

Learner  
Achievement  
Portfolio

# Level 2 NVQ Certificate in Active Leisure, Learning and Wellbeing Operational Services – Complete

Qualification  
Accreditation Number:  
501/0174/2  
Version AIQ006121

**Active iQ**

## Introduction

The Operational Services NVQ is aimed at employees who work in a sport and activity environment (for example in a leisure centre) and who also work with other staff and customers and for staff who use and maintain equipment and facilities, including caravan parks. The employees should be responsible for operational roles acting under supervision.

The primary target group is facility staff, who provide services – such as setting up and taking down equipment, equipment maintenance, cleaning and tidying, customer care, life-guarding or plant operation – to customers or members. Typical settings will be public or private leisure centres, sports centres, stadia, fitness centres, sports clubs, caravan parks or outdoor activity centres.

GLH:	145	TQT:	200	Credit value:	20
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# Qualification Structure

## Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

This NVQ consists of four mandatory and four optional units.

### Mandatory (Core) Units

1. Support the work of the team and organisation
2. Promote health, safety and welfare in active leisure and recreation
3. Support equality and diversity in active leisure and recreation
4. Give customers a positive impression of yourself and your organisation (ICS)

### Optional Units

The optional units can be selected from any of the groupings shown below.

#### Equipment

5. Set up, take down and store activity equipment
6. Check and service activity equipment
7. Site caravans on parks

#### Facilities

8. Clean and tidy facility areas
9. Deal with substances hazardous to health
10. Operate plant to maintain the quality of pool water
11. Operate plant to provide and maintain an ice surface
12. Carry out maintenance and minor repairs (Asset Skills)
13. Prepare hard standings and paths for caravans
14. Use and maintain pedestrian controlled powered equipment (LANTRA)
15. Use and maintain ride-on powered equipment (LANTRA)
16. Use and maintain chippers and/or shredders (LANTRA)
17. Use and maintain non-powered and hand held powered tools and equipment (LANTRA)
18. Maintain grounds of premises and facilities (Asset Skills)
19. Monitor and maintain electrical and plumbing services (Asset Skills)
20. Maintain site security and safety (Asset Skills)
21. Check and maintain sport/ play surfaces and equipment
22. Contribute to environmental conservation in active leisure and recreation

#### Customer Care

23. Maintain the safety of the pool environment and its users
24. Maintain the safety of the ice rink environment and its users
25. Process payments for purchases
26. Provide a facility reception service
27. Resolve customer service problems (ICS)

#### Team Leading

28. Support other team members in their work

# Personal details

## Learner details

First Name: ..... Surname: .....

Date of birth: ..... Place of work: .....

Home address: ..... Work address: .....

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.....

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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 Active Leisure, Learning and Well-being Operational Services

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

### What are NVQs?

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

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

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

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

### Who is Involved?

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

How are NVQs Achieved?

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

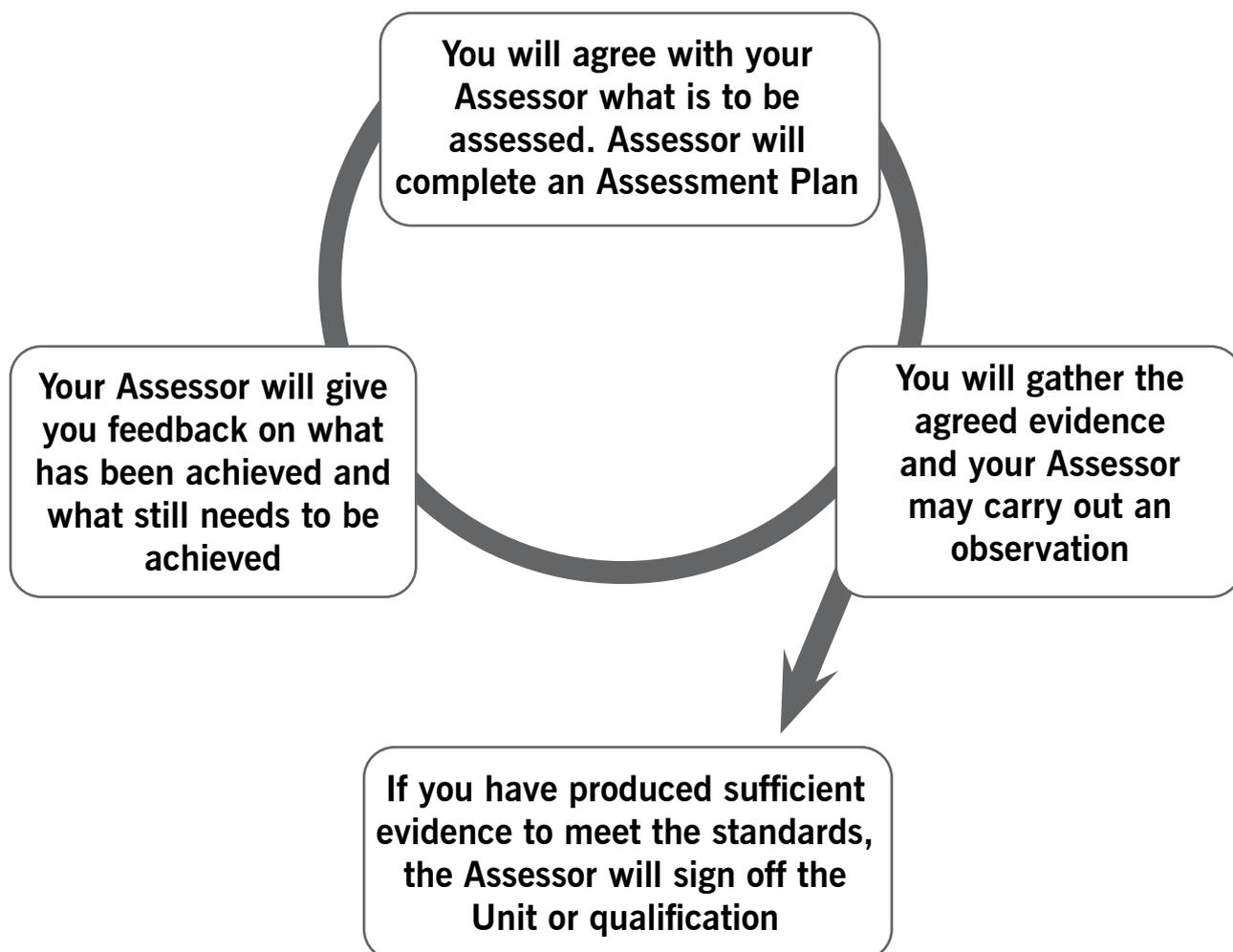
When you start the qualification, your work-based assessor will usually help you to:

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

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

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

Your Assessment should follow a cyclic process:



# Methods of Assessment

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

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

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

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

**Reliable** – Does the evidence come from a reliable source?

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

## Direct Observation

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

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

## Examination of Product

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

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

## Questioning

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

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

## **Professional Discussion**

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

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

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

## **Witness Testimony**

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

## **Simulation**

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

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

## **Video or DVD and Audio Evidence**

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

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

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

## **Audio**

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

## **Past Experiences and Achievements which Contribute to Assessment Process**

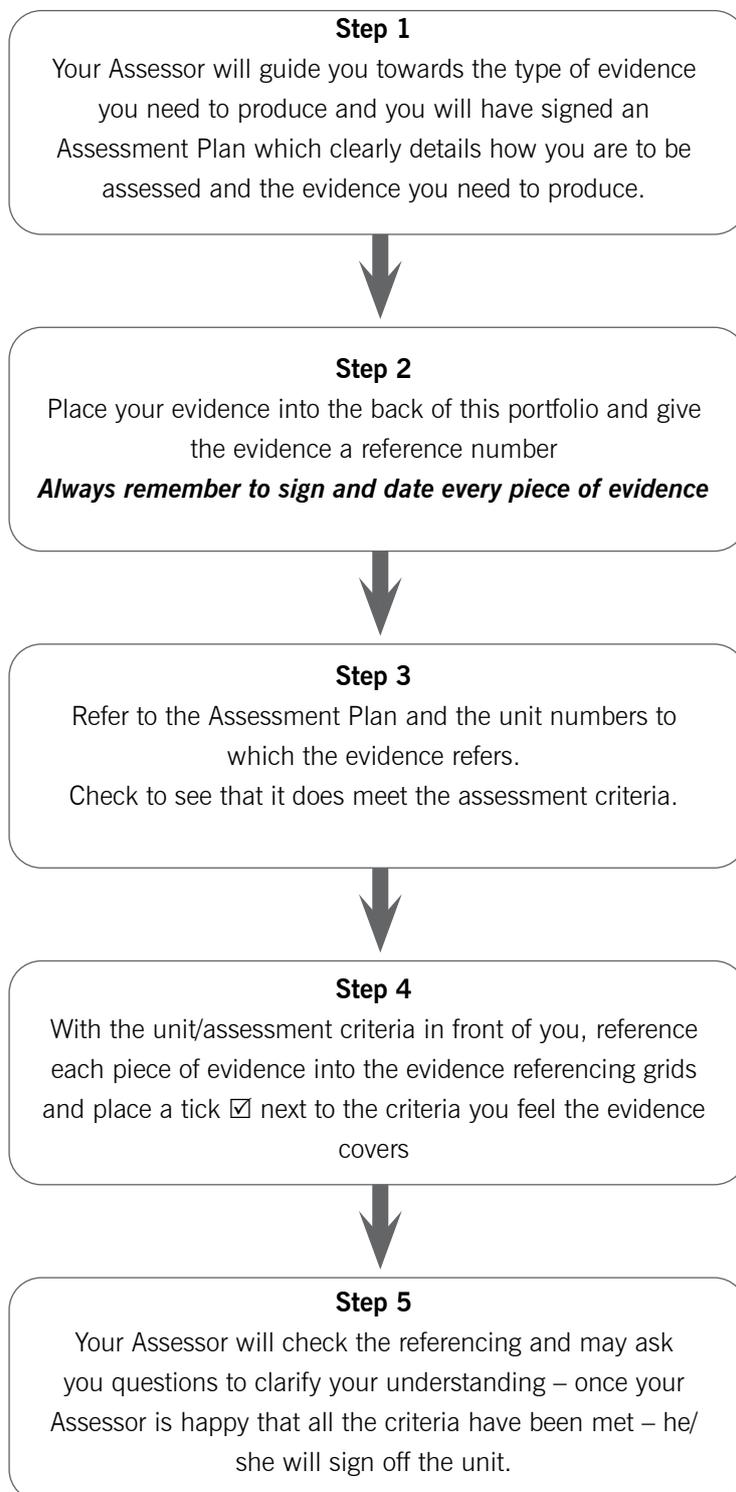
During the assessment planning process, the assessor will encourage you to consider any past experiences or achievements which will contribute to the assessment process.

This could include:

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

## Building your Portfolio

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



## Witness/Assessor Status List

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

Witness Name and address	Status of Witness (See key below)	Relationship to learner	Signature

### 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
<b>Mandatory</b>						
Support the work of the team and organisation						
Promote health, safety and welfare in active leisure and recreation						
Support equality and diversity in active leisure and recreation						
Give customers a positive impression of yourself and your organisation (ICS)						

Unit Name	Date Completed	Assessor Signature	IV Signature (if sampled)	Date	EV Signature (if sampled)	Date
<b>Optional</b>						
<b>Equipment</b>						
Set up, take down and store activity equipment						
Check and service activity equipment						
Site caravans on parks						
<b>Facilities</b>						
Clean and tidy facility areas						
Deal with substances hazardous to health						
Operate plant to maintain the quality of pool water						
Operate plant to provide and maintain an ice surface						

Unit Name	Date Completed	Assessor Signature	IV Signature (if sampled)	Date	EV Signature (if sampled)	Date
Carry out maintenance and minor repairs (Asset Skills)						
Prepare hard standings and paths for caravans						
Use and maintain pedestrian controlled powered equipment (LANTRA)						
Use and maintain ride-on powered equipment (LANTRA)						
Use and maintain chippers and/or shredders (LANTRA)						
Use and maintain non-powered and hand held powered tools and equipment (LANTRA)						

Unit Name	Date Completed	Assessor Signature	IV Signature (if sampled)	Date	EV Signature (if sampled)	Date
Maintain grounds of premises and facilities (Asset Skills)						
Monitor and maintain electrical and plumbing services (Asset Skills)						
Maintain site security and safety (Asset Skills)						
Check and maintain sport/ play surfaces and equipment						
Contribute to environmental conservation in active leisure and recreation						
<b>Customer Care</b>						
Maintain the safety of the pool environment and its users						
Maintain the safety of the ice rink environment and its users						

Unit Name	Date Completed	Assessor Signature	IV Signature (if sampled)	Date	EV Signature (if sampled)	Date
Process payments for purchases						
Provide a facility reception service						
Resolve customer service problems (ICS)						
<b>Team Leading</b>						
Support other team members in their work						

## 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:

<b>Assessment Plan</b>	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.
<b>Review and Action Plan</b>	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.
<b>Assessor Report</b>	Your assessor will complete an assessor report during observed assessments.
<b>Assessor Question Sheet</b>	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><b>OQ</b> - Oral Questioning, <b>O</b> – Observation, <b>WT</b> - Witness Testimony, <b>S</b> - Simulation,  <b>PD</b> - Professional Discussion, <b>WQ</b> – Written Questions, <b>A</b> - Assignment/Project, <b>WP</b> - Work Project  <b>CS</b> - Case Study, <b>RA</b> – Reflective Account</p>				
Brief description of what is to be assessed	Assessment Methods	Assessment Criteria Covered		
Any others who need to be involved in or informed of this assessment (give details)				

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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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><b>a colleague</b></p> <ol style="list-style-type: none"> <li>1 working at the same level as self</li> <li>2 responsible to self</li> <li>3 line manager</li> <li>4 people from outside own organisation</li> </ol>	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 <b>colleagues</b>			
	1 working at the same level as self			
	2 responsible to self			
	3 line manager			
	4 people from outside own organisation			
	3.2 <b>Communicate</b> verbally and in writing with <b>colleagues</b> clearly			
<b>b communication</b>				
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>b communication</b></p> <p>1 spoken</p> <p>2 written</p>	<p>The learner can:</p> <p>2 written</p> <p><b>a colleague</b></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:	3.6 Provide <b>colleagues</b> 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			
<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	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 <b>2</b> of the following types:</p> <p><b>a colleague</b></p> <ol style="list-style-type: none"> <li>1 working at the same level as self</li> <li>2 responsible to self</li> <li>3 line manager</li> </ol>	<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 <b>colleagues</b> and customers for feedback on own work</p> <ol style="list-style-type: none"> <li>1 working at the same level as self</li> <li>2 responsible to self</li> <li>3 line manager</li> </ol> <p>5.3 Handle feedback positively</p> <p>5.4 Work with a relevant person to agree:</p> <ul style="list-style-type: none"> <li>• own strengths</li> <li>• areas where own work could be improved</li> <li>• new areas of skill and knowledge which may be needed for future responsibilities</li> </ul> <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"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<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. 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 <b>2</b> of the following types:  <b>a colleague</b>  1 working at the same level as self  2 responsible to self  3 line manager</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 <b>colleagues</b> 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><b>Evidence of real work activity</b></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 <b>more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</p>
<p><b>Simulation</b></p> <p>Simulation is allowed for the type of colleague responsible to you only, if there is no naturally occurring evidence.</p>
<p><b>Use of supplementary evidence</b></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 1.8 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:

Title:		Promote health, safety and welfare in active leisure and recreation		
Level:		2		
Credit value:		4		
Learning outcomes		Assessment criteria		
The learner will:		The learner can:		
		✓	Initial	Evidence Reference Number/s
1. Know how to promote health, safety and welfare in active leisure and recreation				
This learning outcome can be assessed by:				
<ul style="list-style-type: none"> <li>professional discussion</li> <li>oral questions and answers</li> <li>questions requiring written answers</li> </ul>				
2. Know how to control risks in active leisure and recreation				
This learning outcome can be assessed by:				
<ul style="list-style-type: none"> <li>professional discussion</li> <li>oral questions and answers</li> <li>questions requiring written answers</li> </ul>				

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 <b>4</b> of the following types:</p> <p><b>a hazards</b></p> <ol style="list-style-type: none"> <li>1 unsafe facilities or environment</li> <li>2 unsafe equipment</li> <li>3 unsafe working practices</li> <li>4 unsafe behaviour</li> <li>5 use of hazardous substances</li> <li>6 security breaches</li> <li>7 situations likely to cause emotional distress</li> </ol> <p>with <b>3</b> of the following types:</p> <p><b>b methods of control</b></p> <ol style="list-style-type: none"> <li>1 dealing with the hazard personally</li> <li>2 reporting the hazard to the relevant colleague</li> <li>3 protecting others from harm</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>3.1 Ensure that relevant and up-to-date, health and safety information is available</li> <li>3.2 Follow the relevant health and safety requirements at all times</li> <li>3.3 Carry out health and safety checks as required</li> <li>3.4 Identify <b>hazards</b></li> </ol> <ol style="list-style-type: none"> <li>1 unsafe facilities or environment</li> <li>2 unsafe equipment</li> <li>3 unsafe working practices</li> <li>4 unsafe behaviour</li> <li>5 use of hazardous substances</li> <li>6 security breaches</li> <li>7 situations likely to cause emotional distress</li> </ol> <ol style="list-style-type: none"> <li>3.5 Assess and <b>control</b> risks using organisational procedures</li> </ol> <ol style="list-style-type: none"> <li>1 dealing with the hazard personally</li> <li>2 reporting the hazard to the relevant colleague</li> <li>3 protecting others from harm</li> <li>3.6 Get advice from relevant colleagues when unsure about hazards and risks</li> <li>3.7 Pass on suggestions for improving health and safety to the relevant colleague</li> </ol>	<p style="text-align: center;">✓</p>	

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>4. Know how to help safeguard and protect children and vulnerable adults</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<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 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 <b>2</b> of the following types:  <b>a abuse (including bullying)</b>  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"> <li>• Safeguarding and protecting children and vulnerable adults at all times</li> <li>• Protecting self from potential accusations</li> </ul> <p>5.4 Be alert to possible signs of <b>abuse</b></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><b>The learner will:</b></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"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p><b>The learner can:</b></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 <b>2</b> of the following types;</p> <p><b>a casualty</b></p> <p>1 adult</p> <p>2 child</p> <p>3 person with particular needs</p> <p>with <b>2</b> of the following types:</p> <p><b>b qualified assistance</b></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 <b>casualty</b> 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 <b>qualified assistance</b> appropriate to the <b>casualty's condition</b></p> <p><b>b qualified assistance</b></p> <p>1 qualified first aider</p> <p>2 emergency services</p> <p><b>a casualty</b></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 <b>2</b> of the following types:</p> <p><b>c condition</b></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><b>c condition</b></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 <b>qualified assistance</b> 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"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<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 <b>2</b> of the following types:  <b>a people involved</b>            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 <b>people involved</b></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><b>Evidence of real work activity</b></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 <b>more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</p>				
<p><b>Simulation</b></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><b>Use of supplementary evidence</b></p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>				

**Assessor feedback**

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

Assessor's signature:

Date:

IV's signature:

Date:

Title:		Support equality and diversity in active leisure and recreation		
Level:		3		
Credit value:		2		
Learning outcomes		Assessment criteria		
The learner will:		The learner can:		
1. Know how to support equality and diversity in active leisure and recreation		1.1 Outline how to find out about current legal and organisational requirements for equality and diversity	✓	
This outcome can be assessed by: <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>		1.2 List the current legal requirements for equality and diversity as relevant to own work and own organisation's policies		
		1.3 Outline how to identify how own organisation's policies affect own work		
		1.4 List the diversity of people in the community served		
		1.5 List ways in which people can be discriminated against		
		1.6 List the most common barriers to people taking part in the services provided by own organisation		
		1.7 Describe why it is important to give people information about the organisational approach to equality and diversity		
		1.8 Outline how to work in a way that respects beliefs, needs and preferences		

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 <b>4</b> of the following types:</p> <p><b>a equality and diversity in terms of</b></p> <ol style="list-style-type: none"> <li>1 sex</li> <li>2 race/culture/language</li> <li>3 disability</li> <li>4 religion</li> <li>5 health</li> <li>6 economic and social status</li> <li>7 age</li> <li>8 sexual orientation</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>2.1 Keep up-to-date with own organisation's policies and values for equality and diversity</li> <li>2.2 Identify what own organisation's policies and values mean for own area of work</li> <li>2.3 Work in a way that: <ul style="list-style-type: none"> <li>• respects individuals' beliefs, needs and preferences</li> <li>• is inclusive through their behaviour and language</li> <li>• helps people to take part to the best of their abilities</li> </ul> </li> </ol> <ol style="list-style-type: none"> <li>1 sex</li> <li>2 race/culture/language</li> <li>3 disability</li> <li>4 religion</li> <li>5 health</li> <li>6 economic and social status</li> <li>7 age</li> <li>8 sexual orientation</li> </ol>			

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><b>Evidence of real work activity</b></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 <b>more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</p>				
<p><b>Simulation</b></p> <p>Simulation is not allowed for this unit.</p>				
<p><b>Use of supplementary evidence</b></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:

## Optional Units

Title:	Give customers a positive impression of yourself and your organisation			
Level:	2			
Credit value:	5			
Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	The learner can:			
1. Establish rapport with customers  You must provide evidence of creating a positive impression with customers:  1. during routine delivery of customer service 2. during a busy time in your job 3. during a quiet time in your job 4. when people, systems or resources have let you down.	1.1. Meet their organisation's standards of appearance and behaviour  1.2. Greet their customer respectfully and in a friendly manner  1.3. Communicate with their customer in a way that makes them feel valued and respected 1. during routine delivery of customer service  2. during a busy time in your job  3. during a quiet time in your job  4. when people, systems or resources have let you down.  1.4. Identify and confirm their customer's expectations  1.5. Treat their customer courteously and helpfully at all times  1.6. Keep their customer informed and reassured  1.7. Adapt their behaviour to respond to different customer behaviour			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p><b>The learner will:</b></p> <p>2. Respond appropriately to customers.</p> <p>You must provide evidence of creating a positive impression with customers:</p> <ol style="list-style-type: none"> <li>during routine delivery of customer service</li> <li>during a busy time in your job</li> <li>during a quiet time in your job</li> <li>when people, systems or resources have let you down.</li> </ol> <p>You must provide evidence that you communicate with customers effectively by:</p> <ol style="list-style-type: none"> <li>using appropriate spoken or written language</li> <li>applying the conventions and rules appropriate to the method of communication you have chosen.</li> </ol> <p>3. Communicate information to customers</p>	<p><b>The learner can:</b></p> <p>2.1 Respond promptly to a customer seeking help</p> <ol style="list-style-type: none"> <li>during routine delivery of customer service</li> <li>during a busy time in your job</li> <li>during a quiet time in your job</li> <li>when people, systems or resources have let you down.</li> </ol> <p>2.2 Choose the most appropriate way to communicate with their customer</p> <ol style="list-style-type: none"> <li>using appropriate spoken or written language</li> <li>applying the conventions and rules appropriate to the method of communication you have chosen.</li> </ol> <p>2.3 Check with their customer that they have fully understood their expectations</p> <p>2.4 Respond promptly and positively to their customer's questions and comments</p> <p>2.5 Allow their customer time to consider their response and give further explanation when appropriate</p> <p>3.1 Quickly find information that will help their customer</p> <p>3.2 Give their customer information they need about the services or products offered by their organisation</p> <p>3.3 Recognise information that their customer might find complicated and check whether they fully understand</p> <p>3.4 Explain clearly to their customers any reasons why their expectations cannot be met</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
4. Understand how to give customers a positive impression of themselves and the organisation they must know and understand	4.1 Describe their organisation's standards for appearance and behaviour 4.2 Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately 4.3 Identify their organisation's rules and procedures regarding the methods of communication they use 4.4 Explain how to recognise when a customer is angry or confused 4.5 Identify their organisation's standards for timeliness in responding to customer questions and requests for information			
<b>Evidence of Real Work Activity</b> Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence collected in a realistic working environment or a work placement is permissible. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.				
<b>Simulation</b> Simulation is not allowed for any performance evidence within this Unit.				

**Assessor feedback**

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

Assessor's signature:

Date:

IV's signature:

Date:

## Optional Units

<b>Title:</b>	Set up, take down and store activity equipment			
<b>Level:</b>	2			
<b>Credit value:</b>	3			
<b>Learning outcomes</b>	<b>Assessment criteria</b>			
<b>The learner will:</b>	<b>The learner can:</b>			
1. Know how to set up, take down and store activity equipment	1.1 List the types of equipment that may require setting up and taking down	✓		
This learning outcome can be assessed by:	1.2 Outline what activity equipment is used for			
• professional discussion	1.3 Describe why activity equipment must be in a safe and serviceable condition when it is used			
• oral questions and answers	1.4 Describe the legal and other health and safety requirements that cover activity equipment			
• questions requiring written answers	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			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>2. Know how to set up equipment.</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>2.1 Identify the correct locations for setting up equipment</p> <p>2.2 State the correct procedures for setting up equipment</p> <p>2.3 Describe how to check that the equipment is operating correctly</p> <p>2.4 Describe why it is important to make sure the equipment is in a safe and secure condition when set up</p> <p>2.5 Describe how to make sure the equipment is in a safe and secure condition when set up</p>			
<p>3. Be able to set up equipment.</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is setting up, taking down and storing activity equipment.</p> <p>When setting up, taking down and storing activity equipment, the learner must cover <b>all</b> of the following types:</p> <p><b>a equipment</b></p> <ul style="list-style-type: none"> <li>1 simple equipment</li> <li>2 complex equipment</li> <li>3 powered equipment</li> </ul>	<p>3.1 Find the <b>equipment</b> needed</p> <p>1 simple equipment</p> <p>2 complex equipment</p> <p>3 powered equipment</p> <p>3.2 Check the <b>equipment</b> and make sure it is safe and fit for purpose</p> <p>1 simple equipment</p> <p>2 complex equipment</p> <p>3 powered equipment</p>			

Learning outcomes	Assessment criteria	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>with <b>all</b> of the following types:  <b>b standard operating procedures for:</b></p> <p>1 equipment needing only one person to set up  2 equipment needing more than one person to set up</p>	<p>The learner can:</p> <p>3.3 Follow the <b>standard operating procedures</b> when:</p> <ul style="list-style-type: none"> <li>handling and moving the equipment</li> <li>setting up the equipment</li> </ul> <p><b>standard operating procedures for</b></p> <p>1 equipment needing only one person to set up  2 equipment needing more than one person to set up</p> <p>3.4 Set up the <b>equipment</b> on time and in the correct place</p> <p>1 simple equipment  2 complex equipment  3 powered equipment</p> <p>3.5 Check the <b>equipment</b> is in safe working order</p> <p>1 simple equipment  2 complex equipment  3 powered equipment</p> <p>3.6 Make sure the <b>equipment</b> is secure</p> <p>1 simple equipment  2 complex equipment  3 powered equipment</p>	<p>✓</p>	

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>4. Know how to deal with equipment after use.</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>4.1 Describe the correct procedures for dealing with equipment in own area of work</p>			
<p>5. Be able to deal with equipment after use.</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is setting up, taking down and storing activity equipment.</p> <p>When setting up, taking down and storing activity equipment, the learner must cover <b>all</b> of the following types:</p> <p><b>a equipment</b></p> <ul style="list-style-type: none"> <li>1 simple equipment</li> <li>2 complex equipment</li> <li>3 powered equipment</li> </ul>	<p>5.1 Find <b>equipment</b> at the requested time</p> <p>1 simple equipment</p> <p>2 complex equipment</p> <p>3 powered equipment</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
<p>with <b>all</b> of the following types:  <b>b standard operating procedures for:</b>            1 equipment needing only one person to set up            2 equipment needing more than one person to set up</p>	<p>5.2 Follow the <b>standard operating procedures for:</b></p> <ul style="list-style-type: none"> <li>• dealing with the equipment after use</li> <li>• handling and moving the equipment</li> </ul> <p><b>b standard operating procedures for:</b></p> <p>1 equipment needing only one person to set up</p> <p>2 equipment needing more than one person to set up</p> <p>5.3 Check the <b>equipment</b> for damaged and missing parts</p> <p>1 simple equipment</p> <p>2 complex equipment</p> <p>3 powered equipment</p> <p>5.4 Report damage or missing parts to the responsible colleague</p> <p>5.5 Complete any required records</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Know how to store equipment following use.</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>6.1 Describe the manufacturer's instructions for storing equipment after use</p> <p>6.2 Describe the importance of storing equipment safely and securely</p> <p>6.3 Identify types of equipment that should be set aside because it is faulty, dirty or wet</p> <p>6.4 Identify the correct place for each item of equipment in storage areas</p> <p>6.5 Describe why it is important to place items of equipment in the correct place</p> <p>6.6 Identify the types of health and safety hazards that may be found in equipment storage areas</p> <p>6.7 Describe how to deal with health and safety hazards in equipment storage areas</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>7. Be able to store equipment following use.</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is setting up, taking down and storing activity equipment.</p> <p>When setting up, taking down and storing activity equipment, the learner must cover <b>all</b> of the following types:</p> <p><b>a equipment</b></p> <p>1 simple equipment 2 complex equipment 3 powered equipment</p> <p>with <b>all</b> of the following types:</p> <p><b>b standard operating procedures for:</b></p> <p>1 equipment needing only one person to set up 2 equipment needing more than one person to set up</p>	<p>The learner can:</p> <p>7.1 Follow the <b>standard operating procedures</b> when handling and moving the equipment</p> <p>1 equipment needing only one person to set up</p> <p>2 equipment needing more than one person to set up</p> <p>7.2 Move the <b>equipment</b> to the right storage area</p> <p>1 simple equipment</p> <p>2 complex equipment</p> <p>3 powered equipment</p> <p>7.3 Follow the correct procedures for <b>equipment</b> which needs attention</p> <p>1 simple equipment</p> <p>2 complex equipment</p> <p>3 powered equipment</p> <p>7.4 Put each item of <b>equipment</b> in the correct place within the storage area</p> <p>1 simple equipment</p> <p>2 complex equipment</p> <p>3 powered equipment</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>7.5 Leave the storage area:</p> <ul style="list-style-type: none"> <li>• safe</li> <li>• tidy</li> <li>• secure</li> </ul> <p>7.6 Complete any required records</p>			
<p><b>Evidence of real work activity</b></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 in a real activity leadership context (with the possible exceptions of those items listed under 'use of supplementary evidence' below). This evidence must be gathered by the assessor observing the learner on <b>more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</p>				
<p><b>Simulation</b></p> <p>Simulation is allowed for 5.4 only, if no naturally occurring evidence is available.</p>				
<p><b>Use of supplementary evidence</b></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
<p>3. Be able to check equipment and identify what maintenance is needed.</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is checking and servicing activity equipment.</p> <p>When checking equipment and identifying what maintenance is needed, the learner must cover <b>all</b> of the following types:  <b>a equipment</b>  1 manually operated equipment  2 powered equipment</p>	<p>2.6 Outline how to identify when equipment needs maintenance</p> <p>2.7 Describe the importance of removing unsafe equipment from use</p> <p>2.8 Describe how to remove unsafe equipment from use</p> <p>2.9 Describe the limits of own responsibility in relation to carrying out maintenance</p> <p>2.10 Outline how to report maintenance which needs to be carried out by a technical expert</p> <p>2.11 Describe the importance of recording checks and the work which needs to be carried out</p> <p>2.12 Describe how to record checks and the work which needs to be carried out</p> <p>3.1 Identify the <b>equipment</b> which needs maintenance</p> <p>1 manually operated equipment</p> <p>2 powered equipment</p> <p>3.2 Check the <b>equipment</b>, following the maintenance schedule and manufacturer's instructions</p> <p>1 manually operated equipment</p> <p>2 powered equipment</p> <p>3.3 Cause as little disruption to normal activities as possible</p>	✓		
	3.1 Identify the <b>equipment</b> which needs maintenance			
	1 manually operated equipment			
	2 powered equipment			
	3.2 Check the <b>equipment</b> , following the maintenance schedule and manufacturer's instructions			
	1 manually operated equipment			
	2 powered equipment			
	3.3 Cause as little disruption to normal activities as possible			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
<p>4. Know how to service equipment.</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>3.4 Remove any unsafe <b>equipment</b> from use</p>			
	<p>1 manually operated equipment</p>			
	<p>2 powered equipment</p>			
	<p>3.5 Confirm own competence and authority to carry out the maintenance</p>			
	<p>3.6 Report any maintenance which must be carried out by someone else</p>			
	<p>3.7 Record:</p>			
	<ul style="list-style-type: none"> <li>• the checks made</li> </ul>			
	<ul style="list-style-type: none"> <li>• the work which needs to be done</li> </ul>			
	<ul style="list-style-type: none"> <li>• any action taken</li> </ul>			
	<p>4.1 Outline the importance of making sure equipment is in a safe condition for servicing</p>			
	<p>4.2 Outline how to make sure the equipment in own area of work is safe for maintenance</p>			
	<p>4.3 Identify the right tools and materials for the servicing in own area of responsibility</p>			
	<p>4.4 Outline the importance of using the right tools and materials</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	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			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>5. Be able to service equipment.</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is checking and servicing activity equipment.</p> <p>When servicing equipment, the learner must cover <b>all</b> of the following types:  <b>a equipment</b>            1 manually operated equipment            2 powered equipment</p>	<p>The learner can:</p> <p>5.1 Confirm own competence and authority to carry out the servicing</p> <p>5.2 Make sure the <b>equipment</b> is in a safe condition for servicing</p> <p>1 manually operated equipment</p> <p>2 powered equipment</p> <p>5.3 Cause as little disruption to normal activities as possible</p> <p>5.4 Organise own work area so that the work can be carried out safely and efficiently</p> <p>5.5 Choose the right tools and materials for the job</p> <p>5.6 Carry out the servicing following organisation's procedures and the manufacturer's instructions</p> <p>5.7 Report any problems during servicing to the responsible colleague</p> <p>5.8 Make final checks to the <b>equipment</b> to make sure it is safe and serviceable</p> <p>1 manually operated equipment</p> <p>2 powered equipment</p> <p>5.9 Record the work carried out</p>	✓		

<p><b>Evidence of real work activity</b></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 <b>on more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</p>
<p><b>Simulation</b></p> <p>Simulation is allowed for 3.4 and 5.7 only, if no naturally occurring evidence is available.</p>
<p><b>Use of supplementary evidence</b></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:

Title:		Site caravans on parks		
Level:		2		
Credit value:		3		
Learning outcomes		Assessment criteria		
The learner will:		✓	Initial	Evidence reference Number/s
<p>1. Know how to site caravans on parks</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>		<p>The learner can:</p> <p>1.1 List the different types of caravans commonly found on caravan parks and their features</p> <p>1.2 Describe the local site licence conditions, model standards and byelaws that are relevant to siting caravans on own park</p> <p>1.3 Identify the health and safety legislation and regulations that are relevant to siting caravans</p> <p>1.4 Identify relevant industry codes of practice</p>		
<p>2. Know how to inspect the caravan on delivery</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>		<p>2.1 Describe why it is important to carry out the inspection as soon after delivery as possible</p> <p>2.2 Outline company procedures for carrying out inspections</p> <p>2.3 Outline how to complete relevant documents</p> <p>2.4 Describe the procedures for recording and reporting damaged and missing parts</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>3. Be able to inspect the caravan on delivery</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is siting caravans on parks</p> <p>When inspecting the caravan on delivery, the learner must cover <b>both</b> of the following types:</p> <p><b>a inspection</b></p> <p>1 external</p> <p>2 internal</p> <p><b>b caravan</b></p> <p>1 caravan holiday home</p> <p>with <b>1</b> of the following types:</p> <p><b>b caravan</b></p> <p>1 caravan holiday home</p> <p>2 park home (either single or twin unit)</p>	<p>The learner can:</p> <p>3.1 <b>Inspect</b> the <b>caravan</b> as soon as possible after delivery, following organisation's procedures</p> <p><b>a inspection</b></p> <p>1 external</p> <p>2 internal</p> <p><b>b caravan</b></p> <p>1 caravan holiday home</p> <p>2 park home (either single or twin unit)</p> <p>3.2 Check the documents supplied with the <b>caravan</b></p> <p>1 caravan holiday home</p> <p>2 park home (either single or twin unit)</p> <p>3.3 Complete the relevant documents accurately and legibly</p> <p>3.4 Record and report any damaged or missing parts</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>4. Know how to move the caravans on the park</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>4.1 Describe why loose furnishings should be packed and fixtures and fittings made safe</p> <p>4.2 Outline how to make safe fixtures and fittings</p> <p>4.3 Outline how to support the caravan</p> <p>4.4 Describe how to move small, medium and large caravans, including touring caravans, on the park safely and effectively</p> <p>4.5 Outline how to prevent the caravan sinking</p> <p>4.6 Identify the procedures for transporting and towing</p> <p>4.7 Identify the procedures for directing drivers</p>	✓		
<p>5. Be able to move the caravan on the park</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is siting caravans on parks</p> <p>When moving the caravan on the park, the learner must cover <b>1</b> of the following types:</p> <p><b>a caravan</b></p> <p>1 caravan holiday home</p> <p>2 park home (either single or twin units)</p>	<p>5.1 Pack all loose furnishings</p> <p>5.2 Make safe all fixtures and fittings</p> <p>5.3 Wind up or remove all supports</p> <p>5.4 Move the <b>caravan</b> to the correct location using an appropriate vehicle</p> <p>1 caravan holiday home</p> <p>2 park home (either single or twin units)</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>6. Know how to site the caravan and make it ready for use</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>5.5 Move the <b>caravan</b> safely without causing injury to people or damage to property</p> <p>1 caravan holiday home</p> <p>2 park home (either single or twin units)</p> <p>6.1 Describe the types of equipment and materials available for steadying caravans</p> <p>6.2 Describe why the correct types of equipment and materials should be used for steadying caravans</p> <p>6.3 Describe the types of anchorage available</p> <p>6.4 Describe why the correct types of anchorage should be used</p> <p>6.5 List the types of doors and steps used</p> <p>6.6 Describe the correct methods of fitting different doors and steps</p> <p>6.7 Describe how to connect water, waste and sewerage services with due regard to health and safety</p> <p>6.8 Describe how to test water, waste, sewerage, electricity, gas and telephone services with due regard to health and safety</p> <p>6.9 Identify the legal requirements covering the need for competence testing for staff connecting services such as water, gas and electricity, and the consequent need for supervision by approved contractors during learning and assessment</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>7. Be able to site the caravan and make it ready for use</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is siting caravans on parks</p> <p>When siting the caravan and making it ready for use, the learner must cover <b>1</b> of the following types:</p> <p><b>a caravan</b></p> <p>1 caravan holiday home</p> <p>2 park home (either single or twin unit)</p> <p>with <b>2</b> of the following types:</p> <p><b>b device</b></p> <p>1 corner steady</p> <p>2 tripod jack</p> <p>3 tripod block</p> <p>with <b>both</b> of the following types:</p> <p><b>c door</b></p> <p>1 internal</p> <p>2 external</p> <p>with <b>4</b> of the following types:</p> <p><b>d service</b></p> <p>1 water</p> <p>2 waste</p> <p>3 sewerage</p> <p>4 electricity</p> <p>5 gas</p> <p>6 telephone</p>	<p>The learner can:</p> <p>7.1 Anchor the <b>caravan</b> safely using an approved method</p> <p>1 caravan holiday home</p> <p>2 park home (either single or twin unit)</p> <p>7.2 Position the <b>caravan</b> according to own site licence</p> <p>1 caravan holiday home</p> <p>2 park home (either single or twin unit)</p> <p>7.3 Make the <b>caravan</b> steady using a <b>device</b> recommended by the manufacturer</p> <p><b>a caravan</b></p> <p>1 caravan holiday home</p> <p>2 park home (either single or twin unit)</p> <p><b>b device</b></p> <p>1 corner steady</p> <p>2 tripod jack</p> <p>3 tripod block</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>7.4 Fit the <b>doors</b> and make sure they are functioning correctly</p> <p>1 internal</p> <p>2 external</p> <p>7.5 Fit the steps and make sure they are secure and functioning correctly</p> <p>7.6 Connect water, waste and sewerage pipes safely and securely</p> <p>7.7 Make sure that all <b>services</b> are operating correctly</p> <p>1 water</p> <p>2 waste</p> <p>3 sewerage</p> <p>4 electricity</p> <p>5 gas</p> <p>6 telephone</p>			
<p><b>Evidence of real work activity</b>  There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work in a real activity leadership context (with the possible exceptions of those items listed under 'use of supplementary evidence' below). This evidence must be gathered by the assessor observing the learner on <b>more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</p>				
<p><b>Simulation</b>  Simulation is allowed for 3.4 only, if no naturally occurring evidence is available.</p>				
<p><b>Use of supplementary evidence</b>  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	Assessment criteria	✓	Initial	Evidence reference Number/s
<p><b>The learner will:</b></p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is cleaning and tidying facility areas.</p> <p>When cleaning sport and recreation areas, the learner must cover <b>all</b> of the following types:</p> <p><b>a areas</b></p> <ol style="list-style-type: none"> <li>1 areas without particular hazards</li> <li>2 areas with particular hazards</li> <li>3 public areas</li> <li>4 non-public areas</li> </ol> <p>with <b>all</b> of the following types:</p> <p><b>b equipment and materials</b></p> <ol style="list-style-type: none"> <li>1 manual equipment</li> <li>2 powered equipment</li> <li>3 cleaning agents</li> </ol>	<p><b>The learner can:</b></p> <p>3.3 Use <b>equipment, materials</b> and methods appropriate to the area being cleaned</p> <ol style="list-style-type: none"> <li>1 manual equipment</li> <li>2 powered equipment</li> <li>3 cleaning agents</li> </ol> <p>3.4 Wear protective clothing suitable for the <b>equipment and materials</b> being used</p> <ol style="list-style-type: none"> <li>1 manual equipment</li> <li>2 powered equipment</li> <li>3 cleaning agents</li> </ol> <p>3.5 Handle and use <b>equipment and materials</b> safely and efficiently</p> <ol style="list-style-type: none"> <li>1 manual equipment</li> <li>2 powered equipment</li> <li>3 cleaning agents</li> </ol>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>4. Know how to tidy sport and recreation areas</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>3.6 Make sure the <b>area</b> meets their organisation's standards for cleanliness and hygiene</p> <p>1 areas without particular hazards</p> <p>2 areas with particular hazards</p> <p>3 public areas</p> <p>4 non-public areas</p> <p>3.7 Store <b>equipment and materials</b> safely and ready for future use</p> <p>1 manual equipment</p> <p>2 powered equipment</p> <p>3 cleaning agents</p> <p>3.8 Dispose of waste safely and according to organisational procedures</p> <p>4.1 Outline how to identify hazardous and non-hazardous spillages, breakages, waste and rubbish</p> <p>4.2 Outline the organisational procedures for dealing with unsupervised property</p> <p>4.3 Outline why escape routes should always be clear</p> <p>4.4 Outline the importance of honesty when dealing with members of the public</p> <p>4.5 Outline the procedures to follow when dealing with members of the public</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>5. Be able to tidy sport and recreation areas</p> <p>When tidying sport and recreation areas, the learner must cover <b>both</b> of the following types:</p> <p><b>a spillages, breakages, waste and rubbish</b></p> <p>1 hazardous 2 non-hazardous</p> <p>with <b>all</b> of the following types:</p> <p><b>b areas</b></p> <p>1 areas without particular hazards 2 areas with particular hazards 3 public areas 4 non-public areas</p> <p>with <b>2</b> of the following types:</p> <p><b>c property</b></p> <p>1 clothing 2 valuables 3 suspicious objects</p>	<p>The learner can:</p> <p>5.1 Identify and deal with any <b>spillages, breakages, waste and rubbish</b> correctly</p> <p>1 hazardous 2 non-hazardous</p> <p>5.2 Dispose of these <b>spillages, breakages, waste and rubbish</b> safely and in line with organisational and legal requirements</p> <p>1 hazardous 2 non-hazardous</p> <p>5.3 Maintain the <b>areas</b> in a safe and tidy condition</p> <p>1 areas without particular hazards 2 areas with particular hazards 3 public areas 4 non-public areas</p> <p>5.4 Make sure that escape routes are not obstructed</p>	<p>✓</p>		

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence reference Number/s
	5.5 Deal with lost and unsupervised <b>property</b> honestly and in line with facility procedures  1 clothing  2 valuables  3 suspicious objects			
<b>Evidence of real work activity</b> 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 <b>more than one occasion</b> . There should be sufficient observations to ensure that the learner has met all the requirements.				
<b>Simulation</b> Simulation is allowed for 5.5 only, if no naturally occurring evidence is available.				
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.				

**Assessor feedback**

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

Assessor's signature:

Date:

IV's signature:

Date:

Title:		Deal with substances hazardous to health							
Level:		2							
Credit value:		2							
Learning outcomes		Assessment criteria							
The learner will:		The learner can:							
<p>1. Know how to deal with substances hazardous to health</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>1.1 Outline the basic requirements of the Health and Safety at Work Act which are relevant to dealing with substances hazardous to health</p>	✓							
					<p>2. Know how to handle substances hazardous to health</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	1.2 Outline the basic requirements of the Control of Substances Hazardous to Health regulations which are relevant to dealing with substances hazardous to health			
						1.3 Describe the organisational requirements and manufacturer's instructions for handling and storing the hazardous substances within own area of work			
						1.4 Outline how to identify the hazardous substances within own area of work			
						1.5 List the particular hazards involved in handling and storing the substances within own area of work			
	<p>2. Know how to handle substances hazardous to health</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	2.1 Describe the importance of following instructions for handling hazardous substances and what could happen if not followed							
		2.2 List the types of protective clothing which are needed for the types of substances which are being worked with							
		2.3 Outline the importance of dealing with spillages and contamination quickly and according to instructions							
		2.4 Outline how to deal with spillages and contamination involving hazardous substances							
		2.5 Outline the types of problems which need to be reported to a responsible colleague							
		2.6 Identify the responsible colleague							
		2.7 Describe how to complete incident reports							

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>3. Be able to handle substances hazardous to health</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is dealing with substances hazardous to health.</p> <p>When handling substances hazardous to health, the learner must cover <b>all</b> of the following types:</p> <p><b>a protective clothing</b></p> <p>1 coverall 2 goggles 3 gloves 4 boots 5 mask</p>	<p>The learner can:</p> <p>3.1 Identify the hazardous substance and the risks involved in handling it</p> <p>3.2 Handle the hazardous substance following the manufacturer's instructions and organisational and legal requirements</p> <p>3.3 Select and wear <b>protective clothing</b> suitable for the substance being handled</p> <p>1 coverall</p> <p>2 goggles</p> <p>3 gloves</p> <p>4 boots</p> <p>5 mask</p> <p>3.4 Deal with any spillages and contamination of people according to the manufacturer's instructions and organisational and legal requirements</p> <p>3.5 Get help from the responsible colleague when there are any other problems</p> <p>3.6 Report any incidents and problems clearly and accurately</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>4. Know how to store substances hazardous to health</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>4.1 Outline the importance of storing hazardous substances immediately after use</p> <p>4.2 State the correct storage areas for the substances</p> <p>4.3 Outline why it is important to store incompatible substances separately</p> <p>4.4 Outline what are incompatible substances and how to identify and store them</p> <p>4.5 Outline how to identify hazards in the storage area and deal with them effectively</p> <p>4.6 Describe what may happen if the range of hazards in the storage area are not dealt with properly</p> <p>4.7 Outline the importance of identifying substances past their expiry date</p> <p>4.8 Outline the procedures to follow if substances are identified to be past their expiry date</p> <p>4.9 Outline the importance of keeping records up-to-date and writing clearly and legibly</p> <p>4.10 Outline how to complete the necessary records</p>	<p>✓</p>		
<p>5. Be able to store substances hazardous to health</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is dealing with substances hazardous to health.</p>	<p>5.1 Return the substances to the correct storage area immediately after use</p> <p>5.2 Make sure that incompatible substances are stored separately</p> <p>5.3 Identify any <b>hazards</b> in the storage area</p> <p>1 defective containers</p> <p>2 defective storage areas</p> <p>3 unsafe working practices</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p><b>The learner will:</b></p> <p>When storing substances hazardous to health, the learner must cover <b>2</b> of the following types:</p> <p><b>a hazards</b></p> <ol style="list-style-type: none"> <li>1 defective containers</li> <li>2 defective storage areas</li> <li>3 unsafe working practices</li> </ol>	<p><b>The learner can:</b></p> <p>5.4 Deal with any <b>hazards</b> according to own level of responsibility and organisational and legal requirements</p> <ol style="list-style-type: none"> <li>1 defective containers</li> <li>2 defective storage areas</li> <li>3 unsafe working practices</li> </ol> <p>5.5 Identify any substances past their expiry date and follow the correct procedures for dealing with these</p> <p>5.6 Update storage records according to organisational requirements</p> <p>5.7 Lock the storage area securely when it is unattended</p>			
<p><b>Evidence of real work activity</b></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 <b>more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</p>				
<p><b>Simulation</b></p> <p>Simulation is allowed for 3.4, 3.5, 3.6, 5.3, 5.4 and 5.5 only, if no naturally occurring evidence is available.</p>				
<p><b>Use of supplementary evidence</b></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:

Title:	Operate plant to maintain the quality of pool water			
Level:	2			
Credit value:	4			
Learning outcomes	<b>Assessment criteria</b>			
The learner will:	<b>The learner can:</b>		✓	<b>Evidence reference Number/s</b>
1. Know how to operate plant to maintain the quality of pool water	1.1 Describe the manufacturer's instructions and the normal operating procedures for the plant	1.2 Identify the chemicals commonly used in pool plant	1.3 For each chemical, identify:	
This learning outcome can be assessed by:	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<ul style="list-style-type: none"> <li>• its effect</li> <li>• the hazards associated with it</li> <li>• the control measures that must be put in place to ensure safe use</li> </ul>	1.4 Outline the emergency action plan for the plant	
			1.5 Identify the records concerning the operation of the plant which need to be kept up-to-date	
			1.6 Outline how to complete the necessary records	
			1.7 Identify who is the responsible colleague to give records to, and report equipment needing repair	
			1.8 Outline the basic requirements of the Health and Safety at Work Act and COSHH regulations as they apply to the operation of plant	
2. Know how to start up and shut down plant	2.1 Describe the importance of following instructions for the operation of the plant	2.2 Describe how to set the systems in preparation for start up and shut down		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>professional discussion</li> <li>oral questions and answers</li> <li>questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>2.3 Describe how to begin start up and shut down sequences</p> <p>2.4 Describe how to monitor the plant operation during start up and shut down</p> <p>2.5 Outline how to take corrective action when the normal operating procedures are not met during start up and shut down</p> <p>2.6 Identify the faults and alarms which may occur during start up and shut down</p>			
<p>3. Be able to start up and shut down plant</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is operating plant to maintain the quality of pool water</p> <p>When starting up and shutting down plant, the learner must cover <b>all</b> of the following types:</p> <p><b>a systems</b></p> <ol style="list-style-type: none"> <li>Circulation (including pumps)</li> <li>Filtration (including strainers and filters)</li> <li>Disinfection (including storage and dosing tanks, pumps)</li> <li>Heating (including calorifiers, heat exchangers)</li> <li>Coagulation (including dosing tanks, pumps)</li> <li>Pressure gauges</li> <li>Measuring (automatic dosing, testing)</li> <li>Control (including calibration and control systems)</li> </ol>	<p>3.1 Make sure the <b>systems</b> are correctly set for start up and shut down</p> <ol style="list-style-type: none"> <li>Circulation (including pumps)</li> <li>Filtration (including strainers and filters)</li> <li>Disinfection (including storage and dosing tanks, pumps)</li> <li>Heating (including calorifiers, heat exchangers)</li> <li>Coagulation (including dosing tanks, pumps)</li> <li>Pressure gauges</li> <li>Measuring (automatic dosing, testing)</li> <li>Control (including calibration and control systems)</li> </ol>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <ul style="list-style-type: none"> <li>with <b>all</b> of the following types:</li> <li><b>b records</b></li> <li>1 start up and shut down times</li> <li>2 inlet and outlet pressures</li> <li>3 water and air temperatures</li> <li>4 results of chemical tests</li> <li>5 variations from normal start up and shut down procedures</li> <li>6 suggestions for improving normal operating procedures</li> <li>7 Chemical levels (bulk and day tank levels and gas pressures – where appropriate)</li> </ul>	<p>The learner can:</p> <ul style="list-style-type: none"> <li>3.2 Begin the start up and shut down sequences following the manufacturer's instructions</li> <li>3.3 Monitor the <b>systems</b> for faults and alarms</li> <li>1 Circulation (including pumps)</li> <li>2 Filtration (including strainers and filters)</li> <li>3 Disinfection (including storage and dosing tanks, pumps)</li> <li>4 Heating (including calorifiers, heat exchangers)</li> <li>5 Coagulation (including dosing tanks, pumps)</li> <li>6 Pressure gauges</li> <li>7 Measuring (automatic dosing, testing)</li> <li>8 Control (including calibration and control systems)</li> <li>3.4 Take the correct action to deal with any faults and alarms promptly and according to guidelines</li> <li>3.5 Follow the emergency action plan in the event of any emergencies</li> <li>3.6 Complete all the necessary <b>records</b> accurately and legibly</li> <li>1 start up and shut down times</li> <li>2 inlet and outlet pressures</li> </ul>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>4. Know how to maintain plant in working order</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>3 water and air temperatures</p> <p>4 results of chemical tests</p> <p>5 variations from normal start up and shut down procedures</p> <p>6 suggestions for improving normal operating procedures</p> <p>7 chemical levels (bulk and day tank levels and gas pressures – where appropriate)</p> <p>3.7 Make records available to the responsible colleague when required</p> <p>3.8 Ensure plant operates within the recommended parameters and standards laid down by the manufacturer or installer and in accordance with nationally accepted guidelines</p> <p>3.9 Follow all relevant legislation and other safety requirements at all times</p> <p>4.1 Describe the importance of maintaining plant in good working order</p> <p>4.2 Outline the basic principles of:</p> <ul style="list-style-type: none"> <li>• filtration</li> <li>• disinfection</li> <li>• circulation</li> </ul>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
The learner will:	<p>The learner can:</p> <ul style="list-style-type: none"> <li>• storage</li> <li>• boilers and heating equipment</li> <li>• associated measuring and control equipment</li> </ul> <p>4.3 State the requirements of the maintenance schedule and log sheets</p> <p>4.4 Identify:</p> <ul style="list-style-type: none"> <li>• normal rates of energy use</li> <li>• normal rates of energy flow</li> <li>• normal levels of pressure</li> <li>• normal temperature</li> </ul> <p>4.5 Outline how to carry out the routine tests and maintenance required</p> <p>4.6 Outline how to calculate, monitor and record energy and water usage figures</p> <p>4.7 Outline how to identify items needing repair</p> <p>4.8 Outline what to do when items needing repair are found</p> <p>4.9 Outline how to identify when the plant is not running properly</p> <p>4.10 Outline how to test alarms</p>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>5. Be able to maintain plant in working order</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is operating plant to maintain the quality of pool water.</p> <p>When maintaining plant in working order, the learner must cover <b>all</b> of the following types:</p> <p><b>a tests and checks</b></p> <ol style="list-style-type: none"> <li>1 rates of energy use</li> <li>2 rates of flow</li> <li>3 levels of pressure</li> <li>4 levels of temperature</li> <li>5 measuring and control</li> <li>6 alarms</li> <li>7 energy saving devices</li> <li>8 levels of chemicals in storage and dosing tanks</li> </ol> <p>with <b>all</b> of the following types:</p> <p><b>b plant systems</b></p> <ol style="list-style-type: none"> <li>1 filtration</li> <li>2 disinfection</li> <li>3 heating</li> <li>4 pressure</li> <li>5 measuring and control</li> </ol> <p>with <b>all</b> of the following types:</p> <p><b>c routine maintenance to ensure</b></p> <ol style="list-style-type: none"> <li>1 plant efficiency</li> <li>2 plant effectiveness</li> <li>3 plant economy</li> </ol>	<p>The learner can:</p> <p>5.1 Carry out regular <b>tests</b>, visual and audible checks and <b>routine maintenance</b> according to the prescribed maintenance schedule and log sheet requirements for the <b>plant systems</b></p> <p><b>a tests and checks</b></p> <ol style="list-style-type: none"> <li>1 rates of energy use</li> <li>2 rates of flow</li> <li>3 levels of pressure</li> <li>4 levels of temperature</li> <li>5 measuring and control</li> <li>6 alarms</li> <li>7 energy saving devices</li> <li>8 levels of chemicals in storage and dosing tanks</li> </ol> <p><b>c routine maintenance to ensure</b></p> <ol style="list-style-type: none"> <li>1 plant efficiency</li> <li>2 plant effectiveness</li> <li>3 plant economy</li> </ol> <p><b>b plant systems</b></p> <ol style="list-style-type: none"> <li>1 filtration</li> <li>2 disinfection</li> <li>3 heating</li> <li>4 pressure</li> <li>5 measuring and control</li> </ol>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>5.2 Identify any items which need repair and report these to the responsible colleague</p> <p>5.3 Take the appropriate action when the normal operating procedures are not being met</p> <p>5.4 Log and report energy and water usage figures, taking appropriate action to deal with wasteful losses and leaks to maintain the efficiency and safety of the plant</p> <p>5.5 Monitor the alarms and respond to them following normal operating procedures and the emergency action plan</p> <p>5.6 Complete all the necessary records</p> <p>5.7 Make records available to the responsible colleague when required</p> <p>5.8 Follow all relevant legislation and meet recommended operating conditions at all times</p>			
<p>6. Know how to ensure the quality of water</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>6.1 State the importance of maintaining the quality and temperature of the water</p> <p>6.2 Outline the basic principles involved in maintaining water quality</p> <p>6.3 Identify the tests and checks which need to be carried out in order to monitor the quality and temperature of the water</p> <p>6.4 Describe how to carry out tests and checks on the quality and temperature of the water</p> <p>6.5 Describe the remedial actions required for a range of chemical contaminants and biological releases into the pool</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence reference Number/s
<p>7. Be able to ensure the quality of water</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is operating plant to maintain the quality of pool water.</p> <p>When ensuring the quality of water, the learner must cover <b>all</b> of the following types:</p> <p><b>a tests and monitoring</b></p> <ol style="list-style-type: none"> <li>1 pH</li> <li>2 free and combined disinfectant levels</li> <li>3 air and water temperatures</li> <li>4 relative humidity</li> <li>5 fresh water dilution</li> <li>6 pool loading</li> <li>7 plant running time</li> <li>8 microbiological</li> </ol>	<p>6.6 Describe the importance of uncontaminated test equipment</p> <p>6.7 Describe how to ensure test equipment is not contaminated</p> <p>6.8 Outline the water temperatures which are appropriate for a range of different activities</p> <p>6.9 Describe the types of corrective action to take when water quality and temperature do not meet standards</p> <p>7.1 Carry out the <b>regular tests, monitoring and sensory inspections</b> according to prescribed water test procedures</p> <p><b>a tests and monitoring</b></p> <ol style="list-style-type: none"> <li>1 pH</li> <li>2 free and combined disinfectant levels</li> <li>3 air and water temperatures</li> <li>4 relative humidity</li> <li>5 fresh water dilution</li> <li>6 pool loading</li> <li>7 plant running time</li> <li>8 microbiological</li> </ol>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>with <b>all</b> of the following types:</p> <p><b>b sensory inspections</b></p> <ol style="list-style-type: none"> <li>1 water clarity</li> <li>2 water quality</li> <li>3 algae</li> <li>4 foaming</li> <li>5 dissolved particulate matter</li> <li>6 scum lines</li> <li>7 the cleanliness of the pool surround</li> </ol> <p>with <b>all</b> of the following types:</p> <p><b>c samples</b></p> <ol style="list-style-type: none"> <li>1 the calibration of automatic controls</li> <li>2 water balance</li> <li>3 total dissolved solids</li> <li>4 alkalinity</li> <li>5 calcium hardness</li> <li>6 bacteria</li> </ol>	<p>The learner can:</p> <p><b>b sensory inspections</b></p> <ol style="list-style-type: none"> <li>1 water clarity</li> <li>2 water quality</li> <li>3 algae</li> <li>4 foaming</li> <li>5 dissolved particulate matter</li> <li>6 scum lines</li> <li>7 the cleanliness of the pool surround</li> </ol> <p>7.2 Check the water clarity to ensure it remains in optimum condition</p> <p>7.3 Pay careful and ongoing attention to the alarms which monitor water quality</p> <p>7.4 Make sure that test equipment is free from contamination</p> <p>7.5 Take water <b>samples</b> in a way that conforms to normal operating procedures</p> <ol style="list-style-type: none"> <li>1 the calibration of automatic controls</li> <li>2 water balance</li> <li>3 total dissolved solids</li> </ol>	<p>✓</p>		

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence reference Number/s
	4 alkalinity 5 calcium hardness 6 bacteria 7.6 Take corrective action when normal operating procedures are not being met and in response to bacteriological test results including: <ul style="list-style-type: none"> <li>• faecal</li> <li>• diarrhoeal</li> <li>• vomit</li> <li>• blood</li> <li>• microbiological</li> </ul> 7.7 Complete all the necessary records accurately and legibly 7.8 Make records available to the responsible colleague when required 7.9 Follow all relevant legislation and other safety requirements at all times			
<b>Evidence of real work activity</b> 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 <b>more than one occasion</b> . There should be sufficient observations to ensure that the learner has met all the requirements.				
<b>Simulation</b> Simulation is allowed for 3.4, 3.5, 5.2, 5.3, 5.5 and 5.6 only, if no naturally occurring evidence is available.				
<b>Use of supplementary evidence</b> 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.				

**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 maintain ice plant</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>2.1 Outline the importance of following instructions for the operation of the plant</p> <p>2.2 Describe how to set the systems correctly for a range of requirements</p> <p>2.3 Outline how to monitor the plant operation</p> <p>2.4 Identify:</p> <ul style="list-style-type: none"> <li>• normal rates of energy use</li> <li>• normal rates of energy flow</li> <li>• normal levels of pressure</li> <li>• normal temperature</li> </ul> <p>2.5 Outline how to take corrective action when the normal operating procedures are not met</p> <p>2.6 Outline the faults and alarms which may occur</p> <p>2.7 Describe how to respond correctly to faults and alarms</p>			
<p>3. Be able to maintain ice plant</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is operating plant to provide and maintain an ice surface</p>	<p>3.1 Make sure the <b>systems</b> are correctly set for daily programmes</p> <p>1 creating the conditions for the formation of an ice surface</p> <p>2 associated measuring and control equipment</p> <p>3.2 Monitor the <b>systems</b> and <b>gauges</b> for faults and alarms</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>When maintaining the ice plant, the learner must cover <b>all</b> of the following types:</p> <p><b>a systems</b></p> <ol style="list-style-type: none"> <li>1 creating the conditions for the formation of an ice surface</li> <li>2 associated measuring and control equipment</li> </ol> <p>with <b>all</b> of the following types:</p> <p><b>b gauges</b></p> <ol style="list-style-type: none"> <li>1 rates of flow</li> <li>2 rates of pressure</li> <li>3 levels of temperature</li> <li>4 rates of energy use</li> <li>5 density of the coolant medium</li> </ol> <p>with <b>all</b> of the following types:</p> <p><b>c records</b></p> <ol style="list-style-type: none"> <li>1 which compressor is operating</li> <li>2 coolant medium pressure</li> <li>3 coolant medium temperature</li> <li>4 coolant medium density</li> <li>5 energy use</li> <li>6 air temperature</li> <li>7 return temperature</li> <li>8 outside air temperature</li> <li>9 suggestions for improving normal operating procedures</li> </ol>	<p>The learner can:</p> <p><b>a systems</b></p> <ol style="list-style-type: none"> <li>1 creating the conditions for the formation of an ice surface</li> <li>2 associated measuring and control equipment</li> </ol> <p><b>b gauges</b></p> <ol style="list-style-type: none"> <li>1 rates of flow</li> <li>2 rates of pressure</li> <li>3 levels of temperature</li> <li>4 rates of energy use</li> <li>5 density of the coolant medium</li> </ol> <p>3.3 Check readings against previous data for trends</p> <p>3.4 Take the correct action to deal with any faults, alarms and trends promptly and according to manufacturers' guidelines</p> <p>3.2 Monitor the <b>systems</b> and <b>gauges</b> for faults and alarms</p> <p><b>a systems</b></p> <ol style="list-style-type: none"> <li>1 creating the conditions for the formation of an ice surface</li> <li>2 associated measuring and control equipment</li> </ol> <p><b>b gauges</b></p>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
The learner will:	<p>The learner can:</p> <ol style="list-style-type: none"> <li>1 rates of flow</li> <li>2 rates of pressure</li> <li>3 levels of temperature</li> <li>4 rates of energy use</li> <li>5 density of the coolant medium</li> </ol> <p>3.3 Check readings against previous data for trends</p> <p>3.4 Take the correct action to deal with any faults, alarms and trends promptly and according to manufacturers' guidelines</p> <p>3.5 Check to ensure that corrective action has resolved the issue</p> <p>3.6 Complete all the necessary <b>records</b> according to schedule accurately and legibly</p> <ol style="list-style-type: none"> <li>1 which compressor is operating</li> <li>2 coolant medium pressure</li> <li>3 coolant medium temperature</li> <li>4 coolant medium density</li> <li>5 energy use</li> <li>6 air temperature</li> <li>7 return temperature</li> <li>8 outside air temperature</li> </ol>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>9 suggestions for improving normal operating procedures</p> <p>3.7 Make records available to the responsible colleague when required</p> <p>3.8 Follow all relevant legislation and other safety requirements at all times</p> <p>3.9 Follow the emergency action plan in the event of any emergencies</p>			
<p>4. Know how to maintain ancillary ice rink equipment in working order</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>professional discussion</li> <li>oral questions and answers</li> <li>questions requiring written answers</li> </ul>	<p>4.1 Describe the importance of maintaining ancillary equipment in good working order</p> <p>4.2 State the requirements of the maintenance schedule and log sheets</p> <p>4.3 List the common types of ancillary equipment used in ice rinks</p> <p>4.4 Describe how to carry out the routine tests and maintenance required</p> <p>4.5 Outline how to identify items needing repair and what to do when they are found</p> <p>4.6 Outline how to test alarms</p>			
<p>5. Be able to maintain ancillary ice rink equipment in working order</p>	<p>5.1 Carry out regular tests, checks and <b>routine maintenance</b> and <b>ancillary equipment</b> according to manufacturers' instructions</p> <p>1 efficiency</p> <p>2 effectiveness</p> <p>3 economy</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is operating plant to provide and maintain an ice surface</p> <p>When maintaining ancillary ice rink equipment in working order, the learner must cover <b>all</b> of the following types:</p> <p><b>a routine maintenance to ensure</b></p> <ol style="list-style-type: none"> <li>1 efficiency</li> <li>2 effectiveness</li> <li>3 economy</li> </ol> <p>with <b>all</b> of the following types:</p> <p><b>b ancillary equipment</b></p> <ol style="list-style-type: none"> <li>1 resurfacers</li> <li>2 edgers</li> <li>3 zipper/cherry picker</li> <li>4 pallet truck</li> <li>5 gas bottle carrier unit</li> <li>6 lighting rigs</li> <li>7 platforms</li> <li>8 barrier/temporary barrier</li> <li>9 glass/netting</li> <li>10 seating</li> <li>11 flooring/temporary flooring</li> <li>12 skate hire boots</li> <li>13 regrind machine</li> <li>14 ice pit</li> <li>15 resurfacers</li> <li>16 lockers</li> <li>17 other ancillary equipment</li> </ol>	<p>The learner can:</p> <p><b>b ancillary equipment</b></p> <ol style="list-style-type: none"> <li>1 resurfacers</li> <li>2 edgers</li> <li>3 zipper/cherry picker</li> <li>4 pallet truck</li> <li>5 gas bottle carrier unit</li> <li>6 lighting rigs</li> <li>7 platforms</li> <li>8 barrier/temporary barrier</li> <li>9 glass/netting</li> <li>10 seating</li> <li>11 flooring/temporary flooring</li> <li>12 skate hire boots</li> <li>13 regrind machine</li> <li>14 ice pit</li> <li>15 resurfacers</li> <li>16 lockers</li> <li>17 other ancillary equipment</li> </ol>	<p>✓</p>	<p></p>	<p></p>

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
The learner will:	<p>The learner can:</p> <p>5.2 Identify any items of <b>ancillary equipment</b> that need repair and report these to the responsible colleague</p> <p>1 resurfacers</p> <p>2 edger</p> <p>3 zipper/cherry picker</p> <p>4 pallet truck</p> <p>5 gas bottle carrier unit</p> <p>6 lighting rigs</p> <p>7 platforms</p> <p>8 barrier/temporary barrier</p> <p>9 glass/netting</p> <p>10 seating</p> <p>11 flooring/temporary flooring</p> <p>12 skate hire boots</p> <p>13 regrind machine</p> <p>14 ice pit</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
The learner will:	<p>The learner can:</p> <p>15 resurfacers garage</p> <p>16 lockers</p> <p>17 other ancillary equipment</p> <p>5.3 Take the appropriate action when the normal operating procedures are not being met</p> <p>5.4 Ensure <b>ancillary equipment</b> is stored correctly according to legal requirements</p> <p>1 resurfacers</p> <p>2 edger</p> <p>3 zipper/cherry picker</p> <p>4 pallet truck</p> <p>5 gas bottle carrier unit</p> <p>6 lighting rigs</p> <p>7 platforms</p> <p>8 barrier/temporary barrier</p> <p>9 glass/netting</p> <p>10 seating</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>6. Know how to ensure the quality of the ice surface</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>11 flooring/temporary flooring</p> <p>12 skate hire boots</p> <p>13 regrind machine</p> <p>14 ice pit</p> <p>15 resurfacers garage</p> <p>16 lockers</p> <p>17 other ancillary equipment</p> <p>5.5 Monitor the alarms and respond to them following normal operating procedures and the emergency action plan</p> <p>5.6 Complete all the necessary records</p> <p>5.7 Make records available to the responsible colleague when required</p> <p>5.8 Follow all relevant legislation and other safety requirements at all times</p> <p>6.1 State the importance of maintaining the quality and temperature of the ice</p> <p>6.2 Outline the basic principles involved in maintaining the quality of an ice surface</p> <p>6.3 Describe the tests and checks which need to be carried out in order to check the quality and temperature of the ice</p> <p>6.4 Describe how to carry out tests and checks on the quality and temperature of the ice</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>7. Be able to ensure the quality of the ice surface</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is operating plant to provide and maintain an ice surface</p> <p>When ensuring the quality of the ice surface, the learner must cover <b>all</b> of the following types:</p> <p><b>a tests and monitoring</b></p> <ol style="list-style-type: none"> <li>1 ice surface temperatures</li> <li>2 inside air temperature</li> <li>3 outside air temperature</li> <li>4 relative humidity</li> <li>5 incoming and outgoing coolant temperature</li> <li>6 condition versus usage/activity</li> </ol> <p><b>b sensory inspections</b></p> <ol style="list-style-type: none"> <li>1 wet patches/lines/areas/exits</li> <li>2 objects/debris</li> <li>3 cracks/holes</li> <li>4 discolouration/texture of the ice surface</li> <li>5 irregularities</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>6.5 Describe the types of ice surface which are appropriate to a range of activities</li> <li>6.6 Describe the types of corrective action to take when ice quality and temperature do not meet standards</li> <li>7.1 Carry out the daily <b>tests, monitoring and sensory inspections</b> according to prescribed procedures</li> </ol> <p><b>a tests and monitoring</b></p> <ol style="list-style-type: none"> <li>1 ice surface temperatures</li> <li>2 inside air temperature</li> <li>3 outside air temperature</li> <li>4 relative humidity</li> <li>5 incoming and outgoing coolant temperature</li> <li>6 condition versus usage/activity</li> </ol> <p><b>b sensory inspections</b></p> <ol style="list-style-type: none"> <li>1 wet patches/lines/areas/exits</li> <li>2 objects/debris</li> <li>3 cracks/holes</li> <li>4 discolouration/texture of the ice surface</li> <li>5 irregularities</li> </ol>	✓		

Learning outcomes		✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>with <b>all</b> of the following types:</p> <p><b>b sensory inspections</b></p> <ol style="list-style-type: none"> <li>1 wet patches/lines/areas/exits</li> <li>2 objects/debris</li> <li>3 cracks/holes</li> <li>4 discolouration/texture of the ice surface</li> <li>5 irregularities</li> </ol> <p>with <b>all</b> of the following types:</p> <p><b>c maintenance procedures</b></p> <ol style="list-style-type: none"> <li>1 wet resurface</li> <li>2 dry resurface</li> <li>3 cross resurface</li> <li>4 double ice resurfacers</li> <li>5 manual resurface</li> <li>6 edge</li> <li>7 flooding</li> <li>8 temperature changes</li> <li>9 ice pebbling</li> <li>10 ice scraping</li> </ol>	<p>7.2 Make sure that the ice surface is appropriate for the activities taking place</p> <p>7.3 Pay careful attention to, and monitor, the ice condition</p> <p>7.4 Where appropriate, take corrective action</p> <p>7.5 Pay careful and ongoing attention to the alarms which monitor the quality of the ice surface</p> <p>7.6 Measure the ice depth at prescribed points</p> <p>7.7 Take corrective action when normal operating procedures are not being met and in response to bacteriological test results</p> <p>7.8 Carry out routine <b>maintenance procedures</b> according to the maintenance schedule</p> <p>1 wet resurface</p> <p>2 dry resurface</p> <p>3 cross resurface</p> <p>4 double ice resurfacers</p> <p>5 manual resurface</p> <p>6 edge</p> <p>7 flooding</p>			

Learning outcomes		✓	Initial	Evidence reference Number/s
The learner will:	8 temperature changes			
	9 ice pebbling			
	10 ice scraping			
	7.9 Complete all the necessary records accurately and legibly			
	7.10 Make records available to the responsible colleague when required			
	7.11 Follow all relevant legislation and other safety requirements at all times			
	<p><b>Evidence of real work activity</b>  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 <b>more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</p>			
<p><b>Simulation</b>  Simulation is allowed for 3.4, 3.5, 5.2, 5.3, 5.5, and 5.6 only, if no naturally occurring evidence is available.</p>				
<p><b>Use of supplementary evidence</b>  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:

Title:		Carry out maintenance and minor repairs		
Level:		2		
Credit value:		3		
Learning outcomes		Assessment criteria		
The learner will:		The learner can:		
<p>1. Understand how to prepare to carry out maintenance and minor repairs</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	1.1 State the type and amount of maintenance and repair work that is required	✓		
	1.2 Describe how environmental and other site conditions can influence how work is carried out			
	1.3 State which tools and equipment are appropriate for the task			
	1.4 Describe the importance of carrying out preparatory work before carrying out repairs			
	1.5 Describe the importance of protecting the surrounding area			
	1.6 State methods which can be used to protect the surrounding area			
	<p>2. Understand how to carry out maintenance and minor repairs</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	2.1 Describe safe, approved working practices for carrying out the work		
2.2 Describe how to make sure that the surrounding areas are maintained during maintenance and repair				
2.3 Describe the importance of retaining the items to be replaced				
2.4 Describe how to check that items that have been repaired function correctly and why this should be done				
2.5 Describe the organisational requirements for reporting any maintenance and repair work that they are not competent to carry out				
2.6 Describe methods of cleaning tools and equipment				
2.7 State the importance of cleaning tools and equipment after use				

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>3. Be able to prepare to carry out maintenance and minor repairs</p> <p>This learning outcome must be assessed using workplace evidence generated carrying out maintenance and minor repairs</p>	<p>The learner can:</p> <p>2.8 State where tools, equipment and unused materials should be stored</p> <p>3.1 Identify the items that need maintenance and the repair work required</p> <p>3.2 Assess that environmental and other site conditions are suitable to be able to carry out maintenance and repairs</p> <p>3.3 Select the hand tools and equipment that are the most appropriate for the task</p> <p>3.4 Protect the immediate surrounding areas throughout the preparations and the work</p> <p>3.5 Apply the appropriate method for repairing damaged areas or surfaces for repair</p>			
<p>4. Be able to carry out maintenance and minor repairs</p> <p>This learning outcome must be assessed using workplace evidence generated carrying out maintenance and minor repairs, in addition 4.2, 4.6 and 4.7 can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>4.1 Use safe and approved working practices and techniques</p> <p>4.2 Isolate any electrical supplies</p> <p>4.3 Ensure that there are no adverse effects to the finished items or appearance of the surrounding areas</p> <p>4.4 Check that replacement items function correctly and operate safely</p> <p>4.5 Check that the working and surrounding areas match following maintenance and repair work</p> <p>4.6 Report any maintenance or repair work that they are not competent to carry out</p> <p>4.7 Report any cleaning requirements that cannot be carried out</p> <p>4.8 Clean tools and equipment after use</p> <p>4.9 Secure tools, equipment and used materials in the correct storage area</p>			

**Evidence of real work activity**

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

**Assessor feedback**

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

Assessor's signature:

Date:

IV's signature:

Date:

Title:	Prepare hard standings and paths for caravans			
Level:	2			
Credit value:	3			
Learning outcomes	Assessment criteria			Evidence reference Number/s
The learner will:	The learner can:			Initial
1. Know how to mark out and prepare the area  This learning outcome can be assessed by: <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	1.1 Outline own responsibilities with regard to statutory regulations for siting caravans			
	1.2 Describe how to make sure the area is marked out and levels set correctly			
	1.3 State how to identify and isolate gas and electricity services			
	1.4 Describe the legal requirements covering the need for competence testing for staff working with services such as gas and electricity			
	1.5 Describe the need for supervision by approved contractors during learning and assessment			
	1.6 Describe how to prepare sites, remove soil, and site services			
2. Be able to mark out and prepare the area  This learning outcome must be assessed using workplace evidence generated when the learner is preparing hard standings and paths for caravans When marking out and preparing the area, the learner must cover <b>all</b> of the following types: <ul style="list-style-type: none"> <li>a <b>statutory distance</b></li> <li>1 model standards</li> <li>2 local bye-laws</li> <li>3 site licence conditions</li> </ul>	2.1 Remove all obstructions and debris from the area			
	2.2 Mark out the area, ensuring there is a <b>statutory distance</b> from adjacent pitches			
	1 model standards			
	2 local bye-laws			
	3 site licence conditions			
	2.3 Make sure that the size and alignment of the hard standing and path meet the specification			
	2.4 Locate, identify and make safe the main services			
	2.5 Excavate the area removing soil and surplus			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>with <b>3</b> of the following types:</p> <p><b>b service</b></p> <p>1 gas 2 water 3 electricity 4 sewerage 5 telephone 6 television</p>	<p>The learner can:</p> <p>2.6 Protect and maintain the existing <b>services</b> for reuse</p> <p>1 gas 2 water 3 electricity 4 sewerage 5 telephone 6 television</p>	✓		
<p>3. Know how to apply the correct finish to the area</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>professional discussion</li> <li>oral questions and answers</li> <li>questions requiring written answers</li> </ul>	<p>3.1 State the types of material that are suitable for the base</p> <p>3.2 State the types of material suitable for top/finish of base</p> <p>3.3 Outline the durability of materials and other reasons for selection</p> <p>3.4 Outline the reasons for shuttering</p> <p>3.5 Outline the reasons for compacting the sub-base</p> <p>3.6 Outline the reasons for protecting both the site and the pitch</p>			

Learning outcomes	Assessment criteria	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>4. Be able to apply the correct finish to the area</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is preparing hard standings and paths for caravans</p> <p>When applying the correct finish to the area, the learner must cover <b>1</b> of the following types:</p> <p><b>a material</b></p> <p>1 base hard core</p> <p>2 intermediate hard core</p> <p>with <b>2</b> of the following types:</p> <p><b>b top/finish</b></p> <p>1 concrete</p> <p>2 chippings</p> <p>3 shuttering</p>	<p>The learner can:</p> <p>4.1 Provide a sub-base that is level and stable, using <b>material</b> appropriate to intended use</p> <p>1 base hard core</p> <p>2 intermediate hard core</p> <p>4.2 Use work methods that meet the requirements of the unit to be installed</p> <p>4.3 Apply the <b>top/finish</b> to meet specifications</p> <p>1 concrete</p> <p>2 chippings</p> <p>3 shuttering</p> <p>4.4 Protect the site while work is in progress</p> <p>4.5 Reinstate the surrounding area, making sure access is safe and clear</p>	<p>✓</p>	
<p><b>Evidence of real work activity</b></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 <b>more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</p>			
<p><b>Simulation</b></p> <p>Simulation is not allowed for this unit.</p>			
<p><b>Use of supplementary evidence</b></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:

<b>Title:</b>	Use and maintain pedestrian controlled powered equipment			
<b>Level:</b>	2			
<b>Credit value:</b>	3			
<b>Learning outcomes</b>	<b>Assessment criteria</b>			
<b>The learner will:</b>	<b>The learner can:</b>		<b>Initial</b>	<b>Evidence reference Number/s</b>
1. Be able to use and maintain pedestrian controlled powered equipment	1.1 Ensure the pedestrian controlled power equipment is safe and in good working order 1.2 Use equipment according to manufacturer's instructions and legal regulatory requirements 1.3 Clean and store equipment correctly after use			
	1.4 Maintain pedestrian controlled power equipment in accordance with manufacturers instructions.			
	1.5 Select and use the appropriate personal protective clothing and equipment			
	1.6 Identify any problems with the equipment and take the correct action			
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 Carry out work in a manner which minimises environmental damage 2.3 Dispose of waste safely and correctly			
3. Know how to use and maintain pedestrian controlled powered equipment.	3.1 List the main hazards and risks associated with using the pedestrian controlled powered equipment and describe appropriate action 3.2 Explain the importance of operating equipment in line with manufacturer's instructions. 3.3 Describe methods of checking and maintaining the equipment for use covering:			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <ul style="list-style-type: none"> <li>(i) correct pre-use checks</li> <li>(ii) correct start-up procedure</li> <li>(iii) use appropriate work method</li> <li>(iv) correct stopping procedure</li> <li>(v) correct post-use maintenance</li> <li>(vi) reporting problems to the appropriate person</li> </ul>			
<p>4. Know the operating principles of powered equipment</p>	<p>4.1 Explain the operating differences between two and four-stroke engines</p> <p>4.2 Explain the principles of operating lines of drive – clutch, v-belts, chains</p> <p>4.3 Describe the basic differences between petrol and diesel engines</p>			
<p>5. Know the current health and safety legislation and environmental practice.</p>	<p>5.1 Outline the current health and safety legislation, codes of practice and any additional requirements.</p> <p>5.2 Describe how environmental damage can be minimised</p> <p>5.3 Describe the correct methods for disposing of organic and inorganic waste.</p>			
<p><b>Evidence of real work activity</b>  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 <b>more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</p>				
<p><b>Simulation</b>  Simulation is not allowed for this unit.</p>				

**Assessor feedback**

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

Assessor's signature:

Date:

IV's signature:

Date:

Title:		Use and maintain ride-on powered equipment		
Level:		2		
Credit value:		3		
Learning outcomes		Assessment criteria		
The learner will:		The learner can:		
		✓	Initial	Evidence reference Number/s
1. Be able to set up, use and maintain ride-on powered equipment	1.1	Ensure that the ride-on powered equipment is safe and in good working order		
	1.2	Select and use the correct personal protective clothing and equipment		
	1.3	Set up and use ride-on powered equipment in accordance with the manufacturers instructions and legal requirements		
	1.4	Maintain chippers and/or shredders in accordance with manufacturer's instructions.		
	1.5	Identify any problems with the ride-on powered equipment and take appropriate action		
	1.6	Clean and store the equipment correctly after use		
2. Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements		
	2.2	Carry out work in a manner which minimises environmental damage		
	2.3	Dispose of waste safely and correctly		
3. Know how to use and maintain ride-on powered equipment	3.1	Describe methods of checking and maintaining the equipment ready for use covering:		
	(i)	correct pre-use checks		
	(ii)	correct start-up procedure		
	(iii)	use appropriate work method		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>(iv) correct stopping procedure</p> <p>(v) correct post-use maintenance</p> <p>(vi) reporting problems to the appropriate person</p> <p>3.2 List the main hazards and risks associated with using the ride-on powered equipment and state appropriate action</p> <p>3.3 Explain the importance of operating equipment in line with manufacturers' instructions.</p> <p>3.4 Describe the types of problems that may occur with the equipment and how to deal with each of these appropriately</p> <p>4.1 Describe the operating differences between two and four- stroke engines</p> <p>4.2 Describe the principles of operating lines of drive – clutch, v-belts, chains</p> <p>4.3 Describe the basic differences between a petrol and diesel engine</p> <p>5.1 Outline the current health and safety legislation, codes of practice and any additional requirements.</p> <p>5.2 Describe how environmental damage can be minimised</p>			
<p>4. Know the operating principles of powered equipment</p> <p>5. Know the current health and safety legislation and environmental good practice.</p>				
<p><b>Evidence of real work activity</b>  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 <b>more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</p> <p><b>Simulation</b>  Simulation is not allowed for this unit.</p>				

**Assessor feedback**

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

Assessor's signature:

Date:

IV's signature:

Date:

Title:		Use and maintain chippers and/or shredders		
Level:		2		
Credit value:		3		
Learning outcomes		Assessment criteria		
The learner will:		The learner can:		
		✓		
		Initial		
		Evidence reference Number/s		
1. Be able to use and maintain chippers and/or shredders	1.1 Make sure that the chippers and/or shredders are in safe and good working order			
	1.2 Select and use the correct personal protective clothing and equipment			
	1.3 Set up and use the chippers and/or shredders in accordance with the manufacturer's instructions and legal requirements			
	1.4 Maintain chippers and/or shredders in accordance with manufacturer's instructions.			
	1.5 Identify any problems with the chippers and/or shredders and take the correct action			
	1.6 Clean and store the equipment correctly after use			
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
	2.2 Carry out work in a manner which minimises environmental damage			
	2.3 Dispose of waste safely and correctly			
3. Know how to use and maintain chippers and/or shredders	3.1 List the main hazards and risks associated with using chippers and/or shredders and action to be taken			
	3.2 Explain the importance of operating equipment in line with manufacturer's instructions.			
	3.3 Describe methods of preparing and maintaining the equipment for use covering:			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
The learner will:	The learner can:			
	(i) correct pre-use checks (ii) correct start-up procedure (iii) use appropriate work method (iv) correct stopping procedure (v) correct post-use maintenance (vi) reporting problems to the appropriate person 3.4 describe the types of problems that may occur with the equipment and describe how to deal with each of these correctly 3.5 Describe types of protective clothing and explain why it must be worn 4.1 Outline the current health and safety legislation, codes of practice and any additional requirements. 4.2 Describe how environmental damage can be minimised			
4. Know the current health and safety legislation and environmental good practice.				
<b>Evidence of real work activity</b> 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 <b>more than one occasion</b> . There should be sufficient observations to ensure that the learner has met all the requirements.				
<b>Simulation</b> Simulation is not allowed for this unit.				

**Assessor feedback**

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

Assessor's signature:

Date:

IV's signature:

Date:

Title:		Use and maintain non-powered and hand held powered tools and equipment		
Level:		2		
Credit value:		3		
Learning outcomes		Assessment criteria		
The learner will:		The learner can:		
1 Be able to use and maintain non-powered and hand held powered tools and equipment	1.1 Ensure that the equipment is safe and in good working order	✓	Initial	Evidence reference Number/s
	1.2 Select and use the correct personal protective clothing and equipment			
	1.3 Set up and use the equipment and machinery in accordance with the manufacturer's instructions and legal regulatory requirements			
	1.4 Maintain non-powered and hand held equipment in accordance with manufacturer's instructions.			
	1.5 Identify any problems with the equipment and take appropriate action			
	1.6 Clean and store equipment correctly after use			
2 Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
	2.2 Carry out work in a manner which minimises environmental damage			
	2.3 Dispose of waste safely and correctly			
3 Know how to use and maintain the tools and equipment	3.1 Explain the importance of using equipment in line with manufacturers' instructions.			
	3.2 Describe the pre-operational checks and the methods of maintaining the equipment for use			
	3.3 List the main hazards and risks associated with using the equipment			

Learning outcomes	Assessment criteria	Initial	Evidence reference Number/s
<p>The learner will:</p>	<p>The learner can:</p>	✓	
4	<p>Know the current health and safety legislation and good environmental practice.</p>		
3.4	Describe the types of problems that may occur with the equipment and how to deal with each of these correctly		
3.5	State the types of protective clothing and the reasons why it must be worn		
4.1	Outline the current health and safety legislation, codes of practice and any additional requirements.		
4.2	Describe how environmental damage can be minimised		
<p><b>Evidence of real work activity</b></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 <b>more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</p>			
<p><b>Simulation</b></p> <p>Simulation is not allowed for this unit.</p>			

**Assessor feedback**

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

Assessor's signature:

Date:

IV's signature:

Date:

Title:		Maintain grounds of premises and facilities		
Level:		2		
Credit value:		3		
Learning outcomes		Assessment criteria		
The learner will:		✓	Initial	Evidence reference Number/s
1. Know how to carry out maintenance, and the appropriate conditions for doing so	The learner can:	1.1 State the required personal protective equipment and why it is important to wear it		
		1.2 State the tools and equipment available for use, and which are the most appropriate for the work		
		1.3 Explain why it is important to carry out maintenance only when the ground conditions and weather are suitable, and what these conditions are		
2. Carry out maintenance according to given instructions		2.1 Choose the personal protective equipment, hand tools and equipment which are most suitable for the task		
		2.2 Carry out maintenance when the weather and ground conditions are suitable and at the appropriate times		
		2.3 Minimise damage and degradation to the area when maintaining grounds		
3. Understand how to remove debris and litter from the area, and why this is important		3.1 Give examples of debris and litter that may need to be removed from grounds		
		3.2 State why it is important to correctly identify the nature of debris and litter, and the appropriate methods for disposing of these different types of refuse		
		3.3 State how and where unwanted debris and litter should be disposed of, and to whom queries regarding their safe disposal should be directed		
		3.4 State the requirements regarding the segregation of waste for disposal and recycling, why these must be adhered to, and the possible consequences of not doing so		
		3.5 List the collection points to which waste containers must be transferred		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>4. Remove any unwanted debris and litter as instructed</p>	<p>The learner can:</p> <p>4.1 Identify the nature of any unwanted debris or litter</p> <p>4.2 Using the appropriate methods, clear any unwanted debris from the area, and dispose in accordance with safe practice</p> <p>4.3 Report any hazardous items or problems affecting the maintenance of the area to the relevant person</p> <p>4.4 Seek advice regarding the removal and disposal of hazardous items</p> <p>4.4 Make sure completed work areas meet the requirements of the work specification</p>			
<p><b>Evidence of real work activity</b></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 <b>more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</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:

<b>Title:</b>	Monitor and maintain electrical and plumbing services			
<b>Level:</b>	2			
<b>Credit value:</b>	4			
<b>Learning outcomes</b>	<b>Assessment criteria</b>			
<b>The learner will:</b>	<b>The learner can:</b>		<b>Initial</b>	<b>Evidence reference Number/s</b>
1. Understand how to safely prepare to carry out plumbing and electrical maintenance	<p>1.1 State the type of maintenance or repair:</p> <ul style="list-style-type: none"> <li>• that is required and its extent</li> <li>• is within own competence and responsibility</li> </ul> <p>1.2 Outline the safety regulations and approved codes of practice relevant to electrical and plumbing maintenance</p> <p>1.3 Explain why it is important to always adhere to safety regulations and codes of practice</p> <p>1.4 State the importance of wearing personal protective equipment</p> <p>1.5 Identify which tools and equipment are most appropriate for the task</p> <p>1.6 Describe the actions which must be taken to warn others of maintenance work</p> <p>1.7 Describe how to isolate equipment from the supply</p> <p>1.8 State why equipment must be isolated before maintenance is started</p> <p>1.9 State where to turn off the supply</p>			
2. Safely prepare to carry out maintenance	<p>2.1 Choose tools, equipment and personal protective equipment appropriate to the task</p> <p>2.2 Explain why it is important to prevent faulty equipment from being used</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>3. Know how to carry out basic electrical and plumbing maintenance</p> <p>4. Carry out basic electrical and plumbing maintenance according to instructions</p>	<p>The learner can:</p> <p>2.3 Before starting maintenance, isolate the equipment from the supply</p> <p>2.4 Warn others of the work being carried out and the potential impact on premises and facilities</p> <p>3.1 Describe how to remove faulty components</p> <p>3.2 State the consequences of failing to dispose of faulty components correctly</p> <p>3.3 Explain why it is important to use the correct replacement parts</p> <p>3.4 Describe the appropriate methods for removing damaged parts and fitting replacement component parts</p> <p>3.5 Give examples of necessary adjustments and how to make them</p> <p>4.1 Use approved safe working practices throughout the task</p> <p>4.2 Remove faulty components and dispose of them appropriately</p> <p>4.3 Remove damaged parts and fit replacement parts or components</p> <p>4.4 Connect the appropriate fittings and components according to procedures and manufacturer's instructions</p> <p>4.5 Make any necessary adjustments and reassemble the equipment following maintenance</p> <p>4.6 Report to the appropriate person any maintenance that cannot be completed</p> <p>4.7 Reconnect the supply according to procedures</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>5. Understand how to carry out post-maintenance checks</p>	<p>The learner can:</p> <p>5.1 State the procedures for reconnecting supply</p> <p>5.2 Describe how to check that equipment is working properly following maintenance</p> <p>5.3 Explain why it is important to leave equipment clean and safe to use</p>			
<p>6. Carry out the necessary post-maintenance checks</p>	<p>6.1 Check equipment is working correctly following maintenance</p> <p>6.2 Return tools and equipment to the appropriate area in a condition ready for their next use</p>			
<p><b>Evidence of real work activity</b>  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 <b>more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</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:

<b>Title:</b>	Maintain site security and safety			
<b>Level:</b>	2			
<b>Credit value:</b>	3			
<b>Learning outcomes</b>	<b>Assessment criteria</b>			
<b>The learner will:</b>	<b>The learner can:</b>		<b>Initial</b>	<b>Evidence reference Number/s</b>
1. Understand the principles of site security and safety	<p>1.1 Describe the equipment checks and personal safety precautions which must be taken, and the consequences of not doing so</p> <p>1.2 Give examples of the types of security breach which could occur</p> <p>1.3 State the person(s) to whom any security breach should be reported, and the consequences of not doing so</p> <p>1.4 Describe the limits of own competence and responsibility for rectifying security breaches, and how to rectify them</p> <p>1.5 State the organisation's requirements and own personal instructions for security monitoring, and why it is important that these are followed correctly</p> <p>1.6 Describe why it is important to keep accurate records, what the records should contain and where they should be stored</p> <p>1.7 Identify the other people involved in maintaining site security and why it is important to liaise with them</p>			
2. Carry out site security monitoring according to instructions	<p>2.1 Follow instructions for carrying out security monitoring</p> <p>2.2 Take all necessary precautions to minimise risk to self and others during security monitoring</p> <p>2.3 Liaise with others involved when maintaining site security</p> <p>2.4 Identify breaches of security</p> <p>2.5 Report any breaches of security to the appropriate person</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>3. Understand how to monitor security systems</p> <p>4. Carry out the appropriate checks on security and emergency equipment</p>	<p>The learner can:</p> <p>3.1 Describe the checks which must be carried out on security and emergency equipment, and the regularity with which this must be done</p> <p>3.2 Describe how to recognise malfunctions and/or damage to the equipment</p> <p>3.3 Identify the person to whom equipment malfunctions should be reported, and the possible consequences of failing to do this</p> <p>4.1 Carry out the necessary checks on security and emergency equipment according to manufacturers' instructions and legislative requirements</p> <p>4.2 Promptly report any equipment malfunction</p> <p>4.3 Take action to address security and safety issues, within the limits of own competence and responsibility</p> <p>4.4 Keep accurate records of the outcomes of safety and security monitoring, and store them appropriately</p>			
<p><b>Evidence of real work activity</b></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 <b>more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</p>				

**Assessor feedback**

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

Assessor's signature:

Date:

IV's signature:

Date:

Title:		Check and maintain sport/play surfaces and equipment			
Level:		2			
Credit value:		3			
Learning outcomes		Assessment criteria			
The learner will:		The learner can:			
<p>1. Know how to check and maintain sites, surfaces, equipment and perimeters</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	1.1 Identify relevant standards for sites, surfaces, equipment and perimeters	✓			
	1.2 Identify relevant industry codes of practice				
	1.3 Describe relevant regulations				
	1.4 Identify safeguards to protect the work environment				
	1.5 Describe the organisation's recording and reporting procedures				
	<p>2. Know how to check sites, surfaces, equipment and perimeters</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	2.1 Identify information for identifying and inspecting the site, surfaces, equipment and perimeters			
		2.2 Identify methods of interpreting schedules and checklists			
		2.3 List types of visual check			
2.4 Describe the organisation's recording and reporting procedures					
2.5 List methods of providing evidence					
2.6 Describe reasons for, and methods of, taking facilities out of service					
2.7 Identify responsibilities and accountabilities relating to the completion of inspection schedules and checklists					
2.8 Identify methods of identifying, selecting and obtaining the resources (equipment and materials) needed for maintenance					

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>3. Be able to check sites, surfaces, equipment and perimeters</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is checking and maintaining sport/play surfaces and equipment.</p> <p>When checking sites, surfaces, equipment and perimeters, the learner must cover <b>all</b> of the following types:</p> <p><b>a checks for</b></p> <ol style="list-style-type: none"> <li>1 vandalism</li> <li>2 misuse of equipment</li> <li>3 safety of equipment</li> <li>4 site security</li> <li>5 contaminants</li> </ol> <p>with <b>all</b> of the following types:</p> <p><b>b visual inspection of</b></p> <ol style="list-style-type: none"> <li>1 site</li> <li>2 surfaces</li> <li>3 equipment</li> <li>4 perimeters</li> </ol> <p>4. Know how to maintain sites, surfaces, equipment and perimeters</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>3.1 Locate the areas to be inspected and maintained</li> <li>3.2 <b>Check</b> all the items on the maintenance and inspection checklist and identify their immediate and future maintenance needs <ol style="list-style-type: none"> <li>1 vandalism</li> <li>2 misuse of equipment</li> <li>3 safety of equipment</li> <li>4 site security</li> <li>5 contaminants</li> </ol> </li> <li>3.3 Identify any items additional to the checklist during <b>visual inspection</b> and record these <ol style="list-style-type: none"> <li>1 site</li> <li>2 surfaces</li> <li>3 equipment</li> <li>4 perimeters</li> </ol> </li> <li>3.4 Report any additional items that are beyond own level of competence to maintain, to the responsible person <ol style="list-style-type: none"> <li>4.1 Identify information relating to materials, methods and services used in the maintenance processes</li> <li>4.2 Identify methods and techniques for maintaining sites, surfaces, equipment and perimeters</li> <li>4.3 Describe the limits of own authority in carrying out maintenance activities</li> <li>4.4 Identify methods of disposing of hazardous and non-hazardous waste and surplus resources</li> </ol> </li> </ol>	<p>✓</p>		

Learning outcomes	Assessment criteria	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>5. Be able to maintain sites, surfaces, equipment and perimeters</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is checking and maintaining sport/play surfaces and equipment</p> <p>When maintaining sites, surfaces, equipment and perimeters the learner must cover <b>4</b> of the following types:</p> <p><b>a methods</b></p> <ol style="list-style-type: none"> <li>1 repair</li> <li>2 cleaning</li> <li>3 brushing</li> <li>4 replacement</li> <li>5 treatment</li> <li>6 protection</li> <li>7 re-levelling of loose fill</li> </ol>	<p>The learner can:</p> <p>5.1 Use effective and appropriate materials and <b>methods</b> to maintain the site, surfaces, equipment and perimeters</p> <ol style="list-style-type: none"> <li>1 repair</li> <li>2 cleaning</li> <li>3 brushing</li> <li>4 replacement</li> <li>5 treatment</li> <li>6 protection</li> <li>7 re-levelling of loose fill</li> </ol> <p>5.2 Take measures to protect the work environment</p> <p>5.3 Dispose of unwanted materials following legal requirements and the organisation's procedures</p>	<p style="text-align: center;">✓</p>	
<p><b>Evidence of real work activity</b></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 <b>more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</p>			
<p><b>Simulation</b></p> <p>Simulation is allowed for 3.3 and 3.4 only, if no naturally occurring evidence is available.</p>			
<p><b>Use of supplementary evidence</b></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:

<b>Title:</b>	Contribute to environmental conservation in active leisure and recreation			
<b>Level:</b>	3			
<b>Credit value:</b>	6			
<b>Learning outcomes</b>	<b>Assessment criteria</b>			
<b>The learner will:</b>	<b>The learner can:</b>		<b>Initial</b>	<b>Evidence reference Number/s</b>
1. Know how to contribute to environmental conservation in active leisure and recreation	1.1 Explain what is meant by: <ul style="list-style-type: none"> <li>• environmental conservation</li> <li>• sustainability</li> <li>• bio-diversity</li> </ul>			
This learning outcome can be assessed by: <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	1.2 Explain why environmental conservation is important to own organisation			
	1.3 Outline the basic requirements of legislation that is relevant to environmental conservation			
	1.4 Outline organisation's environmental management plan			
	1.5 Outline own responsibilities relating to environmental conservation			
	1.6 Outline available budgets and other organisational constraints			
	1.7 List agencies and other organisations that can provide information and advice on environmental conservation			
	1.8 Describe how to make suggestions to improve environmental conservation in own organisation			
	1.9 Describe why it is important to try to continuously improve environmental conservation			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>2. Know how to contribute to managing resources in a sustainable way</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>2.1 Explain why it is important to manage resources responsibly</p> <p>2.2 Identify the main methods an organisation can use to reduce waste in:</p> <ul style="list-style-type: none"> <li>• energy</li> <li>• water</li> <li>• materials</li> </ul> <p>2.3 Outline the types of resources an organisation can re-use</p> <p>2.4 Outline main methods by which an organisation can re-use resources and the procedures that should be followed</p> <p>2.5 Outline the types of resources an organisation can recycle</p> <p>2.6 Outline the main methods by which an organisation can recycle resources (including composting) and the procedures to follow</p> <p>2.7 List the types of resources that have an impact on the environment</p> <p>2.8 Describe how the impact on the environment by use of resources can be minimised</p> <p>2.9 Describe why it is important to maintain equipment according to the manufacturers' instructions</p> <p>2.10 Describe the impact poorly maintained equipment can have on the environment</p> <p>2.11 Outline energy conservation and the use of 'green transport'</p> <p>2.12 Outline why it is important to use locally produced resources wherever possible</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>3. Be able to contribute to managing resources in a sustainable way</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is contributing to environmental conservation in active leisure and recreation.</p> <p>When contributing to managing resources in a sustainable way, the learner must cover <b>6</b> of the following types:</p> <p><b>a responsibilities for</b></p> <ol style="list-style-type: none"> <li>1 pollution prevention</li> <li>2 waste reduction</li> <li>3 waste re-use</li> <li>4 waste recycling (including composting)</li> <li>5 energy conservation (including the promotion of 'green' transport)</li> <li>6 water conservation and re-use</li> <li>7 specifying, purchasing and using raw materials, products and equipment that have as little environmental impact as possible</li> <li>8 using traditional methods and materials that are appropriate to own locality</li> </ol> <p><b>b resources</b></p> <p>with <b>all</b> of the following types:</p> <p><b>resources</b></p> <ol style="list-style-type: none"> <li>1 energy: all fuels and electricity</li> <li>2 water</li> <li>3 all other materials relevant to own job</li> </ol>	<p>The learner can:</p> <p>3.1 Identify and agree own <b>responsibilities</b> for managing <b>resources</b></p> <p><b>a responsibilities for</b></p> <ol style="list-style-type: none"> <li>1 pollution prevention</li> <li>2 waste reduction</li> <li>3 waste re-use</li> <li>4 waste recycling (including composting)</li> <li>5 energy conservation (including the promotion of 'green' transport)</li> <li>6 water conservation and re-use</li> <li>7 specifying, purchasing and using raw materials, products and equipment that have as little environmental impact as possible</li> <li>8 using traditional methods and materials that are appropriate to own locality</li> </ol> <p><b>b resources</b></p> <ol style="list-style-type: none"> <li>1 energy: all fuels and electricity</li> <li>2 water</li> <li>3 all other materials relevant to own job</li> </ol>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <ul style="list-style-type: none"> <li>with <b>all</b> of the following types:</li> <li><b>c advice and information</b></li> <li>1 from work colleagues</li> <li>2 from external organisations</li> </ul>	<p>The learner can:</p> <p>3.2 Carry out own <b>responsibilities</b> for managing <b>resources</b> as agreed</p> <p><b>a responsibilities for</b></p> <ol style="list-style-type: none"> <li>1 pollution prevention</li> <li>2 waste reduction</li> <li>3 waste re-use</li> <li>4 waste recycling (including composting)</li> <li>5 energy conservation (including the promotion of 'green' transport)</li> <li>6 water conservation and re-use</li> <li>7 specifying, purchasing and using raw materials, products and equipment that have as little environmental impact as possible</li> <li>8 using traditional methods and materials that are appropriate to own locality</li> </ol> <p><b>b resources</b></p> <ol style="list-style-type: none"> <li>1 energy: all fuels and electricity</li> <li>2 water</li> <li>3 all other materials relevant to own job</li> </ol> <p>3.3 Maintain equipment according to manufacturers' instructions</p>	<p>✓</p>		

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence reference Number/s
	<p>3.4 Get <b>advice and information</b> on managing <b>resources</b> in a sustainable way when needed</p> <p><b>c advice and information</b></p> <p>1 from work colleagues</p> <p>2 from external organisations</p> <p><b>b resources</b></p> <p>1 energy: all fuels and electricity</p> <p>2 water</p> <p>3 all other materials relevant to own job</p> <p>3.5 Work within the budget and other organisational constraints</p> <p>3.6 Make suggestions on how to improve the management of <b>resources</b> within own organisation</p> <p>1 energy: all fuels and electricity</p> <p>2 water</p> <p>3 all other materials relevant to own job</p>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>4. Know how to contribute to the good ecological management of outdoor areas</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>4.1 Outline why it is important to sustain and develop:</p> <ul style="list-style-type: none"> <li>• boundaries, borders and buffer zones</li> <li>• formal gardens</li> <li>• grassland, moor, heath and other open areas</li> <li>• trees and woodland areas</li> <li>• rivers, streams, ponds and wetland areas</li> </ul> <p>4.2 Describe the main methods an organisation can use to sustain and develop:</p> <ul style="list-style-type: none"> <li>• boundaries, borders and buffer zones</li> <li>• formal gardens</li> <li>• grassland, moor, heath and other open areas</li> <li>• trees and woodland areas</li> <li>• rivers, streams, ponds and wetland areas</li> </ul> <p>4.3 Outline how to create 'wild areas', for example wildflower meadows</p> <p>4.4 Outline how to install features such as nesting boxes and log piles to attract and benefit wildlife</p> <p>4.5 Describe why it is important to use traditional materials and methods when constructing boundaries, paths and roads</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
The learner will:	<p>The learner can:</p> <p>4.6 Describe the materials and methods that should be used to construct boundaries, paths and roads</p> <p>4.7 List the types of building and other materials that should be avoided and why</p> <p>4.8 State the main types of native species of plants on own site</p> <p>4.9 Identify the correct times and methods that should be used to plant and maintain the main types of native species of plants on own site, from the point of view of the health of the plant and the impact on local wildlife</p> <p>4.10 Describe how to deal with cuttings, for example grass cuttings, logs and prunings, in a way most appropriate to the site</p> <p>4.11 Describe why it is important to deal with cuttings in a way most appropriate to the site</p> <p>4.12 State the main types of wildlife local to own site, in particular those that are vulnerable and in need of encouragement and protection</p> <p>4.13 Describe how to encourage and protect the main types of wildlife local to own site</p> <p>4.14 List the types of plants and wildlife that should not be introduced</p> <p>4.15 Describe why certain types of plants and wildlife should not be introduced</p> <p>4.16 Describe why it may be necessary to manage/encourage certain types of local wildlife</p> <p>4.17 Describe acceptable methods for managing/encouraging certain types of local wildlife</p> <p>4.18 Describe the difference between wanted and unwanted plants</p> <p>4.19 Describe how to manage unwanted plants</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>5. Be able to contribute to the good ecological management of outdoor areas</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is contributing to environmental conservation in active leisure and recreation</p> <p>When contributing to the good ecological management of outdoor areas, the learner must cover <b>5</b> of the following types:</p> <p><b>a responsibilities for</b></p> <ol style="list-style-type: none"> <li>1 conserving and protecting existing wildlife and habitats</li> <li>2 growing and planting trees and other plants (normally native species) that attract and benefit insects and other animals</li> <li>3 managing outdoor areas in a naturalistic way that encourages wildlife to thrive</li> <li>4 creating new habitats and 'wild areas'</li> </ol> <p><b>b natural environment</b></p> <ol style="list-style-type: none"> <li>1 conserving and protecting existing wildlife and habitats</li> <li>2 growing and planting trees and other plants (normally native species) that attract and benefit insects and other animals</li> <li>3 managing outdoor areas in a naturalistic way that encourages wildlife to thrive</li> <li>4 creating new habitats and 'wild areas'</li> <li>5 installing features that attract and benefit wildlife</li> </ol>	<p>The learner can:</p> <p>4.20 Outline how to select and use chemicals (herbicides and pesticides) in a way that is not detrimental to the natural environment</p> <p>4.21 Outline the requirement for appropriate chemical application certificates</p> <p>5.1 Identify and agree own <b>responsibilities</b> for managing <b>outdoor areas</b> in ways that benefit wildlife</p> <p><b>a responsibilities for</b></p> <ol style="list-style-type: none"> <li>1 conserving and protecting existing wildlife and habitats</li> <li>2 growing and planting trees and other plants (normally native species) that attract and benefit insects and other animals</li> <li>3 managing outdoor areas in a naturalistic way that encourages wildlife to thrive</li> <li>4 creating new habitats and 'wild areas'</li> <li>5 installing features that attract and benefit wildlife</li> <li>6 using appropriate building materials and equipment</li> <li>7 dealing with cuttings and other horticultural waste properly</li> </ol> <p><b>b natural environment</b></p> <ol style="list-style-type: none"> <li>1 boundaries, borders and buffer zones</li> <li>2 formal gardens</li> </ol>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>6 using appropriate building materials and equipment</p> <p>7 dealing with cuttings and other horticultural waste properly</p> <p>with <b>3</b> of the following types:</p> <p><b>b natural environment</b></p> <p>1 boundaries, borders and buffer zones</p> <p>2 formal gardens</p> <p>3 grassland, moor, heath and other open areas</p> <p>4 trees and woodland areas</p> <p>5 rivers, streams, ponds and wetland areas</p> <p>with <b>all</b> of the following types:</p> <p><b>c advice and information</b></p> <p>1 from work colleagues</p> <p>2 from external organisations</p>	<p>The learner can:</p> <p>3 grassland, moor, heath and other open areas</p> <p>4 trees and woodland areas</p> <p>5 rivers, streams, ponds and wetland areas</p> <p>5.2 Carry out own <b>responsibilities</b> for managing <b>outside areas</b> in ways that benefit wildlife</p> <p><b>a responsibilities for</b></p> <p>1 conserving and protecting existing wildlife and habitats</p> <p>2 growing and planting trees and other plants (normally native species) that attract and benefit insects and other animals</p> <p>3 managing outdoor areas in a naturalistic way that encourages wildlife to thrive</p> <p>4 creating new habitats and 'wild areas'</p> <p>5 installing features that attract and benefit wildlife</p> <p>6 using appropriate building materials and equipment</p> <p>7 dealing with cuttings and other horticultural waste properly</p> <p><b>b natural environment</b></p> <p>1 boundaries, borders and buffer zones</p> <p>2 formal gardens</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
The learner will:	<p>The learner can:</p> <p>3 grassland, moor, heath and other open areas</p> <p>4 trees and woodland areas</p> <p>5 rivers, streams, ponds and wetland areas</p> <p>5.3 Get <b>advice and information</b> on managing <b>outside areas</b> in ways that benefit wildlife when necessary</p> <p><b>c advice and information</b></p> <p>1 from work colleagues</p> <p>2 from external organisations</p> <p><b>b natural environment</b></p> <p>1 boundaries, borders and buffer zones</p> <p>2 formal gardens</p> <p>3 grassland, moor, heath and other open areas</p> <p>4 trees and woodland areas</p> <p>5 rivers, streams, ponds and wetland areas</p> <p>5.4 Make suggestions on how to manage <b>outside areas</b> in ways that benefit wildlife</p> <p>1 boundaries, borders and buffer zones</p>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>6. Know how to provide information and advice on environmental issues</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>2 formal gardens</p> <p>3 grassland, moor, heath and other open areas</p> <p>4 trees and woodland areas</p> <p>5 rivers, streams, ponds and wetland areas</p> <p>6.1 Outline why it is important to provide information and advice on the local environment and methods of sustaining it to visitors and colleagues</p> <p>6.2 List the main methods available for providing information and advice</p> <p>6.3 Outline why it is important to inform visitors about procedures for managing resources responsibly and the reasons for this</p> <p>6.4 Describe how to site and maintain interpretation boards and leaflets about the natural environment</p> <p>6.5 Describe how to develop and involve visitors in activities that promote their understanding of environmental conservation</p> <p>6.6 State the types of conflict that may arise between visitors and the organisation</p> <p>6.7 Describe how to deal with conflict that may arise between visitors and the organisation</p> <p>6.8 List types of 'environmentally friendly' transport that visitors should be encouraged to use</p> <p>6.9 Describe how to encourage the use of 'environmentally friendly' transport</p> <p>6.10 Describe why it is important to encourage visitors to buy local food and produce and contribute to the local economy</p> <p>6.11 Describe how to encourage visitors to buy local food and produce and contribute to the local economy</p>	<p>✓</p>	<p></p>	<p></p>

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>7. Be able to provide information and advice on environmental issues</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is contributing to environmental conservation in active leisure and recreation</p> <p>When providing information and advice on environmental issues, the learner must cover <b>3</b> of the following types:</p> <p><b>a information and advice in the form of</b></p> <ol style="list-style-type: none"> <li>1 information/interpretation boards</li> <li>2 leaflets</li> <li>3 spoken</li> <li>4 involving visitors in environmental activities</li> </ol> <p><b>b information and advice covering</b></p> <ol style="list-style-type: none"> <li>1 managing resources in a sustainable way</li> <li>2 the natural environment</li> <li>3 sustaining and developing the natural environment</li> <li>4 noise and light pollution</li> <li>5 'green' transport issues</li> <li>6 the importance of buying local produce (particularly local, seasonal food) and supporting the local economy</li> </ol> <p>7.2 Provide <b>information and advice</b> to people on the site when necessary</p> <p><b>a information and advice in the form of</b></p>	<p>The learner can:</p> <p>7.1 Identify and agree own responsibilities for providing <b>information and advice</b> on environmental conservation</p> <p><b>a information and advice in the form of</b></p> <ol style="list-style-type: none"> <li>1 information/interpretation boards</li> <li>2 leaflets</li> <li>3 spoken</li> <li>4 involving visitors in environmental activities</li> </ol> <p><b>b information and advice covering</b></p> <ol style="list-style-type: none"> <li>1 managing resources in a sustainable way</li> <li>2 the natural environment</li> <li>3 sustaining and developing the natural environment</li> <li>4 noise and light pollution</li> <li>5 'green' transport issues</li> <li>6 the importance of buying local produce (particularly local, seasonal food) and supporting the local economy</li> </ol> <p>7.2 Provide <b>information and advice</b> to people on the site when necessary</p> <p><b>a information and advice in the form of</b></p>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
The learner will:	<p>The learner can:</p> <ol style="list-style-type: none"> <li>1 information/interpretation boards</li> <li>2 leaflets</li> <li>3 spoken</li> <li>4 involving visitors in environmental activities</li> </ol> <p><b>b information and advice covering</b></p> <ol style="list-style-type: none"> <li>1 managing resources in a sustainable way</li> <li>2 the natural environment</li> <li>3 sustaining and developing the natural environment</li> <li>4 noise and light pollution</li> <li>5 'green' transport issues</li> <li>6 the importance of buying local produce (particularly local, seasonal food) and supporting the local economy</li> <li>7.3 Provide <b>information and advice</b> that is clear and easily understood</li> </ol> <p><b>a information and advice in the form of</b></p> <ol style="list-style-type: none"> <li>1 information/interpretation boards</li> <li>2 leaflets</li> </ol>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
The learner will:	<p>The learner can:</p> <p>3 spoken</p> <p>4 involving visitors in environmental activities</p> <p><b>b information and advice covering</b></p> <p>1 managing resources in a sustainable way</p> <p>2 the natural environment</p> <p>3 sustaining and developing the natural environment</p> <p>4 noise and light pollution</p> <p>5 'green' transport issues</p> <p>6 the importance of buying local produce (particularly local, seasonal food) and supporting the local economy</p> <p>7.4 Make sure environmental activities are enjoyable for visitors</p> <p>7.5 Explain the reasons for the <b>information and advice</b> provided</p> <p><b>a information and advice in the form of</b></p> <p>1 information/interpretation boards</p> <p>2 leaflets</p> <p>3 spoken</p>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
The learner will:	The learner can:			
	4 involving visitors in environmental activities			
	<b>b information and advice covering</b>			
	1 managing resources in a sustainable way			
	2 the natural environment			
	3 sustaining and developing the natural environment			
	4 noise and light pollution			
	5 'green' transport issues			
	6 the importance of buying local produce (particularly local, seasonal food) and supporting the local economy			
	7.6 Deal with any conflict sensitively and in line with own organisation's procedures			
	7.7 Make suggestions to improve the information and advice own organisation provides			
<p><b>Evidence of real work activity</b> 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 <b>more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</p>				
<p><b>Simulation</b> Simulation is allowed for 4.6 only, if there is no naturally occurring evidence is available.</p>				
<p><b>Use of supplementary evidence</b> 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:

<b>Title:</b>	Maintain the safety of the pool environment and its users			
<b>Level:</b>	2			
<b>Credit value:</b>	4			
<b>Learning outcomes</b>	<b>Assessment criteria</b>			
<b>The learner will:</b>	<b>The learner can:</b>			
1. Know how to prepare and maintain a healthy and safe pool environment	1.1 Describe the types of hazards which may occur			
This learning outcome can be assessed by:	1.2 Describe how to look for different types of hazards and provide the proper response to each			
<ul style="list-style-type: none"> <li>professional discussion</li> <li>oral questions and answers</li> <li>questions requiring written answers</li> </ul>	1.3 Outline the rules, regulations and bye-laws covering the pool including Health and Safety at Work Act, and Health and Safety Executive's 'Managing Health and Safety in Swimming Pools'			
	1.4 Describe the types of emergency equipment required			
	1.5 Identify where emergency equipment is kept			
	1.6 Describe how to maintain emergency equipment			
	1.7 Outline the checks required for each type of pool environment			
	1.8 Outline what records need to be kept			
	1.9 Describe how to complete required records			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>2. Be able to prepare and maintain a healthy and safe pool environment</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is maintaining the safety of the pool environment and its users.</p> <p>When preparing and maintain a healthy and safe pool environment, the learner must cover <b>2</b> of the following types:</p> <p><b>a pool</b></p> <ol style="list-style-type: none"> <li>1 conventional pools</li> <li>2 leisure pools</li> <li>3 diving pools</li> </ol> <p>with <b>3</b> of the following types:</p> <p><b>b facilities</b></p> <ol style="list-style-type: none"> <li>1 water features</li> <li>2 play equipment</li> <li>3 pool surrounds</li> <li>4 signage</li> <li>5 moveable floors</li> <li>6 pool hoists</li> </ol> <p>with <b>3</b> of the following types:</p> <p><b>c emergency equipment</b></p> <ol style="list-style-type: none"> <li>1 stretchers</li> <li>2 pool side rescue aids</li> <li>3 first aid equipment, including defibrillators</li> <li>4 communications equipment</li> <li>5 cameras and computer-aided surveillance systems</li> </ol>	<p>The learner can:</p> <p>2.1 Carry out visual water quality and other safety checks of the <b>pool</b> and its <b>facilities</b>, complying with organisational requirements, and with minimal disruption to normal activities as possible</p> <ol style="list-style-type: none"> <li>1 water features</li> <li>2 play equipment</li> </ol> <p><b>a pool</b></p> <ol style="list-style-type: none"> <li>1 conventional pools</li> <li>2 leisure pools</li> <li>3 diving pools</li> </ol> <p><b>b facilities</b></p> <ol style="list-style-type: none"> <li>1 water features</li> <li>2 play equipment</li> <li>3 pool surrounds</li> </ol>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
The learner will:	The learner can:			
<p>3. Know how to supervise pool activities</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	4 signage			
	5 moveable floors			
	6 pool hoists			
	2.2 Identify and assess any hazards			
	2.3 Deal with any hazards quickly, following organisational and legal requirements			
	2.4 Check and store <b>emergency equipment</b> correctly			
	1 stretchers			
	2 pool side rescue aids			
	3 first aid equipment, including defibrillators			
	2.5 Make any required reports and complete relevant records			
	3.1 Describe the types of advice and assistance which each of the different types of customer may require			
	3.2 Describe the most appropriate way of providing advice and assistance to different types of customers			
	3.3 Outline the normal operating procedures for the pool			
3.4 Identify staffing levels for different types of activities and what to do if these are not adequate				

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>3.5 Outline the types of hazards which may occur</p> <p>3.6 Describe how to look for different types of hazards and provide the proper response to each</p> <p>3.7 Outline the principles of water safety and accident prevention</p> <p>3.8 Outline the role of the lifeguard</p> <p>3.9 Describe how the pool is zoned for effective supervision</p> <p>3.10 Describe the effect of the pool environment on safety</p> <p>3.11 Outline when and how to communicate with customers</p> <p>4.1 Apply the organisational admissions policy</p> <p>4.2 Observe <b>activities</b> carefully and continuously in the <b>pool</b> area being supervised</p> <p><b>b activities</b></p> <p>1 leisure swimming</p> <p>2 lane swimming</p> <p>3 diving and jumping</p> <p>4 organised games</p>	<p>✓</p>		
<p>4. Be able to supervise pool activities</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is maintaining the safety of the pool environment and its users</p> <p>When supervising pool activities, the learner must cover <b>2</b> of the following types:</p> <p><b>a pool</b></p> <p>1 conventional pools</p> <p>2 leisure pools</p> <p>3 diving pools</p>				

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>with <b>4</b> of the following types:</p> <p><b>b activities</b></p> <ol style="list-style-type: none"> <li>1 leisure swimming</li> <li>2 lane swimming</li> <li>3 diving and jumping</li> <li>4 organised games</li> <li>5 sub-aqua</li> <li>6 canoeing</li> <li>7 teaching of swimming</li> </ol> <p>with <b>2</b> of the following types:</p> <p><b>c customer</b></p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children</li> <li>3 customers with particular needs</li> </ol> <p>with <b>all</b> of the following types:</p> <p><b>d hazard</b></p> <ol style="list-style-type: none"> <li>1 inadequate adult supervision of children</li> <li>2 unacceptable customer behaviour</li> <li>3 failure of equipment</li> <li>4 poor water quality</li> <li>5 physical hazards</li> </ol> <p>with <b>4</b> of the following types:</p> <p><b>e ways to communicate</b></p> <ol style="list-style-type: none"> <li>1 speech</li> <li>2 hand signals</li> <li>3 whistles</li> <li>4 alarm systems</li> <li>5 public address</li> <li>6 radio</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>5 sub-aqua</li> <li>6 canoeing</li> <li>7 teaching of swimming</li> </ol> <p><b>a pool</b></p> <ol style="list-style-type: none"> <li>1 conventional pools</li> <li>2 leisure pools</li> <li>3 diving pools</li> </ol> <p>4.3 Give <b>customers</b> any information and help that they need</p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children</li> <li>3 customers with particular needs</li> </ol> <p>4.4 Supervise and educate customers to use the pool safely</p> <p>4.5 Identify and deal with any potential <b>hazards</b> promptly and in line with the pool safety operating procedures</p> <ol style="list-style-type: none"> <li>1 inadequate adult supervision of children</li> <li>2 unacceptable customer behaviour</li> <li>3 failure of equipment</li> </ol>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
The learner will:	<p>The learner can:</p> <p>4 poor water quality</p> <p>5 physical hazards</p> <p>4.6 <b>Communicate</b> effectively with <b>customers</b> and colleagues when necessary</p> <p><b>e ways to communicate</b></p> <p>1 speech</p> <p>2 hand signals</p> <p>3 whistles</p> <p>4 alarm systems</p> <p>5 public address</p> <p>6 radio</p> <p><b>c customer</b></p> <p>1 adults</p> <p>2 children</p> <p>3 customers with particular needs</p> <p>4.7 Follow the normal operating procedures at all times</p>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>5. Know how to carry out pool emergency procedures</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>5.1 Outline the Emergency Action Plan for the pool and facility</p> <p>5.2 Describe the differences in dealing with all the different kinds of customers</p> <p>5.3 Describe how to identify and assess the nature of the emergency situation</p> <p>5.4 Describe the right course of action to meet the needs of each kind of emergency situation</p> <p>5.5 Describe the importance of responding calmly and promptly and providing reassurance to all those involved</p> <p>5.6 Describe the nature and type of qualified assistance required for each of the types of emergency situation</p> <p>5.7 Outline the importance of identifying the possible cause of the emergency</p> <p>5.8 Outline the importance of reporting any difficulties which occurred in implementing the emergency procedures</p>	<p>✓</p>		
<p>6. Be able to carry out pool emergency procedures</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is maintaining the safety of the pool environment and its users</p> <p>When carrying out pool emergency procedures, the learner must cover <b>2</b> of the following types:</p> <p><b>a emergency</b></p> <ol style="list-style-type: none"> <li>1 drowning</li> <li>2 injured customers</li> <li>3 unconscious casualties</li> <li>4 multiple casualties</li> </ol>	<p>6.1 Promptly identify and assess the <b>emergency</b></p> <ol style="list-style-type: none"> <li>1 drowning</li> <li>2 injured customers</li> <li>3 unconscious casualties</li> <li>4 multiple casualties</li> </ol> <p>6.2 Implement the emergency action plan</p> <p>6.3 Take <b>action</b> appropriate to the <b>emergency</b></p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>with <b>all</b> of the following types:</p> <p><b>b action</b></p> <ol style="list-style-type: none"> <li>1 alerting colleagues</li> <li>2 rescuing the casualty from the side of the pool</li> <li>3 rescuing the casualty in standing depth</li> <li>4 rescuing the casualty out of standing depth</li> <li>5 dealing with other customers</li> </ol> <p>with <b>2</b> of the following types:</p> <p><b>c casualty</b></p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children</li> <li>3 customers with disabilities</li> <li>4 customers with medical conditions</li> </ol>	<p>The learner can:</p> <p><b>b action</b></p> <ol style="list-style-type: none"> <li>1 alerting colleagues</li> <li>2 rescuing the casualty from the side of the pool</li> <li>3 rescuing the casualty in standing depth</li> <li>4 rescuing the casualty out of standing depth</li> <li>5 dealing with other customers</li> </ol> <p><b>a emergency</b></p> <ol style="list-style-type: none"> <li>1 drowning</li> <li>2 injured customers</li> <li>3 unconscious casualties</li> <li>4 multiple casualties</li> <li>6.4 Call for qualified assistance that is appropriate to the emergency</li> <li>6.5 Give appropriate first aid and basic life support as necessary to the <b>casualty</b></li> <li>1 adults</li> <li>2 children</li> </ol>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>3 customers with disabilities</p> <p>4 customers with medical conditions</p> <p>6.6 Help to return the pool to normal operating procedures</p> <p>6.7 Provide clear reports on the <b>emergency</b> and the events leading up to it</p> <p>1 drowning</p> <p>2 injured customers</p> <p>3 unconscious casualties</p> <p>4 multiple casualties</p> <p>6.8 Identify and report any problems with the emergency action plan to the responsible colleague</p>			
<p><b>Evidence of real work activity</b>  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 <b>more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</p>				
<p><b>Simulation</b>  Simulation is allowed for 2.2, 2.3, 4.5 and the whole of learning outcome 6 only, if no naturally occurring evidence is available.</p>				
<p><b>Use of supplementary evidence</b>  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:

Title:		Maintain the safety of the ice rink environment and its users		
Level:		2		
Credit value:		3		
Learning outcomes		Assessment criteria		
The learner will:		The learner can:		
<p>1. Know how to prepare and maintain a healthy and safe ice rink environment</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	1.1 Describe the types of hazards which may occur	✓		
	1.2 Describe how to look for different types of hazards and provide the proper response to each			
<p>2. Be able to prepare and maintain a healthy and safe ice rink environment</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is maintaining the safety of the ice rink environment and its users</p>	1.3 Describe the rules, regulations and bye-laws covering the ice rink including Health and Safety at Work Act			
	1.4 Describe the types of emergency equipment required			
	1.5 Identify where emergency equipment is kept			
	1.6 Describe how to maintain emergency equipment			
	1.7 Outline the checks required for each type of ice rink environment			
	1.8 Outline what records need to be kept			
	1.9 Describe how to complete required records			
	2.1 Carry out ice quality and other safety checks of the <b>rink</b> and its <b>facilities</b> , complying with organisational requirements and with minimal disruption to normal activities as possible			
	<b>a rink</b>			
1 conventional rinks				
2 leisure rinks				

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>When preparing and maintaining a healthy safe ice rink environment, the learner must cover <b>2</b> of the following types:</p> <p><b>a rink</b></p> <ol style="list-style-type: none"> <li>1 conventional rinks</li> <li>2 leisure rinks</li> <li>3 outside</li> <li>4 curling</li> <li>5 arenas</li> </ol> <p>with <b>both</b> of the following types:</p> <p><b>b facilities</b></p> <ol style="list-style-type: none"> <li>1 ice rink surrounds</li> <li>2 signage</li> </ol> <p>with <b>2</b> of the following types:</p> <p><b>c emergency equipment</b></p> <ol style="list-style-type: none"> <li>1 stretchers</li> <li>2 first aid equipment</li> <li>3 communications equipment</li> <li>4 cameras and computer-aided surveillance systems</li> </ol> <p>3. Know how to issue, check in and maintain skates</p>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>3 outside</li> <li>4 curling</li> <li>5 arenas</li> </ol> <p><b>b facilities</b></p> <ol style="list-style-type: none"> <li>1 ice rink surrounds</li> <li>2 signage</li> <li>2.2 Identify and assess any hazards</li> <li>2.3 Deal with any hazards quickly, following organisational and legal requirements</li> <li>2.4 Check and store <b>emergency equipment</b> correctly</li> <li>1 stretchers</li> <li>2 first aid equipment</li> <li>3 communications equipment</li> <li>4 cameras and computer-aided surveillance systems</li> <li>2.5 Make any required reports and complete relevant records</li> <li>3.1 Outline how to treat customers in a polite and friendly way</li> <li>3.2 Identify shoe and skate sizes and how to select the correct skates for different customers</li> </ol>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>professional discussion</li> <li>oral questions and answers</li> <li>questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>3.3 Describe the correct procedures for storing customers' shoes</p> <p>3.4 Describe typical problems that customers have with skates and how to provide them with assistance</p> <p>3.5 Outline the correct procedures for exchanging shoes and skates following use</p> <p>3.6 Describe typical faults that occur with skates and the correct procedures to follow in order to deal with each of these</p>			
<p>4. Be able to issue, check in and maintain skates</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is maintaining the safety of the ice rink environment and its users</p> <p>When issuing, checking in and maintaining skates, the learner must cover <b>2</b> of the following types:</p> <p><b>a customer</b></p> <ol style="list-style-type: none"> <li>adults</li> <li>children</li> <li>customers with particular needs</li> </ol> <p>with <b>2</b> of the following types:</p> <p><b>b faults</b></p> <ol style="list-style-type: none"> <li>dull blades</li> <li>broken/missing laces</li> <li>damage to fabric</li> </ol>	<p>4.1 Deal with <b>customers</b> in a polite and friendly manner</p> <ol style="list-style-type: none"> <li>adults</li> <li>children</li> <li>customers with particular needs</li> </ol> <p>4.2 Issue skates that are appropriate for the customer and in a safe and serviceable condition</p> <p>4.3 Store the customers' shoes in the correct location</p> <p>4.4 Provide the customers with any assistance they may need</p> <p>4.5 Follow the correct procedures for exchanging skates and shoes following use</p> <p>4.6 Identify any <b>faults</b> with the skates and follow the correct maintenance procedures</p> <ol style="list-style-type: none"> <li>dull blades</li> <li>broken/missing laces</li> <li>damage to fabric</li> </ol>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>5. Know how to supervise ice rink activities</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul> <p>6. Be able to supervise ice rink activities</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is maintaining the safety of the ice rink environment and its users</p>	<p>The learner can:</p> <p>5.1 Describe the types of advice and assistance which each of the different types of customer may require</p> <p>5.2 Describe the most appropriate way of providing advice and assistance to different types of customers</p> <p>5.3 Outline the normal operating procedures for the ice rink</p> <p>5.4 Outline staffing levels for different types of activities and what to do if these are not adequate</p> <p>5.5 Outline the types of hazards which may occur</p> <p>5.6 Describe how to look for different types of hazards and provide the proper response to each</p> <p>5.7 Describe principles of safety on ice and accident prevention</p> <p>5.8 Describe the role of the ice steward</p> <p>5.9 Outline how the ice rink is zoned for effective supervision</p> <p>5.10 Outline the effect of the ice rink environment on safety</p> <p>5.11 Describe when and how to communicate with customers and other members of staff</p> <p>6.1 Follow organisational procedures for dress, equipment and personal presentation</p> <p>6.2 Apply the organisational admissions policy</p> <p>6.3 Observe <b>activities</b> carefully and continuously in the rink area being supervised</p> <p>1 leisure skating</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>When supervising ice rink activities, the learner must cover <b>2</b> of the following types:</p> <p><b>a rink</b></p> <ol style="list-style-type: none"> <li>1 conventional rinks</li> <li>2 leisure rinks</li> <li>3 outside</li> <li>4 curling</li> <li>5 arenas</li> </ol> <p>with <b>3</b> of the following types:</p> <p><b>b activities</b></p> <ol style="list-style-type: none"> <li>1 leisure skating</li> <li>2 lessons</li> <li>3 figure skating</li> <li>4 sports</li> </ol> <p>with <b>2</b> of the following types:</p> <p><b>c customer</b></p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children</li> <li>3 customers with particular needs</li> </ol> <p>with <b>all</b> of the following types:</p> <p><b>d hazard</b></p> <ol style="list-style-type: none"> <li>1 inadequate adult supervision of children</li> <li>2 unacceptable customer behaviour</li> <li>3 failure of equipment</li> <li>4 poor ice quality</li> <li>5 physical hazards</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>2 lessons</li> <li>3 figure skating</li> <li>4 sports</li> </ol> <p>6.4 Give <b>customers</b> any information and help that they need</p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children</li> <li>3 customers with particular needs</li> </ol> <p>6.5 Supervise and educate <b>customers</b> to use the rink safely</p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children</li> <li>3 customers with particular needs</li> </ol> <p>6.6 Safely provide assistance to <b>customers</b> who have fallen over</p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children</li> <li>3 customers with particular needs</li> </ol> <p>6.7 Identify and deal with any potential <b>hazards</b> promptly and in line with the rink safety operating procedures</p> <ol style="list-style-type: none"> <li>1 inadequate adult supervision of children</li> </ol>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>with <b>4</b> of the following types:</p> <p><b>e ways to communicate</b></p> <ol style="list-style-type: none"> <li>1 speech</li> <li>2 hand signals</li> <li>3 whistles</li> <li>4 alarm systems</li> <li>5 public address</li> <li>6 radio</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>2 unacceptable customer behaviour</li> <li>3 failure of equipment</li> <li>4 poor ice quality</li> <li>5 physical hazards</li> </ol> <p><b>6.8 Communicate</b> effectively with customers and colleagues when necessary</p> <ol style="list-style-type: none"> <li>1 speech</li> <li>2 hand signals</li> <li>3 whistles</li> <li>4 alarm systems</li> <li>5 public address</li> <li>6 radio</li> </ol> <p><b>6.9</b> Follow the normal operating procedures at all times</p>	<p>✓</p>		
<p>7. Know how to carry out ice rink emergency procedures</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>7.1 Describe the Emergency Action Plan for the rink and facility</p> <p>7.2 Outline the differences in dealing with all the different kinds of customers</p> <p>7.3 Describe how to identify and assess the nature of the emergency situation</p> <p>7.4 Identify the right course of action to meet the needs of each kind of emergency situation</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence reference Number/s
8. Be able to carry out ice rink emergency procedures  This learning outcome must be assessed using workplace evidence generated when the learner is maintaining the safety of the ice rink environment and its users	7.5 Outline the importance of responding calmly and promptly and providing reassurance to all those involved			
	7.6 Describe the nature and type of qualified assistance required for each of the types of emergency situation			
	7.7 Outline the importance of identifying the possible cause of the emergency			
	7.8 Outline the importance of reporting any difficulties which occurred in implementing the emergency procedures			
	8.1 Promptly identify and assess the <b>emergency</b>			
	1 minor soft tissue injury			
	2 major soft tissue injury			
	3 fracture/serious injury			
4 unconscious casualties				
5 multiple casualties				
6 public disorder				
8.2 Implement the emergency action plan				

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>When carrying out ice rink emergency procedures, the learner must cover <b>2</b> of the following types:</p> <p><b>a emergency</b></p> <ol style="list-style-type: none"> <li>1 minor soft tissue injury</li> <li>2 major soft tissue injury</li> <li>3 fracture/serious injury</li> <li>4 unconscious casualties</li> <li>5 multiple casualties</li> <li>6 public disorder</li> </ol> <p>with <b>3</b> of the following types:</p> <p><b>b action</b></p> <ol style="list-style-type: none"> <li>1 alerting colleagues</li> <li>2 attending to the casualty on ice surface</li> <li>3 dealing with other customers</li> <li>4 clearing customers from the rink area</li> </ol> <p>with <b>2</b> of the following types:</p> <p><b>c casualty</b></p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children</li> <li>3 customers with disabilities</li> <li>4 customers with medical conditions competitors/performers/sports official/spectators</li> </ol>	<p>The learner can:</p> <p>8.3 Take <b>action</b> appropriate to the <b>emergency</b></p> <p><b>b action</b></p> <ol style="list-style-type: none"> <li>1 alerting colleagues</li> <li>2 attending to the casualty on ice surface</li> <li>3 dealing with other customers</li> <li>4 clearing customers from the rink area</li> </ol> <p><b>a emergency</b></p> <ol style="list-style-type: none"> <li>1 minor soft tissue injury</li> <li>2 major soft tissue injury</li> <li>3 fracture/serious injury</li> <li>4 unconscious casualties</li> <li>5 multiple casualties</li> <li>6 public disorder</li> </ol> <p>8.4 Call for qualified assistance that is appropriate to the emergency</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
The learner will:	<p>The learner can:</p> <p>8.5 Give appropriate first aid and basic life support as necessary to the <b>casualty</b></p> <p>1 adults</p> <p>2 children</p> <p>3 customers with disabilities</p> <p>4 customers with medical conditions, competitors/performers/sports official/spectators</p> <p>8.6 Help to return the ice rink to normal operating procedures</p> <p>8.7 Provide clear reports on the <b>emergency</b> and the events leading up to it</p> <p>1 minor soft tissue injury</p> <p>2 major soft tissue injury</p> <p>3 fracture/serious injury</p> <p>4 unconscious casualties</p> <p>5 multiple casualties</p> <p>6 public disorder</p> <p>8.8 Identify and report any problems with the emergency action plan to the responsible colleague</p>			

**Evidence of real work activity**

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

**Simulation**

Simulation is allowed for 2.2, 2.3, 4.6 and 6.7 and the whole of learning outcome 8 only, if no naturally occurring evidence is available.

**Use of supplementary evidence**

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

**Assessor feedback**

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

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Process payments for purchases		
<b>Level:</b>	2		
<b>Credit value:</b>	2		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
<b>The learner will:</b>	<b>The learner can:</b>		<b>Initial</b>
1. Know how to process payments for purchases	1.1 Outline how to identify and check prices in own organisation		
This learning outcome can be assessed by:	1.2 Identify where to get information and advice to deal with pricing problems		
• professional discussion	1.3 Outline how to identify any defects in products as they are being processed for sale		
• oral questions and answers	1.4 Outline how to identify any current discounts and special offers		
• questions requiring written answers	1.5 Describe how payments are calculated in own organisation		
	1.6 Describe the common methods of calculating payments including point of sale technology and physical calculations		
	1.7 Outline how to keep cash and other payments safe and secure		
	1.8 List the types of payment which can be received		
	1.9 Identify procedures for authorising non-cash transactions		
	1.10 Outline how to check for and identify counterfeit payments		
	1.11 Outline how to check for stolen cheques, credit cards, charge cards or debit cards		
	1.12 Outline how to deal with customers offering suspect tender or suspected fraud of non-cash payments, in line with organisational procedures		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>2. Be able to calculate the price of customers' purchases</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is processing payments for purchases</p> <p>When calculating the price of customers' purchases, the learner must cover <b>both</b> of the following types:</p> <p><b>a calculation</b></p> <p>1 using point of sale technology</p> <p>2 physical (including calculator and long hand calculations)</p> <p>with <b>both</b> of the following types:</p> <p><b>b purchase</b></p> <p>1 stock items</p> <p>2 special offers and discounts</p>	<p>The learner can:</p> <p>1.13 Identify the relevant rights, duties and responsibilities relating to The Sale of Goods Act</p> <p>1.14 Identify organisational procedures for calculating and taking payments</p> <p>1.15 Describe the value and importance of customer service to effective trading operations</p> <p>1.16 Describe how to balance giving the correct amount of attention to individual customers whilst maintaining a responsibility towards other customers in busy trading periods</p> <p>2.1 Accurately identify the price of items</p> <p>2.2 Promptly resolve any problems in pricing goods</p> <p>2.3 Gain advice from relevant people if problems with prices cannot be resolved alone</p> <p>2.4 Make correct <b>calculations</b> for <b>purchases</b></p> <p><b>a calculation</b></p> <p>1 using point of sale technology</p> <p>2 physical (including calculator and long hand calculations)</p> <p><b>b purchase</b></p> <p>1 stock items</p> <p>2 special offers and discounts</p> <p>2.5 Make sure the purchase meets expected standards</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>3. Be able to process sales payments</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is processing payments for purchases</p> <p>When processing sales payments, the learner must cover <b>2</b> of the following types:</p> <p><b>a payment</b></p> <p>1 cash 2 cheques 3 cards</p>	<p>The learner can:</p> <p>3.1 Clearly and accurately inform customers of the amount due</p> <p>3.2 Confirm the cash amount given by the customer and the change given to the customer</p> <p>3.3 Gain authorisation for accepting non-cash payments when the value of the item exceeds own limit of authority</p> <p>3.4 Tactfully inform the customer when authorisation for payment cannot be obtained for non-cash transactions</p> <p>3.5 Accurately complete <b>payment</b> documentation</p> <p>1 cash</p> <p>2 cheques</p> <p>3 cards</p> <p>3.6 Securely store <b>payments</b>, protecting from theft</p> <p>1 cash</p> <p>2 cheques</p> <p>3 cards</p> <p>3.7 Offer additional services to the customer where they are available</p> <p>3.8 Be courteous to customers at all times</p> <p>3.9 Give attention to individual customers whilst ensuring others are not left without attention</p>	<p>✓</p>		

**Evidence of real work activity**

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

**Simulation**

Simulation is not allowed for this unit.

**Use of supplementary evidence**

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

**Assessor feedback**

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

Assessor's signature:

Date:

IV's signature:

Date:

Title:		Provide a facility reception service		
Level:		2		
Credit value:		2		
Learning outcomes		Assessment criteria		
The learner will:		The learner can:		
<p>1. Know how to welcome customers and visitors</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	1.1 Outline why customer care is important	✓		
	1.2 Describe the types of visitors and customers who come to the facility and why			
	1.3 Describe how to greet and welcome customers and visitors			
	1.4 Outline the importance of explaining any delay in dealing with customers			
	1.5 Outline how to explain any delay in dealing with customers politely			
	1.6 Outline the types of information which customers and visitors usually need			
	1.7 Describe how to respond to customer/visitor requests for information, according to organisational procedures			
	1.8 Identify when colleagues need to be told about customers and visitors			
	1.9 Describe why it is important to tell colleagues about customers and visitors when relevant			
	1.10 Describe why it is important to deal with customers' and visitors' individual needs			
	1.11 Outline the correct entry and security procedures for the facility			
	1.12 Outline why it is important to follow the correct entry and security procedures			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>2. Be able to welcome customers and visitors</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is providing a facility reception service</p> <p>When welcoming customers and visitors, the learner must cover <b>2</b> of the following types:  <b>a customer and visitor</b>  1 adults  2 children and young people  3 people with particular needs</p>	<p>The learner can:</p> <p>1.13 Describe why it is important to be polite when refusing entry and to try to make alternative arrangements for the customer or visitor</p> <p>1.14 Identify what types of issues may need to be referred to a responsible colleague</p> <p>1.15 Identify who 'a responsible colleague' may be according to different situations</p> <p>2.1 Greet <b>customers and visitors</b> promptly, treating them politely and making them feel welcome in the facility</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p> <p>2.2 Explain to <b>customers and visitors</b> the reasons for any delay in dealing with them, and come back to them as quickly as possible</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p> <p>2.3 Find out what <b>customers and visitors</b> would like and any individual needs they may have</p> <p>1 adults</p> <p>2 children and young people</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
The learner will:	<p>The learner can:</p> <p>3 people with particular needs</p> <p>2.4 Clearly provide <b>customers and visitors</b> with requested information and other information which may be useful to them</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p> <p>2.5 When necessary, tell the appropriate colleague about the customers' and visitors' arrival and their individual needs</p> <p>2.6 Follow the correct entry and security procedures for the type of customers and visitors involved</p> <p>2.7 Assist <b>customers and visitors</b> to locate areas of the facility they need</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p> <p>2.8 Politely explain any reasons why <b>customers and visitors</b> cannot enter, and negotiate an alternative arrangement</p> <p>1 adults</p> <p>2 children and young people</p> <p>3 people with particular needs</p> <p>2.9 Promptly refer any issues which cannot be dealt with personally, to the relevant responsible colleague</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>3. Know how to enrol customers and take bookings</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>3.1 Outline the booking and enrolment system for the facility</p> <p>3.2 Describe the importance of checking that services are available for enrolments and bookings, and what may happen if this does not take place</p> <p>3.3 Outline how to check the availability of services</p> <p>3.4 Outline how to help the customer to provide the necessary information</p> <p>3.5 Outline the importance of thoroughly checking information given by customers</p> <p>3.6 Describe the procedures for making charges for services in the facility and handling payments</p> <p>3.7 Outline how to use the information storage system in the facility</p> <p>3.8 Outline the importance of using the information storage system properly</p> <p>3.9 Outline how to complete the appropriate registers</p>	✓		
<p>4. Be able to enrol customers and take bookings</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is providing a facility reception service</p> <p>When enrolling customers and taking bookings, the learner must cover <b>2</b> of the following types:</p> <p><b>a booking</b></p> <p>1 individual booking</p> <p>2 group booking</p>	<p>4.1 Make sure that there are available services for the enrolments and <b>bookings</b> taken</p> <p>1 individual booking</p> <p>2 group booking</p> <p>4.2 Clearly tell the <b>customer</b> about available services and any waiting list arrangements</p> <p>1 adults</p> <p>2 children and young people</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <ul style="list-style-type: none"> <li>with <b>2</b> of the following types:</li> <li><b>b customer</b></li> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> </ul>	<p>The learner can:</p> <ul style="list-style-type: none"> <li>3 people with particular needs</li> <li>4.3 Help the <b>customer</b> to provide the necessary information and check that it is complete and correct</li> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> <li>4.4 Confirm all the aspects of the <b>booking</b> or enrolment with the <b>customer</b></li> <li><b>a booking</b></li> <li>1 individual booking</li> <li>2 group booking</li> <li><b>b customer</b></li> <li>1 adults</li> <li>2 children and young people</li> <li>3 people with particular needs</li> <li>4.5 Make sure that all charges and the handling of payments follow organisational procedures</li> <li>4.6 Record all the necessary information completely and accurately using the organisation's system</li> <li>4.7 Make sure that registers are up-to-date, complete and accurate</li> </ul>			

**Evidence of real work activity**

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

**Simulation**

Simulation is allowed for 2.2, 2.5, 2.7, 2.8 and 2.9 only, if no naturally occurring evidence is available.

**Use of supplementary evidence**

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

**Assessor feedback**

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

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Resolve customer service problems			
<b>Level:</b>	2			
<b>Credit value:</b>	6			
<b>Learning outcomes</b>	<b>Assessment criteria</b>			
<b>The learner will:</b>	<b>The learner can:</b>		<b>Initial</b>	<b>Evidence reference Number/s</b>
1. Spot customer service problems	1.1 Listen carefully to customers about any problem they have raised			
	1.2 Ask customers about the problem to check their understanding			
	1.3 Recognise repeated problems and alert the appropriate authority			
	1.4 Share customer feedback with others to identify potential problems before they happen			
	1.5 Identify problems with systems and procedures before they begin to affect customers			
2. Pick the best solution to resolve customer service problems	2.1 Identify the options for resolving a customer service problem			
	2.2 Work with others to identify and confirm the options to resolve a customer service problem			
	2.3 Work out the advantages and disadvantages of each option for their customer and the organisation			
	2.4 Pick the best option for their customer and the organisation			
	2.5 Identify for their customer other ways that problems may be resolved if they are unable to help			
3. Take action to resolve customer service problems	3.1 Discuss and agree the options for solving the problem with their customer			
	3.2 Take action to implement the option agreed with their customer			
	3.3 Work with others and their customer to make sure that any promises related to solving the problem are kept			

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p><b>The learner will:</b></p> <p>Your evidence must include examples of <b>resolving problems</b> involving each of the following:</p> <ol style="list-style-type: none"> <li>1. a problem first identified by customers</li> <li>2. a problem identified within the organisation before it has affected your customer</li> <li>3. a problem caused by differences between your customer's expectations and what your organisation can offer</li> <li>4. a problem caused by a system or procedure failure</li> <li>5. a problem caused by a lack of resources or human error.</li> </ol> <p>You must provide evidence that you:</p> <ol style="list-style-type: none"> <li>1. supplied relevant information when customers have requested it</li> <li>2. supplied relevant information when customers have not requested it</li> <li>3. have used agreed organisational procedures when solving problems</li> <li>4. have made exceptions to usual practice with the agreement of others.</li> </ol>	<p><b>The learner can:</b></p> <ol style="list-style-type: none"> <li>3.1 Discuss and agree the options for solving the problem with their customer</li> <li>3.2 Take action to implement the option agreed with their customer</li> <li>3.3 Work with others and their customer to make sure that any promises related to solving the problem are kept</li> <li>3.4 Keep their customer fully informed about what is happening to <b>resolve the problem</b></li> </ol> <ol style="list-style-type: none"> <li>1. a problem first identified by customers</li> <li>2. a problem identified within the organisation before it has affected your customer</li> <li>3. a problem caused by differences between your customer's expectations and what your organisation can offer</li> <li>4. a problem caused by a system or procedure failure</li> <li>5. a problem caused by a lack of resources or human error.</li> </ol>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>4. Know how to resolve customer service problems</p>	<p>The learner can:</p> <p>3.5 Check with their customer to make sure the problem has been resolved to the customer's satisfaction</p> <p>3.6 Give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction</p> <p>4.1 Describe organisational procedures and systems for dealing with customer service problems</p> <p>4.2 Explain how to defuse potentially stressful situations</p> <p>4.3 Describe how to negotiate</p> <p>4.4 Identify the limitations of what they can offer their customer</p> <p>4.5 Describe types of action that may make a customer problem worse and should be avoided</p>	<p>✓</p>		
<p><b>Evidence of real work activity</b></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 <b>more than one occasion</b>. There should be sufficient observations to ensure that the learner has met all the requirements.</p>				
<p><b>Simulation</b></p> <p>Simulation is not allowed for this unit.</p>				

**Assessor feedback**

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

Assessor's signature:

Date:

IV's signature:

Date:

Title:		Support other team members in their work								
Level:		2								
Credit value:		1								
Learning outcomes		Assessment criteria								
The learner will:		The learner can:								
<p>1. Know how to help new team members settle in to the workplace</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>1.1 Describe the importance of new members of staff settling in to the workplace and what might happen if they do not</p> <p>1.2 Outline the relevant information needed about the new team member</p> <p>1.3 Describe how to encourage good working relationships between new team members and the rest of the team</p> <p>1.4 Identify the facilities in the workplace that the new team member will need to know about and the best way of showing them</p> <p>1.5 Describe the basic work routines and standards the new team member will need to know about</p> <p>1.6 Describe the importance of checking that the new team member has understood what they have been told</p> <p>1.7 Describe the importance of encouraging the team member to ask questions if they are unsure</p> <p>1.8 Outline the types of problems that the new team member may experience</p> <p>1.9 Describe how to deal with problems that the new team member may experience</p>	<p>2.1 Encourage the new team member to feel welcome</p> <p>2.2 Collect relevant information about the new team member</p> <p>2.3 Introduce the new team member to the rest of the team and other relevant people</p> <p>2.4 Encourage the rest of the team to support the new team member while they are settling in</p>	<p>✓</p>	<p>Initial</p>	<p>Evidence reference Number/s</p>					
						<p>2. Be able to help new team members settle in to the workplace</p> <p>This learning outcome must be assessed using workplace evidence.</p>	<p>2.1 Encourage the new team member to feel welcome</p> <p>2.2 Collect relevant information about the new team member</p> <p>2.3 Introduce the new team member to the rest of the team and other relevant people</p> <p>2.4 Encourage the rest of the team to support the new team member while they are settling in</p>	<p>✓</p>	<p>Initial</p>	<p>Evidence reference Number/s</p>

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>3. Know how to show team members how to carry out new tasks</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>2.5 Show the new team member all the resources and facilities they will need</p> <p>2.6 Give the new team member relevant information</p> <p>2.7 Check the new team member understands what they have been told</p> <p>2.8 Encourage the new team member to ask questions if they are unsure about anything</p> <p>2.9 Regularly check for any problems while the new team member is settling in, and follow the organisation's procedures for dealing with these</p> <p>2.10 Provide the relevant colleague with information on the new team member's progress</p> <p>3.1 Describe the types of tasks in which their team member needs to be trained</p> <p>3.2 Describe the types of situations, equipment and materials that are appropriate for training</p> <p>3.3 Outline how to instruct team members and how to demonstrate tasks clearly and correctly</p> <p>3.4 Describe the importance of making sure the team member understands what they have to do</p> <p>3.5 Describe the importance of making sure the team member continues to be competently supervised until they can achieve the standard required</p> <p>3.6 Identify who could provide competent supervision</p> <p>3.7 Describe what might happen if the team member's self-confidence is undermined when correcting their mistakes</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence reference Number/s
<p>The learner will:</p> <p>4. Be able to show team members how to carry out new tasks</p> <p>This learning outcome must be assessed using workplace evidence.</p>	<p>The learner can:</p> <p>3.8 Describe how to offer positive encouragement</p> <p>3.9 Describe why it is important to offer positive encouragement</p> <p>3.10 Identify the organisational and legal requirements that are relevant to the tasks in which the team member is being trained</p> <p>4.1 Confirm with the relevant colleague what the team member needs to learn</p> <p>4.2 Make sure own skills and knowledge are appropriate and adequate</p> <p>4.3 Provide the team member with the information and advice they need, including:</p> <ul style="list-style-type: none"> <li>• Health and safety requirements</li> <li>• Standard operating procedures</li> </ul> <p>4.4 Demonstrate the task safely and correctly</p> <p>4.5 Check that the team member understands what is expected</p> <p>4.6 Observe the team member carrying out the task</p> <p>4.7 Identify and correct any mistakes in a way that supports the team member's self-confidence and offers positive encouragement</p> <p>4.8 Let the team member practise under supervision until they consistently achieve the standard safely</p> <p>4.9 Make sure all instructions and tasks are in line with organisational and legal requirements</p> <p>4.10 Keep the relevant colleague informed of the team member's progress</p>	<p>✓</p>		

**Evidence of real work activity**

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

**Simulation**

Simulation is not allowed for this unit.

**Use of supplementary evidence**

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

**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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