



Learner
Achievement
Portfolio

Level 3 NVQ Diploma in Outdoor Programmes – Outdoor Development Training – Complete

Qualification
Accreditation Number:
600/9445/X
Version AIQ004828

Active iQ

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Active IQ Level 3 NVQ Diploma in Outdoor Programmes

Outdoor Development Training

Qualification Structure

The learner must achieve a minimum of 46 credits. All 43 credits must be achieved from all eight mandatory units, and a minimum of three credits from one optional unit.

Mandatory Units

Learners must complete all eight units (43 credits)

| | Unit Name | Accreditation Number | Level | Credit |
|----|--|----------------------|-------|--------|
| 1. | Contribute to improving personal and organisational performance | H/503/0885 | 3 | 3 |
| 2. | Organise people and resources for outdoor programmes | A/503/0939 | 3 | 4 |
| 3. | Ensure the health, safety, welfare and security of customers and staff | A/503/0651 | 3 | 4 |
| 4. | Promote the conservation of the environment | M/503/0940 | 3 | 3 |
| 5. | Establish and maintain effective working relationships in the outdoors | T/503/0910 | 3 | 8 |
| 6. | Design outdoor development training programmes | K/503/0886 | 4 | 6 |
| 7. | Facilitate learning using outdoor development training | Y/503/0933 | 4 | 12 |
| 8. | Promote the transfer of learning from outdoor experiences | A/503/0987 | 3 | 3 |

Optional Units

Learners must complete a minimum of 3 credits from one optional unit.

| | Unit Name | Accreditation Number | Level | Credit |
|-----|---|----------------------|-------|--------|
| 9. | Allocate and monitor the progress and quality of work in own area of responsibility | M/602/1844 | 4 | 14 |
| 10. | Support the efficient use of resources | H/502/8456 | 4 | 5 |
| 11. | Provide leadership in own area of responsibility | A/502/9161 | 5 | 9 |
| 12. | Organise and supervise travel | Y/602/1840 | 3 | 7 |
| 13. | Understand how to safeguard the wellbeing of children and young people | Y/601/1695 | 3 | 3 |
| 14. | Supervise residential experiences | T/503/1006 | 3 | 4 |
| 15. | Contribute to the prevention and management of abusive and aggressive behaviour | T/601/1168 | 3 | 4 |
| 16. | Enable disabled people to take part in activities | D/601/5540 | 3 | 9 |
| 17. | Facilitate adventurous experiences | K/503/0919 | 4 | 7 |
| 18. | Facilitate participants' investigation and understanding of the environment | D/503/0934 | 3 | 6 |

Personal details

Learner details

First Name: Surname:

Date of birth: Place of work:

Home address: Work address:

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Telephone No: Telephone No:

Mobile No: Fax No:

Email:

Work-based assessor details

First Name: Surname:

Address:

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Telephone No: Mobile No:

Email:

Introduction

Welcome to the **Active IQ Level 3 NVQ Diploma in Outdoor Programmes**

This document is designed to assist you in gathering evidence to prove your competence against the standards in each of the following units. Your work-based Assessor will provide you with guidance and support and help you decide on the best types of evidence to produce to prove competence.

What are NVQs?

National Vocational Qualifications (NVQs) are work-related, competence-based qualifications. They reflect the skills and knowledge needed to do a job effectively, and show that you are competent in the area of work the NVQ framework represents.

NVQs are based on national occupational standards. These standards are statements of performance that describe what competent people in a particular occupation are expected to be able to do. They cover all the main aspects of an occupation, including current best practice, the ability to adapt to future requirements and the knowledge and understanding that underpin competent performance.

Within reason, NVQs do not have to be completed in a specified amount of time. They can be taken by full-time employees or by school and college Learners with a work placement or part-time job that enables them to develop the appropriate skills. There are no age limits and no special entry requirements.

While NVQs technically stipulate no time limit, within reason, it is worth bearing in mind that setting time targets and limits is usually an important part of achieving goals of any sort. It is not helpful to drift aimlessly towards qualification 'one day' or 'sometime in the future', which under such vague circumstances often never actually comes. The best idea is to set and agree clear achievable and staged time targets with your work-based Assessor who will assess and monitor your progress against those agreed targets.

Who is Involved?

You will be assigned a work-based Assessor who will support, guide and assess you throughout this qualification. You will also have an assigned Internal Verifier who will check the work of your Assessor and ensure that the Assessor is working to the required standard. You may also meet the External Verifier. This person works for Active IQ and checks that the Assessor and the Internal Verifier are working to the correct standard and that you are being assessed fairly and reliably.

How are NVQs Achieved?

NVQs are achieved through assessment and training. Assessment is normally through on-the-job observation and questioning. You will produce evidence to prove you have the competence to meet the NVQ standards. Assessors sign off units when they believe you are ready. The assessor tests your knowledge, understanding and work-based performance to make sure you can demonstrate competence in the workplace.

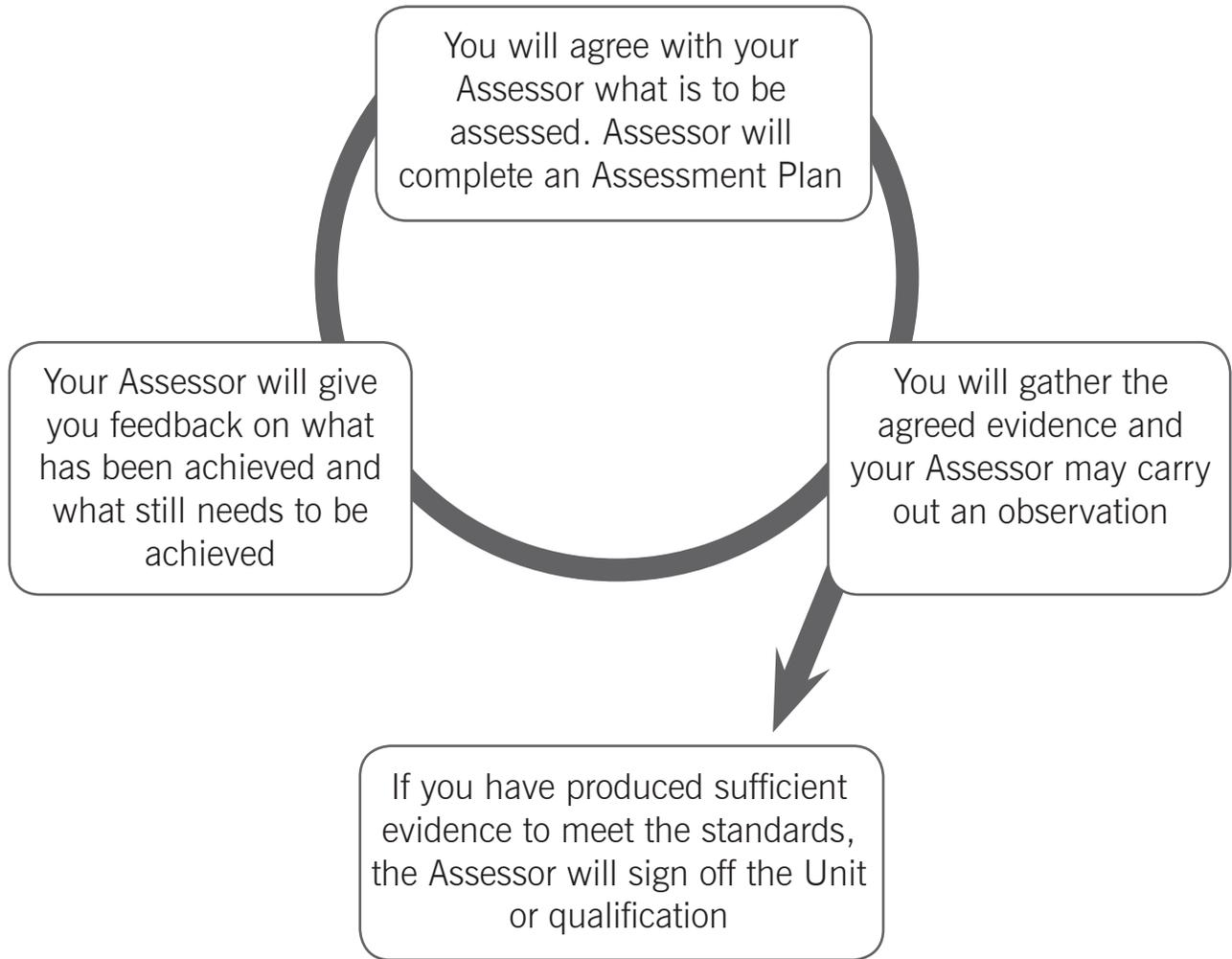
When you start the qualification, your work-based assessor will usually help you to:

- identify what you can do already
- agree on the standard and level you are aiming for
- analyse what you need to learn
- choose and agree on activities that allow you to learn what you need.

At this point, you might take a course if that seems the best way to learn what you need. Or, you might agree with your employer or supervisor to do slightly different work to gain the evidence of competence you need.

You will compare your performance with the standards as you learn. You look at what you have achieved, how much you still need to do and how you should go about it, until you are assessed as competent for a unit or a whole NVQ. The system is suited to those who already have skills and want to develop them.

Your Assessment should follow a cyclic process:



Methods of Assessment

When planning assessments assessors should intend to use a range of methods appropriate to you and required by the awarding body. Within this section we will look at the various methods of assessment that can be used to assess you against the standards.

Whatever type of assessment method is used, you should always ensure they are:

Valid - Is the evidence to be produced relevant to the qualification being assessed?

Authentic - Can the evidence be attributed to your own work?

Reliable – Does the evidence come from a reliable source?

Sufficient - Will the evidence to be produced be sufficient to cover fully each of the performance criteria?

Direct Observation

Direct observation requires the assessor to watch you physically performing the performance criteria. This can be done by either natural performance of their job or through simulation.

The assessor will usually complete a report or an observation checklist, confirming how you have met the required performance criteria.

Examination of Product

This method of assessment is used by an assessor to judge your ability in producing a piece of work.

Remember that copies of blank documents which you use in the workplace do not prove competence; the documents need to be copies of working documents that you have been involved in completing. If a document is too large to be placed in your portfolio, the assessor will write a written statement detailing the product, the performance criteria it covers, its location and how an internal or external verifier can access it.

Questioning

The use of questions, either oral or written, is the main method for establishing whether you have the required knowledge and understanding required by the particular qualification. This is vital, as without knowing what exactly you are doing, why and what the possible alternatives are, there is little possibility that you will be able to transfer any skill from one situation to another.

All questions and responses should be recorded, signed and dated by yourself and your assessor.

Professional Discussion

Professional discussion gives you an opportunity to talk through, demonstrate, show and clarify aspects of your work that still need evidencing and/or for which other types of assessment are less appropriate. The assessor will plan carefully for professional discussion in order to obtain the clarification needed. The plan needs to be agreed by you and should always be led by you.

Professional discussions must be recorded in some way. One method of recording is by audiotape, as this unobtrusive method gives proof of the discussion. The assessor may also choose to take photographic evidence to augment the taped conversations. It is not necessary to transcribe the conversation. If the camera can record date and time, this is often a more acceptable form of recording 'live' evidence than videotape, and sits well alongside an indexed audiotape. Video, ideally using a small digital recorder, can be used where it would cause no disruption to normal work activity and where you feel it would aid your demonstration of competence. The third method of recording, taking down the discussion verbatim, is the most difficult and least appropriate to do, as the assessor is less able to give you full attention, and the discussion can become stilted owing to the need to write everything down.

Dictaphone recording of a professional discussion should be accompanied with a written agenda listing the topics discussed and the start point on the tape indicated by tape counter number.

Witness Testimony

If you think you are competent (i.e. have relevant qualifications or experience) in the work activities on which you are being assessed, you can provide a witness testimony to confirm that you can and have been working to the required standards. Witness testimony is a very useful method of assessment in this type of qualification where you have to prove competence over a period of time. The witness should write up their comments in a letter format or use a pre-designed form, the assessor will then make a decision whether to accept the evidence on face value.

Simulation

Although in assessment the emphasis is usually placed on you carrying out real work activities. In some cases, it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame and therefore, simulation may be accepted.

Simulations will usually deal with contingencies such as unexpected problems, emergencies, or other incidents which will not necessarily occur frequently.

Video or DVD and Audio Evidence

If you choose to use video or DVD evidence of you doing the job then your evidence should meet the following guidelines:

- The whole session should be filmed non-stop from start to finish.
- You should remain in camera at all times.
- The video or DVD should not be edited in any way.
- Photo-id should be sent with the video or DVD to prove authenticity (passport or driving licence).

If the filming contains children then parental consent should be given in writing prior to filming. The parental consent form should clearly state the purpose of the video or DVD and that it will be destroyed following assessment and verification.

Audio

Dictaphone can be used to record professional discussions or question and answer sessions. This is particularly useful if you have dyslexia. The tape should be placed in your portfolio along with an agenda clearly detailing what is recorded on the tape and at what point (use the tape counter for reference).

Past Experiences and Achievements which Contribute to Assessment Process

During the assessment planning process, the assessor will encourage you to consider any past experiences or achievements which will contribute to the assessment process.

This could include:

- prior learning which relates to part(s) of the course
- prior achievement of qualifications which match part(s) of the course
- prior experience which relates to part(s) of the course.

Appeal Policy

Introduction

This policy is aimed at learners, who enrolled on or have taken an Active IQ approved qualification or unit. It sets out the process you should follow when submitting appeals to Active IQ and the process Active IQ will follow when responding to appeals.

Wherever possible we will try to resolve disputes before they reach an appeal stage. We will undertake an initial, informal assessment of all potential dispute information and write to you with details of our decision. If we are unable to resolve a dispute in this way the appeals process will be available for you. In all instances we will ensure that the person carrying out this initial assessment will not have a personal interest in the dispute.

Fees

We will charge a nominal fee of £50 to cover the administration and personnel costs involved in investigating an appeal if the appeal is not upheld. In the case of group appeals, the fee per learner will be reduced, depending on the number of learners, and if the appeal is upheld, the fee waived. Where such appeals are partially upheld, the fee will be proportionately waived.

Areas covered by the policy

This policy covers:

- Appeals from learners in relation to an assessment decision on the basis that Active IQ did not apply procedures consistently or that procedures were not followed properly and fairly
- Appeals from learners relating to an Active IQ decision to decline a centre's request to make reasonable adjustments or give special considerations
- Appeals from learners in relation to the application by Active IQ of a sanction/action on a centre resulting from a verification visit or an investigation into malpractice or maladministration or a decision to amend a learner/set of learners results following a malpractice or malpractice investigation
- Appeals if you believe we have not applied our procedures consistently or those procedures were not followed properly, consistently and fairly.

Process for raising an appeal

Learners who wish to appeal about their assessment results or about a related decision should either be supported by their centre and should have exhausted their centre's own appeals process before appealing to Active IQ. In the latter case, learners must provide Active IQ with evidence that they have first appealed to their centre. It's expected that learners will only appeal directly to Active IQ in exceptional circumstances.

Learners should complete the Appeals form at the end of this policy, which is also available on our website www.activeiq.co.uk or on request at the details stated in the 'contact us' section of this policy. Alternatively, you may submit your own report accompanied with documents and supporting evidence. Reports must include the following:

- Centre name, address and contact details
- Learner's name and Active IQ registration number
- Date(s) you received notification of Active IQ's decision
- Title and number of the Active IQ qualification affected or nature of service affected (if appropriate)
- Full nature of the appeal
- Contents and outcome of any investigation carried out by you relating to the issue
- Date of the report and your name and signature.

Formal appeal process

Upon receipt of all appeals Active IQ's Head of Quality Assurance or Lead External Verifier will

acknowledge receipt of the appeal within 48 hours and aim to respond fully to the appeal within 20 days. Please note that in some cases the review processes may take longer, for example, if a centre visit is required. In such instances, we'll contact all parties concerned to inform them of the likely revised timescale. All appeal decisions will involve the following:

- An individual from Active IQ who has no personal interest in the decision being appealed
- At least one decision maker who is not an employee of Active IQ, be working as an assessor for us, or be otherwise connected to our organisation.
- All individuals involved in the appeal decisions must have the relevant competence to make a decision in relation to the appeal.

Following the review of the appeal, Active IQ will write to you giving details of our decision to either:

1. Amend our original decision in light of the new rationale/evidence being put forward which has been reviewed
2. To confirm Active IQ stands by its original decision and in doing so the rationale for this decision and request that you confirm, within 15 days, whether you now accept this decision or if wish to proceed to our independent review appeals process.

Independent review appeals process

If you decided to proceed to the independent appeal stage we will arrange for an independent review to be carried out. The independent reviewer must meet the following criteria:

- they will not be an employee of Active IQ, be working as an assessor for us, or be otherwise connected to our organisation.
- they must have the relevant competence to make a decision in relation to the appeal and will not have a personal interest in the decision being appealed.

The Independent Reviewer will review all the evidence which took place in the above stages and review if Active IQ applied its procedures fairly, appropriately and consistently in line with its policy. The independent review process may involve:

- a discussion with you and Active IQ personnel
- a request for further information from you or Active IQ personnel
- a centre visit by authorised Active IQ personnel.

The Independent Reviewer's decision is final in relation to how Active IQ will consider such appeals and we'll let you know the outcome of the review within 20 days of receipt of the independent appeal. If you are still unhappy with the outcome at this stage you are entitled to raise the matter with the relevant qualification regulator.

Successful appeals

In situations where an appeal has been successful Active IQ will give due consideration to the outcome and will, as appropriate, take actions such as:

- Amend the risk profile of the centre concerned
- Identify any other learners who have been affected correct or, where it cannot be corrected, mitigate as far as possible the effect of the failure (eg and amend the results for the learner(s) affected following an appropriate investigation)
- Review our associated processes and policies to ensure that the 'failure' does not occur again or mitigate the situation as far as possible if the failure that occurred cannot be corrected

We will also cooperate with any follow-up investigations required by the qualifications regulators and if appropriate agree any remedial action with them.

Contact us

If you've any queries about the contents of the policy, please contact our support team on:

E: info@activeiq.co.uk

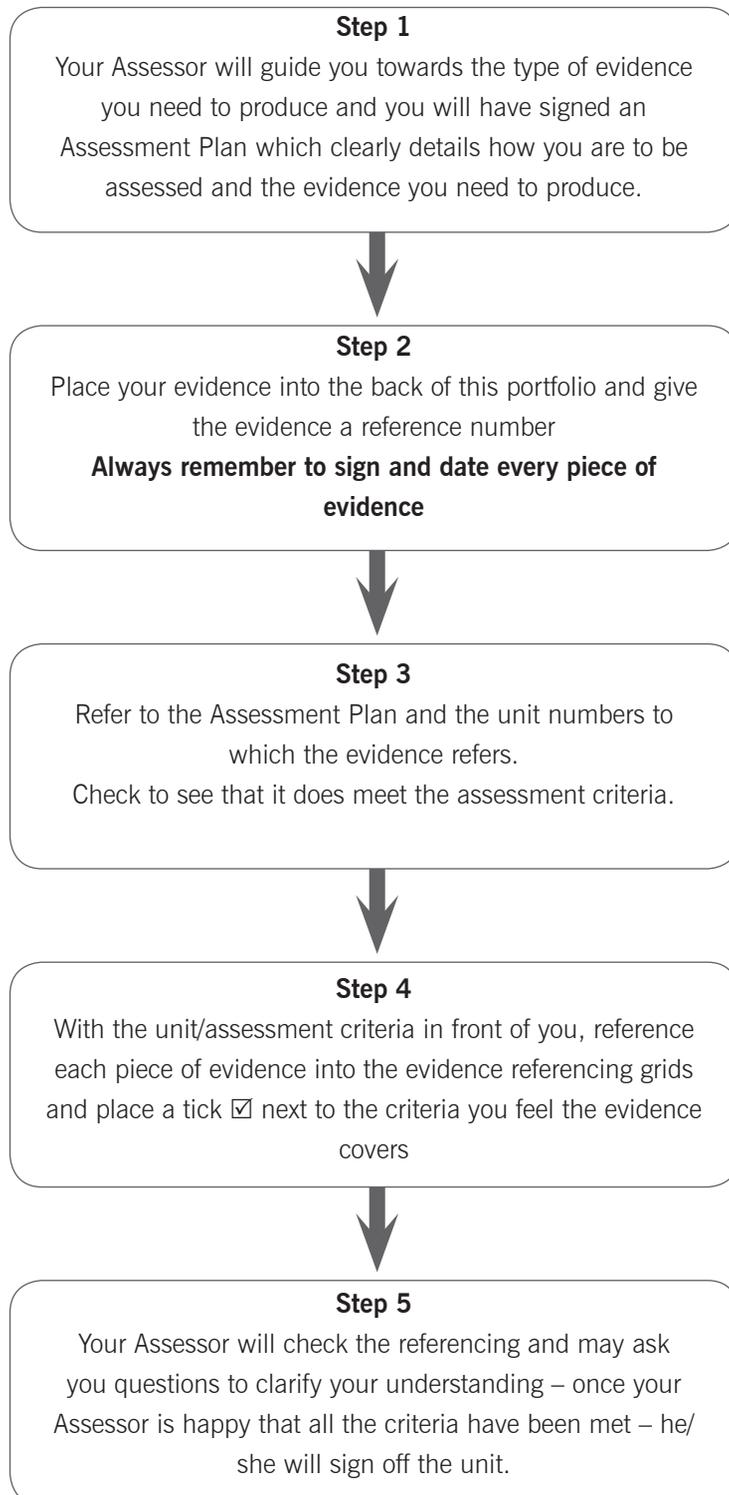
T: +44(0)1480 467950

Appeals Form

| | | | |
|---|--|--------------|----------|
| Centre No | | Centre name | |
| Qualification Title or nature of the service that is the focus of the appeal/ enquiry | | | |
| The learner(s)' affected by the appeal or enquiry about a result (please state learner(s)' registration number) | | | |
| Learner No: | | Learner name | |
| Learner No: | | Learner name | |
| Learner No: | | Learner name | |
| Learner No: | | Learner name | |
| Learner No: | | Learner name | |
| Learner No: | | Learner name | |
| Nature and detail of the appeal/enquiry | | | |
| | | | |
| Supporting evidence is attached | | | Yes / No |
| If so, please specify | | | |
| Declaration: I am satisfied that the information provided is accurate and fully support the application. | | | |
| Head of centre/ Exams officer | | Date | |
| Name (Please print) | | | |
| Signature | | | |
| For office use | | | |
| | | | |

Building your Portfolio

Follow this step by step process to building your portfolio of evidence. Your Assessor should guide you through the process to begin with until you feel confident at referencing your evidence into each unit.



Witness/Assessor Status List

Please ensure anybody who has made an assessment decision or provided a witness testimony within your portfolio has completed the witness/ assessor list

| Witness Name and address | Status of Witness (See key below) | Relationship to learner | Signature |
|--------------------------|-----------------------------------|-------------------------|-----------|
| | | | |
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Witness Status Key:

1. Qualified Assessor, occupationally competent and familiar with standards
2. Qualified Assessor, not occupationally competent or familiar with standards
3. Occupationally competent, not an assessor (eg line manager)
4. Not occupationally competent, familiar with learner (eg customer)

Record of Achievement

| Unit Name | Date Completed | Assessor Signature | IV Signature (if sampled) | Date | EV Signature (if sampled) | Date |
|------------------|----------------|--------------------|---------------------------|------|---------------------------|------|
| Mandatory | | | | | | |
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Optional Units

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Assessment Documents

The following documents have been provided for the assessment of this qualification. Your Assessor may also have copies of the documents or similar types of documents which may also be used.

The documents included are:

| | |
|--------------------------------|---|
| Assessment Plan | Each planned assessment is recorded on one of these documents to remind you what types of evidence you are expected to produce, when and where the assessment is due to take place and if there are any others involved in the assessment process. |
| Review and Action Plan | Following the planned assessment, your Assessor will review your progress towards the qualification as a whole and will agree an action plan for your continued development towards achieving the full award. |
| Assessor Report | Your assessor will complete an assessor report during observed assessments. |
| Assessor Question Sheet | Following assessment, your assessor may need to question you to check your underpinning knowledge – all questions and your responses should be recorded. Following questioning, your assessor will give you feedback on your performance, this should also be recorded. |

Assessment Plan

| | | | |
|--|---|--------------------|-----------------------------|
| Learner Name | | Location | |
| Assessor Name | | | |
| Date and Time of Planned Assessment | <p>Key for Assessment Methods</p> <p>OQ - Oral Questioning, O – Observation ,WT - Witness Testimony, S - Simulation, PD - Professional Discussion ,WQ – Written Questions, A - Assignment/Project, WP - Work Project CS - Case Study, RA – Reflective Account</p> | | |
| Brief description of what is to be assessed | | Assessment Methods | Assessment Criteria Covered |
| | | | |
| <p>Any others who need to be involved in or informed of this assessment (give details)</p> | | | |

Learner's signature:

Assessor's Signature:

Date:

Review and Action Plan

| | | |
|---------------------------|-------|-----------|
| Learner Name | | |
| Assessor Name | | |
| Date of Actual Assessment | Time: | Location: |
| | | |

Feedback on Progress Against the Planned Assessment

Action Plan to Achieve Outstanding Assessment Criteria

Learner's signature:

Assessor's Signature:

Date:

Assessor Report

| | | |
|---------------------------|-------|-----------|
| Learner Name | | |
| Assessor Name | | |
| Date of Actual Assessment | Time: | Location: |
| | | |

| What was Assessed | Assessment Criteria Covered |
|-------------------|-----------------------------|
| | |

Learner's signature:

Date:

Assessor's signature:

Date:

Assessor Question Sheet

| | | |
|---------------------------|-------|-----------|
| Learner Name | | |
| Assessor Name | | |
| Date of Actual Assessment | Time: | Location: |
| | | |

| Questions Asked | Assessment Criteria Covered |
|-----------------|-----------------------------|
| | |

Learner's signature:

Date:

Assessor's signature:

Date:

Master Evidence Index

| Evidence Number | Description |
|-----------------|-------------|
| 1. | |
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|----------------------|---|
| Title: | Contribute to improving personal and organisational performance |
| Unit no. | H/503/0885 |
| Level: | 3 |
| Credit value: | 3 |

| Learning outcomes | | Assessment criteria | Initial | Evidence Reference number/s |
|--|--|--|---------|-----------------------------|
| The learner will: 1. Know how to contribute to improving personal and organisational performance This learning outcome can be assessed by: <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | | The learner can: 1.1 Explain the importance of continuous improvement in personal performance 1.2 Explain the importance of continuous improvement in organisational performance | ✓ | |
| 2. Know how to monitor own performance and the performance of own area of responsibility This learning outcome can be assessed by: <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | | 2.1 Summarise how to monitor own performance and the performance of own area of responsibility 2.2 Explain why feedback – both positive and negative – from participants and colleagues is important 2.3 Explain how to encourage all types of feedback from participants and colleagues 2.4 Explain why it is important to welcome and respond to feedback constructively and not become defensive 2.5 Explain how to respond to positive and negative feedback constructively 2.6 Summarise why it is important to check feedback 2.7 Explain why it is important to keep a record of own observations and the feedback received from others | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|--|--------------------------------------|-----------------------------|
| <p>The learner will:</p> <p>3. Be able to monitor own performance and the performance of own area of responsibility</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is contributing to improving personal and organisational performance</p> <p>When monitoring own performance and the performance of own area of responsibility, the learner must cover 4 of the following types of:</p> <p>a aspects of performance</p> <ol style="list-style-type: none"> 1 planning 2 delivery 3 relationships with others 4 health and safety 5 environment in which the service is delivered <p>and 3 of the following types of:</p> <p>b feedback</p> <ol style="list-style-type: none"> 1 formal 2 informal 3 positive 4 negative 5 suggestions for improvement | <p>The learner can:</p> <p>3.1 Monitor own performance and the performance of own area of responsibility</p> <ol style="list-style-type: none"> 1 planning 2 delivery 3 relationships with others 4 health and safety 5 environment in which the service is delivered <p>3.2 Encourage feedback from colleagues and participants</p> <ol style="list-style-type: none"> 1 formal 2 informal 3 positive 4 negative 5 suggestions for improvement <p>3.3 Respond to feedback constructively</p> <p>3.4 Check feedback and make sure it is accurate</p> <p>3.5 Keep a record of own observations and feedback from others</p> | <p style="text-align: center;">✓</p> | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|---|---|-----------------------------|
| <p>The learner will:</p> <p>4. Know how to contribute to evaluating and improving organisational performance</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | <p>The learner can:</p> <p>4.1 Explain how to analyse own observations and feedback from others to identify the key implications for the organisation</p> <p>4.2 Explain how to identify relevant organisational objectives, standards and values</p> <p>4.3 Explain how to compare own analysis with organisational objectives, standards and values</p> <p>4.4 Evaluate sources of information on possible improvements, including the work of similar organisations</p> <p>4.5 Explain how to identify possible improvements in organisational performance</p> <p>4.6 Summarise who evaluations should be shared with and the appropriate procedures to follow</p> <p>4.7 Explain why it is important to take account of other people's views and experiences when evaluating organisational performance</p> <p>4.8 Explain the importance of monitoring and evaluating improvements</p> <p>5.1 Analyse own observations and feedback from others on organisational performance</p> <p>5.2 Compare own analysis with organisational objectives, standards and values</p> <p>5.3 Compare what was achieved with what was planned</p> <p>5.4 Research and identify possible improvements</p> <p>1 to services</p> <p>2 to procedures</p> <p>3 to working methods</p> <p>4 to human resources</p> <p>5 to physical resources</p> <p>6 to working relationships</p> |  | |
| <p>5. Be able to contribute to evaluating and improving organisational performance</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is contributing to improving personal and organisational performance</p> <p>When contributing to evaluating and improving organisational performance, the learner must cover 4 of the following types of:</p> | | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|--|----------|-----------------------------|
| <p>The learner will:</p> <p>a improvements</p> <p>1 to services</p> <p>2 to procedures</p> <p>3 to working methods</p> <p>4 to human resources</p> <p>5 to physical resources</p> <p>6 to working relationships</p> | <p>The learner can:</p> <p>5.5 Share own evaluation with appropriate colleagues</p> <p>5.6 Take account of others' experiences and views</p> <p>5.7 Work together to agree and implement improvements</p> <p>1 to services</p> <p>2 to procedures</p> <p>3 to working methods</p> <p>4 to human resources</p> <p>5 to physical resources</p> <p>6 to working relationships</p> <p>5.8 Monitor and evaluate how effective the improvements have been</p> <p>1 to services</p> <p>2 to procedures</p> <p>3 to working methods</p> <p>4 to human resources</p> <p>5 to physical resources</p> <p>6 to working relationships</p> | <p>✓</p> | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|---|---|-----------------------------|
| <p>The learner will:</p> <p>6. Know how to contribute to own personal development</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | <p>The learner can:</p> <p>6.1 Explain how to analyse own observations and feedback from others to identify the implications for own development</p> <p>6.2 Explain how to identify who to work with to evaluate own work</p> <p>6.3 Explain how to evaluate own work against professional and organisational standards</p> <p>6.4 Summarise how to take account of own career goals</p> <p>6.5 Explain the importance of having a personal development plan</p> <p>6.6 Evaluate own preferred learning styles and the types of development activities that fit with these learning styles</p> <p>6.7 Summarise why it is important to review and update own development plan and when and how to do so</p> |  | |
| <p>7. Be able to contribute to own personal development</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is contributing to improving personal and organisational performance</p> <p>When contributing to own personal development, the learner must cover 2 of the following types of:</p> | <p>7.1 Analyse own observations of personal performance and feedback from others</p> <p>7.2 Work with an appropriate colleague to evaluate own work</p> <p>7.3 Evaluate own work against professional and organisational standards and own career goals</p> <p>7.4 Agree and prioritise areas for development</p> <p>1 short term</p> <p>2 medium term</p> <p>3 long term</p> <p>7.5 Develop and agree a personal development plan</p> | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---------|-----------------------------|
| <p>The learner will:</p> <p>a areas for development</p> <ul style="list-style-type: none"> 1 short term 2 medium term 3 long term <p>and 3 of the following types of:</p> <p>b development activities</p> <ul style="list-style-type: none"> 1 formal 2 informal 3 on-job 4 off-job | <p>The learner can:</p> <p>7.6 Choose development activities that fit own preferred learning styles and circumstances</p> <ul style="list-style-type: none"> 1 formal 2 informal 3 on-job 4 off-job <p>7.7 Implement own personal development plan</p> <p>7.8 Review and update own development plan according to progress and changing circumstances</p> | ✓ | |
| <p>Evidence of real work activity</p> <p>There must be evidence that the learner has met all of the requirements listed under 'The learner can' through their own work in a real outdoor recreation/outdoor education/outdoor development training environment.</p> | | | |
| <p>Simulation</p> <p>Simulation is not allowed for this unit.</p> | | | |
| <p>Use of supplementary evidence</p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p> | | | |

Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

| | |
|----------------------|--|
| Title: | Organise people and resources for outdoor programmes |
| Unit no. | A/503/0939 |
| Level: | 3 |
| Credit value: | 4 |

| Learning outcomes | | Assessment criteria | Initial | Evidence Reference number/s | | |
|--|---|---|---|-----------------------------|--|--|
| The learner will: | |  | | | | |
| <p>1. Know how to organise resources for the programme</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers | <p>The learner can:</p> <p>1.1 Summarise the types of resources needed for a range of different types of programmes</p> <p>1.2 Explain how to estimate the quantity of resources needed for a programme</p> <p>1.3 Summarise the legal, technical and organisational requirements covering the resources within own responsibility</p> <p>1.4 Summarise the organisational procedures for obtaining resources</p> <p>1.5 Explain why emergency and contingency planning is important</p> <p>1.6 Explain the importance of checking facilities and equipment regularly for safety, availability and suitability and how to do such checks</p> <p>1.7 Describe the correct condition in which resources should be left after use</p> <p>1.8 Explain how to identify and deal with unsafe and unserviceable resources</p> | | | | | |
| | | <p>2. Be able to organise resources for the programme</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is organising people and resources for outdoor programmes</p> | 2.1 Obtain resources appropriate to the programme's aims and objectives | | | |
| | | | 1 people | | | |
| | | | 2 equipment | | | |
| | | | 3 clothing | | | |
| | | | 4 environment | | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|--------------------------------------|-----------------------------|
| <p>The learner will:</p> <p>When organising resources for the programme, the learner must cover 4 of the following types of:</p> <p>a resources</p> <ol style="list-style-type: none"> 1 people 2 equipment 3 clothing 4 environment 5 domestic arrangements <p>and 2 of the following types of:</p> <p>b programmes</p> <ol style="list-style-type: none"> 1 one day 2 multi-day 3 requiring overnight accommodation <p>and 1 of the following types of:</p> <p>c participants</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 participants with particular needs in relation to the activity | <p>The learner can:</p> <ol style="list-style-type: none"> 5 domestic arrangements 1 one day 2 multi-day 3 requiring overnight accommodation <p>2.2 Make sure resources meet the needs of the participants</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 participants with particular needs in relation to the activity <p>2.3 Make sure the resources meet legal, technical and organisational requirements and guidelines</p> <p>2.4 Make sure the resources are available when needed</p> <p>2.5 Put in place emergency and contingency plans</p> | <p style="text-align: center;">✓</p> | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|---|----------|-----------------------------|
| <p>The learner will:</p> <p>3. Know how to prepare self and others for the programme</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers | <p>The learner can:</p> <p>3.1 Explain why it is important to brief colleagues</p> <p>3.2 Summarise the types of information colleagues should be given about the participants, the programme and the resources they will be using</p> <p>3.3 Explain the importance of making sure staff are properly trained and qualified</p> <p>3.4 Compare and contrast the levels of training and qualification appropriate to different activities and how to check that staff possess these</p> <p>3.5 Summarise the types of requests and suggestions potentially received from colleagues and participants and how to respond to these constructively</p> <p>3.6 Justify the importance of everyone – colleagues, participants and self – being mentally and physically prepared for the programme</p> <p>3.7 Summarise the types of information that the participants should receive and why this is</p> <p>3.8 Explain how to check that self, colleagues and participants are fully prepared</p> | <p>✓</p> | |
| <p>4. Be able to prepare self and others for the programme</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is organising people and resources for outdoor programmes</p> <p>When preparing self and others for the programme, the learner must cover 2 of the following types of: b programmes</p> <ol style="list-style-type: none"> one day multi-day requiring overnight accommodation | <p>4.1 Brief colleagues about the programme, participants and resources</p> <ol style="list-style-type: none"> one day multi-day requiring overnight accommodation <ol style="list-style-type: none"> adults children and young people participants with particular needs in relation to the activity | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---|-----------------------------|
| <p>The learner will:</p> <p>and 1 of the following types of:</p> <p>b participants</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 participants with particular needs in relation to the activity</p> <p>and 4 of the following types of:</p> <p>a resources</p> <p>1 people</p> <p>2 equipment</p> <p>3 clothing</p> <p>4 environment</p> <p>5 domestic arrangements</p> | <p>The learner can:</p> <p>1 people</p> <p>2 equipment</p> <p>3 clothing</p> <p>4 environment</p> <p>5 domestic arrangements</p> <p>4.2 Make sure the participants have relevant information</p> <p>4.3 Deal with requests and suggestions constructively</p> <p>4.4 Make sure self and others are mentally and physically prepared</p> <p>5.1 Encourage participants to clear up the environment</p> <p>1 adults</p> <p>2 children and young</p> <p>3 participants with particular needs in relation to the activity</p> <p>5.2 Make sure resources are in a condition fit for use</p> <p>1 people</p> <p>2 equipment</p> <p>3 clothing</p> <p>4 environment</p> <p>5 domestic arrangements</p> |  | |
| <p>5. Be able to deal with resources after use</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is organising people and resources for outdoor programmes</p> <p>When dealing with resources after use, the learner must cover 3 of the following types of:</p> | | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|---|--------------------------------------|-----------------------------|
| <p>The learner will:</p> <p>a resources</p> <ul style="list-style-type: none"> 1 people 2 equipment 3 clothing 4 environment 5 domestic arrangements <p>and 1 of the following types of:</p> <p>b participants</p> <ul style="list-style-type: none"> 1 adults 2 children and young people 3 participants with particular needs in relation to the activity | <p>The learner can:</p> <p>5.3 Identify and remove unsafe and unserviceable resources and report them to the responsible colleague</p> <p>5.4 Make sure that resources are put in the correct place</p> <ul style="list-style-type: none"> 1 people 2 equipment 3 clothing 4 environment 5 domestic arrangements <p>5.5 Follow the correct procedures for ensuring the quality and quantity of resources are maintained</p> <p>5.6 Follow the correct procedures for dealing with staffing issues during the activity</p> | <p style="text-align: center;">✓</p> | |
| | <p>Evidence of real work activity</p> <p>There must be evidence that the learner has met all of the requirements listed under 'The learner can' through their own work in a real outdoor recreation/outdoor education/outdoor development training environment.</p> | | |
| | <p>Simulation</p> <p>Simulation is not allowed for this unit except as detailed below.</p> | | |
| | <p>Use of supplementary evidence</p> <p>Supplementary evidence may be used for assessment criterion 5.3 if no naturally occurring evidence is available.</p> | | |

Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

| | |
|----------------------|--|
| Title: | Ensure the health, safety, welfare and security of customers and staff |
| Unit no. | A/503/0651 |
| Level: | 3 |
| Credit value: | 4 |

| Learning outcomes | | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|--|---------|-----------------------------|
| The learner will: 1. Know how to ensure the health, safety, welfare and security of customers and staff These can be assessed by: <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | | The learner can: 1.1 Summarise the key requirements of health and safety legislation that affect own area of work 1.2 Explain own organisation's health, safety and security procedures and policies 1.3 Explain the principles of the duty of care 1.4 Define 'health' including the meaning of emotional/psychological health 1.5 Summarise equipment manufacturers' guidelines, as appropriate to own work 1.6 Explain National Governing Body guidance relating to activities, where appropriate to own work 1.7 Explain relevant operating procedures regarding health and safety 1.8 Summarise the possible impact of weather on health and safety in own area of responsibility 1.9 Explain how to exercise authority and leadership in potentially hazardous situations 1.10 Explain how to identify types of untoward incidents (including 'near misses') which may occur and why they should be reported, in relation to the following: <ul style="list-style-type: none"> • activities • participant and staff behaviour • environmental damage | ✓ | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---|-----------------------------|
| <p>The learner will:</p> <p>2. Know how to identify hazards and assess risks to health, safety and security</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers <p>3. Be able to identify hazards and assess risks to health, safety and security</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is ensuring the health, safety, welfare and security of customers and staff</p> | <p>The learner can:</p> <p>2.1 Explain the importance of identifying hazards and assessing risks</p> <p>2.2 Explain the importance of involving as many relevant people as possible in identifying hazards and assessing risks</p> <p>2.3 Explain how to involve others in identifying hazards</p> <p>2.4 Explain how to identify the information which needs to be collected to make an effective risk assessment and how to collect, evaluate and record such information</p> <p>2.5 Classify the types of hazards which are likely to be present in own area of responsibility</p> <p>2.6 Explain how to identify existing hazards and controls</p> <p>2.7 Define risk acceptance criteria and how to determine these</p> <p>2.8 Explain how to assess risks</p> <p>2.9 Explain how to determine when risks are unacceptable according to organisational, local and national requirements</p> <p>2.10 Explain how to identify own technical limitations when assessing risks and who are the competent specialists who need to be consulted when a risk or hazard is beyond own limitations</p> <p>2.11 Summarise the importance of continuing to monitor for new hazards and assessing the risks presented by these</p> <p>3.1 Check facilities, equipment and activities for health, safety and security issues</p> <p>3.2 Gather information from all relevant people about possible hazards</p> <p>1 colleagues and team members</p> <p>2 participants</p> <p>3 clients</p> <p>4 facility owners</p> |  | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|---|---------|-----------------------------|
| <p>The learner will:</p> <p>When identifying hazards and assessing risks to health, safety and security, the learner must cover 3 of the following types of:</p> <p>a relevant people</p> <ol style="list-style-type: none"> 1 colleagues and team members 2 participants 3 clients 4 facility owners <p>and all of the following types of:</p> <p>b hazards</p> <ol style="list-style-type: none"> 1 to health 2 to safety 3 to security | <p>The learner can:</p> <p>3.3 Record all significant hazards, who is exposed, and any existing safety procedures</p> <p>3.4 Assess the risks associated with these hazards and whether these risks are acceptable according to legal and organisational requirements</p> <ol style="list-style-type: none"> 1 to health 2 to safety 3 to security <p>3.5 Consult an appropriate person when assessing the risks is beyond own level of competence</p> <p>3.6 Report any unacceptable risks following legal and organisational requirements</p> <p>3.7 Continue to monitor for new hazards and assess their risks on an ongoing basis</p> | | |
| <p>4. Know how to contribute to developing and maintaining normal and emergency operating procedures</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | <p>4.1 Explain the importance of safety procedures to manage risks in own area of responsibility</p> <p>4.2 Explain why it is important to involve as many people as possible in developing such safety procedures and how to do so</p> <p>4.3 Explain how to develop safety procedures which are consistent with a risk assessment</p> <p>4.4 Explain how to identify the circumstances in which appropriate authorities would have to be informed about lack of effective risk management</p> <p>4.5 Summarise who are the appropriate authorities and how to inform them about lack of effective risk management</p> <p>4.6 Evaluate effective methods of promoting safety to participants and staff</p> | | |

| Learning outcomes | Assessment criteria | ✓ | Initial | Evidence Reference number/s |
|-------------------|--|---|---------|-----------------------------|
| The learner will: | <p>The learner can:</p> <p>4.7 Explain how to make sure participants and staff know and adhere to the relevant safety requirements</p> <p>4.8 Explain why participants and colleagues should be encouraged to take responsibility for their own safety</p> <p>4.9 Summarise the importance of reviewing and adapting procedures on an ongoing basis</p> <p>4.10 Explain the importance of monitoring the implementation of safety procedures and of intervening promptly when these are not being followed</p> <p>4.11 Explain why participants and staff should be actively encouraged to provide feedback on risks, hazards and ground rules</p> <p>4.12 Explain how to encourage such feedback effectively</p> <p>4.13 Explain how to use participant and staff feedback to improve ground rules</p> <p>4.14 Classify the types of incidents and emergencies which are likely to occur and how to deal with these</p> <p>4.15 Explain how to ensure that other team members respond effectively to incidents and emergencies</p> <p>4.16 Explain how to decide what type of assistance is appropriate to the incident and emergency and how to summon such assistance</p> <p>4.17 Summarise the information which the people providing assistance will need to know</p> <p>4.18 Evaluate own level of competence and responsibility in relation to an emergency or incident</p> <p>4.19 Explain how to record and report incidents and emergencies</p> <p>4.20 Summarise how to recommend new approaches which might prevent emergencies and incidents being repeated</p> | | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|---|---|-----------------------------|
| <p>The learner will:</p> <p>5. Be able to contribute to developing and maintaining normal and emergency operating procedures</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is ensuring the health, safety, welfare and security of customers and staff.</p> <p>When contributing to developing and maintaining normal and emergency operating procedures, the learner must cover both of the following types of:</p> <p>a procedures</p> <p>1 normal operating procedures</p> <p>2 emergency operating procedures</p> <p>and all of the following types of:</p> <p>b risks</p> <p>1 to health</p> <p>2 to safety</p> <p>3 to security</p> | <p>The learner can:</p> <p>5.1 Put in place the procedures to keep risks to an acceptable level</p> <p>1 normal operating procedures</p> <p>2 emergency operating procedures</p> <p>1 to health</p> <p>2 to safety</p> <p>3 to security</p> <p>5.2 Make sure these procedures are consistent with legal and organisational requirements</p> <p>5.3 Give relevant people the information they need about procedures and encourage and motivate them to follow these procedures</p> <p>1 colleagues and team members</p> <p>2 participants</p> <p>3 spectators</p> <p>4 clients</p> <p>5 facility owners</p> |  | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|--|---------|-----------------------------|
| <p>The learner will:</p> <p>and 3 of the following types of:</p> <p>c relevant people</p> <ol style="list-style-type: none"> 1 colleagues and team members 2 participants 3 spectators 4 clients 5 facility owners | <p>The learner can:</p> <p>5.4 Intervene effectively when procedures are not being followed</p> <p>5.5 Continue to review and adapt procedures when necessary</p> <p>5.6 Gather feedback from relevant people on how well procedures are working</p> <p>5.7 Use feedback on how well procedures are working to improve those procedures</p> | | |
| <p>6. Know how to contribute to maintaining and improving procedures for the protection of vulnerable participants</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | <p>6.1 Explain the importance of effective protection for vulnerable participants</p> <p>6.2 Summarise who are vulnerable participants</p> <p>6.3 Interpret key requirements of legislation for child protection</p> <p>6.4 Explain how to identify other types of vulnerable people who may need similar protection and legal requirements in relation to these</p> <p>6.5 Summarise own organisation's policies and procedures for the protection of vulnerable participants, and own responsibilities in this</p> <p>6.6 Explain the main risks to children and other vulnerable people and procedures – for example Criminal Record Bureau checks – that must be used to ensure protection</p> <p>6.7 Explain the importance of checking that protection procedures are being followed and how to do so</p> <p>6.8 Explain how to respond when there are suspicions of abuse according to organisational and legal requirements</p> <p>6.9 Explain why it is important to collect, assess and share information about possible abuse</p> <p>6.10 Explain how to identify reporting procedures relating to abuse</p> <p>6.11 Summarise types of support that may be needed by self or colleagues, and how to access such support</p> <p>6.12 Summarise the rules and guidelines covering the confidentiality of information relating to abuse</p> | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|----------|-----------------------------|
| <p>The learner will:</p> <p>7. Be able to contribute to maintaining and improving procedures for the protection of vulnerable participants</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is ensuring the health, safety, welfare and security of customers and staff.</p> <p>When contributing to maintaining and improving procedures for the protection of vulnerable participants, the learner must cover 3 of the following types of:</p> <p>a relevant people</p> <ol style="list-style-type: none"> 1 colleagues and team members 2 parents/carers 3 spectators 4 clients/participants 5 facility owners <p>and all of the following types of:</p> <p>b abuse</p> <ol style="list-style-type: none"> 1 physical 2 neglect 3 emotional 4 sexual 5 bullying | <p>The learner can:</p> <p>7.1 Carry out own responsibilities for the protection of vulnerable participants according to organisational and legal requirements</p> <p>7.2 Give relevant people the information they need about policies and procedures and encourage and motivate them to follow these</p> <ol style="list-style-type: none"> 1 colleagues and team members 2 parents/carers 3 spectators 4 clients/participants 5 facility owners <p>7.3 Intervene when policies and procedures are not being followed</p> <p>7.4 Encourage relevant people to report any suspicions they have about possible abuse</p> <ol style="list-style-type: none"> 1 physical 2 neglect 3 emotional 4 sexual 5 bullying <p>7.5 Follow the correct procedures when there are suspicions of possible abuse</p> <ol style="list-style-type: none"> 1 normal operating procedures 2 emergency operating procedures <p>7.6 Protect, and encourage others to protect, confidential information</p> | <p>✓</p> | |

| Learning outcomes | Assessment criteria | | Initial | Evidence Reference number/s |
|--|---|--|---|-----------------------------|
| <p>The learner will:</p> <p>and all of the following types of:</p> <p>c procedures</p> <p>1 normal operating procedures</p> <p>2 emergency operating procedures</p> | <p>The learner can:</p> <p>7.7 Make sure staff involved in cases of suspected abuse receive any support they may need</p> <p>7.8 Gather feedback from relevant people on how well procedures are working</p> <p>7.9 Use feedback on how well procedures are working to improve these procedures</p> | |  | |
| <p>Evidence of real work activity</p> <p>There must be evidence that the learner has met all of the requirements listed under 'The learner can' through their own work in a real outdoor recreation/outdoor education/outdoor development training environment.</p> | | | | |
| <p>Simulation</p> <p>Simulation is not allowed for this unit except as detailed below.</p> | | | | |
| <p>Use of supplementary evidence</p> <p>Supplementary evidence may be used for assessment criteria 7.5 and 7.6 if no naturally occurring evidence is available.</p> | | | | |

Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

| | |
|----------------------|---|
| Title: | Promote the conservation of the environment |
| Unit no. | M/503/0940 |
| Level: | 3 |
| Credit value: | 3 |

| Learning outcomes | | Assessment criteria | Initial | Evidence Reference number/s |
|--|--|---|---------|-----------------------------|
| The learner will: 1. Know how to promote the conservation of the environment This learning outcome can be assessed by: <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | | The learner can: 1.1 Explain the importance of environmental protection and how codes can contribute to this 1.2 Summarise current good practice at the national, local and organisational level 1.3 Summarise the effects of all the types of impact listed in the range | ✓ | |
| 2. Know how to contribute to and implement codes of practice for using the environment This learning outcome can be assessed by: <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | | 2.1 Summarise the current codes in use and how to contribute to their development 2.2 Explain the importance of all staff for whom the candidate is responsible understanding codes of practice and agreements 2.3 Explain how to monitor and control activities to ensure that they conform to codes of practice 2.4 Explain how to monitor and evaluate the impact of activities on sites 2.5 Summarise the ways in which the natural environment can be improved in a way sympathetic to the area and surroundings 2.6 Explain the reporting procedures to follow | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|--|----------|-----------------------------|
| <p>The learner will:</p> <p>3. Be able to contribute to and implement codes of practice for using the environment</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is promoting the conservation of the environment.</p> <p>When contributing to and implementing codes of practice for using the environment, the learner must cover 2 of the following types of:</p> <p>a good practice and guidance</p> <p>1 national 2 local 3 organisational</p> <p>and 3 of the following types of:</p> <p>b impact</p> <p>1 damage 2 pollution 3 disturbance</p> <p>4. Know how to educate participants on the impact of activities on the environment</p> | <p>The learner can:</p> <p>3.1 Make contributions to a code of practice which are based on current good practice and guidance</p> <p>1 national</p> <p>2 local</p> <p>3 organisational</p> <p>3.2 Make sure that all staff in own area of responsibility know and understand the code of practice and agreements</p> <p>3.3 Make sure that all activities under own control conform to the code of practice and agreements</p> <p>3.4 Monitor and evaluate the impact of activities on the sites used</p> <p>1 damage</p> <p>2 pollution</p> <p>3 disturbance</p> <p>3.5 Take opportunities to improve the natural environment in a way that is compatible with the site</p> <p>3.6 Report on the impact of activities on these sites to the responsible colleague</p> <p>4.1 Explain the importance of participants understanding the codes of practice and agreements about the use of sites</p> <p>4.2 Explain how to check and confirm participants' understanding</p> | <p>✓</p> | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|--|---------|-----------------------------|
| <p>The learner will:</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers | <p>The learner can:</p> <p>4.3 Summarise measures which can be taken to minimise environmental impact and how to explain these to participants</p> <p>4.4 Explain how to identify vulnerable areas of the site and how to ensure that the participants know about these</p> <p>4.5 Explain the importance of providing a good role model in terms of environmental practice and how to do so</p> | | |
| <p>5. Be able to educate participants on the impact of activities on the environment</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is promoting the conservation of the environment.</p> <p>When educating participants on the impact of activities on the environment, the learner must cover 1 of the following types of:</p> <p>a participants</p> <ul style="list-style-type: none"> 1 adults 2 children 3 young people 4 people with particular needs | <p>5.1 Ensure the participants understand the current codes of practice and agreements for the site they will be using</p> <p>5.2 Ensure the participants understand the impact which could be caused to the site</p> <p>1 adults</p> <p>2 children</p> <p>3 young people</p> <p>4 people with particular needs</p> <p>5.3 Ensure the participants understand how impact to the site can be kept to a minimum</p> <p>1 damage</p> <p>2 pollution</p> | | |

| Learning outcomes | Assessment criteria | | Initial | Evidence Reference number/s |
|--|---|--|---|-----------------------------|
| <p>The learner will:</p> <p>and 3 of the following types of:</p> <p>b impact</p> <p>1 damage</p> <p>2 pollution</p> <p>3 disturbance</p> | <p>The learner can:</p> <p>3 disturbance</p> <p>5.4 Draw the participants' attention to vulnerable areas of the site and show how these areas should be treated</p> <p>5.5 Work in a way which provides a model of good practice to the participants on how to treat the site</p> | |  | |
| <p>Evidence of real work activity</p> <p>There must be evidence that the learner has met all of the requirements listed under 'The learner can' through their own work in a real outdoor recreation/outdoor education/outdoor development training environment.</p> | | | | |
| <p>Simulation</p> <p>Simulation is not allowed for this unit.</p> | | | | |
| <p>Use of supplementary evidence</p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p> | | | | |

Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

| | |
|----------------------|--|
| Title: | Establish and maintain effective working relationships in the outdoors |
| Unit no. | T/503/0910 |
| Level: | 3 |
| Credit value: | 8 |

| Learning outcomes | | Assessment criteria | Initial | Evidence Reference number/s |
|--|--|---|---------|-----------------------------|
| The learner will: 1. Know how to establish and maintain effective relationships with participants and colleagues These can be assessed by: <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | | The learner can: 1.1 Summarise relevant legal and professional requirements and codes of practice including those covering working with children 1.2 Explain the importance of effective working relationships with participants and colleagues 1.3 Explain how to establish an effective rapport with participants and colleagues 1.4 Explain why it is important for participants and colleagues to know and understand own role and responsibilities 1.5 Clarify why trust, openness and honesty are important when working with participants and colleagues and give examples of when this is important 1.6 Explain how to encourage and motivate others and build their self-confidence and why this is important for both participants and colleagues 1.7 Summarise the importance of effective communication with participants and colleagues 1.8 Differentiate between different communication skills 1.9 Summarise types of information about participants and colleagues that should be treated confidentially and why this is important 1.10 Evaluate own preferred style of working with others and why it is important to be able to adopt different styles according to different situations and needs 1.11 Summarise the types of physical and emotional limits that apply to participants and colleagues, how to recognise when people are close to their limits and how to respond in these situations 1.12 Summarise the types of diversity likely to be encountered when working with participants and colleagues | ✓ | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|---|---|-----------------------------|
| <p>The learner will:</p> | <p>The learner can:</p> <p>1.13 Explain why diversity – amongst participants and colleagues – is important and should be respected and built on</p> <p>1.14 Compare and contrast types of discrimination that may happen and how to challenge these effectively</p> <p>1.15 Summarise types of conflict likely to be encountered when working with participants and colleagues, and how to deal with these correctly</p> <p>1.16 Summarise the ethical and value based guidelines to be followed when working with participants and colleagues</p> <p>2.1 Establish and maintain an effective rapport</p> <p>2.2 Share own enthusiasm for the outdoors with others and encourage them to appreciate the outdoor environment and their place within it</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with challenging behaviour</p> <p>4 participants with particular needs in relation to the activity</p> <p>2.3 Encourage trust, openness and honesty</p> <p>2.4 Motivate others and build their confidence</p> <p>2.5 Communicate effectively whilst respecting confidentiality</p> <p>2.6 Adapt own style to meet changing needs</p> <p>2.7 Recognise and respect physical and emotional limits</p> <p>2.8 Value diversity, challenge discrimination and encourage inclusiveness</p> <p>2.9 Deal with conflict positively and according to procedures</p> <p>2.10 Follow ethical and value-based guidelines</p> |  | |
| <p>2. Be able to establish and maintain effective working relationships with participants and colleagues</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is establishing and maintaining effective working relationships in the outdoors</p> <p>When establishing and maintaining effective relationships with participants and colleagues, the learner must cover 1 of the following types of:</p> <p>a participants and colleagues</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with challenging behaviour</p> <p>4 participants with particular needs in relation to the activity</p> | | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|----------|-----------------------------|
| <p>The learner will:</p> <p>3. Know how to work effectively with clients and colleagues</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | <p>The learner can:</p> <p>3.1 Summarise the potential range of client and colleagues worked with</p> <p>3.2 Summarise the types of organisations that may benefit from own work and how to identify and make contact with these</p> <p>3.3 Explain why it is important to project a positive image and how to do so</p> <p>3.4 Explain why it is important to negotiate and agree common objectives</p> <p>3.5 Differentiate between different negotiation skills</p> <p>3.6 Explain why it is important to plan with colleagues and agree individual roles</p> <p>3.7 Characterise different team roles and how to work effectively as a team member</p> <p>3.8 Explain why it is important to recognise when help and support are needed in own work, and how to identify appropriate sources of help and support</p> <p>3.9 Explain how to identify types of situations in which team plans may need to be adapted</p> <p>3.10 Explain why it is important to adapt team plans when necessary, and how to negotiate and agree changes</p> <p>3.11 Summarise types of differences encountered in a team – for example, different strengths and weaknesses, different qualities, perspectives, experiences and ways of working – and why these are important</p> <p>3.12 Explain how to take advantage of difference and build on it to forge effective team working</p> <p>3.13 Explain why it is important to review aspects of work with colleagues</p> <p>3.14 Explain how to create and use opportunities for review</p> <p>3.15 Explain why it is important both to give and receive honest and constructive feedback</p> <p>3.16 Examine how reviews with clients and colleagues can be used to improve own working</p> | <p>✓</p> | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|--------------------------------------|-----------------------------|
| <p>The learner will:</p> <p>4. Be able to work effectively with clients and colleagues</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is establishing and maintaining effective working relationships in the outdoors</p> <p>When working effectively with clients and colleagues, the learner must cover 3 of the following types of:</p> <p>a clients and colleagues</p> <p>1 more senior staff</p> <p>2 colleagues at the same level</p> <p>3 less experienced staff</p> <p>4 freelance colleagues</p> <p>5 colleagues from other organisations</p> <p>6 client representatives</p> | <p>The learner can:</p> <p>4.1 Present a positive image to clients and colleagues</p> <p>4.2 Negotiate and agree common objectives</p> <p>4.3 Plan with clients and colleagues and agree individual roles</p> <p>1 more senior staff</p> <p>2 colleagues at the same level</p> <p>3 less experienced staff</p> <p>4 freelance colleagues</p> <p>5 colleagues from other organisations</p> <p>6 client representatives</p> <p>4.4 Achieve objectives through effective team work</p> <p>4.5 Negotiate and agree changes to plans, when necessary</p> <p>4.6 Ask for support when needed</p> <p>4.7 Respect and build on differences</p> <p>4.8 Create and use opportunities for review</p> <p>4.9 Provide honest and constructive comment</p> <p>4.10 Encourage and receive feedback positively</p> <p>4.11 Agree mutual ways of improving</p> | <p style="text-align: center;">✓</p> | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|--|---|-----------------------------|
| <p>The learner will:</p> <p>5. Know how to delegate work and monitor and support colleagues</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> oral questions and answers questions requiring written answers | <p>The learner can:</p> <p>5.1 Explain the importance of delegating work to others</p> <p>5.2 Summarise situations in which work should be delegated to others</p> <p>5.3 Explain how to delegate work effectively and safely</p> <p>5.4 Explain why it is important to monitor colleagues' work and how to do so without disrupting what they are doing</p> <p>5.5 Describe how to measure performance of colleagues against agreed objectives</p> <p>5.6 Summarise the types of support that colleagues may need and how to provide it effectively</p> |  | |
| <p>6. Be able to delegate work and monitor and support colleagues</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is establishing and maintaining effective working relationships in the outdoors</p> <p>When delegating work and monitoring and support colleagues, the learner must cover 3 of the following types of:</p> <p>a colleagues</p> <ol style="list-style-type: none"> more senior staff colleagues at the same level less experienced staff <p>6 client representatives</p> | <p>6.1 Delegate responsibilities effectively and safely to colleagues</p> <p>1 more senior staff</p> <p>2 colleagues at the same level</p> <p>3 less experienced staff</p> <p>4 freelance colleagues</p> <p>5 colleagues from other organisations</p> <p>6 client representatives</p> <p>6.2 Monitor colleagues' work</p> <p>6.3 Measure performance against agreed objectives</p> | | |

| Learning outcomes | Assessment criteria | | Initial | Evidence Reference number/s |
|--|---|--|---------|-----------------------------|
| <p>The learner will:</p> <p>and 2 of the following types of:</p> <p>b support</p> <p>1 advice and information</p> <p>2 direct help</p> <p>3 sharing skills</p> <p>4 emotional support</p> | <p>The learner can:</p> <p>6.4 Provide support when needed</p> <p>1 advice and information</p> <p>2 direct help</p> <p>3 sharing skills</p> <p>4 emotional support</p> | | ✓ | |
| <p>Evidence of real work activity</p> <p>There must be evidence that the learner has met all of the requirements listed under 'The learner can' through their own work in a real outdoor recreation/outdoor education/outdoor development training environment.</p> | | | | |
| <p>Simulation</p> <p>Simulation is not allowed for this unit.</p> | | | | |
| <p>Use of supplementary evidence</p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p> | | | | |

Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

| | |
|----------------------|--|
| Title: | Design outdoor development training programmes |
| Unit no. | K/503/0886 |
| Level: | 4 |
| Credit value: | 6 |

| Learning outcomes | | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---|---------|-----------------------------|
| The learner will: 1. Know how to design outdoor development training programmes These can be assessed by: <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | | The learner can: 1.1 Summarise the underlying philosophy of outdoor development training, and why its principles and values are important 1.2 Explain the experiential learning cycle 1.3 Analyse development of the whole person including affective, cognitive, physical, social and spiritual factors 1.4 Explain the meanings of group dynamics and team development 1.5 Explain how to identify team development which can be achieved by outdoor programmes 1.6 Explain the meanings of adventure thresholds and misadventure, and adventures of the spirit 1.7 Compare and contrast 'facilitation' and 'instruction' 1.8 Summarise the difference between learning approaches based on gap theory and those based on human potential development 1.9 Analyse individuals, groups and organisations as foci for learning 1.10 Explain the importance of interaction between the person and the environment 1.1.1 Summarise relevant health and safety legislation including that covering activity centres 1.1.2 Explain organisational procedures and requirements 1.1.3 Explain the principles of the duty of care 1.1.4 Define 'health' including the meaning of emotional/psychological health | ✓ | |

| Learning outcomes | Assessment criteria | ✓ | Initial | Evidence Reference number/s |
|--|---|---|---------|-----------------------------|
| <p>The learner will:</p> | <p>The learner can:</p> <p>1.15 Interpret Activity Centre Licensing Regulations and equipment manufacturers' guidelines</p> <p>1.16 Summarise technical knowledge, e.g. National Governing Body guidance relating to activities</p> <p>1.17 Explain relevant operating procedures regarding safety</p> <p>1.18 Compare and contrast the types of contingencies which are likely to occur: weather, accident and emergency, forced changes and how to plan for these</p> <p>1.19 Explain incidence and the effect of adverse meteorological conditions</p> <p>2.1 Explain the importance of identifying both group and individual learning needs, abilities and potential</p> <p>2.2 Classify the common types of group and individual development needs which participants are likely to have</p> <p>2.3 Explain how to select and use methods of identifying individual and group development needs, abilities and potential appropriate to different types of participant</p> <p>2.4 Explain the importance of establishing levels of permission for physical and emotional risk taking and how to do so</p> <p>2.5 Describe learning styles theory</p> <p>3.1 Collect and analyse information about participant development needs, abilities and potential</p> <p>1 questioning</p> <p>2 observation</p> <p>3 consulting with clients</p> | | | |
| <p>2. Know how to identify individual and group development needs, abilities and potential</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers | | | | |
| <p>3. Be able to identify individual and group development needs, abilities and potential</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is designing outdoor development training programmes.</p> | | | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|--------------------------------------|-----------------------------|
| <p>The learner will:</p> <p>When identifying individual and group development needs, abilities and potential the learner must cover 2 of the following types of:</p> <p>a methods of collecting information</p> <ol style="list-style-type: none"> 1 questioning 2 observation 3 consulting with clients <p>and 2 of the following types of:</p> <p>b participants</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 participants with particular needs in relation to the programme 4 groups whose members do not know one another <p>and 2 of the following types of:</p> <p>c development needs, abilities and potential</p> <ol style="list-style-type: none"> 1 affective 2 cognitive 3 physical 4 team development | <p>The learner can:</p> <p>3.2 Confirm and prioritise information about participant development needs, abilities and potential through consultation with participants, colleagues and clients</p> <ol style="list-style-type: none"> 1 affective 2 cognitive 3 physical 4 team development <p>3.3 Establish levels of agreement for physical and emotional risk taking</p> <p>3.4 Identify and agree preferred learning and transfer strategies with participants, colleagues and clients</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 participants with particular needs in relation to the programme 4 groups whose members do not know one another | <p style="text-align: center;">✓</p> | |

| Learning outcomes | Assessment criteria | | Initial | Evidence Reference number/s |
|---|---|--|---------|-----------------------------|
| <p>The learner will:</p> <p>4. Know how to design programmes which meet individual and group development needs, abilities and potential</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers | <p>The learner can:</p> <p>4.1 Explain the importance of programme objectives and making sure these meet participant needs, abilities and potential</p> <p>4.2 Explain how to select activities and environments appropriate to needs, abilities, potential and learning styles</p> <p>4.3 Summarise factors to bear in mind when selecting activities which stretch the participants and how to select such activities</p> <p>4.4 Explain how to identify the types of situations for which activities can act as metaphors and how to choose activities which are appropriate metaphors</p> <p>4.5 Explain what constitutes a supportive learning environment for different types of participants and how to create one</p> <p>4.6 Explain the importance of progression and how to ensure the programme allows for this</p> <p>4.7 Summarise the importance of the programme providing opportunities for evaluation, review and reflection and how to plan for these</p> <p>4.8 Explain the importance of the programme providing for the transfer of learning to other contexts and how to make this happen</p> | | | |
| <p>5. Be able to design programmes which meet individual and group development needs, abilities and potential</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is designing outdoor development training programmes.</p> | <p>5.1 Identify and agree objectives which meet participant development needs, abilities and potential</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 participants with particular needs in relation to the programme</p> <p>4 groups whose members do not know one another</p> <p>5.2 Select development opportunities best suited to achieving learning objectives</p> | | | |

| Learning outcomes | Assessment criteria | | | Initial | Evidence Reference number/s |
|--|--|--|--|---|-----------------------------|
| <p>The learner will:</p> <p>When designing programmes which meet individual and group development needs, abilities and potential, the learner must cover 2 of the following types of:</p> <p>a participants</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 participants with particular needs in relation to the programme 4 groups whose members do not know one another <p>and 2 of the following types of:</p> <p>b programmes</p> <ol style="list-style-type: none"> 1 one day 2 multi-day 3 requiring overnight accommodation | <p>The learner can:</p> <p>5.3 Make sure the programme is consistent with relevant guidelines and requirements</p> <ol style="list-style-type: none"> 1 one day 2 multi-day 3 requiring overnight accommodation <p>5.4 Design challenges relevant to client needs</p> <p>5.5 Plan for progression and the transfer of learning to other contexts</p> <p>5.6 Plan for reflection, review and evaluation</p> <p>5.7 Make sure there is a supportive learning environment</p> <p>5.8 Plan for contingencies</p> | | |  | |
| <p>Evidence of real work activity</p> <p>There must be evidence that the learner has met all of the requirements listed under 'The learner can' through their own work in a real outdoor recreation/outdoor education/outdoor development training environment</p> | | | | | |
| <p>Simulation</p> <p>Simulation is not allowed for this unit.</p> | | | | | |
| <p>Use of supplementary evidence</p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p> | | | | | |

Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

| | |
|----------------------|--|
| Title: | Facilitate learning using outdoor development training |
| Unit no. | Y/503/0933 |
| Level: | 4 |
| Credit value: | 12 |

| Learning outcomes | | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|--|---------|-----------------------------|
| The learner will: 1. Know how to facilitate learning using outdoor development training These can be assessed by: <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | | The learner can: 1.1 Summarise the underlying philosophy of outdoor development training, and why its principles and values are important 1.2 Explain the experiential learning cycle 1.3 Analyse the development of the whole person including affective, cognitive, physical, social and spiritual factors 1.4 Explain the meaning of group dynamics and team development 1.5 Evaluate leadership styles 1.6 Summarise the types of team development which can be achieved by outdoor programmes 1.7 Explain the meanings of adventure thresholds and misadventure, and adventures of the spirit 1.8 Compare and contrast 'facilitation' and 'instruction' 1.9 Summarise the difference between learning approaches based on gap theory and those based on human potential development 1.10 Analyse individuals, groups and organisations as foci for learning 1.11 Explain the importance of interaction between the person and the environment | ✓ | |

| Learning outcomes | Assessment criteria | | | Initial | Evidence Reference number/s |
|--|--|---|--|---------|-----------------------------|
| <p>The learner will:</p> <p>2. Know how to establish and maintain a climate conducive to achieving specified learning outcomes</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | <p>The learner can:</p> <p>2.1 Explain how to address simultaneously the needs of individuals and groups</p> <p>2.2 Explain how to respond safely to the learning opportunities presented in the outdoors and use them for meeting personal and group objectives</p> <p>2.3 Explain how to modify and develop planned activities</p> <p>2.4 Explain how to balance the physical and emotional strength of individuals with the challenges of the outdoors</p> <p>2.5 Justify when to intervene and when to hold back with individuals approaching their adventure thresholds</p> <p>2.6 Explain how to receive sensitively and act on feedback</p> <p>2.7 Compare and contrast motivational techniques and strategies and how to select and apply them</p> <p>2.8 Compare and contrast systems of reward and praise</p> <p>2.9 Explain the meaning of individual differences as a stimulus to learning</p> <p>2.10 Explain how to set a positive example and role model to others</p> <p>2.11 Explain how to use outdoor activities to stimulate participants to stretch their own knowledge and understanding of themselves and others</p> <p>2.12 Explain how to recognise the characteristics of an effective and ineffective team</p> <p>2.13 Explain how to demonstrate a systematic approach to problem solving</p> <p>2.14 Explain how to shape values and attitudes without moralising</p> <p>2.15 Summarise how to choose activities that lead to desired learning outcomes</p> | ✓ | | | |

| Learning outcomes | Assessment criteria | | | Initial | Evidence Reference number/s |
|--|--|--|--|---------|-----------------------------|
| <p>The learner will:</p> <p>3. Be able to establish and maintain a climate conducive to achieving specified learning outcomes</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is facilitating learning using outdoor development training.</p> <p>When establishing and maintaining a climate conducive to achieving specified learning outcomes the learner must cover 2 of the following types of:</p> <p>a participants</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 groups whose members do not know each other</p> <p>4 participants with particular needs in relation to the activity</p> | <p>The learner can:</p> <p>3.1 Explain the relevant features of the planned experience and its underpinning values</p> <p>3.2 Establish own role with the group</p> <p>1 learning facilitator</p> <p>2 group process facilitator</p> <p>3 task facilitator</p> <p>3.3 Negotiate ground rules for behaviour</p> <p>3.4 Respond sensitively to feelings and values expressed by the participants</p> <p>1 anxiety</p> <p>2 anger</p> <p>3 confusion</p> <p>4 apathy</p> <p>5 exhilaration</p> | | | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---|-----------------------------|
| <p>The learner will:</p> <p>a and 2 of the following types of:</p> <p>b roles</p> <p>1 learning facilitator</p> <p>2 group process facilitator</p> <p>3 task facilitator</p> <p>and 3 of the following types of:</p> <p>c feelings</p> <p>1 anxiety</p> <p>2 anger</p> <p>3 confusion</p> <p>4 apathy</p> <p>5 exhilaration</p> | <p>The learner can:</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 groups whose members do not know each other</p> <p>4 participants with particular needs in relation to the activity</p> <p>3.5 Encourage participants to share responsibility for their own individual and group learning</p> <p>3.6 Work with and influence group dynamics in ways that support learning</p> <p>3.7 Acknowledge achievement</p> |  | |
| <p>4. Know how to facilitate participants' individual learning and group development</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | <p>4.1 Summarise the steps in group formation</p> <p>4.2 Explain how to diagnose the mood or other conditions of a group, and the development stage they are at</p> <p>4.3 Compare and contrast the various strategies used for the encouragement of both individual and group development</p> <p>4.4 Explain how to prioritise the differing needs of the group, the individual and the task</p> <p>4.5 Explain how to get individuals to work near their adventure thresholds</p> <p>4.6 Explain how role relationships with each participant may or should develop (helping, counter-dependent, inter-dependent, independence)</p> <p>4.7 Justify the importance of allowing participants to make mistakes or to fail</p> | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|---|---------|-----------------------------|
| <p>The learner will:</p> <p>5. Be able to facilitate participants' individual and group development</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is facilitating learning using outdoor development training.</p> <p>When facilitating participants' individual learning and group development, the learner must cover 2 of the following types of: a participants</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity | <p>The learner can:</p> <p>4.8 Explain how to recognise the limits of own competence in relation to the activity being facilitated</p> <p>4.9 Compare and contrast the methods that can be employed to help individuals to explore their feelings</p> <p>4.10 Explain how self-esteem is built up by giving individuals the experience of responding successfully to a series of increasingly demanding challenges</p> <p>4.1.1 Explain how to recognise the vulnerability of participants who have a distorted self-image</p> <p>4.1.2 Summarise the value of specific positive feedback in building self-esteem</p> <p>5.1 Emphasise the importance of team work in achieving objectives</p> <ol style="list-style-type: none"> 1 affective 2 cognitive 3 physical 4 team development <p>5.2 Make sure at least one group member understands the objectives and parameters</p> <p>5.3 Encourage open and effective communication</p> <ol style="list-style-type: none"> 1 verbal 2 tone of voice 3 body language | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|---|---|-----------------------------|
| <p>The learner will:</p> <p>and 2 of the following types of:</p> <p>b objectives</p> <ol style="list-style-type: none"> 1 affective 2 cognitive 3 physical 4 team development <p>and all of the following types of:</p> <p>c methods of communication</p> <ol style="list-style-type: none"> 1 verbal 2 tone of voice 3 body language | <p>The learner can:</p> <ol style="list-style-type: none"> 5.4 Vary activities to meet individual and group needs 5.5 Encourage exploration and risk taking within agreed safety procedures 5.6 Make use of unplanned events during the experience 5.7 Enable individual reflection and group review 5.8 Encourage participants to think about how they may apply and test what they have learned to new situations <ol style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity |  | |
| <p>6. Know how to manage the physical and emotional well-being of participants</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | <ol style="list-style-type: none"> 6.1 Summarise relevant health and safety legislation, including that covering activity centres 6.2 Explain how to identify legislation covering working with children 6.3 Explain organisational procedures and requirements 6.4 Explain the principles of the duty of care 6.5 Define 'health' including the meaning of emotional/psychological health 6.6 Interpret Activity Centre Licensing Regulations and equipment manufacturers' guidelines 6.7 Summarise Technical knowledge, e.g. National Governing Body guidance relating to activities 6.8 Explain relevant operating and emergency procedures regarding safety 6.9 Compare and contrast the types of contingencies which are likely to occur: weather, accident and emergency, forced changes and how to plan for these 6.10 Explain incidence and the effect of adverse meteorological conditions | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---|-----------------------------|
| <p>The learner will:</p> <p>7. Be able to manage the physical and emotional well-being of participants</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is facilitating learning using outdoor development training.</p> <p>When managing the physical and emotional well-being of participants, the learner must cover 2 of the following types of:</p> <p>a adverse conditions</p> <p>1 difficult terrain</p> <p>2 difficult water conditions</p> <p>3 weather</p> <p>and 2 of the following types of:</p> <p>b participants</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 groups whose members do not know each other</p> <p>4 participants with particular needs in relation to the activity</p> | <p>The learner can:</p> <p>7.1 Follow organisational, legal and relevant governing body requirements for the activity</p> <p>7.2 Manage risk to keep the activity as safe as necessary taking account of the benefits of risk taking</p> <p>7.3 Foresee the onset of physical and emotional danger, including adverse conditions</p> <p>1 difficult terrain</p> <p>2 difficult water conditions</p> <p>3 weather</p> <p>7.4 Encourage participants to safeguard individual and group safety</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 groups whose members do not know each other</p> <p>4 participants with particular needs in relation to the activity</p> <p>7.5 Encourage positive behaviour and deal effectively with unacceptable behaviour</p> <p>1 communication</p> <p>2 involvement</p> |  | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|---|---|-----------------------------|
| <p>The learner will:</p> <p>and 3 of the following types of:</p> <p>c positive behaviour</p> <p>1 communication</p> <p>2 involvement</p> <p>3 empathy</p> <p>4 mutual support</p> <p>5 problem solving</p> <p>6 enthusing</p> <p>and 2 of the following types of:</p> <p>c unacceptable behaviour</p> <p>1 behaviour causing physical harm</p> <p>2 behaviour causing emotional harm</p> <p>3 behaviour causing damage</p> | <p>The learner can:</p> <p>3 empathy</p> <p>4 mutual support</p> <p>5 problem solving</p> <p>6 enthusing</p> <p>7.6 Take action to prevent or limit harm</p> <p>7.7 Recognise the physical and emotional limits of individuals and enable them to maintain dignity and self-respect</p> <p>7.8 Maintain and vary ground rules according to legal, organisational and client requirements</p> <p>7.9 Respond to incidents and emergencies in line with organisational procedures</p> |  | |
| <p>Evidence of real work activity</p> <p>There must be evidence that the learner has met all of the requirements listed under 'The learner can' through their own work in a real outdoor recreation/outdoor education/outdoor development training environment.</p> | | | |
| <p>Simulation</p> <p>Simulation is not allowed for this unit except as detailed below.</p> | | | |
| <p>Use of supplementary evidence</p> <p>Supplementary evidence may be used for assessment criteria 7.3 and 7.5 if no naturally occurring evidence is available.</p> | | | |

Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

| | |
|----------------------|---|
| Title: | Promote the transfer of learning from outdoor experiences |
| Unit no. | A/503/0987 |
| Level: | 3 |
| Credit value: | 3 |

| Learning outcomes | | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---|---------|-----------------------------|
| The learner will: 1. Know how to facilitate learning through individual and shared reflection on experience These can be assessed by: <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | | The learner can: 1.1 Summarise the experiential learning cycle 1.2 Explain the importance of reflection to effective learning 1.3 Explain the meanings of participants' aims, objectives and goals 1.4 Summarise the types of opportunities which can be created or used for review and reflection 1.5 Explain how to create an effective listening environment and encourage participants to air their views 1.6 Explain how to analyse participants' experiences and provide a summary of this analysis 1.7 Explain how to establish the links between what has been learned in the outdoor environment and other aspects of the participants' lives 1.8 Explain the importance of recording the outcomes of reviews | ✓ | |
| 2. Be able to facilitate learning through individual and shared reflection on experience | | 2.1 Establish a listening environment for the review 2.2 Enable participants to reflect on their experiences 1 adults 2 children and young people | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---------|-----------------------------|
| <p>The learner will:</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is promoting the transfer of learning from outdoor experiences.</p> <p>When facilitating learning through individual and shared reflection on experience, the learner must cover 2 of the following types of:</p> <p>a participants</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups <p>and 3 of the following types of:</p> <p>b learning</p> <ol style="list-style-type: none"> 1 affective 2 cognitive 3 physical 4 team development <p>and 3 of the following types of:</p> <p>c areas of life</p> <ol style="list-style-type: none"> 1 work 2 social 3 personal 4 home 5 education | <p>The learner can:</p> <ol style="list-style-type: none"> 3 groups whose members do not know each other 4 established groups <p>2.3 Enable participants to identify individual and group learning</p> <ol style="list-style-type: none"> 1 affective 2 cognitive 3 physical 4 team development <p>2.4 Enable participants to identify the process of individual and group learning</p> <p>2.5 Link intended and non-intended learning to individual and group objectives</p> <ol style="list-style-type: none"> 1 work 2 social 3 personal 4 home 5 education <p>2.6 Clarify and reinforce key points to focus participants' attention on learning</p> | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|---|--------------------------------------|-----------------------------|
| <p>The learner will:</p> <p>3. Know how to help participants identify how they can transfer learning to other aspects of their lives</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | <p>The learner can:</p> <p>3.1 Compare and contrast the three methods of transfer, i.e. metaphor, direct and indirect</p> <p>3.2 Explain the importance of assisting participants to transfer what they have learned to other contexts</p> <p>3.3 Summarise potential and actual difficulties which participants may have with this process and how to identify the ones which apply to particular people</p> <p>3.4 Explain how to recognise other individuals who could usefully contribute to the transfer process</p> <p>3.5 Summarise the types of support which individuals may need when attempting to transfer learning</p> <p>3.6 Summarise the types of advice, assistance and information about participants' learning needs which those providing support may need</p> <p>3.7 Explain how to develop and progress action plans</p> <p>3.8 Explain how to explain how the benefits of the experience can be maximised</p> <p>3.9 Explain how to negotiate the types of resources, assistance and conditions to assist the participants</p> <p>3.10 Explain how to achieve the commitment of participants to the identified learning outcomes</p> | <p style="text-align: center;">✓</p> | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|--|----------|-----------------------------|
| <p>The learner will:</p> <p>4. Be able to help participants identify how they can transfer learning to other aspects of their lives</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is promoting the transfer of learning from outdoor experiences.</p> <p>When helping participants identify how they can transfer learning to other aspects of their lives, the learner must cover 2 of the following types of:</p> <p>a participants</p> <p>1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups</p> <p>and 3 of the following types of:</p> <p>b areas of life</p> <p>1 work 2 social 3 personal 4 home 5 education</p> | <p>The learner can:</p> <p>4.1 Enable participants to see the relevance of their learning to other areas of life</p> <p>1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups</p> <p>1 work 2 social 3 personal 4 home 5 education</p> <p>4.2 Enable participants to identify what learning they can transfer to specific aspects of their lives</p> <p>4.3 Enable participants to identify what they can transfer about how they are learning</p> <p>4.4 Gain participants' commitment to related objectives</p> <p>4.5 Review and evaluate potential obstacles to the participants transferring what they have learned</p> <p>4.6 Discuss possible strategies to overcome these obstacles</p> <p>4.7 Share information and guidance about opportunities to transfer learning and support which may be needed, with others</p> <p>1 colleagues</p> | <p>✓</p> | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---|-----------------------------|
| <p>The learner will:</p> <ul style="list-style-type: none"> and 2 of the following types of: c others 1 colleagues 2 supervisors 3 teachers 4 mentors 5 friends | <p>The learner can:</p> <ul style="list-style-type: none"> 2 supervisors 3 teachers 4 mentors 5 friends 4.8 Encourage ongoing reflection and review |  | |
| <p>Evidence of real work activity There must be evidence that the learner has met all of the requirements listed under 'The learner can' through their own work in a real outdoor recreation/outdoor education/outdoor development training environment</p> | | | |
| <p>Simulation Simulation is not allowed for this unit.</p> | | | |
| <p>Use of supplementary evidence Supplementary evidence should only be used for items that do not require evidence of real work activity.</p> | | | |

Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

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|----------------------|---|
| Title: | Allocate and monitor the progress and quality of work in own area of responsibility |
| Unit no. | M/602/1844 |
| Level: | 4 |
| Credit value: | 14 |

| Learning outcomes | | Assessment criteria | Initial | Evidence Reference number/s |
|---|-----|--|---------|-----------------------------|
| The learner will: | | | | |
| The learner can: | | | | |
| 1. Be able to plan work for colleagues Evidence for the achievement of this Learning outcome must come from consistent performance in the workplace over a period of time. | 1.1 | Confirm the work required in own area of responsibility with the relevant people | | |
| | 1.2 | Plan how work will be carried out, taking account of: <ul style="list-style-type: none"> the views of people in own area of responsibility any priorities or critical activities best use of resources | | |
| 2. Be able to brief colleagues on planned work Evidence for the achievement of this Learning outcome must come from consistent performance in the workplace over a period of time. | 1.3 | Ensure the work is allocated to colleagues on a fair basis, taking account of their skills, knowledge, experience, workloads and opportunities for personal development | | |
| | 1.4 | Review and update work plans for own area of responsibility | | |
| | 1.5 | Communicate changes to those who will be affected | | |
| | 2.1 | Ensure that colleagues are briefed on allocated work with reference to: <ul style="list-style-type: none"> how the work fits with the vision and objectives for the area of work and organisation the standard of expected performance | | |
| | 2.2 | Promote ways of working which maximise the opportunities offered by diversity | | |
| | 2.3 | Enable colleagues to ask questions, make suggestions and seek clarification in relation to planned work | | |
| | | | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|---|---------|-----------------------------|
| <p>The learner will:</p> <p>3. Be able to monitor colleagues' work</p> <p>Evidence for the achievement of this Learning outcome must come from consistent performance in the workplace over a period of time.</p> | <p>The learner can:</p> <p>3.1 Monitor the progress and quality of work of colleagues on a regular and fair basis</p> <p>3.2 Measure the progress and quality of colleagues work against the standard of expected performance</p> <p>3.3 Provide colleagues with prompt and constructive feedback on their performance</p> | | |
| <p>4. Be able to support colleagues in their work</p> <p>Evidence for the achievement of this Learning outcome must come from consistent performance in the workplace over a period of time.</p> | <p>4.1 Support colleagues in identifying and dealing with problems and unforeseen events</p> <p>4.2 Motivate colleagues to complete allocated work, providing additional support to help completion</p> <p>4.3 Address any conflict that arises in a way that supports effective working</p> <p>4.4 Agree ways of improving colleagues' performance when necessary</p> <p>4.5 Acknowledge the successful completion of significant pieces of work</p> <p>4.6 Use information collected on colleagues' performance in formal appraisals of their performance</p> | | |
| <p>5. Understand own sector context for allocating and monitoring work in own area of responsibility</p> | <p>5.1 Summarise own sector's requirements for the development and maintenance of knowledge, understanding and skills</p> <p>5.2 Summarise specific legislation, regulations, guidelines and codes of practice for work in own area of responsibility</p> | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---|-----------------------------|
| <p>The learner will:</p> <p>6. Understand own organisational context for allocating and monitoring work in own area of responsibility</p> | <p>The learner can:</p> <p>6.1 Describe the people and other resources available in own area of responsibility</p> <p>6.2 Summarise the work requirements in own area of responsibility</p> <p>6.3 Summarise the operational plans in own area of responsibility</p> <p>6.4 Explain the vision and objectives of own area of work and those of own organisation</p> <p>6.5 Summarise own organisation's policy and procedures in relation to:</p> <ul style="list-style-type: none"> • health and safety • people development • standards of performance • dealing with poor performance • grievance and disciplinary issues • performance appraisal |  | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|----------|-----------------------------|
| <p>The learner will:</p> <p>7. Understand how to plan work for colleagues</p> | <p>The learner can:</p> <p>7.1 Clarify the importance of confirming work required in own area of responsibility</p> <p>7.2 Explain how to take account of health and safety issues when planning and allocating work</p> <p>7.3 Clarify the importance of seeking views on planned work from people across own area of responsibility</p> <p>7.4 Explain how to maximise the opportunities offered by diversity in own area of responsibility</p> <p>7.5 Clarify the importance of reviewing and updating plans of work in the light of developments</p> <p>7.6 Explain how to reallocate work and resources and communicate changes to those affected</p> | <p>✓</p> | |
| <p>8. Understand how to brief colleagues on planned work</p> | <p>8.1 Explain the importance of briefing colleagues on planned work</p> <p>8.2 Clarify the importance of showing colleagues how their work fits into the overall vision and objectives of own area of responsibility and those of the organisation</p> <p>8.3 Compare different ways of enabling colleagues to ask questions and seek clarification when being briefed on planned work</p> | | |
| <p>9. Understand how to monitor work carried out by colleagues</p> | <p>9.1 Evaluate the advantages and disadvantages of different ways of monitoring colleagues' work</p> | | |

| Learning outcomes | Assessment criteria | | Initial | Evidence Reference number/s |
|--|--|---|---------|-----------------------------|
| <p>The learner will:</p> <p>10. Understand how to support colleagues in their work</p> | <p>The learner can:</p> <p>10.1 Explain how to provide constructive and prompt feedback to colleagues about their work</p> | ✓ | | |
| | <p>10.2 Explain how to take account of diversity and inclusion issues when supporting colleagues to complete allocated work</p> | | | |
| | <p>10.3 Clarify the importance of identifying and addressing poor performance by colleagues</p> | | | |
| | <p>10.4 Describe the types of problems and unforeseen events in own area of responsibility for which colleagues may need support</p> | | | |
| | <p>10.5 Describe the types of support and additional resources colleagues may need to complete planned work</p> | | | |
| | <p>10.6 Compare different methods of motivating and supporting colleagues to complete their work and improve their performance</p> | | | |
| | <p>10.7 Explain how to log and make use of information on colleagues' performance when carrying out formal appraisals</p> | | | |

Evidence of real work activity

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work.

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items that do not require evidence of real work activity.

Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

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|----------------------|--|
| Title: | Support the efficient use of resources |
| Unit no. | H/502/8456 |
| Level: | 4 |
| Credit value: | 5 |

| Learning outcomes | | Assessment criteria | | Initial | Evidence Reference number/s |
|--|--|--|--|---------|-----------------------------|
| The learner will: 1. Know how to support the efficient use of resources This can be assessed by: <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | | The learner can: 1.1 Explain how to communicate effectively with team members, colleagues and line managers 1.2 Identify team objectives and organisational policies regarding the use of resources 1.3 Describe the organisational procedures for making recommendations on the use of resources 1.4 Explain the importance of effective management of resources to organisational performance 1.5 Describe the principles underpinning the effective and efficient management of resources | | ✓ | |
| 2. Know how to make recommendations for the use of resources This can be assessed by: <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | | 2.1 Explain how to develop and argue an effective case for changes in the management of resources 2.2 Explain how to enable people to identify and communicate the resources they need 2.3 Describe the trends and developments which may influence the future use of resources and how to plan for these | | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|----------|-----------------------------|
| <p>The learner will:</p> <p>3. Be able to make recommendations for the use of resources</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is supporting the efficient use of resources.</p> <p>When making recommendations for the use of resources, the learner must cover 1 of the following types of:</p> <p>a relevant people</p> <p>1 team members</p> <p>2 colleagues working at the same level</p> <p>3 higher level managers or supervisors</p> <p>with both of the following types of:</p> <p>b recommendations</p> <p>1 short term</p> <p>2 medium term</p> | <p>The learner can:</p> <p>3.1 Give relevant people the opportunity to provide information on the resources the team needs</p> <p>1 team members</p> <p>2 colleagues working at the same level</p> <p>3 higher level managers or supervisors</p> <p>3.2 Make recommendations for the use of resources that take account of relevant past experience</p> <p>1 short term</p> <p>2 medium term</p> <p>3.3 Make recommendations that take account of trends and developments which are likely to affect the use of resources</p> <p>1 short term</p> <p>2 medium term</p> <p>3.4 Make recommendations that are consistent with team objectives, organisational policies and environmental concerns</p> <p>1 short term</p> <p>2 medium term</p> <p>3.5 Make recommendations that clearly indicate the potential benefits expected from the planned use of resources</p> <p>1 short term</p> <p>2 medium term</p> | <p>✓</p> | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|---|---|-----------------------------|
| <p>The learner will:</p> <p>4. Know how to contribute to the control of resources</p> <p>This can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | <p>The learner can:</p> <p>3.6 Present the recommendations to relevant people in an appropriate and timely manner</p> <p>1 short term</p> <p>2 medium term</p> <p>1 team members</p> <p>2 colleagues working at the same level</p> <p>3 higher level managers or supervisors</p> <p>4.1 Explain how to encourage others to take responsibility for the control of resources in own area of work</p> <p>4.2 Describe the potential environmental impact of the resources being used</p> <p>4.3 Describe the problems which may occur with resources and how these can be dealt with</p> <p>4.4 Describe the importance of keeping accurate records on the use of resources</p> <p>4.5 Explain how to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of products and services</p> <p>4.6 Explain how to analyse the past use of resources</p> <p>4.7 Explain how to use results of analysis to make recommendations on more effective use of resources in the future</p> |  | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|----------|-----------------------------|
| <p>The learner will:</p> <p>5. Be able to contribute to the control of resources</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is supporting the efficient use of resources</p> <p>When contributing to the control of resources, the learner must cover 1 of the following types of:</p> <p>a relevant people</p> <p>1 team members</p> <p>2 colleagues working at the same level</p> <p>3 higher level managers or supervisors</p> <p>with 2 of the following types of:</p> <p>b corrective action</p> <p>1 altering activities</p> <p>2 modifying the use of resources</p> <p>3 re-negotiating the allocation of resources</p> | <p>The learner can:</p> <p>5.1 Give relevant people opportunities to take individual responsibility for the efficient use of resources</p> <p>1 team members</p> <p>2 colleagues working at the same level</p> <p>3 higher level managers or supervisors</p> <p>5.2 Monitor the use of resources under own control at appropriate intervals</p> <p>5.3 Make sure the use of resources by the team is efficient and takes into account the potential impact on the environment</p> <p>5.4 Monitor the quality of resources continuously and ensure consistency in product and service delivery</p> <p>5.5 Identify problems with resources promptly</p> <p>5.6 Make recommendations for corrective action to the relevant people as soon as possible</p> <p>1 altering activities</p> <p>2 modifying the use of resources</p> <p>3 re-negotiating the allocation of resources</p> | <p>✓</p> | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---------------------------------------|--|---------|-----------------------------|
| The learner will: | <p>The learner can:</p> <p>5.7 Make recommendations for improving the use of resources to relevant people in an appropriate and timely manner</p> <p>1 team members</p> <p>2 colleagues working at the same level</p> <p>3 higher level managers or supervisors</p> <p>5.8 Make sure that records relating to the use of resources are complete, accurate and available to authorised people only</p> | ✓ | |
| Evidence of real work activity | There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will' through their own work in a real outdoor recreation outdoor education/outdoor development training environment. | | |
| Simulation | Simulation is not allowed for this unit. | | |
| Use of supplementary evidence | Supplementary evidence should only be used for items that do not require evidence of real work activity. | | |

Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

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|----------------------|--|
| Title: | Provide leadership in own area of responsibility |
| Unit no. | A/502/9161 |
| Level: | 5 |
| Credit value: | 9 |

| Learning outcomes | | Assessment criteria | Initial | Evidence | Reference number/s |
|--|------------------|---|---------|----------|--------------------|
|  | | | | | |
| The learner will: | | | | | |
| 1. Understand the sector context for leadership | The learner can: | | | | |
| | 1.1 | Describe different leadership styles common in own sector | | | |
| 2. Understand own personal context for leadership | 1.2 | Summarise the legal, regulatory and ethical requirements which have implications for leadership in own sector | | | |
| | 2.1 | Explore how own values, motivations and emotions impact on own leadership skills | | | |
| | 2.2 | Evaluate own strengths and limitations in the leadership role | | | |
| | 2.3 | Explain own role, responsibilities and level of power | | | |
| | 2.4 | Explain the vision and objectives of the overall organisation and how these translate into the vision, objectives, culture and operational plans for own area of responsibility | | | |
| | 2.5 | Describe the types of support and advice that people are likely to need in own area, and how to respond to these | | | |
| 3. Be able to establish the conditions for effective leadership in own area of responsibility Evidence for the achievement of this Learning outcome must come from consistent performance in the workplace over a period of time. | 2.6 | Evaluate different leadership styles used across the organisation | | | |
| | 3.1 | Communicate the vision and direction for own area of responsibility, together with supportive objectives and operational plans, to the people working within own area | | | |
| | 3.2 | Ensure that people working within own area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the organisation as a whole | | | |
| | 3.3 | Win, through own performance, the trust and support of people within own area | | | |
| | 3.4 | Obtain regular feedback on own performance | | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|---|----------|-----------------------------|
| <p>The learner will:</p> <p>4. Understand how to lead other people</p> <p>5. Be able to lead people in own area of responsibility</p> <p>Evidence for the achievement of this Learning outcome must come from consistent performance in the workplace over a period of time.</p> | <p>The learner can:</p> <p>4.1 Summarise the main differences between management and leadership</p> <p>4.2 Explain the importance of having and communicating a vision for own area of responsibility</p> <p>4.3 Compare a range of different leadership styles</p> <p>4.4 Explain how to select and apply leadership styles according to context</p> <p>4.5 Explain how to select and apply different methods for communicating with people across an area of responsibility</p> <p>4.6 Explain why it is important to gather and make use of feedback from people on own leadership performance</p> <p>4.7 Describe the types of difficulty and challenge that may arise within own area, including conflict</p> <p>4.8 Explain ways of overcoming difficulty and challenge through the use of effective leadership skills</p> <p>4.9 Explain how to select and apply different methods of encouraging, motivating, and supporting people, and recognising their achievements</p> <p>5.1 Select and apply a range of leadership styles as appropriate to different situations and people</p> <p>5.2 Communicate regularly, making effective use of a range of different communication methods, with all the people working within own area</p> <p>5.3 Demonstrate active listening skills</p> <p>5.4 Steer own area successfully through difficulties and challenges, including conflict amongst colleagues</p> <p>5.5 Give people in own area support and advice when they need it, especially during periods of setback and change</p> <p>5.6 Motivate and support people in your area to achieve their work and development objectives</p> <p>5.7 Provide recognition when colleagues are successful</p> | <p>✓</p> | |

| Learning outcomes | | Assessment criteria | Initial | Evidence Reference number/s |
|--|--|--|---------|-----------------------------|
| <p>The learner will:</p> <p>6. Understand how to empower other people through leadership</p> | | <p>The learner can:</p> <p>6.1 Explore the benefits of a culture which encourages and recognises creativity and innovation</p> <p>6.2 Explain how to encourage a culture of creativity and innovation in own area of responsibility</p> <p>6.3 Explain the importance of encouraging others to take the lead, and ways in which this can be achieved</p> <p>6.4 Provide examples of how to empower other people in own area of responsibility</p> | | |
| <p>7. Be able to empower other people through effective leadership</p> <p>Evidence for the achievement of this Learning outcome must come from consistent performance in the workplace over a period of time.</p> | | <p>7.1 Maintain a culture within own area which encourages and recognises creativity and innovation</p> <p>7.2 Empower people in own area to develop their own ways of working and take their own decisions within agreed boundaries</p> <p>7.3 Encourage people to give a lead in their own areas of expertise, and show willingness to follow this lead</p> | | |
| <p>Evidence of real work activity</p> <p>There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work in a real outdoor recreation/outdoor education/outdoor development training environment.</p> | | | | |
| <p>Simulation</p> <p>Simulation is not allowed for this unit.</p> | | | | |
| <p>Use of supplementary evidence:</p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p> | | | | |

Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

| | |
|----------------------|-------------------------------|
| Title: | Organise and supervise travel |
| Unit no. | Y/602/1840 |
| Level: | 3 |
| Credit value: | 7 |

| Learning outcomes | | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---|---------|-----------------------------|
| The learner will: 1. Be able to organise travel arrangements This learning outcome must be assessed using workplace evidence generated when the learner is organising and supervising travel for outdoor programmes When organising travel arrangements, the learner must cover 6 of the following types of: a travel arrangements 1 method of transport 2 route 3 departure and arrival times | | The learner can: 1.1 Make the following types of arrangements : 1 method of transport 2 route 3 departure and arrival times 4 stages in the journey 5 food and drink 6 comfort and hygiene 7 overnight accommodation 8 supervision and support 9 transport and equipment 1.2 Plan travel arrangements that: <ul style="list-style-type: none"> • are appropriate to the requirements of the journey • are appropriate to the needs of the participants • balance efficiency, cost -effectiveness, comfort and concern for the environment • are safe • take account of the likely conditions during the journey | ✓ | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|---|---------|-----------------------------|
| The learner will: | The learner can: | ✓ | |
| and 2 of the following types of: | 1 method of transport | | |
| b journey | 2 route | | |
| 1 self-powered | 3 departure and arrival times | | |
| 2 in an organisation / hired vehicle | 4 stages in the journey | | |
| 3 by public transport | 5 food and drink | | |
| and 2 of the following types of: | 6 comfort and hygiene | | |
| c participants | 7 overnight accommodation | | |
| 1 adults | 8 supervision and support | | |
| 2 children and young people | 9 transport and equipment | | |
| 3 groups whose members do not know each other | 1.3 Provide participants and members of staff with clear, correct and up-to-date information about the travel arrangements | | |
| 4 participants with particular needs in relation to the activity | 1 adults | | |
| | 2 children and young people | | |
| | 3 groups whose members do not know each other | | |
| | 4 participants with particular needs in relation to the activity | | |
| | 1.4 Provide information relating to travel arrangements in good time | | |
| | 1.5 Ensure participants and staff are fully prepared for the journey | | |
| | 1 self-powered | | |
| | 2 in an organisation / hired vehicle | | |
| | 3 by public transport | | |
| | 1.6 Plan for likely contingencies | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|--|----------|-----------------------------|
| <p>The learner will:</p> <p>2. Be able to supervise journeys</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is organising and supervising travel for outdoor programmes</p> <p>When organising travel arrangements, the learner must cover 2 of the following types of:</p> <p>b journey</p> <p>1 self-powered</p> <p>2 in an organisation / hired vehicle</p> <p>3 by public transport</p> <p>and 2 of the following types of:</p> <p>c participants</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 groups whose members do not know each other</p> <p>4 participants with particular needs in relation to the activity</p> | <p>The learner can:</p> <p>2.1 Provide supervision for journeys which are:</p> <p>1 self-powered</p> <p>2 in an organisation / hired vehicle</p> <p>3 by public transport</p> <p>2.2 Take reasonable action to ensure the timely departure and arrival of participants</p> <p>2.3 Maintain the safety of participants during the journey</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 groups whose members do not know each other</p> <p>4 participants with particular needs in relation to the activity</p> <p>2.4 Ensure equipment, belongings and travel documents are handled and stored in a way which maintains their safety and security</p> <p>2.5 Deal with difficulties which arise in a way which maintains the safety, security, comfort and goodwill of participants</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 groups whose members do not know each other</p> <p>4 participants with particular needs in relation to the activity</p> | <p>✓</p> | |
| <p>3. Be able to follow legal and organisational requirements relating to travel</p> | <p>3.1 Follow relevant organisational and legal requirements for the journey</p> | | |

| Learning outcomes | Assessment criteria | | | Initial | Evidence Reference number/s |
|---|--|--|--|---------|-----------------------------|
| <p>The learner will:</p> <p>Evidence for the achievement of this Learning outcome must come from consistent performance in the workplace over a period of time.</p> | <p>The learner can:</p> <p>3.2 Keep required records accurate and up-to-date</p> <p>3.3 Take reasonable action to ensure that vehicles and attachments being used for journeys conform to organisational and legal requirements</p> | | | | |
| <p>4. Understand how to organise travel arrangements</p> | <p>4.1 Outline the major factors to bear in mind when organising travel</p> <p>4.2 Describe the travel arrangements appropriate to the range of participants, journeys and types of programmes related to their work</p> <p>4.3 Describe the different types of arrangements and resources that may be required for:</p> <ul style="list-style-type: none"> • adults • children and young people • people with specific needs for travel <p>4.4 Describe the measures that should be taken to ensure the timely departure and arrival of participants</p> <p>4.5 Explain how conditions can affect travel and the importance of taking account of variations in condition</p> <p>4.6 Explain the importance of providing participants and other relevant individuals with up-to-date, accurate and timely travel information</p> <p>4.7 Describe the range of contingency arrangements which are likely to be needed for journeys and how to make these plans</p> | | | | |
| <p>5. Understand the organisational and legislative requirements for travel</p> | <p>5.1 Describe the preparations which participants and members of staff would have to make for journeys</p> <p>5.2 Summarise the organisational and legal requirements which govern the organisation of travel for participants</p> <p>5.3 Outline organisational and legal requirements for the condition and control of vehicles</p> | | | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---------|-----------------------------|
| The learner will: | The learner can: | ✓ | |
| 6. Understand supervisory responsibilities required during journeys | 5.4 Summarise guidelines and good practice in relation to the parking of vehicles | | |
| | 5.5 Outline the records which need to be kept in relation to travel and the importance of maintaining these | | |
| | 6.1 Explain the importance of ensuring the safety and welfare of participants during the journey and how to do this | | |
| | 6.2 Describe the types of behaviour which should be discouraged during different types of journeys. | | |
| | 6.3 Describe the steps which can be taken to manage and discourage undesirable behaviour during journeys | | |
| | 6.4 Outline the main differences between carrying out supervisory responsibilities for: | | |
| | • adults | | |
| | • children and young people | | |
| | • people with specific needs for travel | | |
| | 6.5 Describe the measures that should be taken to ensure the safety and security of: | | |
| • equipment | | | |
| • belongings | | | |
| • travel documents | | | |
| 6.6 Outline safe handling and storage techniques | | | |
| Evidence of real work activity | There must be evidence that the learner has met all of the requirements listed under 'The learner can' through their own work in a real outdoor recreation/outdoor education/outdoor development training environment. | | |
| Simulation | Simulation is not allowed for this unit. | | |
| Use of supplementary evidence: | Supplementary evidence should only be used for items that do not require evidence of real work activity. | | |

Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

| | |
|----------------------|--|
| Title: | Understand how to safeguard the wellbeing of children and young people |
| Unit no. | Y/601/1695 |
| Level: | 3 |
| Credit value: | 3 |

| Learning outcomes | | Assessment criteria | Initial | Evidence Reference number/s |
|--|--|--|---------|-----------------------------|
| <p>The learner will:</p> <p>1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people</p> <p>When analysing how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people the learner must cover all of the following types of:</p> <p>a Day to day work</p> <ol style="list-style-type: none"> 1 Childcare practice 2 Child protection 3 Risk assessment 4 Ensuring the voice of the child or young person is heard (e.g. providing advocacy services) 5 Supporting children and others who may be expressing concerns | | <p>The learner can:</p> <ol style="list-style-type: none"> 1.1 Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people 1.2 Explain child protection within the wider concept of safeguarding children and young people 1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people <ol style="list-style-type: none"> 1 childcare practice 2 child protection 3 risk assessment 4 ensuring the voice of the child or young person is heard (e.g. providing advocacy services) 5 supporting children and young people and others who may be expressing concerns <ol style="list-style-type: none"> 1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice. 1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing. | ✓ | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|---|--------------------------------------|-----------------------------|
| <p>The learner will:</p> <p>2. Understand the importance of working in partnership with other organisations to safeguard children and young people</p> <p>When describing the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed the learner must cover all of the following types of:</p> <p>a different organisations</p> <ol style="list-style-type: none"> 1 social services 2 NSPCC 3 health visiting 4 GP 5 probation 6 police 7 school 8 psychology service <p>3. Understand the importance of ensuring children and young people's safety and protection in the work setting</p> | <p>The learner can:</p> <ol style="list-style-type: none"> 2.1 Explain the importance of safeguarding children and young people 2.2 Explain the importance of a child or young person centred approach 2.3 Explain what is meant by partnership working in the context of safeguarding 2.4 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed <ol style="list-style-type: none"> 1 social services 2 NSPCC 3 health visiting 4 GP 5 probation 6 police 7 school 8 psychology service <ol style="list-style-type: none"> 3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting 3.2 Explain policies and procedures that are in place to protect children and young people and adults who work with them <ol style="list-style-type: none"> 1 working in an open and transparent way 2 listening to children and young people 3 duty of care | <p style="text-align: center;">✓</p> | |

| Learning outcomes | Assessment criteria | | Initial | Evidence Reference number/s |
|---|--|--|---|-----------------------------|
| <p>The learner will:</p> <p>When explaining policies and procedures that are in place to protect children and young people and adults who work with them the learner must cover all of the following types of:</p> <p>a policies and practice for safe working</p> <ol style="list-style-type: none"> 1 working in an open and transparent way 2 listening to children and young people 3 duty of care 4 whistleblowing 5 power and positions of trust 6 propriety and behaviour 7 physical contact 8 intimate personal care 9 off site visits 10 photography and video 11 sharing concerns and recording/ reporting incidents | <p>The learner can:</p> <ol style="list-style-type: none"> 4 whistleblowing 5 power and positions of trust 6 propriety and behaviour 7 physical contact 8 intimate personal care 9 off site visits 10 photography and video 11 sharing concerns and recording/ reporting incidents | |  | |
| <p>4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed</p> | <ol style="list-style-type: none"> 3.2. Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected 3.3 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits 3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off-site visits 4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding 4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting 4.3. Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged | | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|---|---|-----------------------------|
| <p>The learner will:</p> <p>5. Understand how to respond to evidence or concerns that a child or young person has been bullied</p> <p>When explaining different types of bullying and the potential effects on children and young people the learner must cover all of the following types of:</p> <p>a bullying</p> <ol style="list-style-type: none"> 1 physical (pushing, kicking, hitting, pinching and other forms of violence or threats) 2 verbal (name-calling, insults, sarcasm, spreading rumors, persistent teasing) 3 emotional (excluding, tormenting, ridicule, humiliation) 4 cyberbullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else) 5 specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities <p>5 specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities</p> <p>5 specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities</p> | <p>The learner can:</p> <p>5.1 Explain different types of bullying and the potential effects on children and young people.</p> <p>1 physical (pushing, kicking, hitting, pinching and other forms of violence or threats)</p> <p>2 verbal (name-calling, insults, sarcasm, spreading rumors, persistent teasing)</p> <p>3 emotional (excluding, tormenting, ridicule, humiliation)</p> <p>4 cyberbullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else)</p> <p>5 specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities</p> <p>5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place</p> <p>5.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged</p> |  | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|---|----------|-----------------------------|
| <p>The learner will:</p> <p>6. Understand how to work with children and young people to support their safety and well being</p> | <p>The learner can:</p> <p>6.1 Explain how to support children and young people's self-confidence and self-esteem.</p> <p>6.2 Analyse the importance of supporting resilience in children and young people</p> <p>6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety.</p> <p>6.4 Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety</p> | <p>✓</p> | |
| <p>7. Understand the importance of e-safety for children and young people</p> | <p>7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone</p> <p>7.2. Describe ways of reducing risk to children and young people from:</p> <ul style="list-style-type: none"> • social networking • internet use • buying online • using a mobile phone | | |
| <p>Evidence of real work activity</p> | <p>N/a – This is a knowledge only unit</p> | | |
| <p>Simulation</p> | <p>N/a – This is a knowledge only unit</p> | | |
| <p>Use of supplementary evidence</p> | <p>N/a – This is a knowledge only unit</p> | | |

Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

| | |
|----------------------|-----------------------------------|
| Title: | Supervise residential experiences |
| Unit no. | T/503/1006 |
| Level: | 3 |
| Credit value: | 4 |

| Learning outcomes | | Assessment criteria | Initial | Evidence Reference number/s |
|--|--|---|---|-----------------------------|
| The learner will: 1. Know how to supervise participants' arrival These can be assessed by: <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | | The learner can: 1.1 Explain why it is important to ensure that the participants' arrival goes well 1.2 Summarise the information required before and during participants' arrival 1.3 Summarise accommodation and catering arrangements appropriate to a range of different types of participants and programmes 1.4 Summarise particular needs which people may have for accommodation and catering, including cultural and religious ones 1.5 Summarise the facilities and equipment which may be required for participants' arrival 1.6 Explain why it is important to maintain an overview of the arrival process and how to do so 1.7 Summarise the types of issues and queries which may arise during arrival and how to deal with these 1.8 Interpret the relevant organisational procedures and legal requirements which apply, including those covering working with children 1.9 Summarise the types of contentious and conflicting issues which may occur, how to seek clarification and from whom 1.10 Explain why it is important to seek feedback from the participants on the arrangements and facilities 1.11 Summarise events and issues which may need following up after arrival and what to do |  | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|---|----------|-----------------------------|
| <p>The learner will:</p> <p>2. Be able to supervise participants' arrival</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is supervising residential experiences.</p> <p>When supervising participants' arrival, the learner must cover 3 of the following types of:</p> <p>a participants</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 groups whose members do not know each other</p> <p>4 participants with particular needs in relation to the programme</p> <p>5 mixed sex groups</p> <p>and 3 of the following types of :</p> <p>b needs</p> <p>1 accommodation</p> <p>2 food and drink</p> <p>3 special dietary requirements</p> <p>4 personal support</p> | <p>The learner can:</p> <p>2.1 Gain all the relevant information about the participants, their needs and their programme</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 groups whose members do not know each other</p> <p>4 participants with particular needs in relation to the programme</p> <p>5 mixed sex groups</p> <p>1 accommodation</p> <p>2 food and drink</p> <p>3 special dietary requirements</p> <p>4 personal support</p> <p>2.2 Check that accommodation and catering arrangements meet the participants' known needs</p> <p>2.3 Make sure the required staff, facilities and equipment are ready for the participants' arrival</p> <p>2.4 Make sure the arrival process goes as planned</p> <p>2.5 Resolve queries and issues raised by staff and participants following organisational and legal standards and procedures</p> <p>2.6 Clarify with relevant staff contentious and conflicting issues</p> <p>2.7 Seek feedback from the participants on their satisfaction with facilities and arrangements</p> <p>2.8 Follow up events and issues with relevant individuals, following organisational standards and procedures</p> | <p>✓</p> | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---------|-----------------------------|
| <p>The learner will:</p> <p>3. Know how to supervise participants' daily organisation</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | <p>The learner can:</p> <p>3.1 Explain the importance of continuing to supervise the participants' daily organisation</p> <p>3.2 Summarise the types of residential needs which participants may have and the organisational procedures and legal requirements which apply</p> <p>3.3 Summarise the types of requested changes which may occur and how to deal with these</p> <p>3.4 Explain the principles of quality internal and external customer care</p> | | |
| <p>4. Be able to supervise participants' daily organisation</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is supervising residential experiences.</p> <p>When supervising participants' daily organisation the learner must cover 3 of the following types of: a participants</p> <p>1 adults 2 children and young people 3 groups whose members do not know each other</p> | <p>4.1 Make sure that arrangements and resources relating to participants' daily residential needs are available and appropriate according to organisational and legal standards and procedures</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 groups whose members do not know each other</p> <p>4 participants with particular needs in relation to the programme</p> <p>5 mixed sex groups</p> <p>4.2 Make sure staff and participants understand the arrangements and have an opportunity to ask questions and give feedback</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 groups whose members do not know each other</p> <p>4 participants with particular needs in relation to the programme</p> | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---------|-----------------------------|
| <p>The learner will:</p> <ul style="list-style-type: none"> 4 participants with particular needs in relation to the programme 5 mixed sex groups <p>and 3 of the following types of:</p> <p>b needs</p> <ul style="list-style-type: none"> 1 accommodation 2 food and drink 3 special dietary requirements 4 personal support | <p>The learner can:</p> <ul style="list-style-type: none"> 5 mixed sex groups <p>4.3 Make sure participants' daily residential needs are met</p> <ul style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the programme <ul style="list-style-type: none"> 1 accommodation 2 food and drink 3 special dietary requirements 4 personal support <p>4.4 Deal with requested changes to the arrangements following organisational and legal standards and procedures</p> <p>4.5 Maintain an ethos and spirit of quality internal and external customer care throughout the process</p> | ✓ | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---------|-----------------------------|
| <p>The learner will:</p> <p>5. Know how to organise participants' sleeping arrangements</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | <p>The learner can:</p> <p>5.1 Explain the importance of providing sleeping arrangements which meet the needs of the participants and the programme</p> <p>5.2 Explain how to organise the types of sleeping arrangements listed in the range for the types of participants</p> <p>5.3 Summarise the security arrangements appropriate to certain types of participants, for example children and young people</p> <p>5.4 Explain why it is important to make sure participants are aware of sleeping arrangements</p> <p>5.5 Summarise the types of requested changes to sleeping arrangements which may be made, the reasons for these and how to deal with them in line with the aims of the programme</p> <p>5.6 Explain the importance of supervising the organisation of sleeping arrangements and how to do this with sensitivity according to the different types of participants</p> <p>5.7 Summarise the issues which may occur and how to deal with these</p> <p>5.8 Summarise relevant organisational procedures and legal requirements</p> <p>5.9 Explain the importance of seeking feedback on sleeping arrangements and how to get and respond to such feedback</p> | ✓ | |
| <p>6. Be able to organise participants' sleeping arrangements</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is supervising residential experiences.</p> | <p>6.1 Ensure that all staff and participants understand the sleeping arrangements</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 groups whose members do not know each other</p> <p>4 participants with particular needs in relation to the programme</p> <p>5 mixed sex groups</p> <p>1 indoors</p> | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|--------------------------------------|-----------------------------|
| <p>The learner will:</p> <p>When organising participants' sleeping arrangements, the learner must cover 3 of the following types of:</p> <p>a participants</p> <ul style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the programme 5 mixed sex groups <p>and 3 of the following types of:</p> <p>b sleeping arrangements</p> <ul style="list-style-type: none"> 1 indoors 2 outdoors 3 single 4 shared 5 off-site | <p>The learner can:</p> <ul style="list-style-type: none"> 2 outdoors 3 single 4 shared 5 off-site <p>6.2 Deal with requested changes and queries according to organisational procedures and legal requirements and the aims of the programme</p> <p>6.3 Supervise the organisation of sleeping arrangements with participants and staff, taking into account the sensitivity and importance of this aspect of the residential experience</p> <ul style="list-style-type: none"> 1 indoors 2 outdoors 3 single 4 shared 5 off-site <p>6.4 Ensure there are adequate security arrangements for the participants involved</p> <ul style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the programme 5 mixed sex groups | <p style="text-align: center;">✓</p> | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|---|----------|-----------------------------|
| <p>The learner will:</p> | <p>The learner can:</p> <p>6.5 Deal with issues which occur in line with organisational procedures and legal requirements</p> <p>6.6 Seek feedback from staff and participants regarding sleeping arrangements</p> <p>6.7 Deal with feedback in line with organisational procedures and the aims of the programme</p> <p>7.1 Explain why it is important to make sure departure goes smoothly</p> <p>7.2 Summarise the information which needs to be held by the candidate and other staff</p> <p>7.3 Explain why it is important to ensure the participants understand the departure arrangements and how to do this</p> <p>7.4 Summarise the facilities and equipment which may need to be organised for the departure</p> <p>7.5 Explain why it is important to maintain an overview of the departure and how to do so</p> <p>7.6 Summarise queries and issues which may arise and how to deal with these according to organisational procedures and legal requirements</p> <p>7.7 Explain the importance of feedback and how to get it</p> <p>7.8 Explain how to deal with the range of events and issues</p> <p>8.1 Make sure self and other staff have the relevant information concerning the participants' planned departure</p> <p>8.2 Make sure the participants understand the arrangements and procedures for departure, including the importance of not leaving property behind</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 groups whose members do not know each other</p> | <p>✓</p> | |
| <p>7. Know how to supervise participants' departure</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | | | |
| <p>8. Be able to supervise participants' departure</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is supervising residential experiences.</p> | | | |

| Learning outcomes | Assessment criteria | | Initial | Evidence Reference number/s |
|--|---|--|---------|-----------------------------|
| <p>The learner will:</p> <p>When supervising participants' departure, the learner must cover 3 of the following types of:</p> <p>a participants</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the programme 5 mixed sex groups <p>and 2 of the following types of:</p> <p>b events and issues</p> <ol style="list-style-type: none"> 1 lost property 2 missing persons 3 complaints 4 suggestions | <p>The learner can:</p> <ol style="list-style-type: none"> 4 participants with particular needs in relation to the programme 5 mixed sex groups <p>8.3 Make sure that self, other staff and the required facilities and equipment are ready for departure</p> <p>8.4 Make sure the departure goes according to plan</p> <p>8.5 Resolve queries and issues raised by staff and participants according to organisational procedures and legal requirements</p> <p>8.6 Seek feedback from the participants to on their satisfaction with departure arrangements</p> <p>8.7 Follow up events and issues with relevant individuals, following organisational procedures</p> <ol style="list-style-type: none"> 1 lost property 2 missing persons 3 complaints 4 suggestions | | ✓ | |
| <p>Evidence of real work activity</p> <p>There must be evidence that the learner has met all of the requirements listed under 'The learner can' through their own work in a real outdoor recreation/outdoor education/outdoor development training environment.</p> | | | | |
| <p>Simulation</p> <p>Simulation is not allowed for this unit except as detailed below.</p> | | | | |
| <p>Use of supplementary evidence</p> <p>Supplementary evidence may be used for assessment criteria 2.6 and 8.7 if no naturally occurring evidence is available.</p> | | | | |

Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

| | |
|----------------------|---|
| Title: | Contribute to the prevention and management of abusive and aggressive behaviour |
| Unit no. | T/601/1168 |
| Level: | 3 |
| Credit value: | 4 |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference Number/s |
|---|--|---------|-----------------------------|
| <p>The learner will:</p> <p>1. Know how to contribute to the prevention and management of abusive and aggressive behaviour</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • Written questions and answers • Projects • Assignments <p>2. Know and understand the forms, causes and effects of abusive and aggressive behaviour</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • Written questions and answers • Projects • Assignments | <p>Assessment criteria</p> <p>The learner can:</p> <p>1.1 Identify legislation, policy and procedures relating to the prevention and management of abusive and aggressive behaviour</p> <p>1.2 Explain the importance of reviewing incidents of abusive and aggressive behaviour</p> <p>1.3 Identify sources of specialist support for dealing with abusive and aggressive behaviour</p> <p>2.1 Identify the factors which indicate the potential for abusive or aggressive behaviour to develop</p> <p>2.2 Identify the forms that abusive and aggressive behaviour can take</p> <p>2.3 Describe the effects of abusive and aggressive behaviour on those involved and those witnessing</p> | ✓ | |

| Learning outcomes | | Assessment criteria | Initial | Evidence Reference Number/s |
|--|-----|--|---------|-----------------------------|
| ✓ | | | | |
| The learner will: | | | | |
| 3. Be able to deal with incidents of abusive and aggressive behaviour This learning outcome must be assessed by a combination of two of the following: <ul style="list-style-type: none"> • observation • testimony of others (for example, line manager or colleagues) • products of work (for example, incident reports) • reflective account | 3.1 | Take action which minimises abusive and aggressive behaviour | | |
| | 3.2 | Communicate with individuals displaying abusive and aggressive behaviour in a manner which restores a calmer atmosphere | | |
| 4. Be able to contribute to minimising the risk of abusive and aggressive behaviour | 3.3 | Respond to physically aggressive behaviour in accordance with statutory and organisational requirements | | |
| | 3.4 | Record and report incidents of abusive and aggressive behaviour in accordance with organisational procedure | | |
| | 4.1 | Identify environmental factors which affect behaviour | | |
| | 4.2 | Review incidents of abusive and aggressive behaviour and suggest options for reducing the risk of reoccurrence | | |
| | 4.3 | In consultation with others, refer those at risk of displaying abusive and aggressive behaviour to appropriate people and agencies | | |
| Evidence of real work activity There must be evidence that the learner has met all of the requirements listed under 'The learner can' through their own work in a real outdoor recreation outdoor education/outdoor development training environment. | | | | |
| Simulation Realistic simulation is allowed for this unit for assessment criteria 3.3. | | | | |
| Use of supplementary evidence Supplementary evidence may be used for assessment criteria 3.1-3.4 and 4.1- 4.3 if no naturally occurring evidence is available. | | | | |

Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

| | |
|----------------------|---|
| Title: | Enable disabled people to take part in activities |
| Unit no. | D/601/5540 |
| Level: | 3 |
| Credit value: | 9 |

| Learning outcomes | Assessment criteria | ✓ | Initial | Evidence Reference Number/s |
|---|--|---|---------|-----------------------------|
| <p>The learner will:</p> <p>1. Know how to identify the needs of disabled participants for the activity.</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | <p>The learner can:</p> <p>1.1 Describe the value of sport and recreation activities to disabled participants</p> <p>1.2 Describe the importance of involving disabled participants to the best of their ability</p> <p>1.3 Describe the importance of identifying the needs of disabled participants</p> <p>1.4 Describe the most common types of impairments which they are likely to encounter</p> <p>1.5 Describe the implications of the most common types of impairments for the activity</p> <p>1.6 Describe how to gather and check information on the participant's abilities</p> <p>1.7 Describe how to interpret the implications of the participant's abilities</p> <p>1.8 Identify sources of help in interpreting information on disabilities</p> | ✓ | | |



The learner will:

The learner can:

| | | | | | |
|--|---|--|--|--|--|
| <p>2. Be able to identify the needs of disabled participants for the activity.</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is enabling disabled people to take part in activities.</p> <p>When identifying the needs of disabled participants for the activity, the learner must cover all of the following types of:</p> <p>a information</p> <ol style="list-style-type: none"> 1 nature of the impairment 2 what the participant can do 3 requirements for access 4 special equipment used 5 preferred communication methods 6 safety requirements 7 medical requirements 8 previous history of participation | <ol style="list-style-type: none"> 1.9 Describe how to identify the modifications and adaptations to the activity and equipment to meet the needs of disabled participants 1.10 Outline the types of information about participants that should be treated confidentially, and who can and cannot be given such information 1.11 Outline how to work out and ensure there are adequate staffing levels | | | | |
| <ol style="list-style-type: none"> 2.1 Collect up-to-date information on the participant's needs from relevant sources <p>a information</p> <ol style="list-style-type: none"> 1 nature of the impairment 2 what the participant can do 3 requirements for access 4 special equipment used 5 preferred communication methods 6 safety requirements 7 medical requirements 8 previous history of participation | | | | | |



The learner will:

with **1** of the following types of:

b participant

- 1 physically disabled
- 2 with learning difficulties
- 3 with sensory impairments

with **1** of the following types of:

c sources

- 1 the participant themselves
- 2 parents or carers
- 3 group leaders

The learner can:

b participant

- 1 physically disabled
- 2 with learning difficulties
- 3 with sensory impairments

c sources

- 1 the participant themselves
- 2 parents or carers
- 3 group leaders

2.2 Collect this information sensitively and in a manner appropriate to the participant

a information

- 1 nature of the impairment
- 2 what the participant can do
- 3 requirements for access
- 4 special equipment used
- 5 preferred communication methods
- 6 safety requirements
- 7 medical requirements
- 8 previous history of participation

Learning outcomes

Assessment criteria

Initial Evidence Reference Number/s



The learner will:

The learner can:

| | <p>b participant</p> <ol style="list-style-type: none">1 physically disabled2 with learning difficulties3 with sensory impairments <p>2.3 Check the information for accuracy</p> <ol style="list-style-type: none">1 nature of the impairment2 what the participant can do3 requirements for access4 special equipment used5 preferred communication methods6 safety requirements7 medical requirements8 previous history of participation <p>2.4 Where necessary, get competent help to interpret the information correctly</p> | | |
|--|---|--|--|

Learning outcomes

Assessment criteria

Initial Evidence Reference Number/s



The learner will:

The learner can:

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | 2.5 Record the information accurately for future use | | |
| | | 1 nature of the impairment | | |
| | | 2 what the participant can do | | |
| | | 3 requirements for access | | |
| | | 4 special equipment used | | |
| | | 5 preferred communication methods | | |
| | | 6 safety requirements | | |
| | | 7 medical requirements | | |
| | | 8 previous history of participation | | |
| | | 2.6 Make an assessment of the participant's ability in regard to the activity | | |
| | | 1 physically disabled | | |
| | | 2 with learning difficulties | | |
| | | 3 with sensory impairments | | |



The learner will:

The learner can:

| | | | | |
|--|---|--|--|--|
| <p>3. Know how to adapt activities to the needs of disabled participants.</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers, • questions requiring written answers | <p>2.7 Identify the modifications to the activity and the support which the participant may need</p> | | | |
| | <p>1 physically disabled</p> | | | |
| | <p>2 with learning difficulties</p> | | | |
| | <p>3 with sensory impairments</p> | | | |
| | <p>2.8 Check proposed modifications with a responsible colleague</p> | | | |
| | <p>2.9 Make sure there are adequate staffing levels</p> | | | |
| | <p>3.1 Describe the importance of providing disabled participants with opportunities for development and challenge</p> | | | |
| | <p>3.2 Describe how to set goals for an activity which is realistic for the participant's level of ability whilst still providing opportunities for development and challenge</p> | | | |
| | <p>3.3 Describe health and safety issues when setting up activities for the range of disabled participants, in particular how levels of risk for an activity can be increased when working with disabled people</p> | | | |
| | <p>3.4 Describe how to design 'warm-up' activities for disabled participants</p> | | | |
| | <p>3.5 Outline how to adapt the activity's structure to the needs of the disabled participant</p> | | | |
| | <p>3.6 Describe the importance of briefing any enablers on the activity and its goals</p> | | | |
| | <p>3.7 Describe types of support which may be needed for the participant's medical, personal and communication needs</p> | | | |
| | <p>3.8 Identify special types of equipment which participants in the range may need for the activity</p> | | | |

Learning outcomes

Assessment criteria

Initial Evidence Reference Number/s



The learner will:

The learner can:

| | | | | | | | | | | | | | | | | | |
|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <p>4. Be able to adapt activities to the needs of disabled participants.</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is enabling disabled people to take part in activities.</p> <p>When adapting activities to the needs of disabled participants, the learner must cover 1 of the following types of:</p> <p>a participant</p> <ul style="list-style-type: none"> 1 physically disabled 2 with learning difficulties 3 with sensory impairments | <p>3.9 Describe how to check the appropriateness and serviceability of the equipment to be used</p> <p>3.10 Describe the importance of getting help when problems beyond own level of competence occur</p> <p>3.11 Outline how to access help when needed</p> | | | | | | | | | | | | | | | | |
| <p>4.1 Make sure the planned goals for the activity are safe and realistic for the participant, whilst still providing opportunities for challenge and development</p> <ul style="list-style-type: none"> 1 physically disabled 2 with learning difficulties 3 with sensory impairments | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |

Learning outcomes

Assessment criteria

Initial Evidence Reference Number/s



The learner will:

- with both of the following types of:
- b equipment**
- 1 normal activity equipment
- 2 special equipment to meet the participant's needs

The learner can:

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

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

1 physically disabled

2 with learning difficulties

3 with sensory impairments

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

1 physically disabled

2 with learning difficulties

3 with sensory impairments

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

1 normal activity equipment

2 special equipment to meet the participant's needs

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

Learning outcomes

Assessment criteria

Initial Evidence Reference Number/s

The learner will:

5. Know how to work with disabled participants.
- This learning outcome can be assessed by:
- professional discussion
 - oral questions and answers
 - questions requiring written answers

The learner can:

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





The learner will:

The learner can:

| | | | | |
|--|---|--|--|--|
| <p>6. Be able to work with disabled participants.</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is enabling disabled people to take part in activities.</p> <p>When working with disabled participants, the learner must cover 1 of the following types of:</p> <p>a participant</p> <ul style="list-style-type: none"> 1 physically disabled 2 with learning difficulties 3 with sensory impairments | <p>5.1.2 Describe how to identify when a participant may have a personal or medical need</p> <p>5.1.3 Describe how to respond to a participant's personal or medical need</p> <p>5.1.4 Describe the importance of reviewing with the participant and others</p> <p>5.1.5 Describe what to do with the results of a review</p> | | | |
| <p>6.1 Communicate with the participant in a way which is appropriate to their needs</p> <ul style="list-style-type: none"> 1 physically disabled 2 with learning difficulties 3 with sensory impairments <p>6.2 Check the participant's level of understanding at all key points during the activity</p> <ul style="list-style-type: none"> 1 physically disabled 2 with learning difficulties 3 with sensory impairments <p>6.3 Provide direct help during the activity with the participant's agreement</p> <ul style="list-style-type: none"> 1 physically disabled 2 with learning difficulties 3 with sensory impairments <p>6.4 Provide a level of supervision throughout the activity which is appropriate to the participant's safety and medical requirements</p> | | | | |



The learner will:

The learner can:

| | | | | |
|--|---|--|--|--|
| | | | | |
| | 1 physically disabled | | | |
| | 2 with learning difficulties | | | |
| | 3 with sensory impairments | | | |
| | 6.5 Get appropriate help when problems beyond own level of competence occur | | | |
| | 6.6 Ensure the participant receives support for personal and medical needs as required | | | |
| | 1 physically disabled | | | |
| | 2 with learning difficulties | | | |
| | 3 with sensory impairments | | | |
| | 6.7 Review with the participant and others how well the activity and arrangements have met their needs | | | |
| | 1 physically disabled | | | |
| | 2 with learning difficulties | | | |
| | 3 with sensory impairments | | | |

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'The learner can' through their own work in a real outdoor recreation/outdoor education/outdoor development training environment.

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

| | |
|----------------------|------------------------------------|
| Title: | Facilitate adventurous experiences |
| Unit no. | K/503/0919 |
| Level: | 4 |
| Credit value: | 7 |

| Learning outcomes | | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|--|---------|-----------------------------|
| The learner will: 1. Know how to facilitate adventurous experiences These can be assessed by: <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | | The learner can: 1.1 Summarise relevant legislation and guidelines for the type of experience planned including those of the organisation and National Governing Bodies, where these apply 1.2 Describe the special environmental considerations and hazards which may be encountered during the adventurous experience 1.3 Explain how to identify other types of hazards which are likely to occur, for example, in the planned activities, in the equipment used, and in participant behaviour 1.4 Compare and contrast appropriate methods of risk assessment and risk management, including: <ul style="list-style-type: none"> • environmental conditions and changes • physical, emotional and psychological factors • criteria for modifying or abandoning the experience, • published national and local safety rules, • organisational guidelines, • prior experience | ✓ | |
| 2. Know how to prepare for adventurous experiences | | 2.1 Illustrate the value of adventure and challenge and the benefits which participants can get from such experiences 2.2 Explain the difference between real and perceived risk 2.3 Explain the meaning of the 'adventure continuum' from comfort to panic zones 2.4 Explain how to assess the range of participants' likely adventure thresholds | | |

| Learning outcomes | Assessment criteria | | Initial | Evidence Reference number/s |
|--|--|--|---------|-----------------------------|
| <p>The learner will:</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | <p>The learner can:</p> <p>2.5 Summarise factors to bear in mind when choosing adventurous experiences for participants</p> <p>2.6 Explain how to balance the participants' abilities and concerns with the perceived risk of the experience</p> <p>2.7 Explain the importance of clear and sound safety parameters</p> <p>2.8 Explain why the details of the planned experience must be checked with a responsible colleague and the procedures to follow</p> <p>2.9 Explain why it is necessary to have familiarity with and appropriate personal experience in the specific adventure activity which is planned</p> <p>2.10 Justify reasons for choice of particular location, approach and equipment</p> | | ✓ | |
| <p>3. Be able to prepare for adventurous experiences</p> <p>This Learning Outcomes must be assessed using workplace evidence generated when the learner is facilitating adventurous experiences.</p> <p>When preparing for adventurous experiences, the learner must cover 2 of the following types of:</p> <p>a aims</p> <ol style="list-style-type: none"> 1 recreation 2 education 3 personal, social and spiritual development 4 potential for further development | <p>3.1 Identify the aims of the experience, as they relate to the participants' needs, abilities and potential</p> <ol style="list-style-type: none"> 1 recreation 2 education 3 personal, social and spiritual development 4 potential for further development <p>3.2 Assess the participants' likely adventure thresholds</p> <p>3.3 Design the experience to meet the aims, and challenge, but not exceed, the participants' adventure thresholds</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups | | | |

Learning outcomes

Assessment criteria

Evidence Reference number/s

The learner will:

The learner can:

| Learning outcomes | Assessment criteria | Evidence Reference number/s |
|--|---|-----------------------------|
| <p>and 2 of the following types of:</p> <p>b participants</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups <p>and both of the following types of:</p> <p>c experience</p> <ol style="list-style-type: none"> 1 single activities 2 complex multiple activities <p>and 2 of the following types of:</p> <p>d location</p> <ol style="list-style-type: none"> 1 within the site boundary 2 in remote areas 3 overseas | <p>3.4 Make sure the experience is in line with the policies, procedures and resources of the organisations involved</p> <ol style="list-style-type: none"> 1 single activities 2 complex multiple activities <p>3.5 Research and, if necessary, reconnoitre the location for the experience</p> <ol style="list-style-type: none"> 1 within the site boundary 2 in remote areas 3 overseas <p>3.6 Select and prepare equipment for the experience</p> <p>3.7 Identify the external influences and hazards relevant to the experience</p> <p>3.8 Make sure that the experience is within own competence to manage</p> <p>3.9 Make sure that effective but flexible safety parameters have been established</p> <ol style="list-style-type: none"> 4.1 Summarise the agreed safety parameters for the activity and why these must be clearly explained to the participants 4.2 Explain why it is important to encourage, not coerce, participants into adventurous activities 4.3 Explain the meaning of 'informed consent' in the context of adventurous activities 4.4 Justify the importance of encouraging participants to take control of their own experience and how to balance this with the safety parameters 4.5 Explain the importance of mutual support and trust within a group of participants and how to encourage this 4.6 Explain the importance of preparing participants to cope with unforeseen circumstances | <p>✓</p> |
| <p>4. Know how to prepare participants for adventurous experiences</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | | |

| Learning outcomes | Assessment criteria | | Initial | Evidence Reference number/s |
|--|-------------------------|---|---------|-----------------------------|
| <p>The learner will:</p> | <p>The learner can:</p> | | ✓ | |
| | 4.7 | Summarise how to encourage and prepare participants to use basic problem solving techniques | | |
| | 4.8 | Explain how to agree responsibilities for assessing and helping to manage risk | | |
| | 4.9 | Explain why it is important to demonstrate and inculcate a strong environmental ethic | | |
| | 4.10 | Explain why it is beneficial for participants to express feelings including those of apprehension, exploit them creatively, and reflect on their experience during and after any adventurous activity | | |
| 5. Be able to prepare participants for adventurous experiences | 5.1 | Communicate the aims and value of the experience to the participants | | |
| | 1 | recreation | | |
| | 2 | education | | |
| This Learning Outcomes must be assessed using workplace evidence generated when the learner is facilitating adventurous experiences. | 3 | personal, social and spiritual development | | |
| | 4 | potential for further development | | |
| When preparing participants for adventurous experiences, the learner must cover 2 of the following types of: | 1 | adults | | |
| a aims | 2 | children and young people | | |
| 1 recreation | 3 | groups whose members do not know each other | | |
| 2 education | 4 | established groups | | |
| 3 personal, social and spiritual development | 5.2 | Enable the participants to help plan and manage the experience and develop a sense of ownership | | |
| 4 potential for further development | 1 | single activities | | |
| | 2 | complex multiple activities | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|---|----------|-----------------------------|
| <p>The learner will:</p> <p>and 2 of the following types of:</p> <p>b participants</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 groups whose members do not know each other</p> <p>4 established groups</p> <p>and both of the following types of:</p> <p>c experience</p> <p>1 single activities</p> <p>2 complex multiple activities</p> <p>and 2 of the following types of:</p> <p>d location</p> <p>1 within the site boundary</p> <p>2 in remote areas</p> <p>3 overseas</p> <p>6. Know how to supervise and facilitate adventurous experiences</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers | <p>The learner can:</p> <p>5.3 Communicate the safety parameters for the experience and the location</p> <p>1 within the site boundary</p> <p>2 in remote areas</p> <p>3 overseas</p> <p>5.4 Encourage mutual trust, support and openness in the group, about concerns, apprehensions, strengths and weaknesses</p> <p>5.5 Prepare the participants to cope with both anticipated and unforeseen circumstances, and to solve problems by themselves as far as possible</p> <p>5.6 Agree with participants the responsibility of leaders and participants for reporting hazards accidents and near-misses, and for assessing and managing risk</p> <p>5.7 Ensure that participants understand and can follow the emergency procedures</p> <p>6.1 Compare and contrast styles of leadership which are appropriate to leading adventurous experiences</p> <p>6.2 Explain the importance of carefully monitoring the level of risk throughout the experience and maintaining activities within agreed safety parameters, and how to do so</p> <p>6.3 Explain the importance of keeping interventions to a minimum</p> <p>6.4 Explain how to identify the situations in which it may be necessary to intervene during the experience</p> <p>6.5 Explain how to identify the situations in which appropriate help will have to be called upon and the procedures to follow to do this</p> | <p>✓</p> | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---|-----------------------------|
| <p>The learner will:</p> <p>7. Be able to supervise and facilitate adventurous experiences</p> <p>This Learning Outcomes must be assessed using workplace evidence generated when the learner is facilitating adventurous experiences.</p> <p>When supervising and facilitating adventurous experiences, the learner must cover 2 of the following types of: b participants</p> <p>1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups</p> | <p>The learner can:</p> <p>6.6 Explain the importance of delegating responsibility to participants and how to do so effectively</p> <p>6.7 Explain the importance of reviewing the experience with the participants and the types of occurrences to note during the experience which could be used during later reviews</p> <p>6.8 Summarise safety procedures and guidelines</p> <p>6.9 Explain the importance of fostering judgement and self-confidence amongst participants</p> <p>6.10 Summarise ranges of likely group behaviour and interaction</p> <p>7.1 Continuously monitor the level of challenge and adventure in relation to participants' adventure thresholds and their ability to cope</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 groups whose members do not know each other</p> <p>4 established groups</p> <p>7.2 Adjust the level of challenge and adventure by measured interventions which maximise the likelihood of achieving the aims of the experience</p> <p>1 recreation</p> <p>2 education</p> |  | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---|-----------------------------|
| <p>The learner will:</p> <p>and 2 of the following types of:</p> <p>b aims</p> <ol style="list-style-type: none"> 1 recreation 2 education 3 personal, social and spiritual development 4 potential for further development <p>and both of the following types of:</p> <p>c experience</p> <ol style="list-style-type: none"> 1 single activities 2 complex multiple activities | <p>The learner can:</p> <ol style="list-style-type: none"> 3 personal, social and spiritual development 4 potential for further development 1 single activities 2 complex multiple activities <p>7.3 Maintain the participants' attention to hazards, safety parameters and agreed responsibilities for the experience and location</p> <p>7.4 Encourage the noting of events and exchanges which may be used with participants both during and following the experience to get the best out of the experience</p> <p>8.1 Explain how to deal with end-of-adventure experience emotion amongst participants</p> <p>8.2 Explain how to make an environmental impact assessment</p> <p>8.3 Explain how to assess and weigh relative success and relative failure against aims and objectives</p> <p>8.4 Compare and contrast the range of available methods to evaluate all aspects of the adventurous experience</p> <p>9.1 Encourage the participants to assess whether the experience and location have achieved their physical and other objectives and the aims of each participant</p> <p>1 adults</p> |  | |
| <p>8. Know how to conclude and review adventurous experiences</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers <p>9. Be able to conclude and review adventurous experiences</p> | | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|---|---|-----------------------------|
| <p>The learner will:</p> <p>This Learning Outcomes must be assessed using workplace evidence generated when the learner is facilitating adventurous experiences.</p> <p>When concluding and reviewing adventurous experiences, the learner must cover 2 of the following types of:</p> <p>a participants</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know each other 4 established groups <p>and both of the following types of:</p> <p>b experience</p> <ol style="list-style-type: none"> 1 single activities 2 complex multiple activities <p>and 2 of the following types of:</p> <p>c location</p> <ol style="list-style-type: none"> 1 within the site boundary 2 in remote areas 3 overseas | <p>The learner can:</p> <ol style="list-style-type: none"> 2 children and young people 3 groups whose members do not know each other 4 established groups 1 single activities 2 complex multiple activities 1 within the site boundary 2 in remote areas 3 overseas 1 recreation 2 education 3 personal, social and spiritual development 4 potential for further development |  | |

| Learning outcomes | Assessment criteria | | Initial | Evidence Reference number/s |
|--|---|---|---------|-----------------------------|
| <p>The learner will:</p> <p>and 2 of the following types of:</p> <p>d aims</p> <ol style="list-style-type: none"> 1 recreation 2 education 3 personal, social and spiritual development 4 potential for further development | <p>The learner can:</p> <p>9.2 Assess with the participants whether the adventure threshold of each participant has been respected, agreed safety parameters observed and responsibilities discharged</p> <p>9.3 Enable the participants to give feedback which helps them to learn from their experience, reinforces progress and maintains morale</p> <p>9.4 Identify any significant learning points for self, which may indicate future actions</p> | ✓ | | |
| <p>Evidence of real work activity</p> <p>There must be evidence that the learner has met all of the requirements listed under 'The learner can' through their own work in a real outdoor recreation/outdoor education/outdoor development training environment.</p> | | | | |
| <p>Simulation</p> <p>Simulation is not allowed for this unit.</p> | | | | |
| <p>Use of supplementary evidence</p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p> | | | | |

Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

| | |
|----------------------|---|
| Title: | Facilitate participants' investigation and understanding of the environment |
| Unit no. | D/503/0934 |
| Level: | 3 |
| Credit value: | 6 |

| Learning outcomes | | Assessment criteria | | Initial | Evidence Reference number/s |
|--|--|---|--|---------|-----------------------------|
| The learner will: 1. Know how to prepare for environmental investigation These can be assessed by: <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | | The learner can: 1.1 Explain the value of environmental awareness and understanding to participants and the types of investigations and activities which encourage this 1.2 Compare and contrast the relationship of the learning with relevant curricula and examination syllabi 1.3 Evaluate participants' different learning strengths and abilities and how these should be taken into account 1.4 Explain the importance of being aware of the aims and learning objectives of the exploration and how to identify these 1.5 Summarise the available options in the local area for environmental exploration 1.6 Explain the importance of identifying the participants' needs and how to do so 1.7 Explain how to choose an investigation relevant to the participants needs and learning objectives 1.8 Summarise the importance of health and safety considerations when leading environmental explorations and safety guidelines for the types of environments in which the candidate is working, e.g. farm land, rocky/uneven terrain, shore line etc 1.9 Explain safety guidelines relevant to any modes of transport which are being used, e.g. canoes, minibuses etc 1.10 Explain the importance of checking the details of the environmental exploration with a responsible colleague - senior colleague and/or the client responsible for the group | | ✓ | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|---|--------------------------------------|-----------------------------|
| <p>The learner will:</p> <p>2. Be able to prepare for environmental investigation</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is facilitating participants' investigation and understanding of the environment.</p> <p>When preparing for environmental investigation, the learner must cover 2 of the following types of:</p> <p>a participants</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity <p>and all of the following types of:</p> <p>b safety parameters</p> <ol style="list-style-type: none"> 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind <p>3 participants' safety rules</p> <p>4 relevant guidelines for activities of this kind</p> <p>2.5 Check and agree all aspects of the environmental investigation with a responsible person</p> | <p>The learner can:</p> <p>2.1 Identify the aims and learning objectives of the environmental investigation</p> <p>2.2 Make sure the investigation makes the best use of the available options and meets the participants needs</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity <p>2.3 Make sure the context and background for the investigation are appropriate to the desired learning</p> <p>2.4 Make sure there are safety parameters which will ensure the participants' safety and enable the agreed aims to be achieved</p> <ol style="list-style-type: none"> 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind <p>2.5 Check and agree all aspects of the environmental investigation with a responsible person</p> | <p style="text-align: center;">✓</p> | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---|-----------------------------|
| <p>The learner will:</p> <p>3. Know how to prepare participants for environmental investigation and understanding</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers <p>4. Be able to prepare participants for environmental investigation and understanding</p> | <p>The learner can:</p> <p>3.1 Explain how to identify the aims and objectives of the investigation</p> <p>3.2 Evaluate own knowledge of the environment and an understanding of the context for the investigation</p> <p>3.3 Explain why having sufficient principles for the investigation is important to facilitating understanding through effective learning</p> <p>3.4 Explain the importance of clarifying the focus and aims of the exploration with the participants and how to do so</p> <p>3.5 Explain the importance of encouraging the participants to take ownership of the exploration for themselves and how to do so</p> <p>3.6 Explain the importance of making clear the safety parameters for the exploration, what the key point are and how to emphasise these</p> <p>3.7 Explain the importance of participants observing for themselves and sharing these observations with others in the group</p> <p>3.8 Explain how to encourage participants to observe and what they should be looking for</p> <p>3.9 Explain the importance of encouraging participants to ask questions of the candidate and of each other</p> <p>3.10 Explain how to deal with questions informatively and positively</p> <p>3.11 Explain how to identify other sources of information which the participants or candidate could use</p> <p>4.1 Clarify the focus and aims of the environmental exploration with the participants</p> <p>4.2 Communicate the background and context for the investigation to the participants</p> |  | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|--|---|-----------------------------|
| <p>The learner will:</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is facilitating participants' investigation and understanding of the environment.</p> <p>When preparing participants for environmental investigation and understanding, the learner must cover 2 of the following types of:</p> <p>a participants</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants whose members do not know each other <p>b safety parameters</p> <ol style="list-style-type: none"> 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind <p>and all of the following types of:</p> <p>b safety parameters</p> <ol style="list-style-type: none"> 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind | <p>The learner can:</p> <ol style="list-style-type: none"> 4.3 Actively promote the value of environmental awareness and understanding to the participants 4.4 Actively encourage the participants to take ownership of the environmental investigation for themselves, whilst making clear the safety parameters 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity 1 physical boundaries 2 criteria for abandoning the experience 3 participants' safety rules 4 relevant guidelines for activities of this kind 4.5 Clearly emphasise the importance of observing the environment during the investigation and of sharing these observations with others 4.6 Encourage the participants to ask questions and be able to deal with these questions positively and informatively |  | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|--|--|---|-----------------------------|
| <p>The learner will:</p> <p>5. Know how to develop participants' investigation skills and understanding of the environment</p> <p>These can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers | <p>The learner can:</p> <p>5.1 Describe key features of the local environment, including flora and fauna, general geology, geomorphology, climate, soil types and land use.</p> <p>5.2 Explain how to interpret local sites and why they are interesting, why they are vulnerable and how to protect them</p> <p>5.3 Compare and contrast different field work techniques and how these can be applied to a range of environments</p> <p>5.4 Explain the importance of only intervening when this will support the agreed learning objectives</p> <p>5.5 Explain how to make effective use of the prevailing conditions, unplanned events, the site being explored and the participants' abilities</p> <p>5.6 Summarise the types of unplanned events and prevailing conditions which may occur</p> <p>5.7 Explain the key environmental concepts which underpin the investigation</p> |  | |
| <p>6. Be able to develop participants' investigation skills and understanding of the environment</p> <p>This Learning Outcome must be assessed using workplace evidence generated when the learner is facilitating participants' investigation and understanding of the environment.</p> | <p>6.1 Encourage the participants' environmental awareness and understanding in line with the planned aims and learning objectives</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 groups whose members do not know each other</p> <p>4 participants with particular needs in relation to the activity</p> | | |

| Learning outcomes | Assessment criteria | Initial | Evidence Reference number/s |
|---|---|---------|-----------------------------|
| <p>The learner will:</p> <p>When developing participants' investigation skills and understanding of the environment, the learner must cover 2 of the following types of:</p> <p>a participants</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 groups whose members do not know each other 4 participants with particular needs in relation to the activity <p>and 2 of the following types of:</p> <p>b techniques covering:</p> <ol style="list-style-type: none"> 1 plants 2 animals 3 human geography 4 physical geography <p>and 2 of the following types of:</p> <p>c environments</p> <ol style="list-style-type: none"> 1 urban 2 rural 3 upland 4 coastal 5 named habitats/ecosystems | <p>The learner can:</p> <p>6.2 Make the participants aware of the range of fieldwork techniques and how they are used in differing environments</p> <ol style="list-style-type: none"> 1 plants 2 animals 3 human geography 4 physical geography <ol style="list-style-type: none"> 1 urban 2 rural 3 upland 4 coastal 5 named habitats/ecosystems <p>6.3 Manage the collection and collation of data</p> <p>6.4 Assist the participants to present, analyse and interpret findings correctly</p> <p>6.5 Intervene when this will support the learning objectives for the exploration</p> <p>6.6 Make effective use of the prevailing conditions, unplanned events, the site and the participants' abilities</p> | | |

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'The learner can' through their own work in a real outdoor recreation/outdoor education/outdoor development training environment.

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items that do not require evidence of real work activity.

Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

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