



Qualification
Guidance

Level 2 Certificate in Introductory Work in the Outdoors

Qualification
Accreditation Number:
601/2340/0
Version AIQ004871

Active iQ

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Level 2 Certificate in Introductory Work in the Outdoors

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Introduction

The Active IQ Level 2 Certificate in Introductory Work in the Outdoors is at level 2 on the Regulated Qualifications Framework.

Guided learning hours: 77

Total Qualification Time: 140

Credit: 14

Minimum credit to be achieved at or above the level of the qualification	14
Requirements other than the award of credit which needs to be met before the qualification is awarded:	None
Exemptions:	None

Entry Requirements

- There are no specific entry requirements
- There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at level 2

Qualification Outline

Target Learners:

- This qualification is designed for learners aged 16+ looking for a career in the outdoor industry, developing their skills, knowledge and understanding of the outdoors sector

Aim:

- To introduce learners to working in the Outdoors sector

Objectives:

- To provide learners with a general induction and knowledge of the organisation and its procedures, health and safety procedures and terms and conditions of employment
- To provide learners with the knowledge of the essentials of customer care
- To provide learners with the knowledge and skills needed to work in an area of their choice within the outdoors sector

Progression:

This qualification provides progression on to

- Fitness and Activity Leader qualifications e.g. Active IQ Level 2 Certificate in Fitness Instructing or the Active IQ Level 2 Award in Leading Health Related Activity Sessions
- Active IQ Level 2 Certificate in Promoting Community Health and Well Being
- NVQ Certificate in Activity Leadership
- NVQ Diploma in Outdoor Programmes

Links to National Occupational Standards

There are links to

- Leisure Operations
- Activity Leadership
- Play work

Occupational Competence Statements for Tutoring, Assessing and Verifying

This section outlines the requirements for tutoring, assessing and verifying Active IQ qualifications

Tutors, Assessors and Internal Verifiers

Required Criteria

All Tutors, Assessors and Verifiers must:

- Possess a discipline specific qualification equivalent to the qualification being taught
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years

Tutors

Tutors must hold, or be working towards a teaching qualification.

The following are acceptable:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 3 Award in Education and Training
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
- Certificate in Education

Assessor

Assessors must hold or be working towards any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment or
- Level 3 Award in Assessing Vocationally Related Achievement or
- Level 3 Award in Assessing Competence in the Work Environment or
- Level 3 Certificate in Assessing Vocational Achievement, or
- A1 (previously D32, D33)

Internal Verifier

Internal verifiers must hold or be working towards any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or
- V1 (previously D34)

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

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Qualification Structure

The learner must complete both units in the Mandatory Group A, one unit from Optional Group B and take unit(s) from Optional Group C to make up a minimum of 14 credits in total for the full certificate.

Mandatory Unit A

Learners must achieve both units from Mandatory Group A (5 Credits).

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

Optional Group B

Learners must take only one unit from Optional Group B (unless taking unit H/600/3826, when the additional unit K/600/3827 must also be completed).

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

Optional Group C

Learners must choose a unit or units from this group to take the total credit value for the certificate to a minimum of 14.

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

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the organisation and how it operates in the industry sector	1.1 Explain the organisation's background, aims/ and ethos 1.2 Explain how the organisation operates within the industry sector setting
2. Understand the organisation's procedures and rules	2.1 Describe the key points in own organisation's code of conduct (or similar) when working with participants and others, including the organisation's child and adults 'at risk' protection procedures 2.2 Describe the organisation's Health and Safety procedures in relation to the Health and Safety at Work Act 2.3 Explain the basic principles that make for successful teamwork and why these are important in an outdoor organisation 2.4 Explain the fire precautions and procedures of the centre 2.5 Describe the aspects of the COSHH training which are relevant to own organisation and own role 2.6 Describe the aspects of Manual Handling procedures which are relevant to own organisation and own role
3. Know about the terms and conditions of employment	3.1 Describe the contractual terms and conditions of employment for own role in the organisation
Assessment	Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the basic principles of customer care relevant to an outdoor centre context	1.1 Describe what is meant by good customer service in an outdoor centre context 1.2 Describe how expectations and needs can differ between a range of users in an outdoor centre context 1.3 Describe the role and responsibilities that individual staff play in ensuring the delivery of excellent customer service in an outdoor centre context 1.4 Explain the importance of measuring customer service 1.5 Explain some of the main methods of measuring customer service in an outdoor centre context 1.6 Describe how the customer service is measured in your organisation
2. Be able to deliver the basic principles of customer care relevant to an outdoor centre context	2.1 Demonstrate good customer service in an outdoor centre context 2.2 Demonstrate how to meet differing expectations and needs of a range of users in an outdoor centre context e.g. educational users, recreational users, etc
Assessment	Worksheet Formative observed session/witness testimony

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to organise for and deal with participants' arrival and welcome	1.1 Explain the key procedures relating to the participants' arrival process 1.2 Describe what particular medical, cultural, dietary and emotional needs participants may have 1.3 Describe ways to manage participants' behaviour on arrival
2. Be able to organise for and deal with participants' arrival and welcome	2.1 Demonstrate the arrival and welcome procedure with participants 2.2 Demonstrate how to deal with particular medical, cultural, dietary and emotional needs according to organisational guidelines 2.3 Demonstrate how to manage participants' behaviour on arrival
3. Understand how to support participants during their stay	3.1 Describe the relevant health and safety hazards and procedures for the outdoor centre outside of organised activities 3.2 Describe how to support participants in their own and the organisation's daily routines 3.3 Explain why it is important to support participants with their particular needs at own centre, e.g. recreation, rest and sleep during their stay 3.4 Describe how to support, organise and deliver time filler games/events outside of activity sessions 3.5 Describe how to encourage the development of positive relationships when working with participants 3.6 Describe how to work as part of a team with participants and others 3.7 Explain why participants should take responsibility for their belongings 3.8 Explain how to supervise on- and/or off-site travel of participants
4. Be able to support participants during their stay	4.1 Demonstrate how to introduce participants to daily routines 4.2 Demonstrate how to support participants in daily routines throughout their stay 4.3 Demonstrate how to organise and deliver time filler games/events outside of activity sessions 4.4 Demonstrate how to develop positive relationships when working with participants 4.5 Demonstrate how to work as part of a team with participants and others 4.6 Demonstrate how to encourage participants to take responsibility for their belongings
5. Know how to organise participants' departure	5.1 Describe the information participants need regarding their departure 5.2 Explain the organisation's departure procedures for participants 5.3 Describe the ground rules for participants' behaviour during departure
6. Be able to organise for participants' departure	6.1 Demonstrate how to give participants the information they need regarding their departure 6.2 Demonstrate how to explain the organisation's departure procedures to participants 6.3 Demonstrate how to manage participants' behaviour during departure
7. Be able to review own performance in the role	7.1 Review the participants' stay including own performance 7.2 Provide feedback as appropriate to your line manager about own performance and involvement in participants' stay 7.3 Identify any future actions in relation to own performance 7.4 Explain why the review of performance is important
Assessment	Task Witness testimony Self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand health and safety issues and organisational standards related to own role in the workplace	1.1 Describe the following health and safety requirements/legislation and organisational standards relevant to own work practices: <ul style="list-style-type: none"> a) COSHH b) Manual handling c) Other organisational requirements relevant to health and safety d) Appropriate behaviour e) Uniform and appearance
2. Be able to work with others.	2.1 Demonstrate team working including: <ul style="list-style-type: none"> a) Working to a team plan b) Completing a variety of team tasks c) Showing initiative in a team situation
3. Understand how to use role-related equipment appropriately and safely	3.1 Describe the use of equipment relevant to own role, taking account of: <ul style="list-style-type: none"> a) Organisational and manufacturers' procedures b) Safety c) Storage d) Maintenance/cleaning
4. Be able to use role-related equipment appropriately and safely	4.1 Demonstrate the use of equipment relevant to own role, taking account of: <ul style="list-style-type: none"> a) Organisational and manufacturers' procedures b) Safety c) Storage d) Maintenance/cleaning
5. Be able to deliver the tasks and responsibilities in own job description	5.1 Demonstrate an appropriate level of capability in own job role: <ul style="list-style-type: none"> a) In job-specific initial training b) In the work place 'doing the job' 5.2 Review own area of work and own performance, providing feedback as appropriate 5.3 Identify outcomes of own performance review including any future actions 5.4 Explain why the review of performance is important
Assessment	Worksheet Witness testimony Self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to plan an activity session	1.1 Describe what a session plan should cover 1.2 Describe what kind of information is required to tailor the session to the group or individual's needs and to the aims of the programme 1.3 Describe how to check objectives, sequences and timings for a session 1.4 Describe the types of circumstances that may change and how to plan for these 1.5 Explain the health and safety aspects related to a session 1.6 Describe why health and safety is a vital and continuous theme that runs throughout any session
2. Understand how to prepare an activity session	2.1 Describe how to choose equipment that will be appropriate to the group 2.2 Describe the types of equipment and facilities needed for a planned session and the centre's usage procedures 2.3 Explain what it means to be personally mentally and physically prepared for a session and why this is important
3. Be able to prepare an activity session	3.1 Demonstrate how to choose equipment that will be appropriate to the group 3.2 Demonstrate how to select the types of equipment and facilities needed for a planned session, and the centre's usage procedures 3.3 Demonstrate own mental and physical preparedness for a session
4. Understand how to lead an activity session	4.1 Describe the procedure and rationale for meeting participants at the start of a session 4.2 Describe the key points that must be explained to participants before they begin a session 4.3 Describe the key points for running a session at an "introductory" level in an activity or subject area following organisational standards, procedures and relevant NGB and national guidance 4.4 Describe different methods of communication which can be used to ensure all participants understand what is required of them 4.5 Describe the levels of supervision that are appropriate to different activities, types of participants/ and changing situations within sessions 4.6 Describe the types of new risks, needs and opportunities that could occur during a session that may require the adaptation of the session plan
5. Be able to lead an activity session	5.1 Demonstrate how to meet participants at the start of a session. 5.2 Demonstrate how to communicate the key points that must be explained to participants before they begin a session 5.3 Demonstrate how to run a session at an "introductory" level in an activity or subject area following organisational standards, procedures and relevant NGB and national guidance 5.4 Demonstrate different methods of communication which can be used to ensure all participants understand what is required of them

<p>6. Understand how to conclude and review an activity session</p>	<p>6.1 Explain the importance of preparing participants to finish their activities, including why sufficient time should be allocated for this</p> <p>6.2 Explain the importance and purpose of reviewing the session with participants</p> <p>6.3 Describe techniques which could be used to encourage and facilitate review</p> <p>6.4 Explain why participants should be encouraged and helped to take responsibility for equipment and facilities following use</p> <p>6.5 Describe the organisation's procedures for recording session information and reporting incidents and accidents</p> <p>6.6 Explain why the review of own performance is important</p>
<p>7. Be able to conclude and review an activity session</p>	<p>7.1 Demonstrate how to conclude a session, including arrangements with participants, equipment and activity bases, following organisational procedures</p> <p>7.2 Demonstrate how to review a session with participants</p> <p>7.3 Review the session, including own performance</p> <p>7.4 Identify any future actions required as a result of the review</p>
<p>Assessment</p>	<p>Worksheet</p> <p>Session plan introduction and session plan</p> <p>Summative observed session</p> <p>Session and self-evaluation</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the basic principles of emergency first aid	1.1 Identify situations which require the assistance of the emergency services 1.2 Describe how the emergency services should be called, following organisational requirements 1.3 Explain the correct procedures for assisting injured people, with a clear indication of safe practices and own limitations
2. Be able to provide first assistance and treatment for a casualty	2.1 Demonstrate competent first aid skills in basic emergency situations, e.g. simple cuts, grazes, bruises, shock 2.2 Demonstrate competent first aid skills to treat casualties of a serious accident or incident until the emergency services arrive
3. Understand how to establish and maintain a fully equipped first aid kit	3.1 Describe the basic first aid materials used in a first aid kit appropriate for a specific activity and location 3.2 Explain the procedure for maintaining a first aid kit, including the replacement of used stock and out-of-date or damaged materials
Assessment	Worksheet Formative observed session/witness testimony

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to promote health, safety and welfare in active leisure and recreation	1.1 List the values or codes of practice relevant to the work being carried out 1.2 Describe the requirements for health, safety and welfare relevant to own work, including Health and Safety at Work Act and requirements from relevant National Governing Bodies 1.3 Identify manufacturers' guidelines and instructions for the use of facilities and equipment 1.4 Describe why health, safety and welfare are important in an active leisure and recreation environment 1.5 Identify the persons responsible for health and safety in own workplace 1.6 Outline own organisation's security procedures
2. Know how to control risks in active leisure and recreation	2.1 Describe the types of hazards that are likely to occur in own area of work and the accidents and injuries each could cause 2.2 Outline how to identify hazards 2.3 List health, safety and security checks to be followed 2.4 Describe how to carry out basic risk assessments of the types of hazards that may occur 2.5 Describe why it is important to get advice from a relevant colleague if unsure about hazards and risks in own workplace 2.6 Identify who to ask if unsure about hazards and risks in own workplace 2.7 Describe how to deal correctly with the types of hazards that may occur in own workplace, taking account of risks 2.8 Identify documents relating to health and safety which may have to be completed 2.9 Outline how to complete health and safety documents correctly 2.10 Outline why colleagues and customers should be encouraged to behave in a safe manner 2.11 Describe how to encourage colleagues and customers to behave in a safe manner 2.12 Outline why it is important to make suggestions about health and safety issues 2.13 Describe how to make suggestions about health and safety issues 2.14 Outline why it is important to identify and report any differences between health and safety requirements and own workplace policies and procedures 2.15 Describe how to identify and report any differences between health and safety requirements and own workplace policies and procedures
3. Be able to help to control risks in the active leisure and recreation environment	3.1 Ensure that relevant and up-to-date, health and safety information is available 3.2 Follow the relevant health and safety requirements at all times 3.3 Carry out health and safety checks as required 3.4 Identify hazards 3.5 Assess and control risks using organisational procedures 3.6 Get advice from relevant colleagues when unsure about hazards and risks 3.7 Pass on suggestions for improving health and safety to the relevant colleague

<p>4. Know how to help to safeguard and protect children and vulnerable adults</p>	<p>4.1 Describe what is meant by safeguarding and protecting the welfare of children and vulnerable adults</p> <p>4.2 Describe own role and responsibilities for safeguarding and protecting children and other vulnerable people</p> <p>4.3 List the four of types of abuse</p> <p>4.4 Outline the basic indicators and impact of each of the four types of abuse</p> <p>4.5 Describe the risks that individual abusers or potential abusers pose to children and vulnerable people</p> <p>4.6 Describe organisational policies and procedures in relation to safeguarding and protecting, including the reporting procedures</p> <p>4.7 Outline what to do if concerned about possible abuse</p> <p>4.8 Describe how to respond to a child or someone else disclosing abuse or concerns about abuse</p> <p>4.9 Outline what to do if there are barriers to reporting own concerns</p> <p>4.10 Identify statutory agencies with responsibilities for safeguarding and protecting</p> <p>4.11 Outline when to contact statutory agencies with responsibilities for safeguarding and protecting</p> <p>4.12 Outline how to contact statutory agencies with responsibilities for safeguarding and protecting</p> <p>4.13 Describe why it is important to share concerns about possible abuse with others</p> <p>4.14 Describe the limits of own competence with regard to safeguarding and protecting</p> <p>4.15 Outline why it is important to treat information about possible abuse confidentially</p>
<p>5. Be able to help to safeguard and protect children and vulnerable adults</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: <ul style="list-style-type: none"> • Safeguarding and protecting children and vulnerable adults at all times • Protecting self from potential accusations </p> <p>5.4 Be alert to possible signs of abuse</p> <p>5.5 Identify, record and report any concerns about the welfare of children and vulnerable adults, while maintaining confidentiality</p>
<p>6. Know how to deal with injuries and signs of illness</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>
<p>7. Be able to deal with injuries and signs of illness</p>	<p>7.1 Remain calm and follow organisational procedures</p> <p>7.2 Protect the casualty and other people from further risk</p> <p>7.3 Call for qualified assistance appropriate to the casualty's condition</p> <p>7.4 Provide reassurance and comfort to the people involved</p> <p>7.5 Give the qualified assistance clear and accurate information about what happened</p> <p>7.6 Follow the relevant accident reporting procedures</p>

<p>8. Know how to follow emergency procedures</p>	<p>8.1 Describe the emergency procedures in own place of work 8.2 Outline what instructions must be given to the people involved 8.3 Outline organisational reporting procedures for emergencies 8.4 Describe the types of problems that may occur when carrying out emergency procedures 8.5 Describe why problems that occur when carrying out emergency procedures should be reported 8.6 Identify who to report problems to</p>
<p>9. Be able to follow emergency procedures</p>	<p>9.1 Give the people involved clear and correct instructions 9.2 Carry out own role in the emergency procedures calmly and correctly 9.3 Maintain the safety of the people involved 9.4 Follow the correct procedures for reporting the emergency 9.5 Report any problems with the emergency procedures to the relevant colleague</p>
<p>Assessment</p>	<p>Worksheet Risk assessment Four Witness testimonies</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the foundations of safeguarding and protecting children and young people	1.1. Describe what is meant by safeguarding, protecting and promoting the welfare of children 1.2. Identify the principles that underpin work to safeguard and protect children and young people in sport and active leisure 1.3. Describe what constitutes good working practice for the safeguarding and protecting of children and young people in sport and active leisure
2. Understand how to implement key principles of safeguarding children and young people in sport and active leisure	2.1. Describe how to communicate effectively with children and young people 2.2. Describe how to establish rapport and respectful relationships with children, young people, their families and carers 2.3. Explain the importance of demonstrating fair play in sport and active leisure 2.4. Describe how to ensure all children and young people are treated fairly in sport and active leisure 2.5. Describe how to implement duty of care in the safeguarding of children and young people
3. Understand how to recognise indicators of abuse and neglect	3.1. Identify the different types of child abuse or neglect 3.2. Identify the indicators of child abuse or neglect 3.3. Explain how to be alert to potential indicators of child abuse or neglect 3.4. Explain how to be alert to risks which individual abusers or potential abusers may pose to children
4. Understand how to respond to reports or suspicion of child abuse and neglect	4.1. Describe what to do when concerned that a child may be being abused or that someone may pose a risk to a child or children generally 4.2. Explain the importance of sharing information regarding child abuse and neglect 4.3. Explain the importance of maintaining confidentiality in relation to child abuse and neglect 4.4. Describe the procedure to respond to a report of child abuse and neglect 4.5. Describe what to do when experiencing barriers to reporting child abuse and neglect 4.6. Identify organisational policies and procedures for safeguarding and protecting children and young people in sport and active leisure
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to identify and agree performance requirements of own work role	1.1 Outline work role performance requirements with those they report to
2. Be able to measure and progress against objectives	2.1 Identify ways that progress will be measured against own work objectives
3. Be able to identify gaps in skills and knowledge in own performance	3.1 Explain knowledge and skills required for own work role 3.2 Identify opportunities and resources available for personal development. 3.3 Produce a development plan to address own needs and agree with line manager
4. Be able to carry out and assess activities within own development plan	4.1 Plan activities in own development plan that address identified needs 4.2 Collect feedback from colleagues on the result of development activities on own performance 4.3 Assess the success of activities carried out as part of own development plan
Assessment	Task including personal development plan

Learning outcomes The learner will:	Assessment criteria The learner can:
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 1.2 Outline what activity equipment is used for 1.3 Describe why activity equipment must be in a safe and serviceable condition when it is used 1.4 Describe the legal and other health and safety requirements that cover activity equipment 1.5 State where activity equipment is stored 1.6 Describe the importance of setting up, taking down and storing activity equipment as requested and on time 1.7 Describe standard operating procedures for setting up, taking down, handling and moving 1.8 Describe why it is important to follow standard operating procedures for setting up, taking down, handling and moving 1.9 Describe how to check the equipment for damaged and missing parts 1.10 Describe why the correct procedures must be followed when finding damaged and missing parts 1.11 Describe the record keeping procedures that relate to the equipment being set up, taken down and stored 1.12 Outline the importance of accurate record keeping
2. Know how to set up equipment	2.1 Identify the correct locations for setting up equipment 2.2 State the correct procedures for setting up equipment 2.3 Describe how to check that the equipment is operating correctly 2.4 Describe why it is important to make sure the equipment is in a safe and secure condition when set up 2.5 Describe how to make sure the equipment is in a safe and secure condition when set up
3. Be able to set up equipment	3.1 Find the equipment needed 3.2 Check the equipment and make sure it is safe and fit for purpose 3.3 Follow the standard operating procedures when: <ul style="list-style-type: none"> • handling and moving the equipment • setting up the equipment 3.4 Set up the equipment on time and in the correct place 3.5 Check the equipment is in safe working order 3.6 Make sure the equipment is secure
4. Know how to deal with equipment after use	4.1 Describe the correct procedures for dealing with equipment in own area of work
5. Be able to deal with equipment after use	5.1 Find equipment at the requested time 5.2 Follow the standard operating procedures for: <ul style="list-style-type: none"> • dealing with the equipment after use • handling and moving the equipment 5.3 Check the equipment for damaged and missing parts 5.4 Report damage or missing parts to the responsible colleague 5.5 Complete any required records
6. Know how to store equipment following use	6.1 Describe the manufacturer's instructions for storing equipment after use 6.2 Describe the importance of storing equipment safely and securely 6.3 Identify types of equipment that should be set aside because it is faulty, dirty or wet 6.4 Identify the correct place for each item of equipment in storage areas 6.5 Describe why it is important to place items of equipment in the correct place 6.6 Identify the types of health and safety hazards that may be found in equipment storage areas 6.7 Describe how to deal with health and safety hazards in equipment storage areas

<p>7. Be able to store equipment following use</p>	<p>7.1 Follow the standard operating procedures when handling and moving the equipment</p> <p>7.2 Move the equipment to the right storage area</p> <p>7.3 Follow the correct procedures for equipment which needs attention</p> <p>7.4 Put each item of equipment in the correct place within the storage area</p> <p>7.5 Leave the storage area:</p> <ul style="list-style-type: none"> • safe • tidy • secure <p>7.6 Complete any required records</p>
<p>Assessment</p>	<p>Worksheet Task Formative observed session/witness testimony</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to check and service activity equipment	1.1 Outline the importance of recording what has been done and any further action that needs to be taken and how to complete these records 1.2 Identify health and safety requirements for the equipment to be maintained in own area of responsibility
2. Know how to check equipment and identify what maintenance is needed	2.1 Describe the importance of health and safety when checking equipment 2.2 Describe the dangers of not checking equipment thoroughly 2.3 Identify the relevant parts of the organisation's maintenance schedule and manufacturer's guidelines for the types of equipment in own area of work 2.4 Outline the importance of causing as little disruption as possible to normal activities 2.5 Outline how to cause as little disruption as possible to normal activities 2.6 Outline how to identify when equipment needs maintenance 2.7 Describe the importance of removing unsafe equipment from use 2.8 Describe how to remove unsafe equipment from use 2.9 Describe the limits of own responsibility in relation to carrying out maintenance 2.10 Outline how to report maintenance which needs to be carried out by a technical expert 2.11 Describe the importance of recording checks and the work which needs to be carried out 2.12 Describe how to record checks and the work which needs to be carried out
3. Be able to check equipment and identify what maintenance is needed	3.1 Identify the equipment which needs maintenance 3.2 Check the equipment, following the maintenance schedule and manufacturer's instructions 3.3 Cause as little disruption to normal activities as possible 3.4 Remove any unsafe equipment from use 3.5 Confirm own competence and authority to carry out the maintenance 3.6 Report any maintenance which must be carried out by someone else 3.7 Record: <ul style="list-style-type: none"> • the checks made • the work which needs to be done • any action taken
4. Know how to service equipment	4.1 Outline the importance of making sure equipment is in a safe condition for servicing 4.2 Outline how to make sure the equipment in own area of work is safe for maintenance 4.3 Identify the right tools and materials for the servicing in own area of responsibility 4.4 Outline the importance of using the right tools and materials 4.5 Outline the importance of following the manufacturer's and organisation's procedures for servicing and acting safely throughout, including what may happen if this is not done 4.6 Outline the manufacturer's and organisation's procedures for servicing the equipment in own area of responsibility 4.7 Outline the importance of reporting any problems to the responsible colleague 4.8 Outline how to report any problems to the responsible colleague 4.9 Outline the importance of carrying out final checks before the equipment is put back into use 4.10 List the standards for safety and serviceability for equipment in own area of responsibility 4.11 State what checks need to be carried out to make sure standards for safety and serviceability are met 4.12 Describe the importance of recording what has been checked for safety and serviceability 4.13 Describe how to complete records of checks for safety and serviceability

5. Be able to service equipment	<ul style="list-style-type: none"> 5.1 Confirm own competence and authority to carry out the servicing 5.2 Make sure the equipment is in a safe condition for servicing 5.3 Cause as little disruption to normal activities as possible 5.4 Organise own work area so that the work can be carried out safely and efficiently 5.5 Choose the right tools and materials for the job 5.6 Carry out the servicing following organisation's procedures and the manufacturer's instructions 5.7 Report any problems during servicing to the responsible colleague 5.8 Make final checks to the equipment to make sure it is safe and serviceable 5.9 Record the work carried out
Assessment	<ul style="list-style-type: none"> Task Worksheet Formative observed session/witness testimony

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to carry out activities to operate trailers in the workplace	1.1 Outline legal and safety requirements relating to the use of trailers 1.2 Check towing vehicle is safe to use 1.3 Check the trailers suitability for road use 1.4 Check the trailer is safe to use and appropriate for the task 1.5 Hitch the vehicle to a trailer and connect the electrics 1.6 Load the trailer 1.7 Secure the load 1.8 Drive the vehicle and trailer around an identified route 1.3 Describe the factors to consider for driving on different road surfaces
Assessment	

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Select and use appropriate software applications to meet needs and solve problems	1.1 Describe what types of information are needed 1.2 Select and use software applications to develop, produce and present different types of information to meet needs and solve problems 1.3 Enter, organise, refine and format different types of information, applying editing techniques to meet needs
2. Enter, develop, combine and format different types of information to suit its meaning and purpose	2.1 Use appropriate techniques to combine image and text components 2.2 Combine information of different forms or from different sources 2.3 Select and use appropriate page layout to present information effectively
3. Present information in ways that are fit for purpose and audience	3.1 Work accurately and proof-read, using software facilities where appropriate 3.2 Identify inconsistencies or quality issues with the presentation of information 3.3 Produce information that is fit for purpose and audience using accepted layouts and conventions as appropriate
4. Evaluate the selection and use of IT tools and facilities to present information	4.1 Review and modify work as it progresses to ensure the result is fit for purpose and audience and to inform future judgements 4.2 Review the effectiveness of the IT tools selected to meet needs in order to improve future work
Assessment	

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to receive and disburse money	1.1 Outline the basic legal and organisational requirements for handling money relevant to own work, including those that safeguard against fraud and theft 1.2 Describe how to calculate charges for activities under own control 1.3 Describe how to calculate and record totals for money received, paid out and transferred 1.4 Describe the problems which may occur when dealing with money 1.5 Identify which problems can be dealt with personally and which should be referred on to a colleague 1.6 Describe the importance of recording the details of money received and paid out 1.7 Describe how to record the details of money received and paid out 1.8 Describe the importance of issuing and keeping receipts and what should be recorded on a receipt 1.9 Describe how to store money, receipts and other financial records
2. Be able to receive and disburse money	2.1 Record accurately the details of money received and paid out 2.2 Make sure calculations are correct 2.3 Issue and obtain accurate receipts for money received and paid out 2.4 Keep all money, records and receipts securely 2.5 Pass on money, records and receipts to the authorised colleague as required 2.6 Refer any problems regarding finance to the authorised colleague 2.7 Make sure that own financial procedures follow organisational requirements in relation to carrying out maintenance
3. Know how to enrol participants for activities	3.1 Describe the organisational requirements for enrolments 3.2 Describe the importance of dealing with enquiries promptly and courteously 3.3 Outline the information which should be provided to potential participants about available activities 3.4 Outline the information which needs to be collected about participants 3.5 Outline why information collected about participants is important 3.6 List the requirements for activities under own control, for example numbers allowed, dress and equipment necessary, any previous experience etc. 3.7 Describe why it is important to confirm arrangements for the activity with participants 3.8 Describe what arrangements for the activity need to be confirmed with participants
4. Be able to enrol participants for activities	4.1 Deal with enquiries promptly and politely 4.2 Give people accurate information about activities 4.3 Collect and record the relevant details obtained about participants 4.4 Make sure the enrolments meet the requirements for the activity 4.5 Confirm the arrangements for the activity with the participants 4.6 Follow all relevant organisational procedures
5. Know how to maintain records	5.1 Describe organisational and legal requirements for storing and passing on information 5.2 Describe the importance of accurate and efficient record keeping and filing 5.3 Outline what types of information need to be treated confidentially 5.4 Outline why it is important to treat certain information confidentially 5.5 Outline how to treat information confidentially 5.6 Describe different types of filing methods available and how to choose one appropriate to own work
6. Be able to maintain records	6.1 Make sure records are complete, legible and accurate 6.2 Store own records securely so that they can be found when needed 6.3 Deal with confidential information correctly 6.4 Find information when it is needed 6.5 Pass on information to colleagues as required 6.6 Ensure all records are handled according to organisational and legal requirements
Assessment	

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how individuals can take personal responsibility for food safety	1.1 Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour 1.2 Describe how to report food safety hazards 1.3 Outline the legal responsibilities of food handlers and food business operators
2. Understand the importance of keeping him/herself clean and hygienic	2.1 Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination 2.2 Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds
3. Understand the importance of keeping the work areas clean and hygienic	3.1 Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal 3.2 State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning 3.3 Outline the importance of pest control
4. Understand the importance of keeping food safe	4.1 State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards 4.2 Explain how to deal with food spoilage including recognition, reporting and disposal 4.3 Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food 4.4 Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food 4.5 Describe stock control procedures including deliveries, storage, date marking and stock rotation
Assessment	

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know about standards of cleanliness in an active leisure environment	1.1 Give reasons why high standards of cleanliness are important in an active leisure environment 1.2 Describe what may happen if standards of cleanliness in an active leisure environment are not maintained 1.3 Describe how an active leisure organisation maintains standards of cleanliness, including its cleaning schedule
2. Know how to carry out cleaning in an active leisure environment	2.1 Identify the legal and regulatory requirements relevant to cleaning in an active leisure environment 2.2 Describe the types of cleaning equipment used in different types of active leisure environments, what they are for and how they are used 2.3 Describe the types of cleaning materials used in different types of active leisure environments, what they are for and how they are used 2.4 Describe how to maintain the safety of customers and other staff when carrying out cleaning operations 2.5 Describe the types of personal protective equipment that are necessary for certain cleaning operations in an active leisure environment and when they should be used 2.6 List the precautions that should be taken when using hazardous substances for cleaning operations 2.7 Describe the procedures for disposing of waste from cleaning operations
3. Know how to deal with spillages, breakages and rubbish in an active leisure	3.1 Give examples of hazardous and non-hazardous waste and rubbish in an active leisure environment 3.2 Describe how to deal with different types of hazardous waste and rubbish in an active leisure environment 3.3 Describe how to dispose of different types of waste and rubbish correctly 3.4 Describe an active leisure organisation's procedures for dealing with lost property
4. Be able to carry out cleaning and tidying operations in an active leisure environment	4.1 Select cleaning equipment and materials appropriate to the areas and surfaces being cleaned 4.2 Use both manual and powered cleaning equipment to achieve acceptable standards of cleanliness 4.3 Follow a schedule to clean different areas in an active leisure environment 4.4 Use personal protective equipment appropriate to the cleaning equipment and materials 4.5 Maintain the safety of other people during cleaning operations 4.6 Deal with and dispose of waste safely and with due regard for the environment 4.7 Store cleaning equipment and materials securely and in the correct area
Assessment	Worksheet Observation

Unit 17 T/601/6564 **Level: 2** **Credit Value: 3**
Unit Title: Supporting children and young people's play

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the nature of freely chosen, self-directed play	1.1 Outline the characteristics of freely chosen, self-directed play 1.2 Give examples of five play types commonly accepted by the playwork sector 1.3 Describe what is meant by a play cue 1.4 Describe the main stages of the play cycle 1.5 Describe when playwork interventions may and may not be appropriate
2. Be able to support children and young people's play	2.1 Make a variety of "loose parts" available to children and young people 2.2 Give attention to children and young people's play whilst being sensitive to own impact on the play space 2.3 Identify play cues and returns 2.4 Provide playful responses to play cues 2.5 Work as a team member when supporting children and young people's play
3. Be able to reflect on own playwork practice	3.1 State the importance of reflecting on own playwork practice 3.2 Reflect on own playwork practice 3.3 Identify key learning points from own reflection
Assessment	

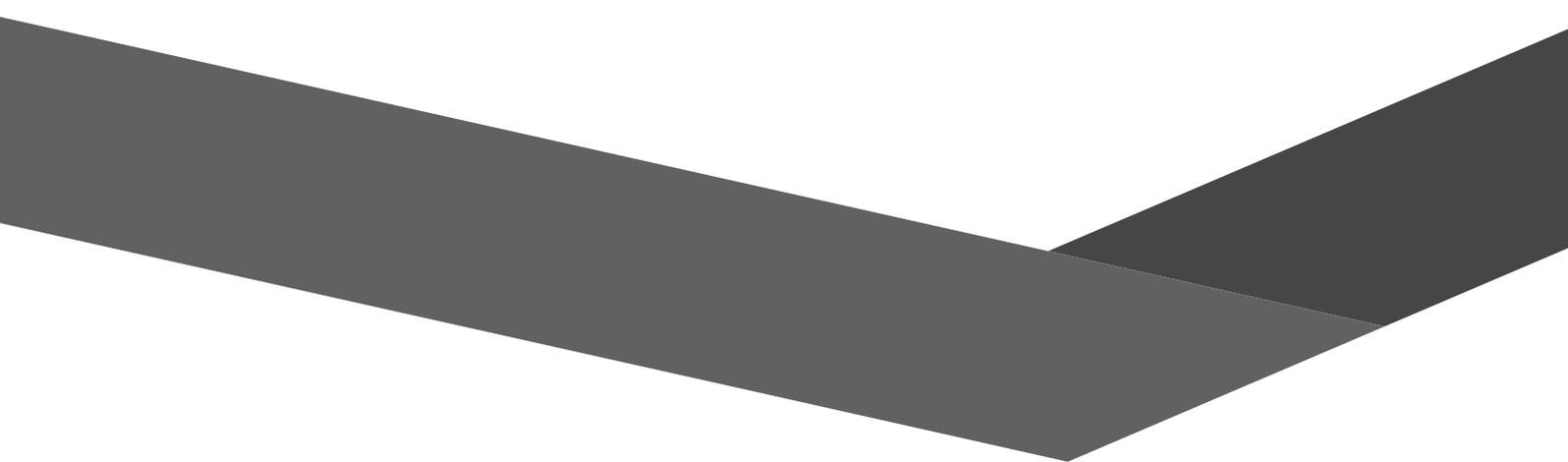
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the basic principles of emergency first aid	1.1 Identify situations which require the assistance of the emergency services 1.2 Describe how the emergency services should be called, following organisational requirements 1.3 Explain the correct procedures for assisting injured people, with a clear indication of safe practices and own limitations
2. Be able to provide first assistance and treatment for a casualty	2.1 Demonstrate competent first aid skills in basic emergency situations, e.g. simple cuts, grazes, bruises, shock 2.2 Demonstrate competent first aid skills to treat casualties of a serious accident or incident until the emergency services arrive
3. Understand how to establish and maintain a fully equipped first aid kit	3.1 Describe the basic first aid materials used in a first aid kit appropriate for a specific activity and location 3.2 Explain the procedure for maintaining a first aid kit, including the replacement of used stock and out-of-date or damaged materials
Assessment	Worksheet Formative observed session/witness testimony

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