>AC1.6: Outline why equality and diversity are important in working with customers, participants and colleagues</p> <p>AC1.7: State how to treat people equally and respect their individuality</p>
<p>LO2: Know how to work well with participants and customers</p>	<p>AC2.1: Identify how to dress and present self at work</p> <p>AC2.2: Identify how to behave and not behave with participants and customers</p> <p>AC2.3: Outline why dress, appearance and behaviour are important at work</p> <p>AC2.4: Identify how to deal politely with customers</p> <p>AC2.5: Outline the types of situations where participants and customers may need help and information</p> <p>AC2.6: Identify what should be done to give customers help and information</p> <p>AC2.7: Outline the types of situations where it is not appropriate to try to help a customer, but where help from a colleague should be asked for</p>

	<p>AC2.8: Outline why safeguarding children and vulnerable people is important</p> <p>AC2.9: Identify the procedures to follow for safeguarding children and vulnerable people</p>
<p>LO3: Be able to work well with participants and customers</p>	<p>AC3.1: Meet organisation's standards for appearance and behaviour</p> <p>AC3.2: Deal with participants and customers politely</p> <p>AC3.3: Be helpful to participants and customers</p> <p>AC3.4: Communicate with participants and customers clearly</p> <p>AC3.5: Give participants and customers any information they need or seek help from colleagues</p> <p>AC3.6: Treat and value each person equally as an individual</p> <p>AC3.7: Follow the correct procedures for safeguarding children and other vulnerable people</p>
<p>LO4: Know how to work well with colleagues</p>	<p>AC4.1: Outline why teamwork is important in providing good levels of service</p> <p>AC4.2: Outline why it is important to carry out duties as asked to do</p> <p>AC4.3: Outline what might happen if duties are not carried out as asked</p> <p>AC4.4: Outline the types of situations where help and advice from colleagues are needed</p> <p>AC4.5: Outline why it is important to ask for help from colleagues</p> <p>AC4.6: Outline the types of situations where it may not be right to give colleagues help</p> <p>AC4.7: Outline what should be done if unsure about providing help to colleagues</p> <p>AC4.8: Outline what a 'good working relationship' with colleagues means</p> <p>AC4.9: Outline what can be done to maintain a good working relationship</p> <p>AC4.10: Outline the types of situations where there might be problems in working with colleagues</p>

	<p>AC4.11: Outline why it is important to take any problems to line manager</p>
<p>LO5: Be able to work well with colleagues</p>	<p>AC5.1: Carry out duties as asked to do</p> <p>AC5.2: Ask colleagues for help and advice when needed</p> <p>AC5.3: Give colleagues help when needed</p> <p>AC5.4: Communicate with colleagues clearly and accurately</p> <p>AC5.5: Maintain good working relationships with colleagues</p> <p>AC5.6: If there are problems working with colleagues, explain these problems to line manager</p>
<p>LO6: Know how to help to improve own work</p>	<p>AC6.1: Outline why it is important to always try to improve own work</p> <p>AC6.2: Identify how to ask colleagues for feedback on own work</p> <p>AC6.3: Outline why feedback from colleagues is important</p> <p>AC6.4: Identify how to use feedback from colleagues to improve own work</p> <p>AC6.5: State who should be worked with to identify what is done well and where improvements could be made</p> <p>AC6.6: Outline why it is important to take part in training and education</p> <p>AC6.7: Outline the types of training and education available</p>
<p>LO7: Be able to help to improve own work</p>	<p>AC7.1: Always try to achieve the standard of work which the organisation expects</p> <p>AC7.2: Ask colleagues for feedback on own work</p> <p>AC7.3: Work with a relevant colleague to</p> <ul style="list-style-type: none"> • Identify the things done well and areas which could be done better • Identify the new things needed to learn <p>AC7.4: Take part in training that helps to improve own work</p>

Additional information about the unit	
<i>Unit aim(s)</i>	This unit covers the knowledge and competence that the learner needs to provide a good level of service to customers in active leisure, learning and well-being.
<i>Unit expiry date</i>	31/12/2014
<i>Details of the relationship between the unit and relevant national occupational standards (NOS)</i>	D15 Help to give good levels of service to participants and customers
<i>Details of the relationship between the unit and other standards or curricula</i>	N/A
<i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>	This unit is internally assessed. Please see the 'Guidance on assessment' chapter for further details.
<i>Endorsement of the unit by a sector or other appropriate body</i>	Approved by SkillsActive, the sector skills council for active leisure and learning.
<i>Location of the unit within the subject/sector classification system</i>	08. Leisure, Travel and Tourism 8.1 Sport, Leisure and Recreation.
<i>Name of the organisation submitting the unit</i>	VTCT
<i>Availability for use</i>	Shared
<i>Availability for delivery</i>	01/01/2010.

Unit UF10D15

Help to give good levels of service to participants and customers in active leisure, learning and well-being

Assessment guidance and evidence requirements

Evidence of real work activity

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

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

- Two types of customer and participant
- One type of communication
- Both types of colleague.

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

Simulation

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

Use of supplementary evidence

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

Supplementary evidence is allowed for 3.7 and 5.6 only, if there is no naturally occurring evidence is available.

Knowledge and understanding

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

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

Unit UF10D15

Help to give good levels of service to participants and customers in active leisure, learning and well-being

Record of assessment

The candidate will be guided in how to achieve the learning outcomes by their tutor or assessor, who will assess their knowledge and understanding. All assessment criteria must be met with evidence clearly documented in the candidate's portfolio.

Name of candidate	VTCT number
[Hatched area]	[Hatched area]

AC	Knowledge requirements	Portfolio reference	Portfolio reference
1.1	Outline why it is important to provide good levels of service to participants and customers		
1.2	Identify the standards which should be achieved in own work		
1.3	State how own efforts help to provide good levels of service to participants and customers		
1.4	Outline why it is important to communicate clearly with participants, customers and colleagues		
1.5	Outline what might happen if communication is not clear		
1.6	Outline why equality and diversity are important in working with customers, participants and colleagues		
1.7	State how to treat people equally and respect their individuality		
2.1	Identify how to dress and present self at work		
2.2	Identify how to behave and not behave with participants and customers		
2.3	Outline why dress, appearance and behaviour are important at work		
2.4	Identify how to deal politely with customers		
2.5	Outline the types of situations where participants and customers may need help and information		
2.6	Identify what should be done to give customers help and information		
2.7	Outline the types of situations where it is not appropriate to try to help a customer, but where help from a colleague should be asked for		
2.8	Outline why safeguarding children and vulnerable people is important		

2.9	Identify the procedures to follow for safeguarding children and vulnerable people		
4.1	Outline why teamwork is important in providing good levels of service		
4.2	Outline why it is important to carry out duties as asked to do		
4.3	Outline what might happen if duties are not carried out as asked		
4.4	Outline the types of situations where help and advice from colleagues are needed		
4.5	Outline why it is important to ask for help from colleagues		
4.6	Outline the types of situations where it may not be right to give colleagues help		
4.7	Outline what should be done if unsure about providing help to colleagues		
4.8	Outline what a 'good working relationship' with colleagues means		
4.9	Outline what can be done to maintain a good working relationship		
4.10	Outline the types of situations where there might be problems in working with colleagues		
4.11	Outline why it is important to take any problems to line manager		
6.1	Outline why it is important to always try to improve own work		
6.2	Identify how to ask colleagues for feedback on own work		
6.3	Outline why feedback from colleagues is important		
6.4	Identify how to use feedback from colleagues to improve own work		
6.5	State who should be worked with to identify what is done well and where improvements could be made		
6.6	Outline why it is important to take part in training and education		
6.7	Outline the types of training and education available		

AC	Practical observations	Date of observation & Assessor initials	Portfolio reference	Date of observation & Assessor initials	Portfolio reference
3.1	Meet organisation's standards for appearance and behaviour				
3.2	Deal with participants and customers politely				

3.3	Be helpful to participants and customers				
3.4	Communicate with participants and customers clearly				
3.5	Give participants and customers any information they need or seek help from colleagues				
3.6	Treat and value each person equally as an individual				
3.7	Follow the correct procedures for safeguarding children and other vulnerable people				
5.1	Carry out duties as asked to do				
5.2	Ask colleagues for help and advice when needed				
5.3	Give colleagues help when needed				
5.4	Communicate with colleagues clearly and accurately				
5.5	Maintain good working relationships with colleagues				
5.6	If there are problems working with colleagues, explain these problems to line manager				
7.1	Always try to achieve the standard of work which the organisation expects				
7.2	Ask colleagues for feedback on own work				
7.3	Work with a relevant colleague to <ul style="list-style-type: none"> • Identify the things done well and areas which could be done better • Identify the new things needed to learn 				
7.4	Take part in training that helps to improve own work				

Range

The ranges below indicate what learners must cover in their portfolios of evidence and practical observations. In simple terms, range statements indicate the elements that must be covered to achieve this unit. Assessors must ensure that learners have met the required range statements in addition to the unit's assessment criteria.

When dealing with participants, the learner must cover two of the following types:

R1	Participants and customers	Date of observation & Assessor initials	Portfolio reference
A	Adults		
B	Children and young people		
C	People with special needs		

When dealing with participants, the learner must use one of the following types of communication:

R2	Communication	Date of observation & Assessor initials	Portfolio reference
A	Spoken		
B	Written		

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

R3	Colleagues	Date of observation & Assessor initials	Portfolio reference
A	Working at the same levels as themselves		
B	Line manager		



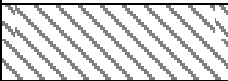
When working with colleagues, the learner must use one of the following types of communication:

R4	Communication	Date of observation & Assessor initials	Portfolio reference
A	Working at the same levels as themselves		
B	Line manager		

When improving their work, the learner must cover both of the following types of colleagues:

R5	Colleague	Date of observation & Assessor initials	Portfolio reference
A	Working at the same levels as themselves		
B	Line manager		

All assessment criteria achieved for this unit		
Assessor signature	Assessor number	Date

Internal verification record (if applicable)		
Internal verifier signature	Internal verifier number	Date
		

Unit UF20C35

Deal with accidents and emergencies

Level:	2
Credit value:	2
GLH	14
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
LO1: Be able to deal with injuries and signs of illness	<p>AC1.1: Remain calm and follow their organisation's procedures</p> <p>AC1.2: Protect the casualty and other people involved from further risk</p> <p>AC1.3: Call for qualified assistance that is appropriate to the casualty's condition</p> <p>AC1.4: Provide reassurance and comfort to those involved</p> <p>AC1.5: Give the qualified assistance clear and accurate information about what happened</p> <p>AC1.6: Follow the accident reporting procedures, as required</p>
LO2: Be able to follow emergency procedures	<p>AC2.1: Give the people involved in the emergency clear and correct instructions</p> <p>AC2.2: Carry out their role in the emergency procedures calmly and correctly</p> <p>AC2.3: Maintain the safety of the people involved</p> <p>AC2.4: Follow the correct procedures for reporting the emergency</p> <p>AC2.5: Report any problems with the emergency procedures to the relevant colleague</p>
LO3: Know how to deal with injuries and signs of illness	<p>AC3.1: Describe the values or codes of practice relevant to the work they are carrying out</p> <p>AC3.2: Explain the importance of dealing with accidents and emergencies promptly, calmly and correctly</p> <p>AC3.3: Identify the types of injuries and illnesses that may occur in their area of work</p> <p>AC3.4: Describe how to deal with these injuries and illnesses before qualified assistance arrives</p>

	<p>AC3.5: Identify whether to contact the on-site first aider or immediately call the emergency services depending on the situation and organisational procedures</p> <p>AC3.6: Identify who is the on-site first aider and describe how to contact them</p> <p>AC3.7: Describe the procedures they should follow to contact the emergency services</p> <p>AC3.8: Explain why it is important to protect the casualty and others involved from further harm</p> <p>AC3.9: Describe the procedures to follow to protect the casualty and others</p> <p>AC3.10: Explain why it is important to provide comfort and reassurance</p> <p>AC3.11: Describe how to provide reassurance and comfort</p> <p>AC3.12: Describe their responsibilities for reporting accidents</p> <p>AC3.13: Describe the procedures for reporting accidents</p>
<p>LO4: Know how to follow emergency procedures</p>	<p>AC4.1: Describe the emergency procedures in their place of work for:</p> <ul style="list-style-type: none"> • Fires • Security incidents • Missing persons <p>AC4.2: Describe the instructions that must be given to the people involved in each type of incident</p> <p>AC4.3: Describe their organisation’s reporting procedures for emergencies</p> <p>AC4.4: Describe the types of problems that may occur during emergency procedures</p> <p>AC4.5: Explain why they should report problems with emergency procedures</p> <p>AC4.6: Identify who problems with emergency procedures should be reported to</p>
<p>Additional information about the unit</p>	
<p><i>Unit aim(s)</i></p>	<p>Play, sport and recreation always involves an element of challenge and risk, and accidents will happen from time to time. Other emergencies, such as fires, may also occur. It is very important that all members of staff are competent to deal with accidents and emergencies so that the welfare of spectators and colleagues is maintained.</p>

	<p>Explanations and Examples of Terms</p> <p>Casualty The person who has suffered the injury or illness.</p> <p>Emergency Any situation that immediately threatens the health and safety of spectators, staff or the learner, for example fires, bomb threats etc.</p> <p>Emergency services Usually the ambulance service, fire service or police.</p> <p>Missing persons For example, children going missing during events.</p> <p>Other people involved These may be other members of staff or other spectators or staff apart from the casualty.</p> <p>People with particular needs For example, people with disabilities or medical conditions which may mean they need special attention following accidents and emergencies.</p> <p>Qualified assistance Someone who has a recognised first aid qualification or the emergency services.</p>
<i>Unit expiry date</i>	31/12/2011
<i>Details of the relationship between the unit and relevant national occupational standards (NOS)</i>	C35 Deal with accidents and emergencies
<i>Details of the relationship between the unit and other standards or curricula</i>	N/A
<i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>	This unit is internally assessed. Please see the 'Guidance on assessment' chapter for further details.
<i>Endorsement of the unit by a sector or other appropriate body</i>	Approved by SkillsActive, the sector skills council for active leisure and learning.
<i>Location of the unit within the subject/sector classification system</i>	08. Leisure, Travel and Tourism 8.1 Sport, Leisure and Recreation.
<i>Name of the organisation submitting the unit</i>	VTCT
<i>Availability for use</i>	Shared
<i>Availability for delivery</i>	01/01/2008.

Unit UF20C35

Deal with accidents and emergencies

Assessment guidance and evidence requirements

Evidence of real work activity

Due to the nature of this unit, it is unlikely that naturally occurring evidence will be available during assessor observations. If evidence is available from the learner's work in the past, this may be gathered through witness testimony, and/or other authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). This evidence must meet all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. (With the possible exceptions of those items listed under 'use of supplementary evidence' below).

There must also be evidence that the learner's work has met the requirements listed under 'what you must cover'. This must include as a minimum:

- One type of casualty
- One type of qualified assistance
- One type of condition
- One type of property
- Two types of equipment and materials.

If there is evidence from the learner's work in a real context, this must meet the assessment criteria listed against 'the learner will be able to' including the expansion of this section which constitutes the technical definition for sporting context being assessed. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is allowed for this unit only, if there is no naturally occurring evidence.

Use of supplementary evidence

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

Supplementary evidence is allowed for 2.5 only, if there is no naturally occurring evidence is available.

Knowledge and understanding

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

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

Unit UF20C35

Deal with accidents and emergencies

Record of assessment

The candidate will be guided in how to achieve the learning outcomes by their tutor or assessor, who will assess their knowledge and understanding. All assessment criteria must be met with evidence clearly documented in the candidate's portfolio.

Name of candidate	VTCT number
[Hatched area]	[Hatched area]

AC	Knowledge requirements	Portfolio reference	Portfolio reference
3.1	Describe the values or codes of practice relevant to the work they are carrying out		
3.2	Explain the importance of dealing with accidents and emergencies promptly, calmly and correctly		
3.3	Identify the types of injuries and illnesses that may occur in their area of work		
3.4	Describe how to deal with these injuries and illnesses before qualified assistance arrives		
3.5	Identify whether to contact the on-site first aider or immediately call the emergency services depending on the situation and organisational procedures		
3.6	Identify who is the on-site first aider and describe how to contact them		
3.7	Describe the procedures they should follow to contact the emergency services		
3.8	Explain why it is important to protect the casualty and others involved from further harm		
3.9	Describe the procedures to follow to protect the casualty and others		
3.10	Explain why it is important to provide comfort and reassurance		
3.11	Describe how to provide reassurance and comfort		
3.12	Describe their responsibilities for reporting accidents		
3.13	Describe the procedures for reporting accidents		
4.1	Describe the emergency procedures in their place of work for: <ul style="list-style-type: none"> • Fires • Security incidents • Missing persons 		
4.2	Describe the instructions that must be given to the people involved in each type of incident		

4.3	Describe their organisation's reporting procedures for emergencies		
4.4	Describe the types of problems that may occur during emergency procedures		
4.5	Explain why they should report problems with emergency procedures		
4.6	Identify who problems with emergency procedures should be reported to		

AC	Practical observations	Date of observation & Assessor initials	Portfolio reference	Date of observation & Assessor initials	Portfolio reference
1.1	Remain calm and follow their organisation's procedures				
1.2	Protect the casualty and other people involved from further risk				
1.3	Call for qualified assistance that is appropriate to the casualty's condition				
1.4	Provide reassurance and comfort to those involved				
1.5	Give the qualified assistance clear and accurate information about what happened				
1.6	Follow the accident reporting procedures, as required				
2.1	Give the people involved in the emergency clear and correct instructions				
2.2	Carry out their role in the emergency procedures calmly and correctly				
2.3	Maintain the safety of the people involved				
2.4	Follow the correct procedures for reporting the emergency				
2.5	Report any problems with the emergency procedures to the relevant colleague				

Range

The ranges below indicate what learners must cover in their portfolios of evidence and practical observations. In simple terms, range statements indicate the elements that must be covered to achieve this unit. Assessors must ensure that learners have met the required range statements in addition to the unit's assessment criteria.

Whilst dealing with injuries and signs of illness the learner must cover one of the following types of casualties:

R1	Casualties	Date of observation & Assessor initials	Portfolio reference
A	Adult		
B	Child		
C	Person with particular needs		

If the learner can only cover one type of casualty through workplace evidence or simulation, they must be questioned on the rest.

The learner must cover at least one of the following types of qualified assistance:

R2	Qualified assistance	Date of observation & Assessor initials	Portfolio reference
A	The organisation's first aider		
B	Emergency services		

If the learner can only cover one type of assistance through workplace evidence or simulation, they must be questioned on the rest.

The learner must deal with at least one of the following types of condition:

R3	Conditions	Date of observation & Assessor initials	Portfolio reference
A	Minor injury that can be dealt with on-site		
B	Minor illness that can be dealt with on-site		
C	Major injury requiring medical attention		
D	Major illness requiring medical attention		

If the learner can only cover one type of condition through workplace evidence or simulation, they must be questioned on the rest.

Whilst following emergency procedures, the learner must cover at least one of the following types of people:

R4	People	Date of observation & Assessor initials	Portfolio reference
A	Adults		
B	Children		
C	People with particular needs		

If the learner can only cover one type of people through workplace evidence of simulation, they must be questioned on the rest.

All assessment criteria achieved for this unit		
Assessor signature	Assessor number	Date

Internal verification record (if applicable)		
Internal verifier signature	Internal verifier number	Date

Unit UF10D41

Help to plan and prepare an active leisure, learning and well-being session

Level:	1
Credit value:	1
GLH	8
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
LO1: Know how to plan and prepare a session	<p>AC1.1: Outline why it is important to plan and prepare for a session</p> <p>AC1.2: Outline how to identify own responsibilities for the session, including what should and should not be done</p> <p>AC1.3: Outline why it is important to work closely with the person responsible for the session</p> <p>AC1.4: Identify the health and safety requirements that cover areas of own responsibility</p>
LO2: Know how to help to plan activities as part of a session	<p>AC2.1: Outline the types of information needed to plan an activity within a session</p> <p>AC2.2: Outline why it is important to check any unclear information</p> <p>AC2.3: Outline the types of information that may be confidential</p> <p>AC2.4: Outline how to deal with confidential information</p> <p>AC2.5: Outline why it is important to evaluate activities</p> <p>AC2.6: Outline why it is important to use evaluations of other activities when planning new activities</p> <p>AC2.7: Outline why it is important to make sure the planned activity meets the overall aims of the session</p>
LO3: Be able to help to plan an activity as part of a session	<p>AC3.1: Collect the information needed to prepare the activity</p> <p>AC3.2: Check any unclear information with the person responsible for the session</p> <p>AC3.3: Deal with any confidential information correctly</p> <p>AC3.4: Suggest a plan for the activity that meets the session's aims</p>

	<p>AC3.5: Use evaluations of previous activities to help the plan</p> <p>AC3.6: Take account of health and safety requirements</p> <p>AC3.7: Make sure the planned activity fits into the time available</p> <p>AC3.8: Check the details of the plan with the person responsible for the session and make any changes they ask for</p>
LO4: Know how to help to make arrangements for a session	<p>AC4.1: Outline why it is important to carry out the arrangements within own area of responsibility</p> <p>AC4.2: Outline why arrangements should be made in good time</p> <p>AC4.3: Outline how to identify when arrangements should be made to make sure equipment, facilities and participants will be ready as planned</p> <p>AC4.4: State the procedures to follow when arranging facilities and equipment and giving information to participants</p> <p>AC4.5: Outline how to work with other people in a way that maintains their support and goodwill</p> <p>AC4.6: Outline what may happen if the support and goodwill of other people are lost</p>
LO5: Be able to help to make arrangements for a session	<p>AC5.1: Find out what own responsibilities are for arranging the session</p> <p>AC5.2: Follow the correct procedures for making arrangements for the session</p> <p>AC5.3: Check relevant health and safety requirements</p> <p>AC5.4: Make arrangements for the session in good time</p> <p>AC5.5: Refer any problems which should not be deal by self, to the person responsible for the session</p> <p>AC5.6: Work with other people in a way that maintains their goodwill and support</p>
Additional information about the unit	
<i>Unit aim(s)</i>	This unit covers the knowledge and competence of helping a more experienced colleague – coach, instructor or activity leader – to plan and prepare a session.
<i>Unit expiry date</i>	31/12/2014

<i>Details of the relationship between the unit and relevant national occupational standards (NOS)</i>	D41 Help to plan and prepare a session
<i>Details of the relationship between the unit and other standards or curricula</i>	N/A
<i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>	This unit is internally assessed. Please see the 'Guidance on assessment' chapter for further details.
<i>Endorsement of the unit by a sector or other appropriate body</i>	Approved by SkillsActive, the sector skills council for active leisure and learning.
<i>Location of the unit within the subject/sector classification system</i>	08. Leisure, Travel and Tourism 8.1 Sport, Leisure and Recreation
<i>Name of the organisation submitting the unit</i>	VTCT
<i>Availability for use</i>	Shared
<i>Availability for delivery</i>	01/01/2010

Unit UF10D41

Help to plan and prepare an active leisure, learning and well-being session

Assessment guidance and evidence requirements

Evidence of real work activity

There must be evidence that the learner has met all of the assessment criteria listed against 'the learner will be able to' through their own work in a real setting (with the possible exceptions of those items listed under 'use of supplementary evidence' below). There is no requirement for observation for this unit. Records of the learner's work (for example, information they have collected, plans and arrangements for the session) will be sufficient provided it is authenticated by a senior person – for example the learner's supervisor.

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

- Both types of information
- Both types of activities
- Two types of arrangements.

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

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Supplementary evidence is allowed for 5.5 only, if there is no naturally occurring evidence is available.

Knowledge and understanding

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

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

Unit UF10D41

Help to plan and prepare an active leisure, learning and well-being session

Record of assessment

The candidate will be guided in how to achieve the learning outcomes by their tutor or assessor, who will assess their knowledge and understanding. All assessment criteria must be met with evidence clearly documented in the candidate's portfolio.

Name of candidate	VTCT number

AC	Knowledge requirements	Portfolio reference	Portfolio reference
1.1	Outline why it is important to plan and prepare for a session		
1.2	Outline how to identify own responsibilities for the session, including what should and should not be done		
1.3	Outline why it is important to work closely with the person responsible for the session		
1.4	Identify the health and safety requirements that cover areas of own responsibility		
2.1	Outline the types of information needed to plan an activity within a session		
2.2	Outline why it is important to check any unclear information		
2.3	Outline the types of information that may be confidential		
2.4	Outline how to deal with confidential information		
2.5	Outline why it is important to evaluate activities		
2.6	Outline why it is important to use evaluations of other activities when planning new activities		
2.7	Outline why it is important to make sure the planned activity meets the overall aims of the session		
4.1	Outline why it is important to carry out the arrangements within own area of responsibility		
4.2	Outline why arrangements should be made in good time		
4.3	Outline how to identify when arrangements should be made to make sure equipment, facilities and participants will be ready as planned		
4.4	State the procedures to follow when arranging facilities and equipment and giving information to participants		
4.5	Outline how to work with other people in a way that maintains their support and goodwill		

4.6	Outline what may happen if the support and goodwill of other people are lost		
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AC	Practical observations	Date of observation & Assessor initials	Portfolio reference	Date of observation & Assessor initials	Portfolio reference
3.1	Collect the information needed to prepare the activity				
3.2	Check any unclear information with the person responsible for the session				
3.3	Deal with any confidential information correctly				
3.4	Suggest a plan for the activity that meets the session's aims				
3.5	Use evaluations of previous activities to help the plan				
3.6	Take account of health and safety requirements				
3.7	Make sure the planned activity fits into the time available				
3.8	Check the details of the plan with the person responsible for the session and make any changes they ask for				
5.1	Find out what own responsibilities are for arranging the session				
5.2	Follow the correct procedures for making arrangements for the session				
5.3	Check relevant health and safety requirements				
5.4	Make arrangements for the session in good time				
5.5	Refer any problems which should not be deal by self, to the person responsible for the session				
5.6	Work with other people in a way that maintains their goodwill and support				

Range

The ranges below indicate what learners must cover in their portfolios of evidence and practical observations. In simple terms, range statements indicate the elements that must be covered to achieve this unit. Assessors must ensure that learners have met the required range statements in addition to the unit's assessment criteria.

When helping to plan an activity as part of a session, the learner must use both of the following types of information:

R1	Information	Date of observation & Assessor initials	Portfolio reference
A	Spoken		
B	Written		

The learner must help to plan activities for both of the following types:

R2	Activities	Date of observation & Assessor initials	Portfolio reference
A	For an individual		
B	For a group		

When helping to make arrangements for a session, the learner must cover two of the following types:

R3	Arrangements	Date of observation & Assessor initials	Portfolio reference
A	Getting the equipment they need for the session		
B	Getting access to the facility		
C	Providing information to participants in the session		

All assessment criteria achieved for this unit		
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Assessor signature	Assessor number	Date

Internal verification record (if applicable)		
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Internal verifier signature	Internal verifier number	Date

Unit UF10C21

Help to maintain active leisure, learning and well-being facility areas

Level:	1
Credit value:	2
GLH	16
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
LO1: Know how to maintain facility areas	AC1.1: Outline why health, safety, cleanliness and tidiness are important in a sport and recreation facility
LO2: Know how to check facility areas	<p>AC2.1: Identify own responsibilities under the Health And Safety At Work Act</p> <p>AC2.2: Identify the procedures which must be followed for checking facility areas and dealing with any problems found</p> <p>AC2.3: Outline the types of problems which may be found in a facility area</p> <p>AC2.4: Outline the types of problems allowed to deal with by self</p> <p>AC2.5: Outline the types of problems which should not be deal with by self</p> <p>AC2.6: State who problems should be reported to</p> <p>AC2.7: Outline why reports should be made clearly and quickly</p>
LO3: Be able to check facility areas	<p>AC3.1: Check the requested areas, following the correct procedures</p> <p>AC3.2: Identify possible problems</p> <p>AC3.3: Take the correct action to deal with any problems, according to instructions</p> <p>AC3.4: Report any problems clearly and accurately to a more senior colleague</p>
LO4: Know how to tidy facility areas	<p>AC4.1: Outline the types of waste and rubbish which may be found in the facility</p> <p>AC4.2: State how to deal with each type of waste and rubbish correctly</p> <p>AC4.3: Outline the types of waste that are hazardous</p>

	<p>AC4.4: State how hazardous waste should be dealt with</p> <p>AC4.5: Identify the procedures which should be followed when dealing with customers' property</p> <p>AC4.6: Identify the procedures which should be followed if an object is thought to be suspicious</p>
<p>LO5: Be able to tidy facility areas</p>	<p>AC5.1: Deal with waste and rubbish without delay, following organisation's procedures</p> <p>AC5.2: Identify and report any hazardous waste and rubbish to a senior colleague</p> <p>AC5.3: Dispose of waste and rubbish safely and hygienically</p> <p>AC5.4: Leave the area in a safe and tidy condition</p> <p>AC5.5: Follow the correct procedures for dealing with customers' property</p>
<p>LO6: Know how to clean facility areas</p>	<p>AC6.1: Outline why it is important to disrupt other people as little as possible when cleaning</p> <p>AC6.2: Outline why warning notices should be displayed</p> <p>AC6.3: Identify where warning notices should be positioned</p> <p>AC6.4: Identify organisation's standards of cleanliness</p> <p>AC6.5: Outline how to leave cleaning equipment and materials in a state fit for future use</p> <p>AC6.6: Identify appropriate clothing to wear when cleaning</p> <p>AC6.7: Outline why it is necessary to wear appropriate clothing when cleaning</p> <p>AC6.8: State the manufacturers' guidelines for the cleaning agents being used</p>
<p>LO7: Be able to clean facility areas</p>	<p>AC7.1: Wear appropriate clothing for the cleaning activity.</p> <p>AC7.2: Cause as little disruption as possible to other people in the area</p> <p>AC7.3: Set up warning notices in the area being cleaned</p> <p>AC7.4: Use the requested equipment and materials</p> <p>AC7.5: Use the equipment and materials safely, efficiently and correctly</p>

	<p>AC7.6: Make sure the area meets organisation's standards for cleanliness when finished</p> <p>AC7.7: Leave the equipment and materials in a condition fit for future use</p>
Additional information about the unit	
<i>Unit aim(s)</i>	This unit covers the knowledge and competence of ensuring sport and recreation areas are clean and tidy.
<i>Unit expiry date</i>	31/12/2010
<i>Details of the relationship between the unit and relevant national occupational standards (NOS)</i>	C21 Help to maintain facility areas
<i>Details of the relationship between the unit and other standards or curricula</i>	N/A
<i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>	This unit is internally assessed. Please see the 'Guidance on assessment' chapter for further details.
<i>Endorsement of the unit by a sector or other appropriate body</i>	Approved by SkillsActive, the sector skills council for active leisure and learning.
<i>Location of the unit within the subject/sector classification system</i>	08. Leisure, Travel and Tourism 8.1 Sport, Leisure and Recreation
<i>Name of the organisation submitting the unit</i>	VTCT
<i>Availability for use</i>	Shared
<i>Availability for delivery</i>	01/01/2010

Unit UF10C21

Help to maintain active leisure, learning and well-being facility areas

Assessment guidance and evidence requirements

Evidence of real work activity

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

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

- Two types of areas
- Two types of problems
- Two types of action
- One type of property
- Two types of equipment and materials.

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

Simulation

Simulation is allowed for one type of problem, 5.2 and 5.5 only, if there is no naturally occurring evidence.

Use of supplementary evidence

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

Knowledge and understanding

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

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

Unit UF10C21

Help to maintain active leisure, learning and well-being facility areas

Record of assessment

The candidate will be guided in how to achieve the learning outcomes by their tutor or assessor, who will assess their knowledge and understanding. All assessment criteria must be met with evidence clearly documented in the candidate's portfolio.

Name of candidate	VTCT number

AC	Knowledge requirements	Portfolio reference	Portfolio reference
1.1	Outline why health, safety, cleanliness and tidiness are important in a sport and recreation facility		
2.1	Identify own responsibilities under the Health and Safety at Work Act		
2.2	Identify the procedures which must be followed for checking facility areas and dealing with any problems found		
2.3	Outline the types of problems which may be found in a facility area		
2.4	Outline the types of problems allowed to deal with by self		
2.5	Outline the types of problems which should not be deal with by self		
2.6	State who problems should be reported to		
2.7	Outline why reports should be made clearly and quickly		
4.1	Outline the types of waste and rubbish which may be found in the facility		
4.2	State how to deal with each type of waste and rubbish correctly		
4.3	Outline the types of waste that are hazardous		
4.4	State how hazardous waste should be dealt with		
4.5	Identify the procedures which should be followed when dealing with customers' property		
4.6	Identify the procedures which should be followed if an object is thought to be suspicious		
6.1	Outline why it is important to disrupt other people as little as possible when cleaning		
6.2	Outline why warning notices should be displayed		

6.3	Identify where warning notices should be positioned		
6.4	Identify organisation's standards of cleanliness		
6.5	Outline how to leave cleaning equipment and materials in a state fit for future use		
6.6	Identify appropriate clothing to wear when cleaning		
6.7	Outline why it is necessary to wear appropriate clothing when cleaning		
6.8	State the manufacturers' guidelines for the cleaning agents being used		

AC	Practical observations	Date of observation & Assessor initials	Portfolio reference	Date of observation & Assessor initials	Portfolio reference
3.1	Check the requested areas, following the correct procedures				
3.2	Identify possible problems				
3.3	Take the correct action to deal with any problems, according to instructions				
3.4	Report any problems clearly and accurately to a more senior colleague				
5.1	Deal with waste and rubbish without delay, following organisation's procedures				
5.2	Identify and report any hazardous waste and rubbish to a senior colleague				
5.3	Dispose of waste and rubbish safely and hygienically				
5.4	Leave the area in a safe and tidy condition				
5.5	Follow the correct procedures for dealing with customers' property				
7.1	Wear appropriate clothing for the cleaning activity				
7.2	Cause as little disruption as possible to other people in the area				
7.3	Set up warning notices in the area being cleaned				
7.4	Use the requested equipment and materials				
7.5	Use the equipment and materials safely, efficiently and correctly				
7.6	Make sure the area meets organisation's standards for cleanliness when finished				

7.7	Leave the equipment and materials in a condition fit for future use				
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Range

The ranges below indicate what learners must cover in their portfolios of evidence and practical observations. In simple terms, range statements indicate the elements that must be covered to achieve this unit. Assessors must ensure that learners have met the required range statements in addition to the unit's assessment criteria.

When checking facility areas the learner must cover two of the following types of areas:

R1	Areas	Date of observation & Assessor initials	Portfolio reference
A	Activity areas		
B	Non-activity areas		
C	Outdoor areas		

When checking facility areas the learner deal with two of the following types of problem:

R2	Problems	Date of observation & Assessor initials	Portfolio reference
A	Health and safety hazards		
B	Faulty equipment		
C	Damage		
D	Dirt and untidiness		
E	Security hazards		

When checking facilities the learner must take both of the following types of action:

R3	Action	Date of observation & Assessor initials	Portfolio reference
A	Deal with the problem themselves		
B	Report the problem		

When tidying facilities, the learner must cover both of the following types of area:

R4	Area	Date of observation & Assessor initials	Portfolio reference
A	Activity areas		
B	Non activity areas		

When tidying facilities, the learner must cover one of the following items:

R5	Items	Date of observation & Assessor initials	Portfolio reference
A	Property		
B	Clothing		
C	Valuables		
D	Suspicious objects		

When cleaning facilities the learner must cover two of the following types of area:

R6	Items	Date of observation & Assessor initials	Portfolio reference
A	Activity areas		
B	Non-activity areas		
C	Outdoor areas		

When cleaning facilities the learner must cover two of the following types of equipment and materials:

R7	Equipment and materials	Date of observation & Assessor initials	Portfolio reference
A	Manual equipment		
B	Powered equipment		
C	Cleaning agents		

Unit UF1C260

Help to maintain active leisure, learning and well-being activity equipment

Level:	1
Credit value:	2
GLH	16
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p>LO1: Know how to maintain activity equipment</p>	<p>AC1.1: Identify health and safety requirements for the equipment to be maintained within own area of responsibility</p> <p>AC1.2: Outline why it is important to make sure equipment is safe before beginning maintenance</p> <p>AC1.3: Outline how to make sure equipment is safe before beginning maintenance</p> <p>AC1.4: Identify the relevant parts of the organisation's maintenance schedule</p> <p>AC1.5: Identify the manufacturer's guidelines for the types of equipment in own area of work</p> <p>AC1.6: Outline the importance of causing as little disruption as possible to normal activities</p> <p>AC1.7: State how to cause as little disruption as possible to normal activities</p> <p>AC1.8: Outline the limits of own abilities when it comes to carrying out maintenance</p> <p>AC1.9: List the types of maintenance allowed to be carried out within own area of responsibility</p> <p>AC1.10: Identify how to report problems</p> <p>AC1.11: Outline the importance of recording maintenance</p> <p>AC1.12: Outline how to record maintenance</p>
<p>LO2: Be able to help to maintain activity equipment</p>	<p>AC2.1: Identify the equipment which needs maintenance</p> <p>AC2.2: Make sure equipment is safe before carrying out maintenance</p> <p>AC2.3: Check the equipment, following the maintenance schedule and manufacturer's instructions</p>

	<p>AC2.4: Cause as little disruption to normal activities as possible</p> <p>AC2.5: Carry out maintenance according to operating procedures and manufacturers' instructions</p> <p>AC2.6: Identify and report any:</p> <ul style="list-style-type: none"> • obvious faults with the equipment • difficulties in carrying out maintenance <p>AC2.7: Keep maintenance records up to date</p>
Additional information about the unit	
<i>Unit aim(s)</i>	This unit covers the knowledge and competence that the learner needs to carry out basic maintenance to activity equipment. It covers following maintenance routines according to their organisation's procedures and manufacturers' instructions.
<i>Unit expiry date</i>	31/12/2014
<i>Details of the relationship between the unit and relevant national occupational standards (NOS)</i>	Unit C260 Help to maintain activity equipment
<i>Details of the relationship between the unit and other standards or curricula</i>	N/A
<i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>	This unit is internally assessed. Please see the 'Guidance on assessment' chapter for further details.
<i>Endorsement of the unit by a sector or other appropriate body</i>	Approved by SkillsActive, the sector skills council for active leisure and learning.
<i>Location of the unit within the subject/sector classification system</i>	08. Leisure, Travel and Tourism 8.1 Sport, Leisure and Recreation
<i>Name of the organisation submitting the unit</i>	VTCT
<i>Availability for use</i>	Shared
<i>Availability for delivery</i>	01/01/2010

Unit UF1C260

Help to maintain active leisure, learning and well-being activity equipment

Assessment guidance and evidence requirements

Evidence of real work activity

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

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

- One type of equipment.

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

Simulation

Simulation is allowed for 2.6 and 2.7 only, if there is no naturally occurring evidence is available.

Use of supplementary evidence

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

Knowledge and understanding

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

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

Unit UF1C260

Help to maintain active leisure, learning and well-being activity equipment

Record of assessment

The candidate will be guided in how to achieve the learning outcomes by their tutor or assessor, who will assess their knowledge and understanding. All assessment criteria must be met with evidence clearly documented in the candidate's portfolio.

Name of candidate	VTCT number

AC	Knowledge requirements	Portfolio reference	Portfolio reference
1.1	Identify health and safety requirements for the equipment to be maintained within own area of responsibility		
1.2	Outline why it is important to make sure equipment is safe before beginning maintenance		
1.3	Outline how to make sure equipment is safe before beginning maintenance		
1.4	Identify the relevant parts of the organisation's maintenance schedule		
1.5	Identify the manufacturer's guidelines for the types of equipment in own area of work		
1.6	Outline the importance of causing as little disruption as possible to normal activities		
1.7	State how to cause as little disruption as possible to normal activities		
1.8	Outline the limits of own abilities when it comes to carrying out maintenance		
1.9	List the types of maintenance allowed to be carried out within own area of responsibility		
1.10	Identify how to report problems		
1.11	Outline the importance of recording maintenance		
1.12	Outline how to record maintenance		

AC	Practical observations	Date of observation & Assessor initials	Portfolio reference	Date of observation & Assessor initials	Portfolio reference
2.1	Identify the equipment which needs maintenance				

2.2	Make sure equipment is safe before carrying out maintenance				
2.3	Check the equipment, following the maintenance schedule and manufacturer's instructions				
2.4	Cause as little disruption to normal activities as possible				
2.5	Carry out maintenance according to operating procedures and manufacturers' instructions				
2.6	Identify and report any: <ul style="list-style-type: none"> • obvious faults with the equipment • difficulties in carrying out maintenance 				
2.7	Keep maintenance records up to date				

The learner must help to maintain one type of equipment:

R1	Equipment	Date of observation & Assessor initials	Portfolio reference
A	Manually operated equipment		
B	Powered equipment		

All assessment criteria achieved for this unit

Assessor signature	Assessor number	Date

Internal verification record (if applicable)

Internal verifier signature	Internal verifier number	Date

Unit UF10D42

Lead an activity within an active leisure, learning and well-being session

Level:	1
Credit value:	2
GLH	16
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p>LO1: Know the principles of leading an activity</p>	<p>AC1.1: Outline the importance of working closely with the person responsible for the session</p> <p>AC1.2: Outline the types of problems which should not be dealt with alone, but should be referred to the responsible person</p> <p>AC1.3: State own responsibilities during the session</p> <p>AC1.4: State the health and safety requirements relevant to the activities being led</p> <p>AC1.5: Identify techniques, skills, rules and codes relevant to the activities being led</p> <p>AC1.6: Outline the importance of good communication with participants during the session</p> <p>AC1.7: Outline how to motivate and encourage participants without putting them under stress</p>
<p>LO2: Know how to help participants to prepare for an activity</p>	<p>AC2.1: Outline the importance of a good working relationship with participants</p> <p>AC2.2: Outline how to establish a good working relationship with participants</p> <p>AC2.3: Identify the requirements for dress and equipment for the activities being led</p> <p>AC2.4: Outline why dress and equipment are important</p> <p>AC2.5: Outline how to give clear and correct demonstrations and explanations of skills, techniques, rules, codes and health and safety requirements</p> <p>AC2.6: Outline why it is important to answer participants' questions</p>

	<p>AC2.7: Outline the types of warm-ups that are appropriate to the activities being led</p> <p>AC2.8: Outline why warm up is important</p>
<p>LO3: Be able to help participants to prepare for an activity</p>	<p>AC3.1: Establish a good working relationship with the participants</p> <p>AC3.2: Make sure own dress and equipment are safe and appropriate for the activity</p> <p>AC3.3: Make sure the participants' dress and equipment are safe and appropriate for the activity</p> <p>AC3.4: Help the participants warm up and prepare for the activity</p> <p>AC3.5: Demonstrate and explain the activity safely</p> <p>AC3.6: Communicate in a way that is appropriate to the participants</p> <p>AC3.7: Answer participants' questions clearly and correctly</p> <p>AC3.8: Give the participants encouragement and motivation without putting them under stress</p>
<p>LO4: Know how to observe an activity and give feedback to participants</p>	<p>AC4.1: Outline why it is important to observe the participants at all times during the activity and pay attention to each of them</p> <p>AC4.2: Outline the importance of giving feedback to participants on what they are doing</p> <p>AC4.3: Outline how to give feedback in a way that will help the participants to improve their performance</p> <p>AC4.4: Identify appropriate times during an activity to provide feedback</p>
<p>LO5: Be able to observe an activity and give feedback to participants</p>	<p>AC5.1: Observe the participants throughout the activity</p> <p>AC5.2: Pay attention to the needs of all the participants</p> <p>AC5.3: Give feedback at appropriate times during the activity</p> <p>AC5.4: Make sure that feedback highlights good performance and where participants need to improve</p> <p>AC5.5: Make sure that feedback is clear and encouraging</p> <p>AC5.6: Follow the agreed health and safety procedures</p>

	<p>AC5.7: Refer any problems which cannot be dealt with correctly, to the person responsible for the session</p>
<p>LO6: Know how to bring an activity to an end</p>	<p>AC6.1: Outline how to allow enough time to finish an activity</p> <p>AC6.2: Outline why it is important to allow enough time to finish an activity as planned</p> <p>AC6.3: Outline why it is important to cool down</p> <p>AC6.4: Outline types of appropriate cool-down exercises for the activities they are leading</p> <p>AC6.5: Outline why it is important to sum up what the participants have achieved</p> <p>AC6.6: Outline why it is important to get feedback from the participants on the activity which has been led</p> <p>AC6.7: Identify procedures for putting away equipment and tidying the facility</p> <p>AC6.8: Outline how to identify faulty equipment</p> <p>AC6.9: Outline what to do with faulty equipment</p>
<p>LO7: Be able to bring an activity to an end</p>	<p>AC7.1: Allow enough time to finish the activity</p> <p>AC7.2: Help the participants to cool down safely</p> <p>AC7.3: Sum up for the participants what has been achieved</p> <p>AC7.4: Encourage the participants to give their own feedback on the activity</p> <p>AC7.5: Follow the correct procedures for putting away equipment and tidying the facility</p> <p>AC7.6: Refer any problems which cannot be dealt with correctly, to the person responsible for the session</p>
<p>LO8: Know how to help to evaluate an activity</p>	<p>AC8.1: Outline why evaluation is important</p> <p>AC8.2: Outline why it is important to compare what happened during a session with what was planned</p> <p>AC8.3: Outline the importance of making positive use of the feedback from others, including participants and the person responsible for the session</p> <p>AC8.4: Outline why it is important to record the results of their evaluation</p>

	AC8.5: State how to make use of evaluations when planning and leading future activities
LO9: Be able to help to evaluate an activity	<p>AC9.1: Carry out the evaluation with the person responsible for the session</p> <p>AC9.2: Compare what happened during the activity with what was planned</p> <p>AC9.3: Identify what the participants achieved during the activity</p> <p>AC9.4: Take account of the participants' feedback about the activity</p> <p>AC9.5: Provide own ideas about what went well and what could be improved</p> <p>AC9.6: Listen to and take account of the views of the person responsible for the session</p> <p>AC9.7: Record the results of the evaluation to help improve future activities</p>
Additional information about the unit	
<i>Unit aim(s)</i>	This unit covers the knowledge and competence of helping to run a coaching or activity session, by leading particular activities within it
<i>Unit expiry date</i>	31/12/2014
<i>Details of the relationship between the unit and relevant national occupational standards (NOS)</i>	D42 Lead an activity within a session
<i>Details of the relationship between the unit and other standards or curricula</i>	N/A
<i>Assessment requirements specified by a sector or regulatory body (if appropriate)</i>	This unit is internally assessed. Please see the 'Guidance on assessment' chapter for further details.
<i>Endorsement of the unit by a sector or other appropriate body</i>	Approved by SkillsActive, the sector skills council for active leisure and learning.
<i>Location of the unit within the subject/sector classification system</i>	08. Leisure, Travel and Tourism 8.1 Sport, Leisure and Recreation
<i>Name of the organisation submitting the unit</i>	VTCT

<i>Availability for use</i>	Shared
<i>Availability for delivery</i>	01/01/2010

Unit UF10D42

Lead an activity within an active leisure, learning and well-being session

Assessment guidance and evidence requirements

Evidence of real work activity

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

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

- Both types of participant
- Three types of feedback.

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

Simulation

Simulation is allowed for 5.7 and 7.6 only, if no naturally occurring evidence is available.

Use of supplementary evidence

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

Knowledge and understanding

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

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

Unit UF10D42

Lead an activity within an active leisure, learning and well-being session

Record of assessment

The candidate will be guided in how to achieve the learning outcomes by their tutor or assessor, who will assess their knowledge and understanding. All assessment criteria must be met with evidence clearly documented in the candidate's portfolio.

Name of candidate	VTCT number
/	/

AC	Knowledge requirements	Portfolio reference	Portfolio reference
1.1	Outline the importance of working closely with the person responsible for the session	/	/
1.2	Outline the types of problems which should not be dealt with alone, but should be referred to the responsible person	/	/
1.3	State own responsibilities during the session	/	/
1.4	State the health and safety requirements relevant to the activities being led	/	/
1.5	Identify techniques, skills, rules and codes relevant to the activities being led	/	/
1.6	Outline the importance of good communication with participants during the session	/	/
1.7	Outline how to motivate and encourage participants without putting them under stress	/	/
2.1	Outline the importance of a good working relationship with participants	/	/
2.2	Outline how to establish a good working relationship with participants	/	/
2.3	Identify the requirements for dress and equipment for the activities being led	/	/
2.4	Outline why dress and equipment are important	/	/
2.5	Outline how to give clear and correct demonstrations and explanations of skills, techniques, rules, codes and health and safety requirements	/	/
2.6	Outline why it is important to answer participants' questions	/	/
2.7	Outline the types of warm-ups that are appropriate to the activities being led	/	/

2.8	Outline why warm up is important		
4.1	Outline why it is important to observe the participants at all times during the activity and pay attention to each of them		
4.2	Outline the importance of giving feedback to participants on what they are doing		
4.3	Outline how to give feedback in a way that will help the participants to improve their performance		
4.4	Identify appropriate times during an activity to provide feedback		
6.1	Outline how to allow enough time to finish an activity		
6.2	Outline why it is important to allow enough time to finish an activity as planned		
6.3	Outline why it is important to cool down		
6.4	Outline types of appropriate cool-down exercises for the activities they are leading		
6.5	Outline why it is important to sum up what the participants have achieved		
6.6	Outline why it is important to get feedback from the participants on the activity which has been led		
6.7	Identify procedures for putting away equipment and tidying the facility		
6.8	Outline how to identify faulty equipment		
6.9	Outline what to do with faulty equipment		
8.1	Outline why evaluation is important		
8.2	Outline why it is important to compare what happened during a session with what was planned		
8.3	Outline the importance of making positive use of the feedback from others, including participants and the person responsible for the session		
8.4	Outline why it is important to record the results of their evaluation		
8.5	State how to make use of evaluations when planning and leading future activities		

AC	Practical observations	Date of observation & Assessor initials	Portfolio reference	Date of observation & Assessor initials	Portfolio reference
3.1	Establish a good working relationship with the participants				

3.2	Make sure own dress and equipment are safe and appropriate for the activity				
3.3	Make sure the participants' dress and equipment are safe and appropriate for the activity				
3.4	Help the participants warm up and prepare for the activity				
3.5	Demonstrate and explain the activity safely				
3.6	Communicate in a way that is appropriate to the participants				
3.7	Answer participants' questions clearly and correctly				
3.8	Give the participants encouragement and motivation without putting them under stress				
5.1	Observe the participants throughout the activity				
5.2	Pay attention to the needs of all the participants				
5.3	Give feedback at appropriate times during the activity				
5.4	Make sure that feedback highlights good performance and where participants need to improve				
5.5	Make sure that feedback is clear and encouraging				
5.6	Follow the agreed health and safety procedures				
5.7	Refer any problems which cannot be dealt with correctly, to the person responsible for the session				
7.1	Allow enough time to finish the activity				
7.2	Help the participants to cool down safely				
7.3	Sum up for the participants what has been achieved				
7.4	Encourage the participants to give their own feedback on the activity				
7.5	Follow the correct procedures for putting away equipment and tidying the facility				
7.6	Refer any problems which cannot be dealt with correctly, to the person responsible for the session				
9.1	Carry out the evaluation with the person responsible for the session				
9.2	Compare what happened during the activity with what was planned				
9.3	Identify what the participants achieved during the activity				
9.4	Take account of the participants' feedback about the activity				

9.5	Provide own ideas about what went well and what could be improved				
9.6	Listen to and take account of the views of the person responsible for the session				
9.7	Record the results of the evaluation to help improve future activities				

Range

The ranges below indicate what learners must cover in their portfolios of evidence and practical observations. In simple terms, range statements indicate the elements that must be covered to achieve this unit. Assessors must ensure that learners have met the required range statements in addition to the unit's assessment criteria.

When leading an activity within a session, the learner must cover both of the following types of participant:

R1	Participant	Date of observation & Assessor initials	Portfolio reference
A	Individual		
B	Group		

When observing an activity and giving feedback to participants, the learner must cover both of the following types:

R2	Participants	Date of observation & Assessor initials	Portfolio reference
A	Individual		
B	Group		

When observing an activity and giving feedback to participants, the learner must give three lots of feedback, covering the following:

R2	Feedback	Date of observation & Assessor initials	Portfolio reference
A	Health and safety		
B	Rules and codes		
C	Skills and techniques		
D	Participants behavior		

Record of assessment – Assessor to complete

Registered assessor unit record

Assessor name	
Assessor number	

I (the registered assessor) confirm by signature that all assessment criteria have been achieved for the following units.

Unit	Assessor signature	Assessor number	Date
UF10C11			
UF10D15			
UF20C35			

Unit	Assessor signature	Assessor number	Date
UF10D41			
UF10C21			
UF1C260			
UF10D42			

Record of assessment – *Internal verifier to complete* (if applicable)

Registered internal verifier (IV) unit record

IV name	
IV number	

I (the registered internal verifier) confirm by signature that all assessment criteria have been achieved for the following units.

Unit	IV signature	IV number	Date
UF10C11			
UF10D15			
UF20C35			

Unit	Assessor signature	Assessor number	Date
UF10D41			
UF10C21			
UF1C260			
UF10D42			

Record of assessment – *External verifier to complete* (if applicable)

Registered internal verifier (EV) unit record

EV name	
EV number	

I (the registered external verifier) confirm by signature that all assessment criteria have been achieved for the following units.

Unit	EV signature	EV number	Date
UF10C11			
UF10D15			
UF20C35			

Unit	Assessor signature	Assessor number	Date
UF10D41			
UF10C21			
UF1C260			
UF10D42			

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