



Learner
Achievement
Portfolio

Level 2 NVQ Activity Leadership – Complete

Qualification
Accreditation Number:
500/9806/8
Version AIQ006123

Active iQ

Introduction

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

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

GLH:	224	TQT:	300	Credit value:	30
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Qualification Structure

This NVQ consists of six mandatory and two optional units.

Mandatory Units

- Unit 1. Support the work of the team and organisation
- Unit 2. Prepare for activity sessions
- Unit 3. Lead activity sessions
- Unit 4. Conclude and review activity sessions
- Unit 5. Promote health, safety and welfare in active leisure and recreation
- Unit 6. Support equality and diversity in active leisure and recreation

Optional Units

- Unit 7. Administer finance and information
- Unit 8. Contribute to joint working with other organisations
- Unit 9. Support the development of the sport or activity
- Unit 10. Set up, take down and store activity equipment
- Unit 11. Check and service activity equipment
- Unit 12. Contribute to environmental conservation in active leisure and recreation
- Unit 13. Give customers a positive impression of yourself and your organisation (ICS)
- Unit 14. Look after participants when they are away from home
- Unit 15. Enable disabled people to take part in activities
- Unit 16. Contribute to adventurous activities
- Unit 17. Contribute to participants' personal and social development
- Unit 18. Contribute to participants' exploration and understanding of the natural environment

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 2 NVQ Certificate in Activity Leadership

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 (NVQ's) 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.

NVQ's 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, NVQ's 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 NVQ's 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?

NVQ's are achieved through assessment and training. Assessment is normally through on-the-job observation and questioning. You will produce evidence to prove you the competence to meet the NVQ standards. Assessor's 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.

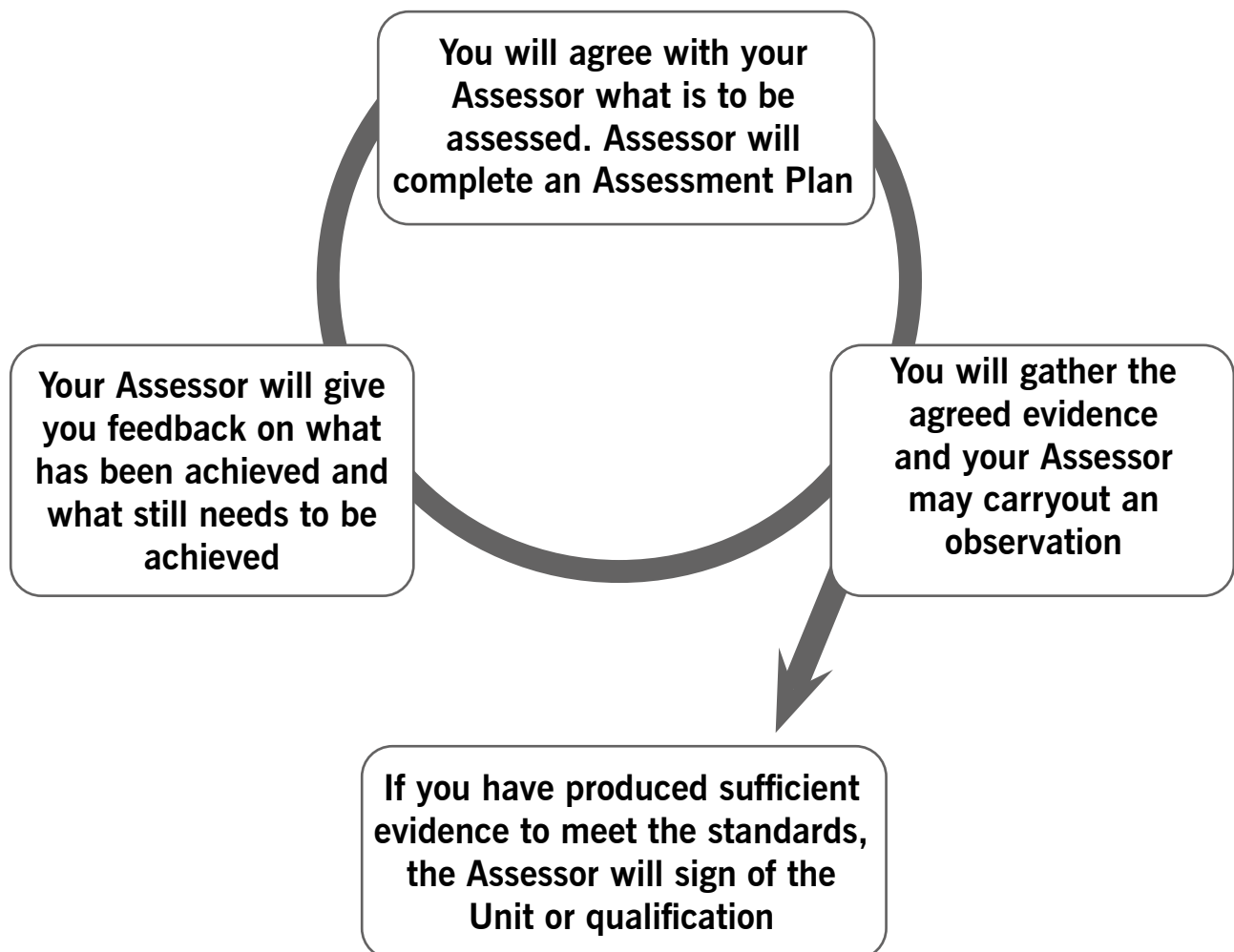
When you start the qualification, your work based assessor will usually help you to:

- 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 as 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 full attention to you, 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 which you are being assessed on, 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 license).

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

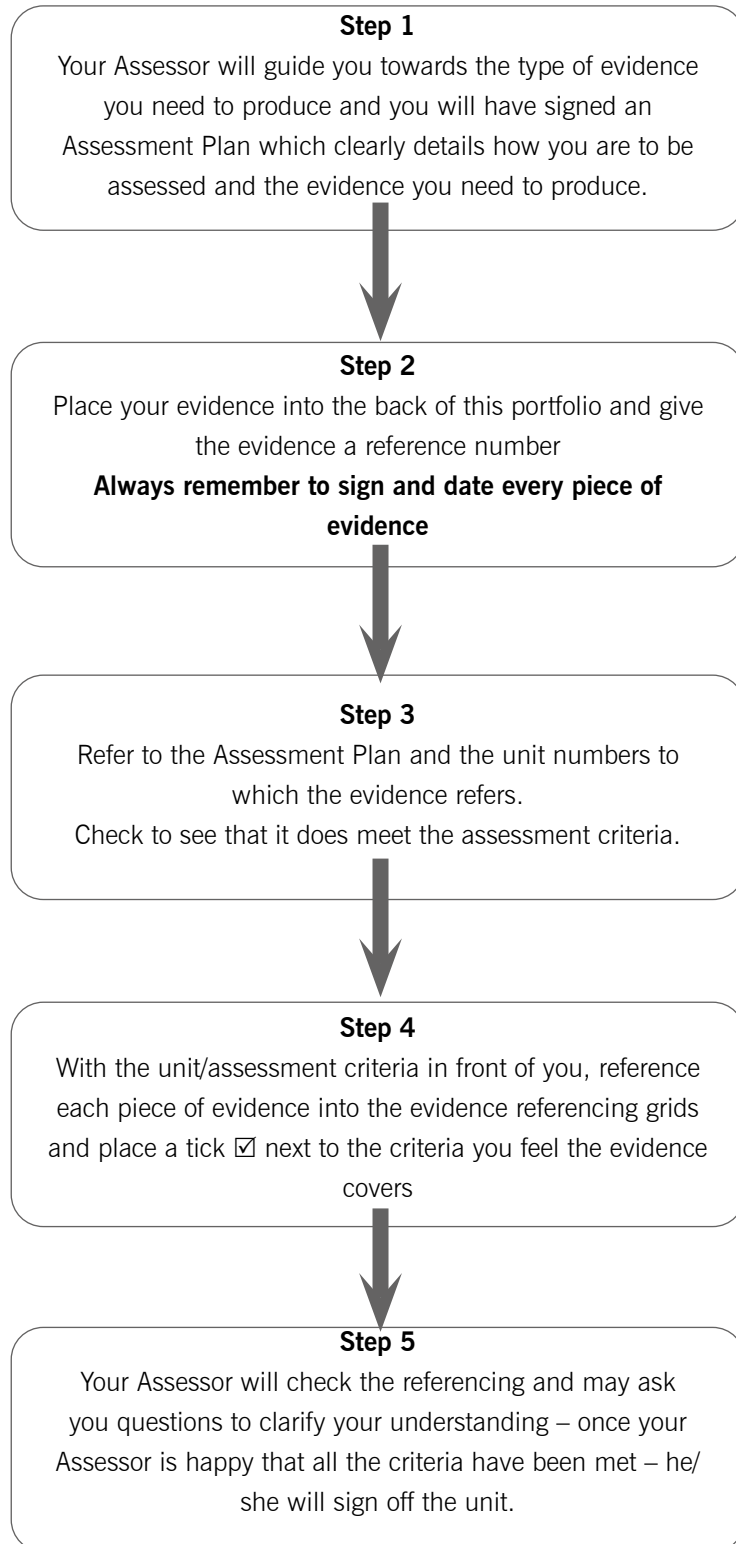
During the assessment planning process, the assessor will encourage you to consider any past experiences or achievements which will contribute to the assessment process.

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.

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 confidence 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

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						
Support the work of the team and organisation						
Prepare for activity sessions						
Lead activity sessions						
Conclude and review activity sessions						
Promote health, safety and welfare in active leisure and recreation						
Support equality and diversity in active leisure and recreation						

Unit Name	Date Completed	Assessor Signature	IV Signature (if sampled)	Date	EV Signature (if sampled)	Date
Optional						
Administer finance and information						
Contribute to joint working with other organisations						
Support the development of the sport or activity						
Set up, take down and store activity equipment						
Check and service activity equipment						
Contribute to environmental conservation in active leisure and recreation						

Unit Name	Date Completed	Assessor Signature	IV Signature (if sampled)	Date	EV Signature (if sampled)	Date
Optional						
Give customers a positive impression of yourself and your organisation (ICS)						
Look after participants when they are away from home						
Enable disabled people to take part in activities						
Contribute to adventurous activities						
Contribute to participants' personal and social development						
Contribute to participants' exploration and understanding of the natural environment						

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 signature:

Assessor Signature:

Date:

Review and Action Plan

Learner Name	
Assessor Name	
Date of Actual Assessment	Time: _____ Location: _____

Feedback on Progress Against the Planned Assessment

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Action Plan to Achieve Outstanding Assessment Criteria

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Learner signature: _____

Assessor Signature: _____

Date: _____

Assessor Report

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

What was Assessed	Assessment Criteria Covered

Learner signature:

Date:

Assessor signature:

Date

Assessor Question Sheet

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

Questions Asked	Assessment Criteria Covered

Learner signature:

Date:

Assessor signature:


Date:

Master Evidence Index

Evidence Number	Description
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Mandatory Units

Unit 1

Title:	Support the work of the team and organisation			
Level:	2			
Credit value:	2			
Learning outcomes	Assessment criteria			
The learner will:	The learner can:		Initial	Evidence Reference Number/s
1. Know how to support the work of own team and organisation. This outcome can be assessed by: <ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers 	1.1 Describe the values or codes of practice relevant to the work being carried out 1.2 Outline the importance of effective team work 1.3 Describe how improving own work and the work of the team can improve the organisation as a whole and the level of service that the customer receives			
2. Know how to work effectively with colleagues. This outcome can be assessed by: <ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers 	2.1 Describe what 'good working relationships' with colleagues means 2.2 Outline how to establish good working relationships with colleagues 2.3 Describe why it is important to communicate clearly with colleagues 2.4 Outline how to communicate with managers in organisation 2.5 List the duties within area of own responsibility 2.6 Describe why it is important to carry out duties as agreed or warn colleagues in good time if not possible			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
<p>3. Be able to work effectively with colleagues</p> <p>This outcome must be assessed using workplace evidence generated when the learner is supporting the work of the team and organisation.</p> <p>When working effectively with colleagues, the learner must cover 2 of the following types:</p> <p>a colleague</p> <ol style="list-style-type: none"> 1 working at the same level as self 2 responsible to self 3 line manager 4 people from outside own organisation 	2.7 Identify situations in which help may be needed			
	2.8 Describe the importance of always asking for help and information when it is needed			
	2.9 Describe situations in which help and information may need to be provided to colleagues			
	2.10 Describe situations in which it is not appropriate to provide help and information to colleagues			
	2.11 Outline the purpose of team meetings			
	2.12 Outline why team discussions are important and why they should contribute to them			
	2.13 Outline the procedures for dealing with conflict in own organisation			
	3.1 Establish good working relationships with colleagues			
	1 working at the same level as self			
	2 responsible to self			
	3 line manager			
	4 people from outside own organisation			
	3.2 Communicate verbally and in writing with colleagues clearly			
b communication				
1 spoken				

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>with both of the following types:</p> <p>b communication</p> <p>1 spoken</p> <p>2 written</p>	<p>The learner can:</p> <p>2 written</p> <p>a colleague</p> <p>1 working at the same level as self</p> <p>2 responsible to self</p> <p>3 line manager</p> <p>4 people from outside own organisation</p> <p>3.3 Maintain standards of professional behaviour</p> <p>3.4 Carry out own duties and commitments to colleagues as agreed, or tell them in good time when it is not possible to do what they expect</p> <p>3.5 Ask for help and information when needed</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
4. Know how to improve own work This outcome can be assessed by: <ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers 	3.6 Provide colleagues with help and information when they need it, in line with organisation's policies and procedures			
	1 working at the same level as self			
	2 responsible to self			
	3 line manager			
	4 people from outside own organisation			
	3.7 Take part in team discussions			
	3.8 Follow the correct procedures in the case of disagreements or problems with colleagues			
	4.1 Describe why it is important to continuously improve own work			
	4.2 Describe why it is important to assess own work and get feedback from colleagues			
	4.3 Describe what it means to 'handle criticism positively'			
	4.4 Describe why it is important to handle criticism positively			
	4.5 Identify the relevant member of staff in own organisation with whom own work can be planned and developed			
	4.6 Identify the procedures to follow to take part in training and development activities			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>5. Be able to improve own work.</p> <p>This outcome must be assessed using workplace evidence generated when the learner is supporting the work of the team and organisation.</p> <p>When improving own work, the learner must cover 2 of the following types:</p> <p>a colleague</p> <ol style="list-style-type: none"> 1 working at the same level as self 2 responsible to self 3 line manager 	<p>The learner can:</p> <p>4.7 Identify opportunities to take on new responsibilities and develop in own career, and the skills and knowledge needed to do this</p> <p>4.8 Outline how to develop a career plan that will help own progression</p> <p>5.1 Evaluate all aspects of own work</p> <p>5.2 Ask colleagues and customers for feedback on own work</p> <ol style="list-style-type: none"> 1 working at the same level as self 2 responsible to self 3 line manager <p>5.3 Handle feedback positively</p> <p>5.4 Work with a relevant person to agree:</p> <ul style="list-style-type: none"> • own strengths • areas where own work could be improved • new areas of skill and knowledge which may be needed for future responsibilities <p>5.5 Take part in relevant training and development</p> <p>5.6 Regularly review personal development</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Know how to help to improve the work of own organisation.</p> <p>This outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers <p>7. Be able to help to improve the work of own organisation.</p> <p>This outcome must be assessed using workplace evidence generated when the learner is supporting the work of the team and organisation.</p> <p>When helping to improve the work of own organisation, the learner must cover 2 of the following types: a colleague 1 working at the same level as self 2 responsible to self 3 line manager</p>	<p>The learner can:</p> <p>6.1 Describe the types of situations in which customers give feedback on the services they receive</p> <p>6.2 Outline why it is important to listen to customer feedback</p> <p>6.3 Outline how to identify areas where the organisation's work could be improved</p> <p>6.4 Identify the procedures to follow for making suggestions on how to improve services to customers</p> <p>6.5 Describe why it is important to discuss own suggestions with colleagues and to take account of their ideas</p> <p>7.1 Ask customers for feedback on the organisation's services</p> <p>7.2 Identify ways the team could improve services</p> <p>7.3 Discuss with relevant colleagues how to change services for the better</p> <p>1 working at the same level as self</p> <p>2 responsible to self</p> <p>3 line manager</p> <p>7.4 Help to change services so that they meet customers' needs</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 will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.</p>
<p>Simulation</p> <p>Simulation is allowed for the type of colleague responsible to you only, if there is no naturally occurring evidence.</p>
<p>Use of supplementary evidence</p> <p>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 3.8 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:

Unit 2

Title:	Prepare for activity sessions			
Level:	2			
Credit value:	4			
Learning outcomes	Assessment criteria			
The learner will:	The learner can:			
1. Know how to prepare for activity sessions.	1.1 Describe the values and/or codes of practice relevant to the work being carrying out	✓	Initial	Evidence Reference Number/s
This outcome can be assessed by:	1.2 Describe the importance of careful and thorough planning and preparation for sessions			
<ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers 	1.3 Identify the requirements for health and safety that are relevant to the activities being planned including Health and Safety at Work legislation and requirements from relevant National Governing Bodies			
	1.4 Describe how the sessions relate to the overall aims of the programme			
	1.5 State how to identify the needs, motivations and potential of the participants			
	1.6 Describe the types of special needs that participants may have			
	1.7 Describe how to adapt own plans, self and the equipment and facilities to meet special needs that participants may have			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>2. Know how to plan activity sessions</p> <p>This 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>2.1 Outline what a session plan should cover</p> <p>2.2 Describe the importance of treating information about participants confidentially and what this means</p> <p>2.3 Describe how to develop and check objectives, sequences and timings for a session</p> <p>2.4 Outline how to find out about the equipment and facilities that will be available for the session</p> <p>2.5 State the types of circumstances that may change and how to plan for these</p> <p>2.6 Outline why it is important to get the approval of the colleague responsible for the programme</p> <p>3.1 Collect the information needed to plan the sessions</p>			
<p>3. Be able to plan activity sessions.</p> <p>This outcome must be assessed using workplace evidence generated when the learner is preparing for activity sessions.</p> <p>When planning activity sessions, the learner must cover all of the following types:</p> <p>a information</p> <ol style="list-style-type: none"> 1 time and location 2 context in which activities are taking place 3 expected participants, 4 participant needs and motivations 5 aims of the programme 6 health and safety requirements 7 available equipment and facilities 8 evaluations of similar sessions 	<ol style="list-style-type: none"> 1 time and location 2 context in which activities are taking place 3 expected participants, 4 participant needs and motivations 5 aims of the programme 6 health and safety requirements 7 available equipment and facilities 8 evaluations of similar sessions 			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>with 2 of the following types:</p> <p>b aims of the programme</p> <ol style="list-style-type: none"> 1 fun and recreation 2 curriculum-based 3 personal and social development 4 encouraging future participation, adherence and/or progress in the sport or activity <p>with 3 of the following types:</p> <p>c participant</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 people with particular needs 4 new participants 5 participants with some experience 	<p>The learner can:</p> <p>3.2 Have session plans that meet the aims of the programme and the needs and potential of individual participants</p> <p>b aims of the programme</p> <ol style="list-style-type: none"> 1 fun and recreation 2 curriculum-based 3 personal and social development 4 encouraging future participation, adherence and/or progress in the sport or activity <p>c participant</p> <ol style="list-style-type: none"> 1 adults 2 children and young people 3 people with particular needs 4 new participants 5 participants with some experience <p>3.3 Make sure the plans have realistic objectives, sequences and timings</p> <p>3.4 Make sure the plans meet health and safety requirements</p> <p>3.5 Adapt the plans to take account of available equipment, facilities and time</p>	✓		

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
<p>4. Know how to prepare self for activity sessions</p> <p>This outcome can be assessed by:</p> <ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers 	<p>3.6 Identify anything that might change before the sessions and plan how to deal with these</p> <p>3.7 Get approval for the plans from the responsible colleague</p> <p>4.1 Outline why it is important to have own plans for the session and other essential information readily available</p> <p>4.2 Outline levels of personal competence and the types of qualifications required to lead the sessions that are being prepared</p> <p>4.3 Outline why it is important to have the correct level of personal competence and the appropriate qualifications, and what may happen if not</p> <p>4.4 Describe the physical and mental demands of leading the planned session</p> <p>4.5 Describe why it is important that the learner is in the right physical and mental condition</p> <p>4.6 Outline different styles of leadership that are appropriate to different types of participants and sessions</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>5. Be able to prepare self for activity sessions. This outcome must be assessed using workplace evidence generated when the learner is preparing for activity sessions.</p> <p>When preparing self for activity sessions, the learner must cover 2 of the following types:</p> <p>a session</p> <p>1 fun and recreation</p> <p>2 curriculum-based</p> <p>3 personal and social development</p> <p>4 encouraging future participation, adherence and/or progress in the sport or activity</p> <p>with 2 of the following types:</p> <p>b personal equipment</p> <p>1 activity equipment</p> <p>2 clothing</p> <p>3 safety equipment</p> <p>4 first aid equipment</p> <p>with 3 of the following types:</p> <p>c participant</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p> <p>4 new participants</p> <p>5 participants with some experience</p>	<p>The learner can:</p> <p>5.1 Have own plans and other essential information about the sessions available</p> <p>1 fun and recreation</p> <p>2 curriculum-based</p> <p>3 personal and social development</p> <p>4 encouraging future participation, adherence and/or progress in the sport or activity</p> <p>5.2 Make sure own personal competence and qualifications are appropriate to leading the sessions</p> <p>5.3 Physically and mentally prepare self for the sessions</p> <p>5.4 Have the correct personal equipment ready for the sessions</p> <p>1 activity equipment</p> <p>2 clothing</p> <p>3 safety equipment</p> <p>4 first aid equipment</p> <p>5.5 Choose a leadership style that is appropriate to the aims of the session and the needs and potential of the participants</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p> <p>4 new participants</p> <p>5 participants with some experience</p>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Know how to prepare equipment and facilities for activity sessions</p> <p>This 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 List the types of equipment and facilities that are needed for the planned sessions</p> <p>6.2 State how to choose equipment that will be appropriate to a particular client group</p> <p>6.3 Describe how to check equipment and facilities</p> <p>6.4 Describe the correct procedures to follow when unsafe or unserviceable equipment and/or facilities are found</p> <p>6.5 Outline why participants should help to prepare facilities and equipment</p> <p>6.6 Describe how to identify whether and how the local environment could be harmed by the sessions</p> <p>6.7 Describe how to identify what could be done to protect the environment from harm</p>			
<p>7. Be able to prepare equipment and facilities for activity sessions. This outcome must be assessed using workplace evidence generated when the learner is preparing for activity sessions.</p> <p>When preparing equipment and facilities for activity sessions, the learner must cover 3 of the following types:</p> <p>a participant</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p> <p>4 new participants</p> <p>5 participants with some experience</p>	<p>7.1 Obtain equipment and facilities that are suitable for the participants and the sessions a participant</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p> <p>4 new participants</p> <p>5 participants with some experience</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>with 2 of the following types:</p> <p>b session</p> <p>1 fun and recreation</p> <p>2 curriculum-based</p> <p>3 personal and social development</p> <p>4 encouraging future participation, adherence and/or progress in the sport or activity</p>	<p>The learner can:</p> <p>b session</p> <p>1 fun and recreation</p> <p>2 curriculum-based</p> <p>3 personal and social development</p> <p>4 encouraging future participation, adherence and/or progress in the sport or activity</p> <p>7.2 Make sure equipment and facilities meet health and safety requirements and/or local codes of practice</p> <p>7.3 Identify any unsafe or unserviceable equipment and/or facilities and follow the correct procedures for dealing with these</p> <p>7.4 Encourage and help the participants to prepare equipment and facilities safely and in line with own organisation's procedures</p> <p>7.5 Minimise any damage to the local environment and injury to self and others</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 will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.</p>				
<p>Simulation</p> <p>Simulation is allowed for 7.3 only, if there is no naturally occurring evidence available.</p>				
<p>Use of supplementary evidence</p> <p>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.</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:

Unit 3

Title:	Lead activity sessions				
Level:	3				
Credit value:	9				
Learning outcomes	Assessment criteria				
The learner will:	The learner can:				
1. Know the general principles of how to lead activity sessions	1.1 Describe the values and/or codes of practice relevant to the work being carrying out		✓		
This outcome can be assessed by:	1.2 Identify the requirements for health and safety that are relevant to the activities being planned including Health and Safety at Work legislation and requirements from relevant National Governing Bodies				
• professional discussion	1.3 Outline how to identify the impact that the activities being led could have on the environment				
• oral questions and answers	1.4 Outline how to identify what could be done to minimise the environmental impact of activities being led				
• questions requiring written answers	1.5 Outline the aims, objectives and content of the session being led				
	1.6 Describe the importance of following own plans for sessions or varying these plans to meet new needs and opportunities				
	1.7 Describe the importance of being able to communicate clearly with the participants according to their needs				

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
<p>2. Know how to prepare participants for activity sessions</p> <p>This outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 	1.8 Describe how to communicate clearly with both individuals and groups			
	1.9 Describe the importance of adapting own plans and methods to meet each participant's individual needs			
	1.10 Describe the importance of balancing risk with the benefits of risk			
	1.11 Describe why participants must be motivated to learn effectively			
	1.12 Describe the importance of the participants receiving clear and supportive feedback on what they have achieved			
	1.13 Identify situations in which extra motivation may need to be given to participants			
	1.14 List different methods that can be used to motivate participants without putting undue pressure on them			
	1.15 State the record keeping procedures that must be followed			
	2.1 Identify participant clothing and equipment required for the activities being led			
	2.2 Outline why recording attendance may be important in some contexts			
	2.3 Describe why it is important to explain the aims and objectives and benefits of the session			
	2.4 Describe why it is important to find out about participants' previous experience			
	2.5 Describe why participants must be mentally and physically ready for the activities in which they will be involved			
	2.6 Identify the methods to use when preparing participants mentally and physically for the activities in which they will be involved			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Be able to prepare participants for activity sessions</p> <p>This outcome must be assessed using workplace evidence generated when the learner is leading activity sessions</p> <p>When preparing participants for activity sessions, the learner must cover 3 of the following types:</p> <p>a participant</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p> <p>4 new participants</p> <p>5 participants with some experience</p> <p>with 2 of the following types:</p> <p>b aims and objectives</p> <p>1 fun and recreation</p> <p>2 curriculum-based</p> <p>3 personal and social development</p> <p>4 encouraging future participation, adherence and/or progress in the sport or activity</p>	<p>The learner can:</p> <p>3.1 Meet the participants on time</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p> <p>4 new participants</p> <p>5 participants with some experience</p> <p>3.2 Help the participants feel welcome and relaxed</p> <p>3.3 Follow own organisation's procedures for checking attendance</p> <p>3.4 Make sure the participants' clothing and equipment are safe and appropriate</p> <p>3.5 Organise the participants in order to communicate with them</p> <p>3.6 Explain the aims and objectives of the session and its benefits to the participants</p> <p>1 fun and recreation</p> <p>2 curriculum-based</p> <p>3 personal and social development</p> <p>4 encouraging future participation, adherence and/or progress in the sport or activity</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>4. Know how to introduce the participants to activities</p> <p>This outcome can be assessed by:</p> <ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers <p>5. Be able to introduce the participants to activities</p> <p>This outcome must be assessed using workplace evidence generated when the learner is leading activity sessions</p> <p>When introducing the participants to activities, the learner must cover all of the following types:</p> <p>a key points</p> <ol style="list-style-type: none"> responsibility for health and safety rules for behaviour skills and techniques use of equipment respect for the environment 	<p>The learner can:</p> <p>3.7 Find out if the participants have any relevant experience to build on</p> <p>3.8 Make sure the participants are mentally and physically ready for the session</p> <p>4.1 Outline the key points that must be explained to participants before they begin activities</p> <p>4.2 State the types of questions or problems that participants may have</p> <p>4.3 Describe methods that can be used to explain and demonstrate key points</p> <p>4.4 Describe the importance of encouraging question and answer sessions</p> <p>4.5 Identify methods that can be used to make sure participants understand what is expected of them</p> <p>5.1 Demonstrate key points to the participants</p> <ol style="list-style-type: none"> responsibility for health and safety rules for behaviour skills and techniques use of equipment respect for the environment <p>5.2 Explain the key points and why they are important</p> <ol style="list-style-type: none"> responsibility for health and safety rules for behaviour 			


Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <ul style="list-style-type: none"> with 3 of the following types: b participant 1 adults 2 children and young people 3 people with particular needs 4 new participants 5 participants with some experience 	<p>The learner can:</p> <ul style="list-style-type: none"> 3 skills and techniques 4 use of equipment 5 respect for the environment 5.3 Encourage the participants to ask questions 5.4 Answer the participants' questions helpfully and clearly 5.5 Check that the participants understand key points 5.6 Motivate the participants without putting them under stress 1 adults 2 children and young people 3 people with particular needs 4 new participants 5 participants with some experience 			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Know how to lead activities.</p> <p>This 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 Describe how to supervise the participants during the session</p> <p>6.2 Identify behaviour management techniques that can be used when leading sessions</p> <p>6.3 State the levels of supervision that are appropriate to different activities and types of participants</p> <p>6.4 Describe when and when not to intervene in an activity</p> <p>6.5 Describe the methods that should be used to help the participants to achieve the aims and objectives of the session</p> <p>6.6 Describe how to gauge participants' feelings about activities and how to respond to these</p> <p>6.7 Outline the types of new risks, needs and opportunities that could occur during a session that may require a change to own plans</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>7. Be able to lead activities.</p> <p>This outcome must be assessed using workplace evidence generated when the learner is leading activity sessions.</p> <p>When leading activities, the learner must cover 3 of the following types:</p> <p>a participant</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p> <p>4 new participants</p> <p>5 participants with some experience</p> <p>with 2 of the following types:</p> <p>b aims and objectives</p> <p>1 recreation</p> <p>2 curriculum-based</p> <p>3 personal and social development</p> <p>4 encouraging future participation and progress in the sport or activity</p>	<p>The learner can:</p> <p>7.1 Make sure the participants follow instructions throughout the session</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p> <p>4 new participants</p> <p>5 participants with some experience</p> <p>7.2 Manage the participants' behaviour to maintain a good learning environment</p> <p>7.3 Follow planned procedures for health, safety and respect for the environment</p> <p>7.4 Develop the session at a pace suited to the participants and its aims and objectives</p> <p>1 recreation</p> <p>2 curriculum-based</p> <p>3 personal and social development</p> <p>4 encouraging future participation and progress in the sport or activity</p>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>with both of the following types:</p> <p>c feedback</p> <p>1 to individuals</p> <p>2 to groups</p>	<p>The learner can:</p> <p>7.5 Assess participant progress and give clear and positive feedback at appropriate points</p> <p>1 to individuals</p> <p>2 to groups</p> <p>7.6 Give the participants further explanations and demonstrations when necessary</p> <p>7.7 Encourage the participants to say how they are finding the session and respond appropriately</p> <p>7.8 Vary own session plan to meet any new needs and opportunities</p> <p>7.9 Identify and control any new risks when they occur</p>			
<p>8. Know how to maintain and encourage effective working relationships during activity sessions</p> <p>This outcome can be assessed by:</p> <ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers 	<p>8.1 Describe legal requirements, industry values and/or ethical codes that affect the relationship with participants</p> <p>8.2 Outline types of participant behaviour during activity sessions that could be interpreted as inappropriate</p> <p>8.3 Outline how to establish a leadership role based on mutual respect</p> <p>8.4 Describe the importance of good working relationships between participants</p> <p>8.5 Outline why each participant should receive adequate attention</p> <p>8.6 Identify ways of working that encourage communication and interaction between participants</p> <p>8.7 Describe how to balance the needs of individual participants with those of the group as a whole</p> <p>8.8 Describe the importance of encouraging participants to communicate and relate effectively with others</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>8.9 Identify types of behaviour that have a positive and negative effect on the group</p> <p>8.10 Identify why types of behaviour that have a positive and negative effect on the group should be emphasised</p> <p>8.11 Identify types of unacceptable behaviour that must be challenged</p> <p>8.12 Describe the importance of challenging unacceptable behaviour</p> <p>8.13 Outline methods and procedures for dealing with unacceptable behaviour</p> <p>8.14 Outline methods and procedures for dealing with conflict</p> <p>8.15 Describe the importance of maintaining participants' emotional welfare</p>			
<p>9. Be able to maintain and encourage effective working relationships during activity sessions</p> <p>This outcome must be assessed using workplace evidence generated when the learner is leading activity sessions</p> <p>When maintaining and encouraging effective working relationships during activity sessions, the learner must cover all of the following types:</p> <p>a communication methods</p> <p>1 presenting to groups</p> <p>2 speaking to individuals</p> <p>3 active listening</p>	<p>9.1 Establish a leadership position which is based on mutual respect</p> <p>9.2 Communicate with participants as appropriate to their needs</p> <p>a communication methods</p> <p>1 presenting to groups</p> <p>2 speaking to individuals</p> <p>3 active listening</p> <p>b participant</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p>			

Learning outcomes	Assessment criteria	Initial	Evidence Reference Number/s
<p>The learner will:</p> <ul style="list-style-type: none"> with 3 of the following types: b participant 1 adults 2 children and young people 3 people with particular needs 4 new participants 5 participants with some experience 	<p>The learner can:</p> <ul style="list-style-type: none"> 4 new participants 5 participants with some experience 9.3 Maintain a relationship which is in line with good practice and industry values 9.4 Encourage and motivate participants to achieve their goals 9.5 Give attention to each participant's needs 9.6 Encourage effective communication and interpersonal skills 9.7 Emphasise types of behaviour that have a positive effect on the group 9.8 Identify and challenge unacceptable behaviour in line with own organisation's procedures 9.9 Identify and deal with conflict promptly and fairly 		
<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 will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.</p>			
<p>Simulation</p> <p>Simulation is allowed for 7.7 only, if there is no naturally occurring evidence available.</p>			
<p>Use of supplementary evidence</p> <p>Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity. Supplementary evidence is allowed for 7.8, 9.7 and 9.8 if no naturally occurring evidence is available.</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:

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>2. Know how to review activity sessions with participants</p> <p>This 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>2.1 Describe the importance and purpose of reviewing the session with the participants</p> <p>2.2 Outline why participants should give open and honest feedback, both negative and positive, on the session</p> <p>2.3 Describe the techniques that can be used to encourage and facilitate feedback</p> <p>2.4 Outline why it is important to measure how well the session has achieved its aims</p> <p>2.5 Outline and measure how well a session has achieved its aims</p> <p>2.6 Outline the types of unmet needs and expectations that participants may have at the end of a session</p> <p>2.7 Outline how to deal with any unmet needs and expectations</p> <p>2.8 Describe the importance of identifying and acknowledging achievement and learning</p> <p>2.9 List other settings or situations to which learning could be applied</p> <p>2.10 Outline why it is important to share the outcomes of the review with the colleague responsible for the programme</p> <p>2.11 Outline what future actions may arise as a result of the review</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Be able to review activity sessions with participants</p> <p>This outcome must be assessed using workplace evidence generated when the learner is concluding and reviewing activity sessions.</p> <p>When reviewing activity sessions with participants, the learner must cover 2 of the following types:</p> <p>a session</p> <p>1 fun and recreation 2 curriculum-based 3 personal and social development 4 encouraging future participation, adherence and/or progress in the sport or activity</p> <p>with 3 of the following types:</p> <p>b participant</p> <p>1 adults 2 children and young people 3 people with particular needs 4 new participants 5 participants with some experience</p>	<p>The learner can:</p> <p>3.1 Choose an appropriate time and place for the review</p> <p>3.2 Help each participant to take part in the review</p> <p>1 adults 2 children and young people 3 people with particular needs 4 new participants 5 participants with some experience</p> <p>3.3 Make sure the review takes account of the participants' experiences during the session</p> <p>3.4 Help the participants to identify, and be positive about, what they have achieved</p> <p>3.5 Explore with the participants how learning can be applied in the future</p> <p>3.6 Summarise with the participants how well the session achieved its aims and met their needs and expectations</p> <p>1 fun and recreation 2 curriculum-based 3 personal and social development</p> <p>4 encouraging future participation, adherence and/or progress in the sport or activity</p> <p>3.7 Discuss the outcomes of the review with the colleague responsible for the programme and agree future actions</p>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>4. Know how to bring activity sessions to an end</p> <p>This outcome can be assessed by:</p> <ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers <p>5. Be able to bring activity sessions to an end.</p> <p>This outcome must be assessed using workplace evidence generated when the learner is concluding and reviewing activity sessions.</p> <p>When bringing activity sessions to an end, the learner must cover 3 of the following types:</p> <p>a participant</p> <ol style="list-style-type: none"> adults children and young people people with particular needs new participants participants with some experience 	<p>The learner can:</p> <p>4.1 Describe what is meant by preparing the participants emotionally and physically to finish their activities</p> <p>4.2 Describe the importance of preparing participants emotionally and physically to finish their activities</p> <p>4.3 Describe why sufficient time should be allocated for preparing participants to finish their activities</p> <p>4.4 State the types of information that participants may need at the end of a session</p> <p>4.5 Describe why participants should be encouraged and helped to deal with equipment and facilities following use</p> <p>5.1 Manage own time to finish the session effectively</p> <p>5.2 Prepare the participants emotionally and physically to end the session</p> <ol style="list-style-type: none"> adults children and young people people with particular needs new participants participants with some experience <p>5.3 Encourage and help the participants to clear up</p> <p>5.4 Encourage the participants to take part in the activity in the future</p> <p>5.5 Give the participants any further information they may need</p> <p>5.6 Make sure the participants leave the session in a safe and orderly manner</p> <p>5.7 Follow own organisation's procedures for recording the session and any incidents</p>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Know how to deal with equipment, clothing and facilities following activity sessions</p> <p>This 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 Describe any organisational, legal and national governing body requirements for the equipment, clothing and facilities being used</p> <p>6.2 Describe the importance of checking equipment, clothing and facilities following use</p> <p>6.3 Describe what to look for when checking equipment, clothing and facilities following use</p> <p>6.4 Identify the correct storage areas for the equipment and clothing used</p>			
<p>7. Be able to deal with equipment, clothing and facilities following activity sessions</p> <p>This outcome must be assessed using workplace evidence generated when the learner is concluding and reviewing activity sessions</p>	<p>7.1 Follow the correct procedures for checking equipment, clothing and facilities</p> <p>7.2 Identify and remove any unsafe or unserviceable equipment and clothing from use and report them to the responsible colleague</p> <p>7.3 Make sure equipment, clothing and facilities are in a condition fit for future use</p> <p>7.4 Make sure equipment is returned to the correct storage area</p>			
<p>8. Know how to reflect on and evaluate activity sessions</p> <p>This outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 	<p>8.1 Describe what is meant by 'reflective practice'</p> <p>8.2 Describe why reflective practice is important</p> <p>8.3 Describe how to carry out evaluations of activity sessions</p> <p>8.4 Outline why participant and colleague feedback is important as well as own impressions</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>9. Be able to reflect on and evaluate activity sessions.</p> <p>This outcome must be assessed using workplace evidence generated when the learner is concluding and reviewing activity sessions</p>	<p>The learner can:</p> <p>9.1 Review the aims and objectives for the sessions that have been delivered</p> <p>9.2 Reflect on all aspects of the sessions that have been delivered:</p> <ul style="list-style-type: none"> • Planning • Preparation • Leading and managing the group • Relationships <p>9.3 Reflect on the feedback received from participants and colleagues</p> <p>9.4 Identify what went well and what could be improved</p> <p>9.5 Identify how to:</p> <ul style="list-style-type: none"> • Improve future sessions • Improve own practice as an activity leader <p>9.6 Discuss learning points with a responsible colleague</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 will be able to’ through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.</p>
<p>Simulation</p> <p>Simulation is allowed for 3.6 only, if there is no naturally occurring evidence available.</p>
<p>Use of supplementary evidence</p> <p>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.</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:

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	2.4 Describe how to carry out basic risk assessments of the types of hazards that may occur			
	2.5 Describe why it is important to get advice from a relevant colleague if unsure about hazards and risks in own workplace			
	2.6 Identify who to ask if unsure about hazards and risks in own workplace			
	2.7 Describe how to deal correctly with the types of hazards that may occur in own workplace, taking account of risks			
	2.8 Identify documents relating to health and safety which may have to be completed			
	2.9 Outline how to complete health and safety documents correctly			
	2.10 Outline why colleagues and customers should be encouraged to behave in a safe manner			
	2.11 Describe how to encourage colleagues and customers to behave in a safe manner			
	2.12 Outline why it is important to make suggestions about health and safety issues			
	2.13 Describe how to make suggestions about health and safety issues			
	2.14 Outline why it is important to identify and report any differences between health and safety requirements and own workplace policies and procedures			
	2.15 Describe how to identify and report any differences between health and safety requirements and own workplace policies and procedures			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Be able to help to control risks in the active leisure and recreation environment.</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is promoting health, safety and welfare in active leisure and recreation .</p> <p>When helping to control risks in the sport and activity environment, the learner must cover 4 of the following types:</p> <p>a hazards</p> <ol style="list-style-type: none"> 1 unsafe facilities or environment 2 unsafe equipment 3 unsafe working practices 4 unsafe behaviour 5 use of hazardous substances 6 security breaches 7 situations likely to cause emotional distress <p>with 3 of the following types:</p> <p>b methods of control</p> <ol style="list-style-type: none"> 1 dealing with the hazard personally 2 reporting the hazard to the relevant colleague 3 protecting others from harm 	<p>The learner can:</p> <ol style="list-style-type: none"> 3.1 Ensure that relevant and up-to-date, health and safety information is available 3.2 Follow the relevant health and safety requirements at all times 3.3 Carry out health and safety checks as required 3.4 Identify hazards <ol style="list-style-type: none"> 1 unsafe facilities or environment 2 unsafe equipment 3 unsafe working practices 4 unsafe behaviour 5 use of hazardous substances 6 security breaches 7 situations likely to cause emotional distress <p>3.5 Assess and control risks using organisational procedures</p> <ol style="list-style-type: none"> 1 dealing with the hazard personally 2 reporting the hazard to the relevant colleague 3 protecting others from harm <p>3.6 Get advice from relevant colleagues when unsure about hazards and risks</p> <p>3.7 Pass on suggestions for improving health and safety to the relevant colleague</p>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>4. Know how to help safeguard and protect children and vulnerable adults</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 Describe what is meant by safeguarding and protecting the welfare of children and vulnerable adults</p> <p>4.2 Describe own role and responsibilities for safeguarding and protecting children and other vulnerable people</p> <p>4.3 List the four of types of abuse</p> <p>4.4 Outline the basic indicators and impact of each of the four types of abuse</p> <p>4.5 Describe the risks that individual abusers or potential abusers pose to children and vulnerable people</p> <p>4.6 Describe organisational policies and procedures in relation to safeguarding and protecting, including the reporting procedures</p> <p>4.7 Outline what to do if concerned about possible abuse</p> <p>4.8 Describe how to respond to a child or someone else disclosing abuse or concerns about abuse</p> <p>4.9 Outline what to do if there are barriers to reporting own concerns</p> <p>4.10 Identify statutory agencies with responsibilities for safeguarding and protecting</p> <p>4.11 Outline when to contact statutory agencies with responsibilities for safeguarding and protecting</p> <p>4.12 Outline how to contact statutory agencies with responsibilities for safeguarding and protecting</p> <p>4.13 Describe why it is important to share concerns about possible abuse with others</p> <p>4.14 Describe the limits of own competence with regard to safeguarding and protecting</p> <p>4.15 Outline why it is important to treat information about possible abuse confidentially</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>5. Be able to help safeguard and protect children and vulnerable adults</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is promoting health, safety and welfare in active leisure and recreation</p> <p>When helping to safeguard and protect children and vulnerable adults, the learner must cover 2 of the following types: a abuse (including bullying) 1 physical 2 emotional 3 neglect 4 sexual</p>	<p>The learner can:</p> <p>5.1 Ensure that up-to-date information on guidelines for safeguarding and protecting children and vulnerable adults is available</p> <p>5.2 Identify what the policies and procedures mean for own job and area of work</p> <p>5.3 Follow the relevant procedures for:</p> <ul style="list-style-type: none"> • Safeguarding and protecting children and vulnerable adults at all times • Protecting self from potential accusations <p>5.4 Be alert to possible signs of abuse</p> <p>1 physical</p> <p>2 emotional</p> <p>3 neglect</p> <p>4 sexual</p> <p>5.5 Identify, record and report any concerns about the welfare of children and vulnerable adults, while maintaining confidentiality</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Know how to deal with injuries and signs of illness</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 List the types of accidents, injuries and illnesses that may occur in own area of work</p> <p>6.2 Outline how to respond correctly to emotional distress</p> <p>6.3 Outline how to deal with accidents, injuries and illnesses before qualified assistance arrives</p> <p>6.4 Describe how to decide whether to contact the on-site first aider or immediately call the emergency services</p> <p>6.5 Identify who is the on-site first aider and how to contact them</p> <p>6.6 Describe the procedures to contact the emergency services</p> <p>6.7 Outline why it is important to protect the casualty and others involved from further harm</p> <p>6.8 Outline the procedures to protect the casualty and others</p> <p>6.9 Outline why it is important to provide comfort and reassurance</p> <p>6.10 Describe how to provide comfort and reassurance</p> <p>6.11 Outline own responsibilities for reporting accidents</p> <p>6.12 Outline the procedures for reporting accidents</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>7. Be able to deal with injuries and signs of illness</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is promoting health, safety and welfare in active leisure and recreation</p> <p>When dealing with injuries and signs of illness, the learner must cover 2 of the following types;</p> <p>a casualty</p> <p>1 adult</p> <p>2 child</p> <p>3 person with particular needs</p> <p>with 2 of the following types:</p> <p>b qualified assistance</p> <p>1 qualified first aider</p> <p>2 emergency services</p>	<p>The learner can:</p> <p>7.1 Remain calm and follow organisational procedures</p> <p>7.2 Protect the casualty and other people from further risk</p> <p>1 adult</p> <p>2 child</p> <p>3 person with particular needs</p> <p>7.3 Call for qualified assistance appropriate to the casualty's condition</p> <p>b qualified assistance</p> <p>1 qualified first aider</p> <p>2 emergency services</p> <p>a casualty</p> <p>1 adult</p> <p>2 child</p> <p>3 person with particular needs</p>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>with 2 of the following types:</p> <p>c condition</p> <p>1 minor injury that can be dealt with on-site</p> <p>2 minor illness that can be dealt with on-site</p> <p>3 major injury requiring medical attention</p> <p>4 major illness requiring medical attention</p> <p>5 emotional distress</p>	<p>The learner can:</p> <p>c condition</p> <p>1 minor injury that can be dealt with on-site</p> <p>2 minor illness that can be dealt with on-site</p> <p>3 major injury requiring medical attention</p> <p>4 major illness requiring medical attention</p> <p>5 emotional distress</p> <p>7.4 Provide reassurance and comfort to the people involved</p> <p>7.5 Give the qualified assistance clear and accurate information about what happened</p> <p>1 qualified first aider</p> <p>2 emergency services</p> <p>7.6 Follow the relevant accident reporting procedures</p>			
<p>8. Know how to follow emergency procedures</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>8.1 Describe the emergency procedures in own place of work</p> <p>8.2 Outline what instructions must be given to the people involved</p> <p>8.3 Outline organisational reporting procedures for emergencies</p> <p>8.4 Describe the types of problems that may occur when carrying out emergency procedures</p> <p>8.5 Describe why problems that occur when carrying out emergency procedures should be reported</p> <p>8.6 Identify to whom you report problems</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>9. Be able to follow emergency procedures</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is promoting health, safety and welfare in active leisure and recreation</p> <p>When following emergency procedures, the learner must cover 2 of the following types: a people involved 1 adults 2 children 3 people with disabilities</p>	<p>The learner can:</p> <p>9.1 Give the people involved clear and correct instructions</p> <p>9.2 Carry out own role in the emergency procedures calmly and correctly</p> <p>9.3 Maintain the safety of the people involved</p> <p>1 adults</p> <p>2 children</p> <p>3 people with disabilities</p> <p>9.4 Follow the correct procedures for reporting the emergency</p> <p>9.5 Report any problems with the emergency procedures to the relevant colleague</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 will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.</p>				
<p>Simulation</p> <p>Simulation is allowed for 5.3, 5.4 and 5.5 and the whole of learning outcomes 7 and 9 only, if there is no naturally occurring evidence available.</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:

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<p>1.9 Outline how to work in a way that does not discriminate</p> <p>1.10 Outline how to help people take part to the best of their ability</p> <p>1.11 Describe the importance of exploring and challenging own assumptions or those of others, about actual and potential customers</p> <p>1.12 Identify types of words and behaviour from staff and customers that are inconsistent with valuing equality and diversity</p> <p>1.13 Outline how to challenge words and behaviour from staff and customers that are inconsistent with valuing equality and diversity</p> <p>1.14 Outline why it is important to report concerns about discrimination</p> <p>1.15 Outline how to respond correctly to behaviour and practice that might discriminate against people</p> <p>1.16 Outline how to report behaviour and practice that might discriminate against people</p> <p>1.17 Outline own organisation's complaints procedures</p> <p>1.18 Outline why complaints procedures are important</p> <p>1.19 Outline why it is important to help customers to use complaints procedures</p> <p>1.20 Identify appropriate people to work with, in own organisation, on issues to do with equality and diversity</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>2. Be able to help to treat people equally and in a way that respects diversity.</p> <p>This outcome must be assessed using workplace evidence generated when the learner is supporting equality and diversity in active leisure and recreation.</p> <p>When treating people equally and in a way that respects diversity, the learner must cover 4 of the following types:</p> <p>a equality and diversity in terms of</p> <ol style="list-style-type: none"> 1 sex 2 race/culture/language 3 disability 4 religion 5 health 6 economic and social status 7 age 8 sexual orientation 	<p>The learner can:</p> <ol style="list-style-type: none"> 2.1 Keep up-to-date with own organisation's policies and values for equality and diversity 2.2 Identify what own organisation's policies and values mean for own area of work 2.3 Work in a way that: <ul style="list-style-type: none"> • respects individuals' beliefs, needs and preferences • is inclusive through their behaviour and language • helps people to take part to the best of their abilities <ol style="list-style-type: none"> 1 sex 2 race/culture/language 3 disability 4 religion 5 health 6 economic and social status 7 age 8 sexual orientation 			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	2.4 Correctly deal with and report behaviour and practice that discriminate against people			
	2.5 Identify and report any barriers to people getting the best from the service			
	2.6 Suggest ways the organisation could remove or reduce barriers			
	2.7 Give people information about complaints procedures when they need it			
	2.8 Help people to use complaints procedures			
	2.9 Seek advice on problems implementing equality and diversity			
<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 will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.</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 under 'assessment requirements or guidance specified by a sector or regulatory body' 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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