

YMCA Level 2 Certificate in Introductory Work in the Outdoors (600/5129/2)

Qualification Specification



YMCA Awards

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Level 2 Certificate in Introductory Work in the Outdoors

Qualification Specification

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Introduction

About YMCA Awards

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

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

Qualification overview

This qualification is regulated by:

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

Qualification aim

The aim of this qualification is to provide young people and adults with the knowledge and skills required for working in the outdoors/adventurous activities industry.

Overview of knowledge, skills and understanding

Knowledge and understanding relating to the qualification:

- Organisation, operation, procedures and rules
- Terms and conditions of employment
- Basic principles of customer care
- Health and safety issues
- Basic principles of emergency first aid

Skills relating to the qualification:

- Deliver the basic principles of customer care
- Organise and deal with participants' arrival, stay and departure
- Work with others
- Use role-related equipment appropriately and safely
- Plan, prepare, lead and conclude an activity session

Target group and age range

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

Qualification structure

To achieve the YMCA Level 2 Certificate in Introductory Work in the Outdoors learners must obtain a minimum of 14 credits. The qualification is made up of 2 mandatory units and 16 optional units split across 2 groups. To achieve this Certificate a combination of the following units needs to be achieved:

Mandatory units

These 2 units must be completed.

Unit reference number	Unit title	Level	Credit
J/600/3821	General induction for outdoor centre staff	2	3
D/600/3825	Essentials of customer care for outdoor centre staff	2	2

Optional unit group 1

One unit from this group must be achieved unless taking unit H/600/3826, when the additional unit K/600/3827 must also be achieved.

Unit reference number	Unit title	Level	Credit
Y/600/3824	Organising participants at an outdoor centre	2	5
H/600/3826	Organising an activity session at an outdoor centre	2	5
K/600/3827	Responding to health emergencies for outdoor centre staff	2	1
T/600/3829	Working in hospitality and support at an outdoor centre	2	5

Optional unit group 2

The remaining credits must be achieved from this group.

Unit reference number	Unit title	Level	Credit
K/600/3827	Responding to health emergencies for outdoor centre staff	2	1
K/601/4486	Set up, take down and store activity equipment	2	3
M/601/4487	Check and service activity equipment	2	3
D/601/4484	Promote health, safety and welfare in active leisure and recreation	2	4
D/601/8230	Safeguarding and protecting children and young people in sport and active leisure	2	1
F/600/9469	Manage personal development	2	4
R/502/4385	IT software fundamentals	2	3
R/601/5535	Administer finance and information	2	3
H/502/0132	Food safety in catering	2	1
D/503/0738	Cleaning in active leisure	2	1
T/601/6564	Support children and young people's play and leisure	2	3
M/600/6356	Using trailers in the workplace	2	2

The Total Qualification Time (TQT) for this qualification is 140. The Guided Learning Hours (GLH) assigned are 77 minimum.

Total Qualification Time (TQT)

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

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

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

Guided Learning Hours (GLH)

This is:

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

This is **not**:

Unsupervised learning such as:

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

Recommended Guided Learning Hours – our ongoing review

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

Entry requirements

There are no pre-requisites for this qualification

Opportunities for progression

Learners could progress to further qualifications in related areas, for example:

- Level 2 Certificate In Leisure Operations (QCF)
- Level 2 NVQ Certificate in Activity Leadership (QCF)
- Intermediate Level Apprenticeship in Activity Leadership
- Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services
- Level 3 NVQ Diploma in Leisure Management

Mapping to standards

This qualification maps to a number of National Occupational Standards including SKAC268, SKAD21, SKAA51 and SKAC12. For more information, visit <http://nos.ukces.org.uk>.

Centre approval

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

Qualification approval

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

Tutor, assessor and IQA approval requirements

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

Registration

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

Qualification availability

This qualification is available in:

England and regulated by Ofqual

Northern Ireland and regulated by CCEA (Council for Curriculum, Examinations and Assessment)

Wales and regulated by QW (Qualifications Wales).

Reasonable adjustments and special considerations

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

Enquiries and appeals procedures

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

Assessment and quality assurance

How the qualification is assessed

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

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

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

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

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

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

The YMCA Level 2 Certificate in Introductory Work in the Outdoors (600/5129/2) is assessed through internal assessment.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

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

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

Creating a portfolio of evidence

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

A typical portfolio of evidence could include:

- evidence index
- assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate’s proof of work
- worksheets
- assignments/projects/reports/presentations
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL)
- summary of achievement.

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

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

External assessment

There is no external assessment for this qualification.

Assessors

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

Internal and external quality assurance

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

Qualification content

Unit specifications and recommended assessment methods

General induction for outdoor centre staff (J/600/3821)

Unit aim

This unit covers the general induction for those working in the outdoors industry sector – mainly, though not exclusively, those based at outdoor centres.

It includes knowledge of the organisation and its procedures, health and safety procedures, and terms and conditions of employment.

Unit content

The learner will:

1. Understand the organisation and how it operates in the industry sector

The learner can:

1.1 Explain the organisation's background, aims and ethos

1.2 Explain how the organisation operates within the industry sector setting

The learner will:

2. Understand the organisation's procedures and rules

The learner can:

2.1 Describe the key points in own organisation's code of conduct (or similar) when working with participants and others, including the organisation's child and adults 'at risk' protection procedures

2.2 Describe the organisation's health and safety procedures in relation to the Health and Safety at Work Act

2.3 Explain the basic principles that make for successful teamwork and why these are important in an outdoor organisation

2.4 Explain the fire precautions and procedures of the centre

2.5 Describe the aspects of the COSHH training which are relevant to own organisation and own role

2.6 Describe the aspects of manual handling procedures which are relevant to own organisation and own role

The learner will:

3. Know about the terms and conditions of employment

The learner can:

3.1 Describe the contractual terms and conditions of employment for own role in the organisation.

Assessment specification

- Research project
- Worksheets
- Questioning
- Presentation

Essentials of customer care for outdoor centre staff (D/600/3825)

Unit aim

This unit covers the area of the essentials of customer/participant care for those working in the outdoors industry sector – mainly, though not exclusively, those based at outdoor centres.

Unit content

The learner will:

1. Understand the basic principles of customer care relevant to an outdoor centre context

The learner can:

- 1.1 Describe what is meant by good customer service in an outdoor centre context
- 1.2 Describe how expectations and needs can differ between a range of users in an outdoor centre context
- 1.3 Describe the roles and responsibilities that individual staff play in ensuring the delivery of excellent customer service in an outdoor centre context
- 1.4 Explain the importance of measuring customer service
- 1.5 Explain some of the main methods of measuring customer service in an outdoor centre context
- 1.6 Describe how customer service is measured in your organisation

The learner will:

2. Be able to deliver the basic principles of customer care relevant to an outdoor centre context

The learner can:

- 2.1 Demonstrate good customer service in an outdoor centre context
- 2.2 Demonstrate how to meet differing expectations and needs of a range of users in an outdoor centre context eg, educational users, recreational users

Assessment specification

- Worksheet
- Observations
- Case studies
- Presentation
- Witness testimony
- Products of work

Organising participants at an outdoor centre (Y/600/3824)

Unit aim

This unit covers the requirements for general organisation and supervision of participants at an outdoor centre including their arrival, departure and time outside outdoor activity sessions.

Unit content

The learner will:

1. Understand how to organise for and deal with participants' arrival and welcome

The learner can:

1.1 Explain the key procedures relating to the participants' arrival process

1.2 Describe what particular medical, cultural, dietary and emotional needs participants may have

1.3 Describe ways to manage participants' behaviour on arrival

The learner will:

2. Be able to organise for and deal with participants' arrival and welcome

The learner can:

2.1 Demonstrate the arrival and welcome procedure with participants

2.2 Demonstrate how to deal with particular medical, cultural, dietary and emotional needs according to organisational guidelines

2.3 Demonstrate how to manage participants' behaviour on arrival

The learner will:

3. Understand how to support participants during their stay

The learner can:

3.1 Describe the relevant health and safety hazards and procedures for the outdoor centre outside of organised activities

3.2 Describe how to support participants in their own and the organisation's daily routines

3.3 Explain why it is important to support participants with their particular needs at own centre eg, recreation, rest and sleep during their stay

3.4 Describe how to support, organise and deliver time filler games/events outside of activity sessions

3.5 Describe how to encourage the development of positive relationships when working with participants

3.6 Describe how to work as part of a team with participants and others

3.7 Explain why participants should take responsibility for their belongings

3.8 Explain how to supervise on- and/or off-site travel of participants

The learner will:

4. Be able to support participants during their stay

The learner can:

4.1 Demonstrate how to introduce participants to daily routines

4.2 Demonstrate how to support participants in daily routines throughout their stay

4.3 Demonstrate how to organise and deliver time filler games/events outside of activity sessions

4.4 Demonstrate how to develop positive relationships when working with participants

4.5 Demonstrate how to work as part of a team with participants and others

4.6 Demonstrate how to encourage participants to take responsibility for their belongings

The learner will:

5. Know how to organise participants' departure

The learner can:

5.1 Describe the information participants need regarding their departure

5.2 Explain the organisation's departure procedures for participants

5.3 Describe the ground rules for participants' behaviour during departure

The learner will:

6. Be able to organise for participants' departure

The learner can:

6.1 Demonstrate how to give participants the information they need regarding their departure

6.2 Demonstrate how to explain the organisation's departure procedures to participants

6.3 Demonstrate how to manage participants' behaviour during departure

The learner will:

7. Be able to review own performance in the role

The learner can:

7.1 Review the participants' stay, including own performance

7.2 Provide feedback as appropriate to your line manager about own performance and involvement in participants' stay

7.3 Identify any future actions in relation to own performance

7.4 Explain why the review of performance is important

Assessment specification

- Worksheet
- Observation
- Own performance review
- Reflective journal

Organising an activity session at an outdoor centre (H/600/3826)

Unit aim

This unit covers planning, preparation, leading and concluding an activity session at an outdoor centre.

Unit content

The learner will:

1. Understand how to plan an activity session

The learner can:

- 1.1 Describe what a session plan should cover
- 1.2 Describe what kind of information is required to tailor the session to the group or individual's needs and to the aims of the programme
- 1.3 Describe how to check objectives, sequences and timings for a session
- 1.4 Describe the types of circumstances that may change and how to plan for these
- 1.5 Explain the health and safety aspects related to a session
- 1.6 Describe why health and safety is a vital and continuous theme that runs throughout any session

The learner will:

2. Understand how to prepare an activity session

The learner can:

- 2.1 Describe how to choose equipment that will be appropriate to the group
- 2.2 Describe the types of equipment and facilities needed for a planned session, and the centre's usage procedures
- 2.3 Explain what it means to be personally mentally and physically prepared for a session and why this is important

The learner will:

3. Be able to prepare an activity session

The learner can:

3.1 Demonstrate how to choose equipment that will be appropriate to the group

3.2 Demonstrate how to select the types of equipment and facilities needed for a planned session, and the centre's usage procedures

3.3 Demonstrate own mental and physical preparedness for a session

The learner will:

4. Understand how to lead an activity session

The learner can:

4.1 Describe the procedure and rationale for meeting participants at the start of a session

4.2 Describe the key points that must be explained to participants before they begin a session

4.3 Describe the key points for running a session at an 'introductory' level in an activity or subject area following organisational standards, procedures and relevant NGB and national guidance

4.4 Describe different methods of communication which can be used to ensure all participants understand what is required of them

4.5 Describe the levels of supervision that are appropriate to different activities, types of participants and changing situations within sessions

4.6 Describe the types of new risks, needs and opportunities that could occur during a session that may require the adaptation of the session plan

The learner will:

5. Be able to lead an activity session

The learner can:

5.1 Demonstrate how to meet participants at the start of a session

5.2 Demonstrate how to communicate the key points that must be explained to participants before they begin a session

5.3 Demonstrate how to run a session at an 'introductory' level in an activity or subject area following organisational standards, procedures and relevant NGB and national guidance

5.4 Demonstrate different methods of communication which can be used to ensure all participants understand what is required of them

The learner will:

6. Understand how to conclude and review an activity session

The learner can:

6.1 Explain the importance of preparing participants to finish their activities, including why sufficient time should be allocated for this

6.2 Explain the importance and purpose of reviewing the session with participants

6.3 Describe techniques which could be used to encourage and facilitate review

6.4 Explain why participants should be encouraged and helped to take responsibility for equipment and facilities following use

6.5 Describe the organisation's procedures for recording session information and reporting incidents and accidents

6.6 Explain why the review of own performance is important

The learner will:

7. Be able to conclude and review an activity session

The learner can:

7.1 Demonstrate how to conclude a session, including arrangements with participants, equipment and activity bases, following organisational procedures

7.2 Demonstrate how to review a session with participants

7.3 Review the session, including own performance

7.4 Identify any future actions required as a result of the review

Assessment specification

- Worksheet
- Observation
- Presentation

Responding to health emergencies for outdoor centre staff (K/600/3827)

Unit aim

This unit covers the area of the essentials of emergency first aid for those working in the outdoors industry sector. It includes knowledge of the basic principles of emergency first aid and their application, with an understanding of organisational procedures.

Unit content

The learner will:

1. Understand the basic principles of emergency first aid

The learner can:

1.1 Identify situations which require the assistance of the emergency services

1.2 Describe how the emergency services should be called, following organisational requirements

1.3 Explain the correct procedures for assisting injured people, with a clear indication of safe practices and own limitations

The learner will:

2. Be able to provide first assistance and treatment for a casualty

The learner can:

2.1 Demonstrate competent first aid skills in basic emergency situations eg, simple cuts, grazes, bruises, shock

2.2 Demonstrate competent first aid skills to treat casualties of a serious accident or incident until the emergency services arrive

The learner will:

3. Understand how to establish and maintain a fully equipped first aid kit

The learner can:

3.1 Describe the basic first aid materials used in a first aid kit appropriate for a specific activity and location

3.2 Explain the procedure for maintaining a first aid kit, including the replacement of used stock and out-of-date or damaged materials

Assessment specification

- Worksheet
- Observations
- Questioning

Working in hospitality and support at an outdoor centre (T/600/3829)

Unit aim

This unit covers the vital roles in the area of hospitality and support at an outdoor centre. These relate to a wide range of knowledge and capabilities, but with common themes such as health and safety, working with colleagues and participants, using equipment correctly and safely, and developing capability through a period of initial training and ongoing job performance.

Unit content

The learner will:

1. Understand health and safety issues and organisational standards related to own role in the workplace

The learner can:

1.1 Describe the following health and safety requirements/legislation and organisational standards relevant to own work practices:

- a) COSHH
- b) Manual handling
- c) Other organisational requirements relevant to health and safety
- d) Appropriate behaviour
- e) Uniform and appearance

The learner will:

2. Be able to work with others

The learner can:

2.1 Demonstrate team working including:

- a) Working to a team plan
- b) Completing a variety of team tasks
- c) Showing Initiative in a team situation

The learner will:

3. Understand how to use role-related equipment appropriately and safely

The learner can:

3.1 Describe the use of equipment relevant to own role, taking account of:

- a) Organisational and manufacturers' procedures
- b) Safety
- c) Storage
- d) Maintenance/cleaning

The learner will:

4. Be able to use role-related equipment appropriately and safely

The learner can:

4.1 Demonstrate the use of equipment relevant to own role, taking account of:

- a) Organisational and manufacturers' procedures
- b) Safety
- c) Storage
- d) Maintenance/cleaning

The learner will:

5. Be able to deliver the tasks and responsibilities in own job description

The learner can:

5.1 Demonstrate an appropriate level of capability in own job role:

- a) In job-specific initial training
- b) In the workplace 'doing the job'

5.2 Review own area of work and own performance, providing feedback as appropriate

5.3 Identify outcomes of own performance review including any future actions

5.4 Explain why the review of performance is important

Assessment specification

- Worksheet
- Observations
- Witness testimony
- Personal reflection

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

Unit aim

This unit provides the learner with knowledge and competence to be able to promote health, safety, security and welfare in active leisure.

Unit content

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

2.1 Describe the types of hazards that are likely to occur in own area of work and the accidents and injuries each could cause

2.2 Outline how to identify hazards

2.3 List health, safety and security checks to be followed

2.4 Describe how to carry out basic risk assessments of the types of hazards that may occur

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

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

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

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

2.9 Outline how to complete health and safety documents correctly

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

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

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

2.13 Describe how to make suggestions about health and safety issues

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

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

The learner will:

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

The learner can:

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

3.2 Follow the relevant health and safety requirements at all times

3.3 Carry out health and safety checks as required

3.4 Identify hazards

3.5 Assess and control risks using organisational procedures

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

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

The learner will:

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

The learner can:

4.1 Describe what is meant by safeguarding and protecting the welfare of children and vulnerable adults

4.2 Describe own role and responsibilities for safeguarding and protecting children and other vulnerable people

4.3 List the four of types of abuse

4.4 Outline the basic indicators and impact of each of the four types of abuse

4.5 Describe the risks that individual abusers or potential abusers pose to children and vulnerable people

4.6 Describe organisational policies and procedures in relation to safeguarding and protecting, including the reporting procedures

4.7 Outline what to do if concerned about possible abuse

4.8 Describe how to respond to a child or someone else disclosing abuse or concerns about abuse

4.9 Outline what to do if there are barriers to reporting own concerns

4.10 Identify statutory agencies with responsibilities for safeguarding and protecting

4.11 Outline when to contact statutory agencies with responsibilities for safeguarding and protecting

4.12 Outline how to contact statutory agencies with responsibilities for safeguarding and protecting

4.13 Describe why it is important to share concerns about possible abuse with others

4.14 Describe the limits of own competence with regard to safeguarding and protecting

4.15 Outline why it is important to treat information about possible abuse confidentially

The learner will:

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

The learner can:

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

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

5.3 Follow the relevant procedures for:

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

5.4 Be alert to possible signs of abuse

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

The learner will:

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

The learner can:

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

6.2 Outline how to respond correctly to emotional distress

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

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

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

6.6 Describe the procedures to contact the emergency services

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

6.8 Outline the procedures to protect the casualty and others

6.9 Outline why it is important to provide comfort and reassurance

6.10 Describe how to provide comfort and reassurance

6.11 Outline own responsibilities for reporting accidents

6.12 Outline the procedures for reporting accidents

The learner will:

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

The learner can:

7.1 Remain calm and follow organisational procedures

7.2 Protect the casualty and other people from further risk

7.3 Call for qualified assistance appropriate to the casualty's condition

7.4 Provide reassurance and comfort to the people involved

7.5 Give the qualified assistance clear and accurate information about what happened

7.6 Follow the relevant accident reporting procedures

The learner will:

8. Know how to follow emergency procedures

The learner can:

8.1 Describe the emergency procedures in own place of work

8.2 Outline what instructions must be given to the people involved

8.3 Outline organisational reporting procedures for emergencies

8.4 Describe the types of problems that may occur when carrying out emergency procedures

8.5 Describe why problems that occur when carrying out emergency procedures should be reported

8.6 Identify who to report problems to

The learner will:

9. Be able to follow emergency procedures

The learner can:

9.1 Give the people involved clear and correct instructions

9.2 Carry out own role in the emergency procedures calmly and correctly

9.3 Maintain the safety of the people involved

9.4 Follow the correct procedures for reporting the emergency

9.5 Report any problems with the emergency procedures to the relevant colleague

Assessment specification

- Worksheet
- Observations
- Professional discussion
- Questioning
- Products of work

Additional assessment guidance note:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website (www.skillsactive.com/common-unit-qualifications):

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

Learning Outcomes 1, 2, 4, 6 and 8

These can be assessed by:

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

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

Learning Outcome 3

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

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

with 3 of the following types:

- b methods of control
- 1 dealing with the hazard personally
 - 2 reporting the hazard to the relevant colleague

Learning Outcome 5

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

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

Learning Outcome 7

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

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

with 2 of the following types:

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

with 2 of the following types:

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

Learning Outcome 9

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

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

Safeguarding and protecting children and young people in sport and active leisure (D/601/8230)

Unit aim

This unit provides the learner with knowledge of how to safeguard and protect young people in sport and active leisure.

Unit content

The learner will:

1. Know the foundations of safeguarding and protecting children and young people

The learner can:

1.1 Describe what is meant by safeguarding, protecting and promoting the welfare of children

1.2 Identify the principles that underpin work to safeguard and protect children and young people in sport and active leisure

1.3 Describe what constitutes good working practice for the safeguarding and protecting of children and young people in sport and active leisure

The learner will:

2. Understand how to implement key principles of safeguarding children and young people in sport and active leisure

The learner can:

2.1 Describe how to communicate effectively with children and young people

2.2 Describe how to establish rapport and respectful relationships with children, young people, their families and carers

2.3 Explain the importance of demonstrating fair play in sport and active leisure

2.4 Describe how to ensure all children and young people are treated fairly in sport and active leisure

2.5 Describe how to implement duty of care in the safeguarding of children and young people

The learner will:

3. Understand how to recognise indicators of abuse and neglect

The learner can:

3.1 Identify the different types of child abuse or neglect

3.2 Identify the indicators of child abuse or neglect

3.3 Explain how to be alert to potential indicators of child abuse or neglect

3.4 Explain how to be alert to risks which individual abusers, or potential abusers, may pose to children

The learner will:

4. Understand how to respond to reports or suspicion of child abuse and neglect

The learner can:

4.1 Describe what to do when concerned that a child may be being abused or that someone may pose a risk to a child or children generally

4.2 Explain the importance of sharing information regarding child abuse and neglect

4.3 Explain the importance of maintaining confidentiality in relation to child abuse and neglect

4.4 Describe the procedure to respond to a report of child abuse and neglect

4.5 Describe what to do when experiencing barriers to reporting child abuse and neglect

4.6 Identify organisational policies and procedures for safeguarding and protecting children and young people in sport and active leisure

Assessment specification

- Questioning
- Worksheet

Manage personal development (F/600/9469)

Unit aim

This unit provides the learner with knowledge and competence of how to manage their own personal development.

Unit content

The learner will:

1. Be able to identify and agree performance requirements of own work role

The learner can:

1.1 Outline work role performance requirements with those they report to

The learner will:

2. Be able to measure and progress against objectives

The learner can:

2.1 Identify ways that progress will be measured against own work objectives

The learner will:

3. Be able to identify gaps in skills and knowledge in own performance

The learner can:

3.1 Explain knowledge and skills required for own work role

3.2 Identify opportunities and resources available for personal development

3.3 Produce a development plan to address own needs and agree with line manager

The learner will:

4. Be able to carry out and assess activities within own development plan

The learner can:

4.1 Plan activities in own development plan that address identified needs

4.2 Collect feedback from colleagues on the result of development activities on own performance

4.3 Assess the success of activities carried out as part of own development plan

Assessment specification

- Professional discussion
- Products of work
- Project/assignment/task
- Questioning

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

Unit aim

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

Unit content

The learner will:

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

The learner can:

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

The learner will:

2. Know how to set up equipment

The learner can:

2.1 Identify the correct locations for setting up equipment

2.2 State the correct procedures for setting up equipment

2.3 Describe how to check that the equipment is operating correctly

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

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

The learner will:

3. Be able to set up equipment

The learner can:

3.1 Find the equipment needed

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

3.3 Follow the standard operating procedures when:

- handling and moving the equipment
- setting up the equipment

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

3.5 Check the equipment is in safe working order

3.6 Make sure the equipment is secure

The learner will:

4. Know how to deal with equipment after use

The learner can:

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

The learner will:

5. Be able to deal with equipment after use

The learner can:

5.1 Find equipment at the requested time

5.2 Follow the standard operating procedures for:

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

5.3 Check the equipment for damaged and missing parts

5.4 Report damage or missing parts to the responsible colleague

5.5 Complete any required records

The learner will:

6. Know how to store equipment following use

The learner can:

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

6.2 Describe the importance of storing equipment safely and securely

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

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

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

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

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

The learner will:

7. Be able to store equipment following use

The learner can:

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

7.2 Move the equipment to the right storage area

7.3 Follow the correct procedures for equipment which needs attention

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

7.5 Leave the storage area:

- safe
- tidy
- secure

7.6 Complete any required records

Assessment specification

- Worksheet
- Observation

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

Unit aim

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

Unit content

The learner will:

1. Know how to check and service activity equipment

The learner can:

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

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

The learner will:

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

The learner can:

2.1 Describe the importance of health and safety when checking equipment

2.2 Describe the dangers of not checking equipment thoroughly

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

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

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

2.6 Outline how to identify when equipment needs maintenance

2.7 Describe the importance of removing unsafe equipment from use

2.8 Describe how to remove unsafe equipment from use

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

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

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

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

The learner will:

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

The learner can:

3.1 Identify the equipment which needs maintenance

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

3.3 Cause as little disruption to normal activities as possible

3.4 Remove any unsafe equipment from use

3.5 Confirm own competence and authority to carry out the maintenance

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

3.7 Record:

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

The learner will:

4. Know how to service equipment

The learner can:

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

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

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

4.4 Outline the importance of using the right tools and materials

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

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

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

4.8 Outline how to report any problems to the responsible colleague

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

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

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

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

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

The learner will:

5. Be able to service equipment

The learner can:

5.1 Confirm own competence and authority to carry out the servicing

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

5.3 Cause as little disruption to normal activities as possible

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

5.5 Choose the right tools and materials for the job

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

5.7 Report any problems during servicing to the responsible colleague

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

5.9 Record the work carried out

Assessment specification

- Worksheet
- Observation

Additional assessment guidance note:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website (www.skillsactive.com/common-unit-qualifications):

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

Learning Outcomes 1, 2 and 4

These can be assessed by:

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

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

Learning Outcome 3

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

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

Learning Outcome 5

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

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

IT software fundamentals (R/502/4385)

Unit aim

This unit covers the knowledge and competence the learner needs about IT software to solve problems, develop software and evaluate its use.

Unit content

The learner will:

1. Select and use appropriate software applications to meet needs and solve problems

The learner can:

1.1 Describe what types of information are needed

1.2 Select and use software applications to develop, produce and present different types of information to meet needs and solve problems

The learner will:

2. Enter, develop, combine and format different types of information to suit its meaning and purpose

The learner can:

2.1 Enter, organise, refine and format different types of information, applying editing techniques to meet needs

2.2 Use appropriate techniques to combine image and text components

2.3 Combine information of different forms or from different sources

2.4 Select and use appropriate page layout to present information effectively

The learner will:

3. Present information in ways that are fit for purpose and audience

The learner can:

3.1 Work accurately and proof-read, using software facilities where appropriate

3.2 Identify inconsistencies or quality issues with the presentation of information

3.3 Produce information that is fit for purpose and audience using accepted layouts and conventions as appropriate

The learner will:

4. Evaluate the selection and use of IT tools and facilities to present information

The learner can:

4.1 Review and modify work as it progresses to ensure the result is fit for purpose and audience and to inform future judgements

4.2 Review the effectiveness of the IT tools selected to meet needs in order to improve future work

Assessment specification

- Worksheet
- Observations
- Professional discussion
- Questioning
- Products of work

Additional assessment guidance note:

See IT User Assessment Strategy available from www.e-skills.com

Administer finance and information (R/601/5535)

Unit aim

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

Unit content

The learner will:

1. Know how to receive and disburse money

The learner can:

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

The learner will:

2. Be able to receive and disburse money

The learner can:

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

The learner will:

3. Know how to enrol participants for activities

The learner can:

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

The learner will:

4. Be able to enrol participants for activities

The learner can:

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

The learner will:

5. Know how to maintain records

The learner can:

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

The learner will:

6. Be able to maintain records

The learner can:

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

Assessment specification

- Professional discussion
- Questioning
- Observation

Additional assessment guidance note:

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website (www.skillsactive.com/common-unit-qualifications):

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Activity Leadership

Learning Outcomes 1, 3 and 5

These can be assessed by:

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

Learning Outcomes 2, 4 and 6 must be assessed using workplace evidence generated when the learner is administering finance and information

Learning Outcome 2

When receiving and disbursing money, the learner must cover 1 of the following types:

- a money
- 1 cash
 - 2 cheques

with 2 of the following types:

- b calculations
- 1 charges
 - 2 change
 - 3 totals of money received and paid out
 - 4 totals of money transferred to others

Learning Outcome 4

When enrolling participants for activities, the learner must cover 2 of the following types:

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

with 3 of the following types:

- b information
- 1 type of activities
 - 2 timings of activities
 - 3 participant requirements for activities
 - 4 charges
 - 5 opportunities for progression

Learning Outcome 6

When maintaining records, the learner must cover 1 of the following types:

- a records
- 1 paper-based
 - 2 computer-based

Food safety in catering (H/502/0132)

Unit aim

This unit covers the knowledge and competence required to administer food safety and understand legal responsibilities associated with it.

Unit content

The learner will:

1. Understand how individuals can take personal responsibility for food safety

The learner can:

1.1 Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour

1.2 Describe how to report food safety hazards

1.3 Outline the legal responsibilities of food handlers and food business operators

The learner will:

2. Understand the importance of keeping him/herself clean and hygienic

The learner can:

2.1 Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination

2.2 Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds

The learner will:

3. Understand the importance of keeping the work areas clean and hygienic

The learner can:

3.1 Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal

3.2 State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning

3.3 Outline the importance of pest control

The learner will:

4. Understand the importance of keeping food safe

The learner can:

4.1 State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards

4.2 Explain how to deal with food spoilage including recognition, reporting and disposal

4.3 Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food

4.4 Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food

4.5 Describe stock control procedures including deliveries, storage, date marking and stock rotation

Assessment specification

- Questioning
- Observation
- Project/assignment

Cleaning in active leisure (D/503/0738)

Unit aim

This unit covers the knowledge and competence required to clean an active leisure environment and the legal requirements associated with it.

Unit content

The learner will:

1. Know about standards of cleanliness in an active leisure environment

The learner can:

1.1 Give reasons why high standards of cleanliness are important in an active leisure environment

1.2 Describe what may happen if standards of cleanliness in an active leisure environment are not maintained

1.3 Describe how an active leisure organisation maintains standards of cleanliness, including its cleaning schedule

The learner will:

2. Know how to carry out cleaning in an active leisure environment

The learner can:

2.1 Identify the legal and regulatory requirements relevant to cleaning in an active leisure environment

2.2 Describe the types of cleaning equipment used in different types of active leisure environments, what they are for and how they are used

2.3 Describe the types of cleaning materials used in different types of active leisure environments, what they are for and how they are used

2.4 Describe how to maintain the safety of customers and other staff when carrying out cleaning operations

2.5 Describe the types of personal protective equipment that are necessary for certain cleaning operations in an active leisure environment and when they should be used

2.6 List the precautions that should be taken when using hazardous substances for cleaning operations

2.7 Describe the procedures for disposing of waste from cleaning operations

The learner will:

3. Know how to deal with spillages, breakages and rubbish in an active leisure

The learner can:

3.1 Give examples of hazardous and non-hazardous waste and rubbish in an active leisure environment

3.2 Describe how to deal with different types of hazardous waste and rubbish in an active leisure environment

3.3 Describe how to dispose of different types of waste and rubbish correctly

3.4 Describe an active leisure organisation's procedures for dealing with lost property

The learner will:

4. Be able to carry out cleaning and tidying operations in an active leisure environment

The learner can:

4.1 Select cleaning equipment and materials appropriate to the areas and surfaces being cleaned

4.2 Use both manual and powered cleaning equipment to achieve acceptable standards of cleanliness

4.3 Follow a schedule to clean different areas in an active leisure environment

4.4 Use personal protective equipment appropriate to the cleaning equipment and materials

4.5 Maintain the safety of other people during cleaning operations

4.6 Deal with and dispose of waste safely and with due regard for the environment

4.7 Store cleaning equipment and materials securely and in the correct area

Assessment specification

- Oral and written questions
- Projects/assignments

Additional assessment guidance:

Learning outcomes 1, 2, 3 can be assessed by:

- oral and written questions
- projects and assignments

Learning outcome 4 should be assessed by practical activities that allow the learner to demonstrate their skills in cleaning. Realistic simulations are acceptable.

Support children and young people's play and leisure (T/601/6564)

Unit aim

This unit covers the knowledge and competence required to support children and young people's play and leisure.

Unit content

The learner will:

1. Understand the nature and importance of play and leisure

The learner can:

- 1.1 Describe the importance of play and leisure for children and young people
- 1.2 Describe how play and leisure contribute to children and young people's development
- 1.3 Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play
- 1.4 Describe the characteristics of freely chosen, self-directed play and leisure

The learner will:

2. Be able to support children and young people's play and leisure

The learner can:

- 2.1 Describe own role in supporting children and young people's play and leisure activities
- 2.2 Give attention to children and young people's play and leisure activities while being sensitive to own impact on activities
- 2.3 Undertake routine safety checks on areas used for children and young people's play and leisure before, during and after play and leisure activities
- 2.4 Supervise children and young people's play and leisure ensuring their safety
- 2.5 Interact with children and young people in a way that demonstrates:
 - a) interest in what they say, experience and feel
 - b) respect for their privacy and freedom to make choices for themselves
 - c) encouragement and praise for play and leisure activities

The learner will:

3. Be able to support children and young people in balancing risk and challenge

The learner can:

3.1 Outline the value of risk and challenge in children and young people's play and leisure

3.2 Describe with examples what is meant by unacceptable risk and challenge in children and young people's play and leisure

3.3 Describe why it is important for children and young people to manage risk and challenge for themselves

3.4 Demonstrate ways of encouraging children and young people to manage risk and challenge in play and leisure activities for themselves

The learner will:

4. Be able to reflect on and improve own practice

The learner can:

4.1 Reflect on all aspects of own practice in supporting children and young people's play and leisure

4.2 Identify own strengths and areas where practice could improve

4.3 Describe how own practice has been improved following reflection

Assessment specification

- Written/oral questions
- Observation
- Project/assignment

Additional assessment guidance:

This unit must be assessed in accordance with the Training and Development Agency (TDA) assessment principles.

Assessment criteria 2.2, 2.3, 2.4, 2.5 and 3.4 must be assessed in the workplace.

Responding to health emergencies for outdoor centre staff (K/600/3827)

Unit aim

This unit covers the knowledge and competence required to respond to health emergencies in an outdoor centre

Unit content

The learner will:

1. Understand the basic principles of emergency first aid

The learner can:

1.1 Identify situations which require the assistance of the emergency services

1.2 Describe how the emergency services should be called, following organisational requirements

1.3 Explain the correct procedures for assisting injured people, with a clear indication of safe practices and own limitations

The learner will:

2. Be able to provide first assistance and treatment for a casualty

The learner can:

2.1 Demonstrate competent first aid skills in basic emergency situations eg, simple cuts, grazes, bruises, shock

2.2 Demonstrate competent first aid skills to treat casualties of a serious accident or incident until the emergency services arrive

The learner will:

3. Understand how to establish and maintain a fully equipped first aid kit

The learner can:

3.1 Describe the basic first aid materials used in a first aid kit appropriate for a specific activity and location

3.2 Explain the procedure for maintaining a first aid kit, including the replacement of used stock and out-of-date or damaged materials

Assessment specification

- Written/oral questions
- Observation

Additional assessment guidance note:

Assessment activities: Written question and answer/test/exam; oral question and answer; written description; reflective log/diary; role play/simulation; practical demonstration.

Those assessment criteria which require the learner to demonstrate capability must have that aspect assessed through practical role play/simulation or practical demonstration in a work setting where possible. Only where naturally occurring evidence does not present itself, may an aspect be assessed through practical demonstration in a simulated setting.

Using trailers in the workplace (M/600/6356)

Unit aim

This unit covers the knowledge and competence required to use trailers in the workplace.

Unit content

The learner will:

1. Be able to carry out activities to operate trailers in the workplace

The learner can:

- 1.1 outline legal and safety requirements relating to the use of trailers
- 1.2 check towing vehicle is safe to use
- 1.3 check the trailers suitability for road use
- 1.4 check the trailer is safe to use and appropriate for the task
- 1.5 hitch the vehicle to a trailer and connect the electrics
- 1.6 load the trailer
- 1.7 secure the load
- 1.8 drive the vehicle and trailer around an identified route
- 1.9 describe the factors to consider for driving on different road surfaces

Assessment specification

- Observation
- Questioning



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